

BA ENGLISH

LOCF SYLLABUS 2025



Department of English

School of Languages and Culture
St. Joseph's College (Autonomous)
Tiruchirappalli - 620002, Tamil Nadu, India

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

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

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

The overarching objectives of these five schools are as follows:

1. Optimal Resource Utilization: Ensuring the efficient use of both human and material resources to foster academic flexibility and attain excellence across disciplines.
2. Horizontal Mobility for Students: Providing students with the freedom to choose courses aligning with their interests and facilitating credit transfers, thereby enhancing their academic mobility and enriching their learning experience.
3. Credit-Transfer Across Disciplines (CTAD): The existing curricular structure, in accordance with regulations from entities such as TANSCHE and other higher educational institutions, facilitates seamless credit transfers across diverse disciplines. This underscores the adaptability and uniqueness of the choice-based credit system.
4. Promotion of Human Excellence: Nurturing excellence in specialized areas through focused attention and resources, thus empowering individuals to excel in their respective fields.
5. Emphasis on Internships and Projects: Encouraging students to engage in internships and projects, serving as stepping stones toward research endeavors, thereby fostering a culture of inquiry and innovation.
6. Addressing Stakeholder Needs: The multi-disciplinary nature of the School System is tailored to meet the requirements of various stakeholders, particularly employers, by equipping students with versatile skills and competencies essential for success in the contemporary professional landscape.

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

Credit system

The credit system at St. Joseph's College (Autonomous) assigns weightage to courses based on the hours allocated to each course. Typically, one credit is equivalent to one hour of instruction per week. However, credits are awarded regardless of actual teaching hours to ensure consistency and adherence to guidelines.

The credits and hours allotted to each course within a programme are detailed in the Programme Pattern table. While the table provides a framework, there may be some flexibility due to practical sessions, field visits, tutorials, and the nature of project work.

For undergraduate (UG) courses, students are required to accumulate a minimum of 137 credits, as stipulated in the programme pattern table. The total number of courses offered by the department is outlined in the Programme Structure.

OUTCOME-BASED EDUCATION (OBE)

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

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

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

Here are some key aspects of Outcome-Based Education:

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

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

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

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

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

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

LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK (LOCF)

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

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

Some Important Terminologies

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

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

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

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

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

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

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

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

Discipline Specific Elective (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. 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.

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

Self-Learning (SL): A two-credit course designed to foster students' ability for independent and self-directed learning. There are Four Self-Learning Courses:

- Compulsory MOOC on NPTEL-SWAYAM in Semester I or II
- 'Artificial Intelligence' as a Self-Learning Course jointly offered by the Departments of CS, AI, IT and Data Science on JosTEL in Semester III
- A Department-Specific Self-Learning Course in Semester IV on JosTEL
- A Certificate Course in Semester V: Each department will offer ONE certificate Course (45 – 60 hours) that will be creditised in the curriculum.

Internship (IS): Following the fourth semester, students are required to undertake an internship during the summer break. Subsequently, they must submit a comprehensive report detailing their internship experience along with requisite documentation. Additionally, students are expected to participate in a viva-voce examination during the fifth semester. Credits for the internship will be reflected in the mark statement for the fifth semester. One of the Core Courses in Sem IV is offered as internship embedded course which contains content related to industry.

Experiential Learning (EL): In the sixth semester, students are required to undertake a one credit Project / Industrial visit / Field visit chosen by the department. This component is intended to foster learning by direct experience and application of acquired knowledge to practical settings.

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

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

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

Course Coding

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

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

Course Specific Initials

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

GE - General English

CC - Core Theory; CP- Core Practical

AC - Allied Course

AP - Allied Practical

SEC - Skill Enhancement Course

VE - Value Education

WS - Workshop

AE - Ability Enhancement Course

AO - Allied Optional

OP - Allied Optional Practical

ES - Discipline Specific Elective

IS - Internship

SL - Self-Learning

OE - Open Elective

PW - Project and Viva Voce

CE - Comprehensive Examination

EL - Experiential Learning

OR - Outreach Programme

EVALUATION PATTERN (UG)

Continuous Internal Assessment

Sl No	Component	Marks Allotted
1	Mid Semester Test	30
2	End Semester Test	30
3	*Two Components (15 + 20)	35
4	Library Referencing	5
		Total
		100

Passing minimum: 40 marks

- * The first component is a compulsory online test (JosTEL platform) for 15 marks comprising 7 questions (1 mark) at K1 level and 4 questions (2 marks) at K2 level; The second component is decided by the course in-charge in accordance with the prescribed K levels.

Question Paper Blueprint for Mid and End Semester Tests

Duration: 2 Hours						Maximum Marks: 60	
Section	K levels						Marks
	K1	K2	K3	K4	K5	K6	
A (compulsory)	7						$7 \times 1 = 7$
B (compulsory)		5					$5 \times 3 = 15$
C (either...or type)			3				$3 \times 6 = 18$
D (2 out of 3)	Mid Sem			1(2)	1*		$2 \times 10 = 20$
	End Sem				1*	1(2)	
						Total	60

* Compulsory

Question Paper Blueprint for Semester Examination

Duration: 3 Hours						Maximum Marks: 100	
Section	K levels						Marks
	K1	K2	K3	K4	K5	K6	
A (compulsory)	10						$10 \times 1 = 10$
B (compulsory)		10					$10 \times 3 = 30$
C (either...or type)			5				$5 \times 6 = 30$
D (3 out of 5)				2(3)	1(2)		$3 \times 10 = 30$
						Total	100

* Compulsory

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

Title of the Course	CIA	Semester Examination	Final
• One credit Core Course (Sem 1) • Skill Enhancement Course (NCC and Department Specific)	$25 + 25 = 50$	50 (Department)	100
• Self - Learning Course (Dept Specific) • Comprehensive Examination	$25 + 25 = 50$	50 (CoE)	100
• Value Education • Environmental Studies	50	50 (CoE)	100
• Skill Enhancement Course: Soft Skills • Self - Learning Course (Common) • Self - Learning Online Course (NPTEL / SWAYAM) • Certificate Course • Internship	100	-	100
• Project / Industrial Visit / Field Visit	100	-	100

Grading System

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

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

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

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

Where,

C_i - credit earned for the Course i

G_{pi} - Grade Point obtained for the Course i

M_i - Marks obtained for the Course i

n - Number of Courses passed in that semester

WAM - Weighted Average Marks

Classification of Final Results

- For each of the first three parts in the UG Programme, there shall be separate classification on the basis of CGPA, as indicated in Table - 2.
- For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Arts / Science / Commerce / Management as Outstanding / Excellent / Very Good / Good / Above Average / Average, the marks and the corresponding CGPA earned by the candidate in Part III alone will be the criterion, provided the candidate has secured the prescribed passing minimum in all the five Parts of the programme.
- Grade in Part IV and Part V shall be shown separately and it shall not be taken into account for classification.
- A pass in SHEPHERD will continue to be mandatory although the marks will not be counted for the calculation of the CGPA.
- Absence from an examination shall not be considered as an attempt.

Table - 1: Grading of the Courses

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

Table - 2: Grading of the Final Performance

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

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

Vision

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

Mission

- Fostering learning environment to students of diverse background, developing their inherent skills and competencies through reflection, creation of knowledge and service.
- Nurturing comprehensive learning and best practices through innovative and value- driven pedagogy.
- Contributing significantly to Higher Education through Teaching, Learning, Research and Extension.

Programme Educational Objectives (PEOs)

- Graduates will be able to accomplish professional standards in the global environment.
- Graduates will be able to uphold integrity and human values.
- Graduates will be able to appreciate and promote pluralism and multiculturalism in working environment.

Programme Outcomes (POs)

1. Graduates will be able to comprehend the concepts learnt and apply in real life situations with analytical skills.
2. Graduates with acquired skills and enhanced knowledge will be employable/ become entrepreneurs or will pursue higher Education.
3. Graduates with acquired knowledge of modern tools communicative skills and will be able to contribute effectively as team members.
4. Graduates are able to read the signs of the time analyze and provide practical solutions.
5. Graduates imbibed with ethical values and social concern will be able to understand and appreciate social harmony, cultural diversity ensure sustainable environment.

Programme Specific Outcomes (PSOs)

Graduates will be able to

1. communicate effectively in English
2. interpret a text linguistically, historically and culturally
3. appreciate different value systems that exist in various cultures
4. analyze and find solutions to universal problems in diverse life situations
5. use employability skills required in the field of teaching, translation, documentation, creative writing, media, etc

B.A. English						
Programme Structure						
Part	Semester	Specification	No. of Courses	Hours	Credits	
1	1- 4	Languages (Tamil / Hindi / French / Sanskrit)	4	16	12	
2	1 - 4	General English	4	20	12	
3	1 - 6	Core Course	15	82	55	
	1 - 6	Core Practical	-	-	-	
	1 & 2	Allied Course	2	12	8	
	1 & 2	Allied Practical	-	-	-	
	3 & 4	Allied Optional	2	12	8	
	3 & 4	Allied Optional Practical	-	-	-	
	5 & 6	Discipline Specific Elective	4	16	12	
	5	Internship	1	-	1	
	6	Project / Industrial Visit / Field Visit	1	-	1	
	6	Comprehensive Examination	1	-	2	
4	1 - 4	Value Education	4	8	4	
	1 & 2	Ability Enhancement Compulsory Course	2	2	3	
	2 - 5	Self - Learning	4	-	8	
	3 & 4	Skill Enhancement Course	2	4	2	
	5 & 6	Open Elective	2	8	4	
5	2 - 6	Outreach Programme (SHEPHERD)	-	-	4	
	2 - 6	Co-curricular and Extracurricular Activities	-	-	1	
	2 - 6	Extra Credit Courses (MOOC) / Certificate Courses	5	-	(15)	
		Total	53	180	137 (15)	

B.A. ENGLISH PROGRAMME PATTERN										
Course Details							Scheme of Exams			
Sem.	Part	Course Code	Course Type	Title of the Course	Hours	Credits	CIA	SE	Final	
1	I	25UTA11GL01	GL	General Tamil – 1	4	3	100	100	100	
		25UFR11GL01		Language French - 1						
		25UHI11GL01		Language Hindi - 1						
		25USA11GL01		Language Sanskrit - 1						
	II	25UEN12GE01A	GE	General English – 1: Pre-Intermediate Stream	5	3	100	100	100	
		25UEN12GE01B		General English – 1: Intermediate Stream						
	III	25UEN13CC01	CC Major	Core Course - 1: Poetry - I (Chaucer to the Romantics)	6	5	100	100	100	
		25UEN13CC02		Core Course - 2: Prose	5	3	100	100	100	
		25UEN13CC03		Core Course - 3: Reading Literature	2	1	100	-	100	
	IV	25UEN13AC01	AC Minor	Allied Course - 1: Social History of England	6	4	100	100	100	
	IV	25UHE14VE01	VE	Value Education – 1: Essentials of Humanity*	2	1	50	50	50	
		25UEN14AE01	AECC	Communicative English	-	2	100	-	100	
				Total	30	22				
2	I	25UTA21GL02	GL	General Tamil – 2	4	3	100	100	100	
		25UFR21GL02		Language French - 2						
		25UHI21GL02		Language Hindi - 2						
		25USA21GL02		Language Sanskrit – 2						
	II	25UEN22GE02A	GE	General English – 2: Pre-Intermediate Stream	5	3	100	100	100	
		25UEN22GE02B		General English – 2: Intermediate Stream						
	III	25UEN23CC04	CC Major	Core Course - 4: Poetry – II (Victorian Period to Contemporary Period)	6	4	100	100	100	
		25UEN23CC05		Core Course - 5: English Literary Forms and Terms	5	4	100	100	100	
		25UEN23AC02	AC Minor	Allied Course - 2: History of English Literature	6	4	100	100	100	
	IV	25UHE24AE02	AECC	Environmental Studies*	2	1	50	50	50	
		25UHE24VE02	VE	Value Education - 2: Fundamentals of Human Rights*	2	1	50	50	50	
		25UEN24SL01	SL	Online Courses: (NPTEL / SWAYAM)	0	2	-	100	100	
				Extra Credit Course	0	(3)				
				Total	30	22 (3)				
3	I	25UTA31GL03	GL	General Tamil – 3	4	3	100	100	100	
		25UFR31GL03		Language French – 3						
		25UHI31GL03		Language Hindi - 3						
		25USA31GL03		Language Sanskrit - 3						
	II	25UEN32GE03A	GE	General English – 3: English for Arts - 1	5	3	100	100	100	
		25UEN33CC06	CC Major	Core Course - 6: Literary Criticism - I: From Plato to Joseph Addison	6	4	100	100	100	
	III	25UEN33CC07		Core Course - 7: Drama	5	4	100	100	100	
		25UEN33AO01A	AO Minor	Allied Optional - 1: Subaltern Literature	6	4	100	100	100	
		25UEN33AO01B		Allied Optional - 1: History of English Language						
	IV	25UHE34VE03A	VE	Value Education - 3: Social Ethics – 1*	2	1	50	50	50	
		25UHE34VE03B		Value Education - 3: Religious Doctrine – 1*						
		25UNC34SE01 / 25USS34SE01	SEC	Skill Enhancement Course – 1: Introduction to NCC / Skill Enhancement Course – 1: Soft Skills	2	1	100	-	100	
		25UAI34SL02	SL	Artificial Intelligence (Online)	0	2	100	-	100	
				Extra Credit Course	0	(3)				
				Total	30	22 (3)				
4	I	25UTA41GL04A	GL	General Tamil – 4: Communicative Tamil (தொடர்பியல் தமிழ்)	4	3	100	100	100	
		25UFR41GL04		Language French – 4						
		25UHI41GL04		Language Hindi – 4						
		25USA41GL04		Language Sanskrit - 4						
	II	25UEN42GE04A	GE	General English – 4: English for Arts - 2	5	3	100	100	100	
		25UEN43CC08	CC Major	Core Course - 8: Literary Criticism - II: From Alexander Pope to Cleanth Brooks	6	4	100	100	100	
	III	25UEN43CC09		Core Course - 9: Creative Writing (Internship Embedded Course)	5	4	100	100	100	
		25UEN43AO02A	AO	Allied Optional - 2: English Phonetics	6	4	100	100	100	

		25UEN43AO02B	Minor	Allied Optional - 2: Myth and Literature					
IV	25UHE44VE04A	VE	Value Education – 4: Social Ethics - 2*	2	1	50	50	50	50
	25UHE44VE04B		Value Education – 4: Religious Doctrine – 2*						
	25UNC44SE02 / 25UEN44SE02	SEC	<u>Skill Enhancement Course – 2: NCC (Special Subject) /</u> <u>Skill Enhancement Course – 2: Content Writing</u>	2	1	100	-	100	
	25UEN44SL03	SL	Self Learning: Travel Literature*	0	2	50	50	50	
				Extra Credit Course	0	(3)			
					Total	30	22 (3)		
5	25UEN53CC10 25UEN53CC11 25UEN53CC12	CC Major	Core Course - 10: Novel - I	6	4	100	100	100	
			Core Course - 11: American Literature	6	4	100	100	100	
			Core Course - 12: Indian Writing in English	6	3	100	100	100	
	25UEN53ES01A 25UEN53ES01B	DSE	Discipline Specific Elective – 1: Public Speaking	4	3	100	100	100	
			Discipline Specific Elective – 1: News Report Writing Techniques and Skills						
	25UEN53ES02A 25UEN53ES02B	DSE	Discipline Specific Elective – 2: Proofreading Skills	4	3	100	100	100	
			Discipline Specific Elective – 2: Business English						
	25UEN53IS01	IS	Internship	0	1	100	-	100	
	25UEN54OE01	OE	Open Elective - 1 (WS): English for Competitive Exams	4	2	100	100	100	
	25UEN54SL04	SL	Certificate Course: Introduction to Theatre Arts	0	2	100	-	100	
			Extra Credit Course						
					Total	30	22 (3)		
6	25UEN63CC13 25UEN63CC14 25UEN63CC15	CC Major	Core Course - 13: Novel - II	6	4	100	100	100	
			Core Course - 14: Shakespeare	6	4	100	100	100	
			Core Course - 15: English Language Teaching: Theory and Practice	6	3	100	100	100	
	25UEN63ES03A 25UEN63ES03B	DSE	Discipline Specific Elective – 3: Short Stories of the World	4	3	100	100	100	
			Discipline Specific Elective – 3: Stylistics						
	25UEN63ES04A 25UEN63ES04B	DSE	Discipline Specific Elective – 4: Artificial Intelligence in Language and Literature	4	3	100	100	100	
			Discipline Specific Elective – 4: Film Appreciation						
	25UEN63EL01A 25UEN63EL01B	EL	Project / Industrial Visit / Field Visit	0	1	100	-	100	
	25UEN63EL01C								
	25UEN63CE01	CE	Comprehensive Examination*	0	2	50	50	50	
	25UEN64OE02	OE	Open Elective – 2: English for Employability	4	2	100	100	100	
				Extra Credit Course	0	(3)			
					Total	30	22 (3)		
	V	25UCW65OR01 25UCW65EC01	OR EC	Outreach Programme Co - Curricular & Extra Curricular Activities	-	4 1			
1-6					TOTAL	180	137 (15)		

***For Grade Calculation:** Marks obtained out of 50 will be converted into 100 in the mark statements.

Open Elective - 1 (WS): 5th Semester

School	Course Code	Title of the Course
SLAC		
English	25UEN54OE01	English for Competitive Exams
History	25UHS54OE01	Tamil Heritage and Culture
Tamil	25UTA54OE01	தமிழ் இலக்கியத்தில் மனித உரிமைகள் (Human Rights in Tamil Literature)

Open Elective - 2: 6th Semester
Offered to students from other Departments

Department	Course Code	Title of the Course
Artificial Intelligence and Machine Learning	25UAI64OE02	Gen AI tools
Botany	25UBO64OE02	Landscape Designing and Waste Management
Biotechnology	25UBT64OE02	Food Science and Technology
BBA	25UBU64OE02A	Practical Stock trading
	25UBU64OE02B	Export Management
B Com Business Analytics	25UCB64OE02	Personal Investment Planning
B Com Computer Application	25UCC64OE02A	Social Media Marketing
	25UCC64OE02B	Basics of Banking
B Com Strategic Finance	25UCF64OE02	Personal Financial Management
Chemistry	25UCH64OE02	Food & Nutrition
B Com	25UCO64OE02A	Digital Marketing
	25UCO64OE02B	Digital Banking
	25UCO64OE02C	Stock Trading
Computer Science	25UCS64OE02	Design Thinking
BCA	25UBC64OE02	Web Design
Economics	25UEC64OE02	Economics for Competitive Exams
Electronics	25UEL64OE02A	CCTV and Smart Security Systems
	25UEL64OE02B	Entrepreneurial Electronics
English	25UEN64OE02	English for Employability
History	25UHS64OE02	Intellectual Revivalism in Tamil Nadu
Mathematics	25UMA64OE02	Mathematics for Competitive Examinations
Physics	25UPH64OE02A	Laser Technology and its Application
	25UPH64OE02B	Physics of Earth
Statistics	25UST64OE02	Applied Statistics
Tamil	25UTA64OE02	படைப்பிலக்கியம் (Creative writing)
Visual Communication	25UVC64OE02	Digital Media and Production

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UTA11GL01	பொதுத்தமிழ் - 1: General Tamil - 1	4	3

கற்றலின் நோக்கங்கள் (Course Objectives)	
புதிய இலக்கிய வடிவங்களை அறியும் திறனைப் பெறுதல்	
எழுத்து சொல் இலக்கணத்தில் இன்றியமையாமையை உணர்தல்	
புதுக்கவிதைகளின் கூறுகளை வாழ்வியலோடு பொருத்திப்பார்த்தல்	
தமிழ்க்கவிதைகளைப் பிறமொழிக் கவிதைகளோடு ஒப்பிட்டுப் பார்த்தல்	
புதுக்கவிதைகளைப் படைக்கும் திறன் பெறுதல்	

அலகு-1

(12 மணி நேரம்)

பாரதியார் கவிதைகள்
பாரதிதாசன் கவிதைகள்

- பாஞ்சாலிசபதம்: சபதச் சருக்கம்
- புரட்சிக்கவி: மன்னனின் சர்வாதிகாரம், கவிஞரின் எழுச்சியரை, கவிஞரின் மொழிப்பற்று, மக்களாட்சி மலரும் விதம்
- இருபதாம் நூற்றாண்டுத் தமிழ்க்கவிஞர்கள்
- முதல் மூன்று கட்டுரைகள்

அலகு-2

(12 மணி நேரம்)

வெ.இராமலிங்கனார்
முடியரசனார்
பெருஞ்சித்திரனார்
பட்டுக்கோட்டையார்

- தமிழ், அரசியல்
- தொழிலாளி, துறைதோறும் தமிழே காண்பீர், மொழியணர்ச்சி
- என்னென்று சொல்வோம், இனியேனும் ஒன்றினைவீர்
- என் விருப்பம், ஏட்டில் படித்ததோடு இருந்து விடாதே, அன்னசத்திரம் இருப்பதெதனாலே?
- புதுக்கவிதை வடிவங்கள்
- எழுத்து

அலகு-3: சமூகக் கவிதைகள்

(12 மணி நேரம்)

சுரதா
மு. மேத்தா
கண்ணதாசன்
அப்துல் ரகுமான்
தங்கம் மூர்த்தி
ஜெயபாஸ்கரன்
இலக்கிய வரலாறு
சிறுகதை

- நெஞ்சில் நிறுத்துங்கள், பூம்புகார்
- உன்னுடைய கொடியை
- ஆணவம் அழியும்
- பசி
- கூடு திரும்புதல் எளிதன்று
- ஒற்றைக் கேள்வியுடன் ஒருவர்
- சிறுகதை- உரைநடை
- முதல் மூன்று கதைகள்

அலகு-4: அரசியல் கவிதைகள்

(12 மணி நேரம்)

ச.ரோடு தமிழன்பன்
யுகபாரதி
கனிமொழி
அ. வெண்ணிலா
பெருமாள் முருகன்
சீனு ராமசாமி
கல்கி சுப்பிரமணியம்
இலக்கணம்

- எட்டாவது சீர்
- பழைய புத்தக வியாபாரி
- கருவறை வாசனை
- நீரில் அலையும் முகம்
- குழந்தைகளைத் தண்டித்தல்
- அகதி
- விதியை எழுதி னேன்
- சொல்

அலகு-5: அயலகக் கவிதைகள்

(12 மணி நேரம்)

தல்லீமா நல்ஸின்
மாயா ஏஞ்சலு
நானிலு கவிதைகள்
உரைநடை
சிறுகதை

- கல் உடைக்கும் பெண்
- கைத்தட்டுங்கள் கொண்டாடுங்கள்
- 10 கவிதைகள்
- நான்கு முதல் ஆறு வரை உள்ள கட்டுரைகள்
- நான்கு முதல் ஆறு வரை உள்ள கதைகள்

கற்பித்தல் அனுகுழறை Teaching Methodology	விரிவுரை (Lecture), காணொளிக் காட்சி (Videos), விளக்கக் காட்சி (PPT presentation)
மதிப்பீட்டு முறைகள் Assessment methods	நூல் நோக்குத் தேர்வு (Open Book Test), இயங்கலைத் தேர்வு (Online Test), ஒப்படைவு (Assignment), வினாடி வினா (Quiz), கருத்துரை (Seminar)

பாடநூல்:

பொதுத்தமிழ்-1(2025), தமிழாய்வுத்துறை, தொய வளனார் கல்லூரி

Websites and eLearning Sources:

- <https://www.tamilvu.org/library/nationalized/pdf/35-subbureddiyar/452-panjalisabatham.pdf>
- <https://www.annacentenarylibrary.org> - <https://shorturl.at/KWZx5>
- <https://eluthu.com/kavithai>
- <https://www.tamilvu.org/courses/degree/p103/p1032/html/p1032614.htm>
- <https://kavithaivaasal.blogspot.com/2017/11/blog-post.html>

CO No.	Course Outcomes		Cognitive Levels (K -Levels)
	CO-Statements	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO-1	இக்கால இலக்கிய வகைகளைக் கண்டறிவர்		K1
CO-2	எழுத்து, சொல்லிலக்கணங்களின் அடிப்படைகளை வகைப்படுத்தி அறிவர்.		K2
CO-3	அயலகக் கவிதை வடிவங்கள் குறித்த தெளிவான விளக்கங்களைப் பெறுவர்.		K3
CO-4	மொழிபெயர்ப்புக் கவிதைகளைக் கற்பதன் வாயிலாகத் திறனாய்வு செய்யும் திறனை வளர்த்தெடுப்பர்.		K4
CO-5	புதுக்கவிதை வாயிலாக வெளிப்படும் சமூக, அரசியல் விழுமியங்களை மதிப்பிடுவர்		K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	25UTA11GL01		பொதுத்தமிழ் - 1: General Tamil - I							4	3
Course Outcomes↓	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	3	2	2	3	3	3	2	3	3	2.7
CO-2	2	2	3	2	2	3	2	3	2	3	2.4
CO-3	3	2	3	3	3	3	3	3	3	2	2.8
CO-4	2	2	2	2	1	2	2	3	2	2	2.0
CO-5	3	2	3	2	2	3	2	2	3	3	2.5
Mean Overall Score										2.48 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UFR11GL01	Language French – 1	4	3

Course Objectives	
Familiarize students with the French language through an exploration of francophone culture, traditions, and civilization.	
Build fundamental knowledge in listening, speaking, reading, and writing (LSRW) as outlined by the Common European Framework of Reference for Languages (CEFR).	
Enable students to understand and use basic grammatical structures and essential vocabulary in context.	
Equip students with the skills needed to engage in simple, real-life conversations and interactions in French.	
Foster a deeper connection to the language by integrating cultural elements, enhancing motivation and intercultural awareness.	

UNIT I (12 Hours)

1. Titre - Je Suis
2. Lexique - L'alphabet, les salutations, les loisirs, les nombres
3. Grammaire - Les pronoms personnels sujets, les articles définis et indéfinis, les verbes auxiliaires, les adjectifs de nationalité, l'adjectif interrogatif 'quel'
4. Production orale- se présenter
5. Production écrite - Donner des informations personnelles

UNIT II (12 Hours)

6. Titre - Près de moi
7. Lexique – Les lieux, la famille, la situation familiale, les professions
8. Grammaire – les verbes en 'er' au présent, le masculin et le féminin des professions, les adjectifs possessifs
9. Production orale- Demander et dire le lieu d'habitation
10. Production écrite - Présenter et parler de sa famille

UNIT III (12 Hours)

11. Titre - Qu'est-ce qu'on mange ?
12. Lexique – les commerces, les commerçants, les aliments, les moyens de paiement
13. Grammaire – le singulier et le pluriel des noms, les prépositions de lieu, les verbes en 'ir'
14. Production orale- faire des courses alimentaires, demander et dire le prix
15. Production écrite - Donner une appréciation, commander au restaurant, créer un menu

UNIT IV (12 Hours)

16. Titre - C'est où
17. Lexique – la ville, les monuments, les transports
18. Grammaire – la fréquence, l'impératif, les connecteurs
19. Production orale- demander et indiquer le chemin, se déplacer des transports en commun
20. Production écrite - présenter une ville ou un quartier, créer un guide pour un monument

UNIT V (12 Hours)

21. Titre - C'est tendance
22. Lexique – les vêtements, les couleurs, les matières, les objets technologiques, la météo
23. Grammaire – le genre et le nombre des adjectifs, le futur proche, la place des adjectifs, l'adjectif démonstratif
24. Production orale- demander et dire l'utilité d'un produit, parler de la météo
25. Production écrite - Donner une appréciation sur un vêtement, décrire un objet
26. Indian knowledge system- Incorporating hand gestures and expressions to reinforce non-verbal communication in French and assimilating traditional Indian culinary knowledge while learning French food cultures (5%)

Teaching Methodology	Kinesthetic & Multi-Sensory Learning, Rhythm-Based Learning – ex.comptines, Deductive & Explicit Learning- structural approach, oral approach, blended learning, media integration
Assessment Methods	<p><i>Oral assessment:</i> Introduce Oneself – (Rubric –assessed on correct usage of vocabulary, personal pronouns and basic verbs)</p> <p><i>TPR activity:</i> Evaluate comprehension of oral commands like action words. (Rubric –assessed on comprehension, response and reaction time)</p> <p><i>Reading comprehension:</i> Read a simple passage like a personal description, and answer questions. (Rubric –assessed on accuracy of response)</p> <p><i>Written assessment:</i> Write simple structured texts on short personal introduction. (Rubric –Graded on correct grammar, sentence structure, and vocabulary usage)</p>

Books for Study:

1. Mensdorff-Pouilly, L., Opatski, S., Petitmengin, V., Pons, S., Sperandio, C., Djimli, H., & Veldeman-Abry, J. (2022). *Édito A1: Méthode de français* (2nd ed.). Didier FLE, Hatier. (P.1-P.86)

Books for Reference:

1. Dauda, P., Giachino, L., & Baracco, C. (2020). *Génération A1*. Didier.
2. Mérieux, R., & Loiseau, Y. (2012). *Latitudes A1*. Didier.

Websites and e-learning Sources:

1. <https://apprendre.tv5monde.com/en>
2. <https://www.thefrenchexperiment.com>
3. <https://www.iletaitunehistoire.com>
4. <https://www.francaisfacile.com>
5. <https://www.francaisauthentique.com>

CO No.	Course Outcomes		Cognitive Levels (K –Levels)	
	CO–Statements			
	On successful completion of this course, students will be able to			
CO1	Recognize and use fundamental vocabulary including greetings, while constructing simple sentences with personal pronouns and basic verbs.		K1	
CO2	Introduce themselves, ask and answer questions about personal details, express preferences, and engage in role-play conversations related to daily life		K2	
CO3	Differentiate between definite and indefinite articles, form plural and singular nouns, conjugate regular verbs in the present tense, and use adjectives correctly		K3	
CO4	Ask for and give directions, order food, discuss weather conditions, describe clothing and objects, and create simple structured texts such as menus, guides, and personal descriptions.		K4	
CO5	Demonstrate awareness of Francophone culture through language use in real-world scenarios, such as public transport, shopping, dining, and professional settings.		K5	

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
1	25UFR11GL01		Language French – 1					4	3		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	2	1	3	2	1	1	2	3	1.9
CO2	3	2	3	3	1	3	2	3	3	3	2.6
CO3	2	2	2	2	2	2	1	2	2	2	1.9
CO4	3	3	3	3	2	3	2	2	2	3	2.6
CO5	3	2	2	3	3	3	3	2	3	3	2.7
Mean Overall Score										2.34 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UHI11GL01	Language Hindi - 1	4	3

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

UNIT I (12 Hours)

1. Swar
2. Vyanjan
3. Barah Khadi
4. Shabd aur Vakya

UNIT II (12 Hours)

5. Rishtom ke Naam
6. Gharelu Padartho ke Naam
7. Sangya
8. Hindi Ginthi

UNIT III (12 Hours)

9. Sapthah ke Din
10. Sarvanam
11. Vilom Shabd
12. Dr. Abdul Kalam

UNIT IV (12 Hours)

13. Sal ke Maheene
14. Shareer ke Ang
15. Visheshan
16. Batcheeth - Dookan mein

UNIT V (12 Hours)

17. Janvarom ke Naam
18. Rang
19. Dishayem
20. Adhikal (Introduction)

Teaching Methodology	Peer Instruction Exercise, Videos, PPT, Quiz, Group Discussion
Assessment Methods	Seminar, Quiz, Assignment

Books for Study:

1. *Prathamic Patya Pusthak*, Dakshina Bharath Hindi Prachara Sabha, Thiagaraya Nagar, Chennai, 2022.
2. M. Ravi Chandran, *Concise Trilingual Dictionary*, Lotus Publications, Madurai, 2021.
3. M. kamathaprasad Gupth, *Hindi Vyakaran*, Anand Prakashan, Kolkatta, 2020.
4. *Madyama Patya Pusthak*, Dakshina Bharath Hindi Prachara Sabha, Thiagaraya Nagar, Chennai, 2022.

Books for Reference:

1. Dr. A. P. J. Abdul Kalam, *Mere sapnom ka Bharath*, Prabath Prakashan, Noida, 2020,
2. *Meri Pratham Hindi Sulekh Shabd Gyaan*, Wonder House Books, Noida, 2022.
3. Aravind Kumar, *Sampoorna Hindi Vyakaran our Rachana*, Lucent publisher, 2022.
4. *Adhunik Hindi Vyakaran our Rachana*, Bharati Bhavan Publishers & distributors, 2024.
5. Acharya Ramchandra Shukla, *Hindi Sahitya Ka Itihas*, Prabhat Prakashan, 2023.

Websites and e-Learning Sources:

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

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K -Levels)
	On successful completion of this course, students will be able to	
CO1	Introduction to Hindi sounds.	K1
CO2	Acquisition of Hindi Vocabulary.	K2
CO3	Sentence formation in Hindi.	K3
CO4	Practical application of grammar.	K4
CO5	Justify the social & political conditions of Aadhi Kaal in Hindi Literature.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course				Hours/week		Credits		
1	25UHI11GL01		Language Hindi - 1				4		3		
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of COs
CO1	3	2	2	1	3	3	3	1	3	2	2.3
CO2	2	3	2	3	1	2	3	3	3	2	2.4
CO3	3	2	2	2	1	3	2	3	2	3	2.3
CO4	3	1	2	3	2	3	2	3	3	2	2.4
CO5	2	3	3	2	3	2	3	3	1	3	2.5
Mean overall Score										2.38 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25USA11GL01	Language Sanskrit - 1	4	3

Course Objectives	
To improve knowledge in Sanskrit	
To train students in reading Sanskrit words	
To introduce the fundamental grammar	
To coach ethics and improve self-confident	
To train the students to use the tenses in Sanskrit	

UNIT I (12 Hours)

Introduction to Sanskrit

UNIT II (12 Hours)

Subhandha shabda vicaraha (akaara, aakaara, ikaara, iiakaara)

UNIT III (12 Hours)

Vartamankala lat lakaara vakya prayogaha

UNIT IV (12 Hours)

Samskrita sharala vakya paricayaha

UNIT V (12 Hours)

Selected verses from good saying in Sanskrit

Teaching Methodology	Videos, PPT, Blackboard, Demonstration, Exercises
Assessment Methods	Seminar, Quiz, Group Discussion.

Books for Study:

Shadhamanjari

Books for Reference:

1. Kulapathy, K.M., Sarala Samkrit Balabodh, Bharatiya Vidyabhavan, Munushimarg Mumbai – 4000 007 2021
2. R.S. Vadhyar & Sons, Book – Sellers and publishers, Kalpathi. Palaghat 678003, Kerala, South India, Shabda Manjari 2022
3. Balasubramaniam R, Samskrita Akshatra Siksha, Vangals Publications, 14th Main road, JP Nagar, Bangalore – 78 2020

Websites and e-Learning Sources:

1. <https://www.learnsanskrit.org/static/pdf/vyakarana.pdf>
2. <https://archive.org/details/in.ernet.dli.2015.382597>
3. <https://openpathshala.com/sanskrit-grammar-basic/3>

Course Outcomes		
CO No.	CO–Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students 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

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
1	25USA11GL01		Language Sanskrit - 1							4	3
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	1	1	3	2	3	2	3	2	2	2.2
CO-2	2	2	3	3	1	2	2	3	3	2	2.3
CO-3	3	2	2	2	2	2	2	3	3	2	2.3
CO-4	3	2	2	3	2	3	3	3	2	2	2.3
CO-5	3	2	3	2	3	2	2	3	3	3	2.6
Mean Overall Score											2.34 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UEN12GE01A	General English – 1: Pre-Intermediate Stream	5	3

Course Objectives (CO)	
To develop basic listening, speaking, reading, and writing skills	
To improve comprehension and fluency in both oral and written communication	
To learn language rules to create meaningful written and spoken communication	
To learn and integrate new vocabulary to expand language proficiency	
To construct grammatically correct sentences and engage in simple conversations	

UNIT I:		(15 Hours)
Listening:	(Skill) : Listening for familiar words in stories (Practice) : “The City Mouse and the Country Mouse”	
Reading:	(Skill) : Reading aloud (Practice) : “The Peacock and the Crane” “The Curious Monkey”	
Grammar:	(Practice) : Nouns: Types; Gender	
Vocabulary:	(Practice) : Kinship terms	
Speaking:	(Skill) : Repetition of Minimal Pairs (Practice) : Pronunciation of words	
Writing:	(Skill) : Using capital letters correctly in names, the pronoun ‘I,’ days, months, languages, nationalities, sentence beginnings, and book titles (Practice) : Capitalisation	
UNIT II:		(15 Hours)
Listening:	(Skill) : Listening to identify phrases and sentences (Practice) : “How to Be Happy in Every Situation”	
Reading:	(Skill) : Reading for main ideas (Practice) : “The World is a Mirror”	
Grammar:	(Practice) : Countable and Uncountable Nouns; Singular and Plural Nouns; Pronouns	
Vocabulary:	(Practice) : Human body vocabulary	
Speaking:	(Skill) : Responding to basic questions (Practice) : Simple conversations	
Writing:	(Skill) : Writing personal and academic information with correct spelling (Practice) : Using Correct Spelling in Writing	
UNIT III:		(15 Hours)
Listening:	(Skill) : Listening for main ideas (Practice) : “Magic Pot”	
Reading:	(Skill) : Identifying the message of the story (Practice) : Zen story: “Carry On” Zen story: “Harmony”	
Grammar:	(Practice) : Adjectives, Articles and Verbs	
Vocabulary:	(Practice) : Vegetables and Fruits	
Speaking:	(Skill) : Using ‘be’ verbs and adjectives to describe people, things and pictures (Practice) : Describing People, Things and Pictures	
Writing:	(Skill) : Practising correct punctuation in writing (Practice) : Punctuation	
UNIT IV:		(15 Hours)
Listening:	(Skill) : Listening for the main ideas in the story and expressing one’s views about them (Practice) : “A Glass of Milk”	
Reading:	(Skill) : Understanding the central idea of the story and sharing personal views	

Grammar:	(Practice) :	“Birbal: The Wise Man”
Vocabulary:	(Practice) :	Simple Present Tense
Speaking:	(Skill) :	Plants, Trees and Flowers
Writing:	(Skill) :	Describing daily routines using the simple present tense
	(Practice) :	Describing one's own routine and a friend's routine
	(Skill) :	Writing simple sentences in response to questions and on a given topic
	(Practice) :	Writing Simple Sentences

UNIT V: (15 Hours)

Listening:	(Skill) :	Listening to understand the sequence of ideas
	(Practice) :	A Father and His Son
Reading:	(Skill) :	Identifying the implicit idea of the story
	(Practice) :	“The Stone Cutter”
Grammar:	(Practice) :	Simple Past Tense
Vocabulary:	(Practice) :	Birds, Animals and Insects
Speaking:	(Skill) :	Narrating stories, events, or experiences using the simple past tense
	(Practice) :	Narrating a Familiar Story or Past Events
Writing:	(Skill) :	Writing a paragraph using a picture by answering questions or describing it.
	(Practice) :	Picture Composition

Teaching Methodology	Lectures, task-based activities, audio-visual listening tasks, guided reading and writing exercises, discussions
Assessment Method	Listening and reading comprehension exercises, verbal presentations, role plays and conversations, writing tasks

Books for Study:

Seeds of English Skills by Dr. M. John Britto, Dr. B. Sam Jerome Sharone, and Dr. S. Sajeev.

CO No.	Course Outcomes	Cognitive Levels (K-Level)
	CO-Statements	
CO-1	Recognize basic sounds, words, and simple ideas through listening practice.	K1
CO-2	Understand and engage in simple conversations, improving fluency in both oral and written communication.	K2
CO-3	Apply grammatical rules to construct meaningful sentences in spoken and written forms.	K3
CO-4	Integrate new vocabulary into everyday communication to expand language proficiency.	K4
CO-5	Construct grammatically correct sentences and engage in simple conversations, expressing personal experiences and opinions.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
	CO1	2	3	2	3	2	3	2	2	2	2.4
	CO2	3	2	2	3	2	3	2	2	3	2.5
	CO3	3	2	2	2	3	2	2	2	2	2.3
	CO4	3	2	2	2	2	2	2	2	3	2.2
	CO5	3	2	3	2	3	2	3	2	3	2.5
Mean Overall Score										2.38 (High)	

Semester	Course Code	Title of the Course	Hours/ Week	Credits
1	25UEN12GE01B	General English – 1: Intermediate Stream	5	3

Course Objectives	
To improve students' ability to listen, speak, read, and write in English through interactive and meaningful activities tailored to real-life contexts.	
To enable students to use appropriate vocabulary, grammar, and pronunciation to introduce themselves, express opinions, describe people and places, and engage in conversations.	
To equip students with reading strategies to comprehend texts, and apply structured writing methods to express ideas coherently.	
To develop students' ability to use common grammar structures accurately and expand their vocabulary through word formation techniques.	
To help students apply effective learning strategies to enhance their academic and professional success.	

Unit 1: What's in a Name? (15 Hours)

1. Listening:	(Skill)	Listening for gist
	(Practice)	“Not Good with Names” by Cynthia Win (a TED talk)
2. Reading:	(Skill)	Skimming
	(Practice)	“Eli, the Equation”
3. Grammar:	(Practice)	Nouns
4. Vocabulary:	(Practice)	Forming compound nouns
5. Study Skill:		Using online dictionaries
6. Speaking:	(Skill)	Initiating conversations (Greeting – Starting a conversation with new people – Introducing and answering an introduction)
	(Practice)	Introducing oneself and others in conversations
7. Writing:	(Skill)	Narrating a personal anecdote – Using capitals and end mark punctuations in sentences
	(Practice)	Guided Composition: The story of my name

Unit 2: Family is Forever! (15 Hours)

1. Listening:	(Skill)	Predicting topics
	(Practice)	“Tracing Roots, Telling Stories”
2. Reading:	(Skill)	Scanning
	(Practice)	“Home Lost, Family Found”
3. Grammar:	(Practice)	Pronouns
4. Vocabulary:	(Practice)	Words related to family and relationships
5. Study Skill:		Recognising your learning style
6. Speaking:	(Skill)	Talking about your family (family members and relationships, their personalities and your attachment, family routines, and challenges)
	(Practice)	Talking about your family (in conversations)
7. Writing:	(Skill)	Narrating events in chronological order – Using punctuations in numbers
	(Practice)	Controlled Composition: My family history

Unit 3: Nothing is Better than a Good Friend (15 Hours)

1. Listening:	(Skill)	Listening for main idea
	(Practice)	“Nothing is better than a good friend”
2. Reading:	(Skill)	Predicting
	(Practice)	(Jigsaw reading) Fables about friends: (a) “The Hare with Many Friends” – (b) “The Two Fellows and the Bear” – (c) “The Fox and the Stork” – (d) “The Four Friends and a Hunter”
3. Grammar:	(Practice)	Adjectives
4. Vocabulary:	(Practice)	Forming nouns, adjectives, verbs and adverbs using suffixes
5. Study skill:		Setting and prioritising language learning goals
6. Speaking:	(Skill)	Talking about people (Describing people's appearance and their mannerism – Giving your opinion about people – Expressing what you like and dislike in a person)

7. Writing:	(Practice)	Delivering a short talk about one's best friend
	(Skill)	Describing people (What they wear, how they move and seem to feel, and where they are) Using comma in sentences.
	(Practice)	Controlled composition: Describing people in given pictures

Unit 4: The Inner Me **(15 Hours)**

1. Listening:	(Skill)	Listening to understand pronunciation
	(Practice)	“The bare necessities” from <i>The Jungle Book</i>
2. Reading:	(Skill)	Previewing a text
	(Practice)	“The Surprising Benefits of Being an Introvert”
3. Grammar:	(Practice)	Articles and Quantifiers
	(Skill)	Forming words with different meanings using prefixes
4. Vocabulary:	(Practice)	Planning a study schedule
	(Skill)	Asking about feelings – Expressing one's feelings
5. Study skill:	(Practice)	Talking about feelings in different situations
	(Skill)	Describing character traits (Writing about what characters would say or do)
6. Speaking:	(Practice)	Using quotation marks and apostrophes in sentences
	(Skill)	Controlled Composition: Cruel Cinderella
7. Writing:	(Skill)	
	(Practice)	

Unit 5: Hometown Appetite **(15 Hours)**

1. Listening:	(Skill)	Listening for supporting details
	(Practice)	“The Village that Raised Me”
2. Reading:	(Skill)	Questioning circles for active reading
	(Practice)	“Homecoming”
3. Grammar:	(Practice)	Prepositions of time, place and movement
	(Skill)	Changing words from one class to another
4. Vocabulary:	(Practice)	Tracking progress in learning
	(Skill)	Describing a place
5. Study skill:	(Practice)	Talking about your hometown
	(Skill)	Describing objects – Using colon in sentences
6. Speaking:	(Practice)	Controlled Composition: Writing posts for social media, describing your college campus and classroom
	(Skill)	
7. Writing:	(Skill)	
	(Practice)	

Teaching Methodology	Lectures, Demonstrations, Discussions, Peer-Review Tasks, Role-plays, Pair and group activities
Assessment Tools	Listening and reading comprehension tasks, Individual talks, Role plays, Controlled and guided compositions

Books for Study:

M.S. Xavier Pradheep Singh, J. Amalaveenus, and A. Napoleon. *English and Me* by Viva Books, 2025.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Identify and recall common grammar structures, vocabulary, and pronunciation patterns used in everyday communication.	K1
CO2	Demonstrate comprehension of spoken and written texts by summarising key ideas, identifying main points, and making inferences.	K2
CO3	Use appropriate vocabulary, grammar, and pronunciation to introduce themselves, express opinions, describe people and places, and engage in meaningful conversations.	K3
CO4	Differentiate between various reading and writing strategies, such as skimming, scanning, and structured writing, to effectively interpret and construct texts.	K4
CO5	Critically review written and spoken texts for clarity, coherence, and correctness, providing constructive feedback for improvement.	K5

Relationship Matrix											
Semester	Course Code	Title of the Course					Hours	Credits			
1	25UEN12GE01B	General English – 1: Intermediate Stream					5	3			
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2.5	3	3	2.5	3	3	2.5	2.5	3	2.8
CO2	2.5	3	2.5	2.5	2.5	3	3	2.5	2.5	3	2.7
CO3	3	2.5	2.5	3	3	2.5	2.5	2.5	3	2.5	2.7
CO4	2.5	2.5	2.5	3	2.5	2.5	2.5	3	2.5	2.5	2.6
CO5	3	2.5	2.5	2.5	3	2.5	2.5	2.5	3	2.5	2.65
Mean Overall Score										2.69 (High)	

Semester	Course Code	Title of the Course	Hours/ Week	Credits
1	25UEN13CC01	Core Course - 1: Poetry - I (Chaucer to the Romantics)	6	5

Course Objectives	
To analyse the themes, symbols, and imagery used in poetry across different literary periods.	
To appreciate the historical, cultural, and philosophical contexts of poetic works.	
To develop critical thinking and interpretative skills through close reading of poems.	
To explore the evolution of poetic forms and structures from the Renaissance to the Romantic period.	
To enhance students' ability to engage with and respond to poetry both analytically and creatively.	

UNIT I (Detailed) (18 Hours)

1. Geoffrey Chaucer (1340- 1400): “The Love Unfeigned”
2. Sir Thomas Wyatt (1503-1542): “They Flee from Me”
3. Edmund Spenser (1552 -1599): “Sonnet No. 75” (From ‘The Amoretti’)
4. Philip Sidney (1554-1586): “Loving in Truth”

UNIT II (Detailed) (18 Hours)

5. Michael Drayton (1563-1631): “The Parting”
6. John Donne (1572-1631): “A Valediction Forbidding Mourning”
7. Robert Herrick (1591-1674): “To the virgins, to Make Much of Time”
8. George Herbert (1593-1633): “The Pulley”

UNIT III (Non-Detailed) (18 Hours)

9. John Milton (1608-1674): “On His Blindness”
10. Andrew Marvell (1621-1678): “To His Coy Mistress”
11. John Dryden (1631-1700): “A Song for St Cecilia’s Day”
12. Thomas Gray (1716-1771): “Ode on the Spring”

UNIT IV (Detailed) (18 Hours)

13. Alexander Pope (1688-1744): “The Rape of the Lock Canto I” (1-20 lines)
14. Robert Burns (1759-1796): “A Fond Kiss”
15. William Blake (1757-1827): “The Tyger”
16. William Wordsworth (1770 -1850): “Resolution and Independence”

UNIT V (Non-Detailed) (18 Hours)

17. Samuel Taylor Coleridge (1772-1834):” Kubla Khan”
18. George Gordon Byron (1788-1824): “She Walks in Beauty”
19. John Keats (1795-1821): “La Belle Dame Sans Merci”
20. Percy Bysshe Shelley (1792-1822): “Ode to the West Wind”

Teaching Methodology	Chart, PPT, Lecture
Assessment Methods	Seminar, Group Discussion and Classroom Observation

Books for Study:

1. Ford, Boris. *The Age of Chaucer (The Pelican Guide to English Literature, Vol. 1)*. Penguin, 1954. Print.
2. Legouis, Emile, and Cazamian, Louis. *A History of English Literature*. Macmillan, 1926. Print.
3. Sampson, George. *The Concise Cambridge History of English Literature*. Cambridge University Press, 1970. Print.
4. Spurgeon, Caroline F. E. *Shakespeare’s Imagery and What It Tells Us*. Cambridge University Press, 1935. Print.

Books for Reference:

1. Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford University Press, 1953. Print.

2. Bennett, Joan. *Five Metaphysical Poets: Donne, Herbert, Vaughan, Crashaw, Marvell*. Cambridge University Press, 1964. Print.
3. Bloom, Harold. *The Visionary Company: A Reading of English Romantic Poetry*. Cornell University Press, 1971. Print.
4. Daiches, David. *A Critical History of English Literature (Vol. 1 & 2)*. Secker & Warburg, 1960. Print.
5. Drew, Elizabeth. *Poetry: A Modern Guide to Its Understanding and Enjoyment*. Dell, 1959. Print.
6. Ford, Boris. *The Age of Chaucer (The Pelican Guide to English Literature, Vol. 1)*. Penguin, 1954. Print.

Websites and eLearning Sources:

1. Poetry Foundation. www.poetryfoundation.org.
2. Literary Devices. www.literarydevices.com.
3. National Poetry Library (UK) – www.nationalpoetrylibrary.org.uk
4. The Poetry Archive. www.poetryarchive.org.
5. The Literature Network – www.online-literature.com
6. The Poetry Society (UK) – www.poetrysociety.org.uk
7. Manchester Poetry Library – www.mmu.ac.uk/poetrylibrary

		Course Outcomes	Cognitive Levels (K-Level)
CO No.	CO-Statements		
	On successful completion of this course, the students will be able to		
CO1	Trace the historical development of poetry from the Renaissance to the Romantic period.		K1
CO2	Identify and interpret various poetic forms, literary devices, and metrical patterns used in different poems.		K2
CO3	Analyse the various themes, symbols, and imagery within poetic works.		K3
CO4	Develop an appreciation for the aesthetic and emotional depth of poetry.		K4
CO5	Gain insights into the lives and literary contributions of major poets.		K5

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
1	25UEN13CC01		Core Course 1: Poetry – I (Chaucer to the Romantics)						6	5
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	3	2	3	3	3	2
CO2	3	3	2	2	3	2	3	3	2	3
CO3	2	3	2	2	3	2	3	3	2	3
CO4	3	3	2	3	2	2	3	2	2	3
CO5	2	3	3	2	3	3	3	2	2	3
Mean Overall Score										2.5 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UEN13CC02	Core Course - 2: Prose	5	3

Course Objectives	
To equip the students to understand the origin and development of Prose down the ages	
To make the students understand the different types of Prose with reference to the socio political and historical contexts	
To provide knowledge about the lives of great writers in Prose and appreciate their literary thought	
To familiarize the students with the moral, religious and aesthetic components of the prescribed texts	
To facilitate the students to understand the stylistic devices and techniques employed in Prose writing	

UNIT I: (Detailed) (15 Hours)

1. Sir Francis Bacon (1561-1626)	: "Of Studies"
2. Joseph Addison (1672-1719)	: "Reflections on Westminster Abbey"
3. Sir Richard Steele (1672-1729)	: "The Spectator Club"

UNIT II: (Detailed) (15 Hours)

4. Oliver Goldsmith (1730-1774)	: "An Account of Westminster Abbey"
5. Charles Lamb (1775-1834)	: "A Dissertation upon the Roasted Pig"
6. William Hazlitt (1778-1830)	: "On the Love of Life"

UNIT III: (Non -Detailed) (15 Hours)

7. Bernard Shaw (1856- 1950)	: "Freedom"
8. W.R. Inge (1860-1954)	: "Spoon Feeding"
9. A.G. Gardiner (1865-1946)	: "On the Rule of the Road"

UNIT IV: (Detailed) (15 Hours)

10. Bertrand Russell (1872- 1970)	: "Eminent Men I Have Known"
11. G.K Chesterton (1874-1936)	: "On Lying in Bed"
12. E. M Forster (1879-1970)	: "Tolerance"

UNIT V: (Non-Detailed) (15 Hours)

13. J. B. Priestly (1894-1984)	: "On Doing Nothing"
14. Aldous Huxley (1894-1963)	: "Selected Snobberies"
15. George Orwell (1903 – 1950)	: "Shooting an Elephant"

Teaching Methodology	Lecture, PPT, Peer Discussion, Critical Reviews
Assessment Methods	Seminars, Online Tests, Group Discussion, Assignments

Books for Study:

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.
3. Thorp, Margarot Farrand. *An Antholgy of English Prose*. London: OUP, 1936.
4. Newcomer, Alphonso Gerard. *Twelve Centuries of English Poetry and Prose*. London: OUP, 1930.
4. Bentley, Eric. *Bernard Shaw*. New Direction Books, 1957. Print.
5. Wagner, Gerhard. *Aldous Huxley Repesentative Man*. London: lit Verlag, 2004. Print.
6. 7.
6. Hazlitt, William. *Table Talk*. New York: Wiley and Putnam, 1845. Press, 1991. Print.
- 7.
7. Mohan, Chandra. *An Anthology for Undergraduates*. University of Delhi, 1992. Print.
- 8.
8. Gross, John. *The Oxford Book of Essays*. OUP, 1935. Print.

Books for Reference:

1. Cody, Sherwin. *A Selection form the Best English Essays Illustrative of the History of English Prose Style*. A.C. McClurg & Company, 1903. Print.
2. Hudson, William Henry. *An Introduction to the Study of Literature*. London: George G Harrap & Co ltd.rpt 1961. Print.
3. Rees, R.J. *An Introduction to the Study of Literature*. London: Macmillan, 1968. Print.
4. Roe, William Frederick. *English Prose*. London: Bibliolie LIC, 1965. Print.

5. Whitidge, Arnold et al. Ed. *An Oxford Anthology of English Prose*. Oxford: OUP, 2005 Digital Publication.
9. Sutton, Walter & Foster, Richard. *Modern Criticism Theory and Practice*. Western Publishing Company, 1963. Print.

Websites and eLearning Sources:

1. A Selection of Simple Prose Texts. Cambridge Scholars Publishing. <https://www.cambridgescholars.com> › pdfs › 97
2. Watson, George. The New Cambridge Bibliography of English Literature. Cambridge: CUP, 1972. <http://www.readprint.com/work1523/the-mark-on-the-wall-virginia>. 3. Classic Essays on English Prose Style. ThoughtCo. <https://www.thoughtco.com> › ... › English Grammar.
3. <https://www.timesnownews.com> ›. 10 Classic Books with the Most Beautiful Prose. Times Now.
4. e-Adhyayan. Important Prose Writers of 17th century. <https://ebooks.inflibnet.ac.in> › engp02 › chapter › impor.
5. <https://mccollegeonline.co.in> › classnotes. mccollegeonline.co.in. 19th Century Prose.

CO No.	Course Outcomes		Cognitive Levels (K - Level)	
	CO-Statements			
	On successful completion of this course, the students will be able to			
CO1	Familiarize with the socio-political and historical contexts of Prose writing.		K1	
CO2	Apply knowledge, interpret and analyse the different types of scholarly works.		K2	
CO3	Understand the different prose style and techniques employed by the writers.		K3	
CO4	Analyse the moral and aesthetic components of the prescribed text.		K4	
CO5	Relate to the linguistic changes and learn the various sentence structures in English.		K5	

Relationship Matrix										
Semester	Course Code	Title of the Course					Hours		Credits	
1	25UEN13CC02	Core Course - 2: Prose					5		3	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2	3	2	3	3	3
CO2	3	3	3	2	2	3	3	2	3	3
CO3	3	3	3	2	2	3	3	3	3	2
CO4	3	2	3	2	3	2	3	3	3	3
CO5	3	3	3	2	3	2	3	3	2	2
Mean Overall Score										2.66 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UEN13CC03	Core Course - 3: Reading Literature	2	1

Course Objectives	
To impart necessary knowledge and skills to read and interpret literary works effectively	
To enable students to engage thoughtfully with literature and communicate their insights on literature with clarity and precision	
To aid students in recognizing and differentiating the main literary genres and elements	
To foster a lifelong appreciation for literature by recognizing its artistic, cultural, and social significance.	
To apply literary concepts to comprehend and evaluate various forms of writing effectively.	

UNIT I: Poetic Elements (6 Hours)

1. Sound and Rhythm: Meter, Stanza, Rhyme, Alliteration, and Assonance
2. Poetic devices: imagery, metaphor, simile, and personification
3. Text for analysis: "A Poison Tree" by William Blake

UNIT II: Narrative Elements (6 Hours)

4. Plot Structure: Exposition, Rising Action, Climax, Falling Action, and Resolution
5. Setting: Time, Place, and Atmosphere
6. Text for analysis: "An Astrologer's Day" by R. K. Narayan

UNIT III: Narrative Elements (6 Hours)

7. Characters: Protagonists, Antagonists, and Foil Characters
8. Point of View: First-Person, Third-Person Limited, and Omniscient Narrators
9. Text for analysis: "The Gift of the Magi" by O. Henry

UNIT IV: Dramatic Elements (6 Hours)

10. Dramatic Structure: acts, scenes, and dialogue
11. Character motivations and conflicts in drama
12. Text for analysis: "A Marriage Proposal" by Anton Chekhov

UNIT V: Non-fictional Elements (6 Hours)

13. Author's voice, tone, and diction
14. Rhetorical devices: Anaphora, Metaphor, Parallelism, Rhetorical Questions, and Hyperbole
15. Text for analysis: "How Dare You!" by Greta Thunberg.

Teaching Methodology	Lecture Method, Chart, PPT, ICT enabled Teaching and Interactive method
Assessment Methods	Seminar, Group Discussion, Performance

Books for Study:

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

Books for Reference:

1. Addonizio, K. & Laux, D. (1997). *The Poet's Companion: A Guide to the Pleasures of Writing Poetry*. W. W. Norton & Company.
2. Adler, M. J. & Doren, C.V. (1972). *How to Read a Book: The Classic Guide to Intelligent Reading*. Touchstone.
3. Barnet, S. et al. (2017). *An Introduction to Literature* (17th ed.). Pearson.
4. Barnet, S. (2017). *A Short Guide to Writing about Literature* (12th ed.). Pearson.
5. Egri, L. (2004). *The Art of Dramatic Writing: Its Basis in the Creative Interpretation of Human Motives*. Touchstone.

6. Kennedy, X. J. & Gioia, D. (2016). *Literature: An Introduction to Fiction, Poetry, Drama, and Writing* (13th ed.). Pearson.
7. Arp, T. R., & Johnson, G. (2002). *Sound and Sense: An Introduction to Poetry*. Heinle & Heinle.
8. Roberts, E. V., & Jacobs, H. E. (2015). *Literature: An introduction to reading and writing*. Prentice Hall.

Websites and eLearning Sources:

1. Poetry Foundation. www.poetryfoundation.org.
2. Literary Devices. www.literarydevices.com.
3. Literary Hub. www.lithub.com.
4. The Poetry Archive. www.poetryarchive.org.

	Course Outcomes	
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Identify and define the key literary elements, genres, and poetic devices discussed in the course.	K1
CO2	Describe the narrative elements, including plot structure, characters, setting, and different points of view.	K2
CO3	Apply knowledge of dramatic elements to analyze and discuss character development and the impact of conflict on a dramatic work.	K3
CO4	Analyse literary elements in different literary texts.	K4
CO5	Critically evaluate the impact of tone, diction, and rhetorical strategies in influencing an audience.	K5

Relationship Matrix										
Semester	Course Code	Title of the Course						Hours	Credits	
1	25UEN13CC03	Core Course - 3: Reading Literature						2	1	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	3	2	3	3	3	2
CO2	3	2	2	2	3	2	3	3	2	3
CO3	2	3	2	2	3	2	3	3	2	3
CO4	3	3	3	3	2	2	3	2	2	3
CO5	2	3	2	2	3	3	3	2	2	3
Mean Overall Score										2.5 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UEN13AC01	Allied Course - 1: Social History of England	6	4

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

UNIT I (18 Hours)

1. Introduction: Original Inhabitants, Roman invasion, Germanic invasion, Sixth Century, Ninth Century, Alfred the Great, William of Normandy, Feudal System
2. The Renaissance and its Impact on England
3. The Reformation - causes and effects

UNIT II (18 Hours)

4. Dissolution of Monasteries
5. The Restoration
6. Coffee-houses and their Social Relevance

UNIT III (18 Hours)

7. The Agrarian Revolution
8. The Industrial Revolution
9. Humanitarian Movements, Effects of French Revolution in England

UNIT IV (18 Hours)

10. The Reform Bills
11. Trade Unionism in England
12. The World Wars and Social Security

UNIT V (18 Hours)

13. Life in the Nineties
14. The Falkland War, The Cold War, The Gulf War
15. England in the Twenty First Century

Teaching Methodology	Lecture, PPT, Critical Reviews and Analysis
Assessment Methods	Online Test, Group Discussion, Seminar, Assignment

Books for Study:

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

Books for Reference:

1. Horrox, R. & Ormrod, W. M. (2006). *A Social History of England: 1200-1500*. Cambridge University Press.
2. Wrightson, K. (2018). *A Social History of England, 1500-1750*. Cambridge University Press.

Websites and eLearning Sources:

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

2. British Library. (n.d.). *Social sciences collections: Reference services*. The British Library. <https://bl.libguides.com/reference-services/social-sciences>
3. Wrightson, K. (2009). *Early modern England: Politics, religion, and society under the Tudors and Stuarts*. Open Yale Courses. Yale University. https://oyc.yale.edu/history/hist_251

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

Relationship Matrix											
Semester	Course Code	Title of the Course					Hours	Credits			
1	25UEN13AC01	Allied Course - 1: Social History of England					6	4			
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of COs
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	2	3	3	3	2	3	3	3	2	3	2.7
CO3	3	3	3	2	3	3	3	3	3	3	2.9
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3	3	2.9
Mean Overall Score										2.9 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	25UHE14VE01	Value Education - 1: Essentials of Humanity	2	1

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

UNIT I: 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: Human Personality (6 Hours)

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

UNIT III: Human Development (6 Hours)

Areas of Development: Physical, Intellectual, Emotional, Social Development, Moral & Spiritual development – Practical Sessions on Health and Wellness

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

Teaching Methodology	Power point
Assessment Methods	Seminars, Reports, Group Discussion, Online Tests, Assignments

Book for Study:

1. Department of Human Excellence. (2023). *Essentials of Humanity*. St. Joseph's College.

Books for Reference:

1. Alex, K. (2009). *Soft Skills*. S. Chand.
2. Norman Vincent Peale (1952). *The Power of Positive Thinking* Norman Vincent Peale. New York Times
3. Kalam, A.A. P. J. (2012). *You Are Unique*. Punya Publishing.

Websites and eLearning Sources:

1. <http://livingvalues.net>. Accessed 05 March 2021.
2. <https://www.psychologytoday.com/us/basics/defense-mechanisms>. Accessed 12 March 2025.
3. <http://www.apa.org/topics/personality#>. Accessed 05 March 2021.
4. <http://www.peacecorps.gov/educators/resources/global-issues-gender-equaligly-and-womens-empowerment/>. Accessed 05 March 2021.
5. <https://www.nextias.com/blog/women-empowerment/> Accessed 12 March 2025.

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

Relationship Matrix										
Semester	Course Code	Title of the Course					Hours	Credits		
1	25UHE14VE01	Value Education - 1: Essentials of Humanity					2	1		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2	3	3	2	3	3
CO2	3	2	2	3	3	2	3	3	2	2
CO3	2	3	3	3	2	3	3	3	3	3
Mean Overall Score										2.7 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UTA21GL02	பொதுத்தமிழ் - 2: General Tamil - 2	4	3

கற்றலின் நோக்கங்கள் (Course Objectives)	
<p>காப்பியங்களின் தோற்றும், வரையறை, வகைகள் ஆகியவற்றை அறிந்து கொள்ளல்</p> <p>பெருங்காப்பியம், சிறுகாப்பியம் இடையேயான வேறுபாட்டைக் கண்டறிதல்</p> <p>சைவ வைணவ சமயப் பாடல்களில் சிறப்பினை ஒப்பிடுதல்</p> <p>காப்பியங்கள் வெளிப்படுத்தும் விழுமியங்களையும் உணர்தல்</p> <p>சமூகத்திற்கும், காப்பியத்திற்குமான பின்னப்புகள் குறித்துத் தெரிந்துகொள்ளுதல்</p>	

அலகு-1 (12 மணி நேரம்)

சிலப்பதிகாரம் - ஆய்ச்சியர் குரவை
மணிமேகலை - ஊர் அலர் உரைத்த காதை
இலக்கிய வரலாறு - சைவம் வளர்த்த தமிழ் முதல் புராணங்கள் முடிய
இலக்கணம் - அகப்பொருள் இலக்கணம்

அலகு-2 (12 மணி நேரம்)

திருநாவுக்கரசர் - திருவதிகை வீரட்டானம்
(கூற்றாயினவாறு எனத் தொடங்கும் முதல் 10 பாடல்கள்)
திருவாசகம் - அடைக்கலப்பத்து
(செழுக்கமலத் திரளனநின் எனத் தொடங்கும் முதல் 10 பாடல்கள்)
திருமந்திரம் - மாகேசர பூசை (11 பாடல்கள்)
சிவவாக்கியர் பாடல்கள் (15 பாடல்கள்)
பாடல் எண்கள் - 16,22,27,33,34,35,37,38,47,81,91,225,237,242,495

அலகு-3 (12 மணி நேரம்)

பெரியாழ்வார் திருமொழி - திருப்பல்லாண்டு - தாலப்பருவம் (10 பாடல்கள்)
திருமங்கையாழ்வாரின் பெரிய திருமொழி - திருவரங்கம் -1 (10 பாடல்கள்)
கம்பராமாயணம் - கங்கை காண் படலம் - (தேர்ந்தெடுக்கப்பட்ட 35 பாடல்கள்)
பாடல் எண்கள்: 1, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 22, 24, 25, 26, 27, 29, 30,
32,33,35,39,40,41,42,43,47,62,64,65,67,69,70
நற்றமிழ்க் கோவை - முதல் மூன்று கட்டுரைகள்.

அலகு-4 (12 மணி நேரம்)

சீறாப்புராணம் - நதி கடந்த படலம் - 1 முதல் 31 முடிய உள்ள பாடல்கள்
கள்வரை நதிமறித்த படலம் - 1 முதல் 16 முடிய உள்ள பாடல்கள்
இலக்கணம் - புறப்பொருள் இலக்கணம்
இலக்கிய வரலாறு - தமிழ் இலக்கண நால்கள் முதல் சிற்றிலக்கியங்கள் முடிய

அலகு-5 (12 மணி நேரம்)

வீரமாழனிவரின் தேம்பாவணி - (காசா) காசை சேர் படலம்
(1 முதல் 50 முடிய உள்ள பாடல்கள்)
சீனயி (சீனாய்) - மாமலை காண்படலம் - (1 முதல் 56 முடிய உள்ள பாடல்கள்)
நற்றமிழ்க் கோவை - இறுதி மூன்று கட்டுரைகள்.

கற்பித்தல் முறை (Teaching Methods)	விரிவுரை (Lecture), காணொளிக் காட்சி (Videos), விளக்கக் காட்சி (PPT presentation)
மதிப்பீட்டு முறைகள் (Assessment Pattern)	இயங்கலைத் தேர்வு (Online Test), நூல் நோக்குத் தேர்வு (open book test) ஒப்படைவு (Assignment), வினாடி வினா (Quiz), கருத்துரை (Seminar)

பாடநூல்கள்:

- பொதுத்தமிழ் (2025), தமிழாய்வுத்துறை, தூய வளனார் கல்லூரி
- நற்றமிழ்க் கோவை - கட்டுரைத் தொகுப்பு (2025), தமிழாய்வுத்துறை வெளியீடு, தூய வளனார் கல்லூரி

Websites and eLearning Sources:

- <https://www.tamiluniversity.ac.in/english/library2-/digital-library/>
- <https://www.tamilvu.org/ta/library-l3100-html-l3100pl1-132372>
- <https://www.tamilvu.org/ta/courses-degree-p202-p2021-html-p202121-28011>
- <https://www.chennailibrary.com/vaishnava/naalayiradivyaaprabhandham.html>

5. <https://www.tamilvu.org/ta/library-l4310-html-l4310por-141616>
6. <https://www.tamilvu.org/slet/l4100/l4100pd2.jsp?bookid=80&pno=287>

Course Outcomes

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO-1	பழந்தமிழர் வாழ்வியலையும் பன்முக ஆளுமைகளையும் அறிவர்	K1
CO-2	தமிழரின் பல்துறை அறிவு, மரபு போன்றவற்றை அறிந்து கொள்வர்.	K2
CO-3	பெருங்காப்பிய மரபிற்குள் வரும் இலக்கியங்களை அடையாளம் காண்பதோடு அவற்றை விளக்கும் திறனையும் பெறுவர்.	K3
CO-4	புராண இதிகாச மரபுகளிலிருந்து, காப்பியம் என்னும் புதிய இலக்கிய வடிவம் உருவான விதத்தை மதிப்பிடுவர்.	K4
CO-5	இலக்கிய வரலாறு, இலக்கணம், காப்பியங்கள் ஆகியவற்றைக் கற்பதன் வழி போட்டித் தேர்வுகளை எதிர்கொள்ளும் திறன் பெறுவர்	K5

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
2	25UTA21GL02		பொதுத்தமிழ் – 2: General Tamil - 2						4	3
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
CO-1	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO-2	3	2	2	2	2	3	3	3	2	2
CO-3	2	3	1	3	1	3	3	3	1	2
CO-4	3	3	2	3	1	3	3	3	1	3
CO-5	3	3	2	2	3	3	3	2	2	2
Mean Overall Score										2.48 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UFR21GL02	Language French – 2	4	3

Course Objectives	
Develop Communicative Competence in French enabling students to engage in simple, real-life conversations and interactions	
Master Fundamental Grammar and Vocabulary by understanding and applying essential grammatical structures in context	
Explore Francophone Culture and Civilization by integrating cultural elements of French-speaking regions	
Enhance Practical Language Use in Everyday Situations	
Express Ideas in Different Contexts Using Appropriate Tenses	

UNIT I (12 Hours)

1. Titre - Qu'est-ce qu'on fait aujourd'hui ?
2. Lexique – l'heure, les activités quotidiennes, la description physique
3. Grammaire – les verbes pronominaux au présent, le passé récent, la fréquence
4. Production orale- demander l'heure, proposer une sortie
5. Production écrite - présenter ses activités quotidiennes, décrire une personne

UNIT II (12 Hours)

6. Titre - Chez -moi
7. Lexique – le logement, les meubles, les pièces, l'équipement
8. Grammaire – le passé composé avec avoir, les pronoms COD
9. Production orale- s'informer sur un logement
10. Production écrite - expliquer un problème domestique, écrire une annonce pour un logement

UNIT III (12 Hours)

11. Titre - En forme
12. Lexique – les parties du corps, les maladies, les médicaments, les sports
13. Grammaire – Le passé composé avec être, le pronom 'y',
14. Production orale- parler de sa santé, exprimer une émotion positive
15. Production écrite - Donner un conseil, exprimer son accord ou son désaccord

UNIT IV (12 Hours)

16. Titre - Bonne vacances
17. Lexique – les destinations, l'hébergement, la réservation, la nature
18. Grammaire – la comparaison, les verbes impersonnels à l'imparfait comme c'était
19. Production orale- réserver une chambre a l'hôtel, décrire une ville ou un paysage
20. Production écrite - réaliser une brochure touristique, écrire une carte postale

UNIT V (12 Hours)

21. Titre - Au travail
22. Lexique – les études, les disciplines, les lieux de travail, les tâches
23. Grammaire – la durée, les pronoms relatifs
24. Production orale- parler de ses études et son projet professionnel
25. Production écrite - comparer le système scolaire français et indien
26. Indian knowledge system–Highlighting on Gurukulam Education System that focuses on traditional teacher-student relationships, oral learning methods, and holistic education while discussing education systems in India vs. France (5%)

Teaching Methodology	Visual-Linguistic Learning, Descriptive & Interpretative Learning, experiential learning, The Lexical Approach, Differentiated Instruction
Assessment Methods	<p><i>Role -play:</i> A mock phone call on hotel reservation, discuss daily routines, housing, and health. (Rubric – graded on grammatical accuracy, and use of appropriate vocabulary)</p> <p><i>Picture description activity:</i> Describe a landscape or travel destination shown in a picture. (Rubric – Assessed on descriptive abilities and vocabulary use)</p> <p><i>Experimental learning task:</i> Doctor-patient conversation about a health issue, Conduct a mock interview about career plans. (Rubric – Assessed on real-life application of language skills)</p> <p><i>Project based assessment:</i> Create a travel brochure for a French-speaking destination, make a poster comparing education in France and India (Rubric – Assessed on Application of language skills in a creative way)</p> <p><i>Written assessment:</i> Write a short daily routine using time expressions, write a postcard describing a recent trip (Rubric – Assessed on ability to write structured texts related to themes)</p>

Books for Study:

1. Mensdorff - Pouilly, L., Opatski, S., Petitmengin, V., Pons, S., Sperandio, C., Djimli, H., & Veldeman - Abry, J. (2022). *Édito A1: Méthode de français* (2nd ed.). Didier FLE, Hatier. (p.87-p.165)

Books for Reference:

1. Dauda, P., Giachino, L., & Baracco, C. (2020). *Génération A1*. Didier.
2. Mérieux, R., & Loiseau, Y. (2012). *Latitudes A1*. Didier.

Websites and eLearning Sources:

1. <https://www.podcastfrancaisfacile.com>
2. <https://www.flevideo.com>
3. <https://savoirs.rfi.fr/fr>
4. <https://www.french4me.net/>
5. <https://apprendre.tv5monde.com/en>

CO No.	Course Outcomes	
	CO-Statements	Cognitive Levels (K -Levels)
	On successful completion of this course, students will be able to	
CO1	Talk about daily routines, tell the time, describe people, and propose social outings using appropriate vocabulary and verb structures.	K1
CO2	Inquire about housing, describe household items, explain domestic issues, and write advertisements or announcements for accommodations.	K2
CO3	Describe body parts, discuss health conditions, give advice, express emotions, and use past tense structures to narrate past experiences.	K3
CO4	Make hotel reservations, describe destinations and landscapes, compare experiences, and write postcards or travel brochures.	K4
CO5	Discuss education, career plans, and workplace responsibilities while comparing educational systems in France and India.	K5

Relationship Matrix										
Semester	Course Code		Title of the Course					Hours	Credits	
Course Outcomes	25UFR21GL02					Language French – 2				
	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
CO1	2	2	1	1	2	2	2	3	2	1.9
CO2	2	2	2	3	1	3	3	2	3	2.4
CO3	2	3	2	1	2	2	1	3	2	1
CO4	3	2	2	2	2	3	2	1	2	2.2
CO5	3	3	3	2	3	2	3	2	3	2
Mean Overall Score										2.2 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UHI21GL02	Language Hindi - 2	4	3

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

UNIT I (12 Hours)

1. Moun hi Manthra Hay
2. Letter Writing - Chutti Patra
3. Bakthikal - Namakarn
4. Sarkari Kariyalayom Ka Naam

UNIT II (12 Hours)

5. Baathcheeth - Aspathal Mein
6. Letter Writing - Rishthedarom ko Patra
7. Bakthikal - Samajik Paristhithiyam
8. Kriya

UNIT III (12 Hours)

9. Premchand
10. Kriya visheshan
11. Letter Writing - Naukari Keliye Avedan Patra
12. Bakthikal - Sahithyik Paristhithiyam

UNIT IV (12 Hours)

13. Kabeer ke Dohae
14. Samas
15. Letter Writing - Kitab Maangne Keliye Patra
16. Bakthikal - Salient Features, Main Division

UNIT V (12 Hours)

17. Anuvad
18. Sandhi
19. Bakthikal - Visheshathayem
20. Apathit Gadyansh

Teaching Methodology	Peer Instruction Exercise, Videos, PPT, Quiz, Group Discussion
Assessment Methods	Group Discussion, Seminar, Snap Test

Books for Study:

1. Viswanath Tripathy. (2021). *Kuchh Kahaniyan*, Rajkamal Prakashan Pvt. Ltd.
2. Kamathaprasad Gupth, M. (2020). *Hindi Vyakaran*. Anand Prakashan.
3. Dr. Sadanand Bosalae. (2020). *kavya sarang*, Rajkamal Prakashan.

Books for Reference:

1. Acharya Ramchandra Shukla. (2021). *Hindi Sahitya Ka Itihas*. Prabhat Prakashan.
2. Krishnakumar Gosamy. (2023). *Anuvad vigyan ki Bhumika*. Rajkamal Prakashan.
3. Aravind Kumar. (2022). *Sampoorna Hindi Vyakaran our Rachana*, Lucent publisher.
4. Lakshman Prasad Singh. (2021). *Kavya ke sopan*. Bharathy Bhavan Prakashan.

Websites and e-Learning Sources:

1. <https://hindigrammar.in/sandhi.html>
2. <https://www.successcds.net/class10/hindi/samas-in-hindi>

3. <https://mycoaching.in/kriya-ke-bhed-verb-in-hindi>
4. <https://namastesensei.in/adverb-in-hindi-examples/>
5. <https://viahindi.in/hindi-vyakaran/sandhi-paribhasha-prakar-or-udaharan>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of the course, the student will acquire the listed skills	
CO1	Find out the Terms & Expressions related to letter writing.	K1
CO2	Providing knowledge of Letter writing in Hindi.	K2
CO3	Complete the sentences in Hindi using basic grammar.	K3
CO4	Analyze the social & political conditions of Devotional period in Hindi Literature.	K4
CO5	Justify the human values stressed on the works of Hindi writers	K5

Relationship Matrix										
Semester	Course Code		Title of the Course			Hours/ week		Credits		
2	25UHI21GL02		Language Hindi – 2			4		3		
Course Outcomes (Cos)	Programme Outcomes (Pos)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	2	3	3	3	2	2
CO2	1	3	1	2	2	3	3	3	2	3
CO3	3	2	3	2	2	3	2	3	2	2
CO4	2	3	3	1	3	2	3	2	1	2
CO5	3	2	2	2	3	2	3	2	3	2
Mean Overall Score										2.36 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25USA21GL02	Language Sanskrit - 2	4	3

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

UNIT I (12 Hours)

Asmathi usmath tat kim (MFN) sarva naama sabdaha

UNIT II (12 Hours)

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

UNIT III (12 Hours)

Lang lakaarah Kriyapadaani Prayoga Vivaranam

UNIT IV (12 Hours)

Raguvamsaha Pratama sargaha (1 –15 slokas)

UNIT V (12 Hours)

Suvacanani Vakya Prayoga Vivaranam

Teaching Methodology	Videos, PPT, Blackboard, Demonstration, Exercises
Assessment Methods	Seminar, Quiz, Group Discussion.

Books for Study:

1. Saralasamkritham Siksha ,2021
2. Dhaatu Rupa Manjari ,2021

Books for Reference:

1. Paindrapuram Ashram, Srirangam – 620 006 Gopalavimshanthi 2021
2. R. S. Vadhyar & Sons book – Seller and Publishers , Kalpathi , Palghat – 678003 , Kerala , South India, shabdha manjari
3. Kulapthy, K. M Saral sankrit Balabodh, Bharathiys Vidya Bhavan, Munshimarg Mumbai – 400007, 2020

Websites and eLearning Sources:

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

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K -Levels)
	On successful completion of this course, students 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	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	25USA21GL02		Language Sanskrit - 2							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	1	3	2	2	2	3	3	2	1	2.1
CO-2	3	2	3	2	2	3	2	3	3	2	2.5
CO-3	2	2	3	2	2	2	2	3	3	1	2.1
CO-4	3	2	3	3	1	2	3	3	3	1	2.4
CO-5	3	2	2	2	3	2	2	3	3	1	2.3
Mean Overall Score										2.28 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UEN22GE02A	General English – 2: Pre-Intermediate Stream	5	3

Course Objectives (CO)	
To strengthen listening and speaking skills for identifying key ideas and details	
To improve reading comprehension and analyze different texts	
To express ideas clearly in conversations and presentations, using correct grammatical structures.	
To develop writing skills by creating clear and structured texts	
To assess and improve language use in both spoken and written communication	

UNIT I: **(15 Hours)**

Listening:	(Skill) :	Listening to respond to story-based questions
	(Practice) :	“The Hare and His Friends”
Reading:	(Skill) :	Understanding and interpreting proverbs
	(Practice) :	“Necessity is the Mother of Invention”
Grammar:	(Practice) :	Present Continuous Tense; Past Continuous Tense
Vocabulary:	(Practice) :	Weather and Seasons
Speaking:	(Skill) :	Describing on-going actions in the present and the past to describe real-life situations and activities
	(Practice) :	Ongoing Actions: Present & Past
Writing:	(Skill) :	Writing a biography of a famous personality using given details
	(Practice) :	Writing a Biography

UNIT II: **(15 Hours)**

Listening:	(Skill) :	Listening to identify factual details
	(Practice) :	Recycling
Reading:	(Skill) :	Reading to convert a story into a meaningful dialogue
	(Practice) :	The Shepherd and the Stranger
Grammar:	(Practice) :	Future Expressions: Simple Future & ‘Going to’; Simple Present, Present Continuous and Future Continuous Tenses
Vocabulary:	(Practice) :	Groceries
Speaking:	(Skill) :	Developing conversational fluency by practising conversations on familiar and everyday topics
	(Practice) :	Conversations on Familiar and Everyday Topics
Writing:	(Skill) :	Writing clear, respectful and relevant online comments
	Practice :	Writing Online Comments

UNIT III: **(15 Hours)**

Listening:	(Skill) :	Listening for specific information
	(Practice) :	Telephonic Conversation
Reading:	(Skill) :	Reading a news report
	(Practice) :	Iron Age in Tamil Nadu Began 5,300 Years Ago
Grammar:	(Practice) :	Present Perfect Tense; Past Perfect Tense
Vocabulary:	(Practice) :	Kitchen Utensils and Household Appliances
Speaking:	(Skill) :	Using polite expressions in conversations to request, seek permission, grant or refuse permission, and apologise
	(Practice) :	Polite Expressions in Conversations
Writing:	(Skill) :	Expressing short reflective ideas in writing
	(Practice) :	Thought for the Day

UNIT IV: **(15 Hours)**

Listening:	(Skill) :	Predicting content and vocabulary before listening
	(Practice) :	Our Earth
Reading:	(Skill) :	Identifying direct and indirect speech
	(Practice) :	Birbal story: “Hot Iron Test”

Grammar:	(Practice) :	Active and Passive Voice
Vocabulary:	(Practice) :	Human Diseases
Speaking:	(Skill) :	Using polite expressions in conversations to interrupt, make suggestions, and agree or disagree
	(Practice) :	Polite Expressions in Conversations
Writing:	(Skill) :	Writing a report on a given topic
	(Practice) :	Report Writing

UNIT V: (15 Hours)

Listening:	(Skill) :	Listening to understand formal speeches
	(Practice) :	“A Tryst with Destiny” by Jawaharlal Nehru
Reading:	(Skill) :	Reading to understand an essay
	(Practice) :	“Secularism”
Grammar:	(Practice) :	Adverbs; Prepositions
Vocabulary:	(Practice) :	Occupations
Speaking:	(Skill) :	Delivering a short prepared speech on a familiar or inspiring topic
	(Practice) :	Delivering a Short Speech
Writing:	(Skill) :	Writing a clear and well-structured essay on a given topic
	(Practice) :	Essay Writing

Teaching Methodology	Lectures, task-based activities, audio-visual listening tasks, guided reading and writing exercises, discussions
Assessment Method	Listening and reading comprehension exercises, verbal presentations, role plays and conversations, writing tasks

Books for Study:

Dr. M. John Britto, Dr. B. Sam Jerome Sharone, and Dr. S. Sajeev. *Nurturing English Skills*. Emerald Publishers, 2025.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Recognize key ideas and details in spoken and written texts, demonstrating effective listening and comprehension skills.	K1
CO2	Understand and interpret different types of texts, enhancing reading comprehension and critical thinking abilities.	K2
CO3	Apply correct grammatical structures to express ideas clearly in conversations and presentations.	K3
CO4	Analyze and organize ideas to write clear, coherent, and well-structured texts for various purposes.	K4
CO5	Evaluate and improve language use, refining both spoken and written communication.	K5

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
Course Outcomes	25UEN22GE02A					General English – 2: Pre-Intermediate Stream				
	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Scores of COs
CO1	2	3	2	3	2	3	2	3	2	2.4
CO2	3	2	2	3	2	3	2	3	2	2.5
CO3	3	2	2	2	3	2	2	3	2	2.3
CO4	3	2	2	2	2	2	2	2	3	2.2
CO5	3	2	3	2	3	2	3	2	3	2.5
Mean Overall Score										2.38 (High)

Semester	Course Code	Title of the Course	Hours / Week	Credits
2	25UEN22GE02B	General English – 2: Intermediate Stream	5	3

Course Objectives	
To develop students' ability to listen, speak, read, and write effectively in English through interactive and contextualised activities.	
To improve students' understanding and application of essential grammar concepts, including verb usage, auxiliary verbs, modals, adverbs, and sentence structures.	
To equip students with strategies to deduce meanings of unfamiliar words using contextual clues.	
To foster students' ability to brainstorm, organise information using graphic organisers, and structure written communication effectively for academic and professional contexts.	
To enable students to engage in discussions, express opinions, seek and provide information, and navigate real-life situations confidently through role plays.	

Unit 1: My College & Studies 15 Hours

1. Listening:	(Skill)	Distinguishing between main ideas and supporting details
	(Practice)	“A Day in the Life of a College Student” (A conversation)
2. Reading:	(Skill)	Recognising the structure of written texts
	(Practice)	“Enter to learn, leave to serve”
3. Grammar:	(Practice)	Main Verb
4. Vocabulary:	(Practice)	Using synonyms as contextual clues to guess the meaning of unfamiliar words
5. Study skill:		Brainstorming to gather ideas in a group
6. Speaking:	(Skill)	Asking for, giving and refusing permission – Requesting – Communication repair: Finding about pronunciation, spelling and meaning.
	(Practice)	Role Play
7. Writing:	(Skill)	Writing an outline
	(Practice)	Controlled composition: Writing an outline for a given passage

Unit 2: Travel 15 Hours

1. Listening:	(Skill)	Listening for specific details
	(Practice)	“A Perfect Vacation” (A conversation)
2. Reading:	(Skill)	Identifying main ideas and supporting details
	(Practice)	“An Unforgettable Ride”
3. Grammar:	(Practice)	Auxiliary Verbs
4. Vocabulary:	(Practice)	Using antonyms as contextual clues to guess the meaning of unfamiliar words
5. Study skill:		Mind mapping to visually organise information
6. Speaking:	(Skill)	Asking for and giving directions – Asking for and giving information
	(Practice)	Role Play
7. Writing:	(Skill)	Writing effective paragraphs
	(Practice)	Free-writing composition: An adventurous journey

Unit 3: My Social Network 15 Hours

1. Listening:	(Skill)	Understanding the sequence of ideas
	(Practice)	“My Virtual Friends” (A conversation)
2. Reading:	(Skill)	Comprehending infographics
	(Practice)	“Social Media Etiquette”
3. Grammar:	(Practice)	Modal Auxiliary Verbs
4. Vocabulary:	(Practice)	Using definitions and restatements as contextual clues to guess the meaning of unfamiliar words
5. Study skill:		Using graphic organisers (sequence of events chain, timeline, and storyboard)
6. Speaking:	(Skill)	Asking for and giving advice – Asking if someone agrees – Agreeing and disagreeing – Warning someone
	(Practice)	Role Play

7. Writing:	(Skill)	Developing stories from hints
	(Practice)	Controlled composition: Developing a story from given hints

Unit 4: Shopping

15 Hours

1. Listening:	(Skill)	Detecting signposts
	(Practice)	“Let’s go shopping!” (A conversation)
2. Reading:	(Skill)	Recognising transition of ideas
	(Practice)	“Adventures of the Grocery Store”
3. Grammar:	(Practice)	Adverbs and WH Question Words
4. Vocabulary:	(Practice)	Using examples and illustrations as contextual clues to guess the meaning of unfamiliar words
5. Study skill:		Using graphic organisers (Venn diagram, and cause-and-effect map)
6. Speaking:	(Skill)	Offering and accepting help – Asking for and giving opinions – Asking for and saying one’s preference – Suggesting – Complaining
	(Practice)	Role Play
7. Writing:	(Skill)	Describing actions in a story
	(Practice)	Guided composition: Narrating a story in a comic strip

Unit 5: Ceremonies

15 Hours

1. Listening:	(Skill)	Listening to intonations
	(Practice)	“Happy Birthday to You!” (A conversation)
2. Reading:	(Skill)	Understanding moods in a reading passage
	(Practice)	“The Light has Gone out” by Jawaharlal Nehru
3. Grammar:	(Practice)	Sentences
4. Vocabulary:	(Practice)	Using root words as clues to guess the meaning of words
5. Study skill:		Using graphic organisers (idea wheel, idea web, and concept map)
6. Speaking:	(Skill)	Using intonations for different types of sentences – Expressing your feelings and emotions – Congratulating and wishing someone – Expressing sympathy
	(Practice)	Role Play
7. Writing:	(Skill)	Expressing emotions in narrative writing
	(Practice)	Controlled composition: Describing emotions and feelings conveyed in a picture story

Teaching Methodology	Lectures, Demonstrations, Discussions, Peer-Review Tasks, Role-plays, Pair and group activities
Assessment Tools	Listening and reading comprehension tasks, Individual talks, Role plays, Controlled and guided compositions

Books for Study:

M.S. Xavier Pradheep Singh, Amalaveenus, and A. Napoleon. English and My World, 2025.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Identify key ideas, supporting details, and organisational patterns in spoken and written texts.	K1
CO2	Explain the meaning of conversations and passages by recognising their structure, tone, and purpose.	K2
CO3	Use appropriate language functions such as requesting, suggesting, and expressing opinions effectively in real-life interactions.	K3
CO4	Compare different communication styles and linguistic features in various types of texts and conversations.	K4
CO5	Assess the effectiveness of spoken and written communication, providing constructive feedback for improvement.	K5

Relationship Matrix										
Semester	Course Code		Title of the Course					Hours	Credits	
2	25UEN22GE02B		General English – 2: Intermediate Stream					5	3	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO5	Mean Scores of Cos
CO-1	3	2.5	2.5	2.5	2.5	3	2.5	2.5	2.5	2.65
CO-2	2.5	3	2.5	2.5	2.5	3	3	2.5	2.5	2.7
CO-3	3	2.5	2.5	3	2.5	2.5	2.5	3	2.5	2.65
CO-4	2.5	2.5	2.5	3	2.5	2.5	2.5	3	2.5	2.6
CO-5	3	2.5	2.5	2.5	3	2.5	2.5	2.5	3	2.65
Mean Overall Score									2.65 (High)	

Semester	Course Code	Title of the Course	Hours / Week	Credits
2	25UEN23CC04	Core Course – 4: Poetry - II (Victorian Period to Contemporary Period)	6	4

Course Objectives	
To explore the transition from Romanticism to Victorian ideals and later to Modernist experimentation.	
To understand the impact of industrialization, colonialism, and social reforms on literature.	
To examine key themes such as realism, morality, gender roles, and class struggles in Victorian literature.	
To analyze the emergence of Modernism and its break from traditional literary forms.	
To compare and contrast the themes of faith, doubt, individualism, and existentialism across the two periods	

UNIT I (Detailed) (18 Hours)

1. Elizabeth Barret Browning (1806-1861) : “How do I Love Thee?”
2. Alfred Tennyson (1809 -1892) : “Ulysses”
3. Robert Browning (1812 -1889) : “My Last Duchess”
4. Matthew Arnold (1822 -1888) : “Dover Beach”

UNIT II (Detailed) (18 Hours)

5. William Morris (1834-1896) : “Shameful Death”
6. Thomas Hardy (1840-1928) : “The Darkling Thrush”
7. G. M. Hopkins (1844-1889) : “Pied Beauty”
8. Robert Bridges (1844-1930) : “The Prisoner”

UNIT III (Non-Detailed) (18 Hours)

9. W. B. Yeats (1865-1939) : “Easter 1916”
10. Rudyard Kipling (1865- 1936) : “If”
11. D. H. Lawrence (1885 -1930) : “The Mosquito”
12. Rupert Brooke (1887-1915) : “The Soldier”

UNIT IV (Detailed) (18 Hours)

13. T. S. Eliot (1888 -1965) : “Journey of the Magi”
14. Wilfred Owen (1893-1918) : “Anthem for the Doomed Youth”
15. W. H. Auden (1907-1973) : “As I Walked Out One Evening”
16. Louis Mac Niece (1907 -1963) : “Prayer Before Birth”

UNIT V (Non-Detailed) (18 Hours)

17. Dylan Thomas (1914-1953) : “Do Not Go Gentle into That Good Night”
18. Philip Larkin (1922-1935) : “Deception”
18. Ted Hughes 1930-1998) : “Thrushes”
19. Seamus Heaney (1939 -2013) : “Mid - Term Break”

Teaching Methodology	Chart, PPT, Lecture
Assessment Methods	Seminar, Group Discussion and Classroom observation

Books for Study:

1. Palgrave, Francis Turner. The Golden Treasury of the Best Songs and Lyrical Poems in the English Language. London: Macmillan, 1861.
2. Abrams, M.H., and Geoffrey Galt Harpham. A Glossary of Literary Terms. Cengage Learning, 2011.
3. Daiches, David. A Critical History of English Literature: Volume IV – The Romantics to the Present Day. Secker & Warburg, 1975.
4. Ford, Boris (Ed.). The New Pelican Guide to English Literature: From Dickens to Hardy (Vol. 6). Penguin Books, 1982.

Books for Reference:

1. Roberts, Micael (Ed.): Faber Book of Modern Verse.
2. Leavis, F. R.: New Bearings in English Poetry

3. Green, David: The Winged Word the Pelican Guide to English Literature, Vol. IV. 4. Harvey, Paul: Oxford companion to English Literature

Websites and eLearning Sources:

1. Poetry Foundation – www.poetryfoundation.org
2. The Poetry Archive – www.poetryarchive.org
3. Discovering Literature – www.bl.uk/romantics-and-victorians
4. Project Gutenberg – www.gutenberg.org
5. The Literature Network – www.online-literature.com
6. Manchester Poetry Library – www.mmu.ac.uk/poetrylibrary

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Identify key poets, themes, and literary techniques in Victorian and Modern poetry.	K1
CO2	Explain the stylistic and thematic differences between Victorian and Modernist poetry	K2
CO3	Develop analytical and interpretative skills through discussions and written assignments	K3
CO4	Understand the socio-political and philosophical influences on poetry.	K4
CO5	Apply poetic analysis to broader literary studies and creative endeavours	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
2	25UEN23CC04		Core Course - 4: Poetry - II (Victorian Period to Contemporary Period)							6	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	2	3	2	3	3	3	2	2.5
CO2	3	3	2	2	3	2	3	3	2	3	2.6
CO3	2	3	2	2	3	2	3	3	2	3	2.5
CO4	3	3	2	3	2	2	3	2	2	3	2.5
CO5	2	3	3	2	3	3	3	2	2	3	2.6
Mean Overall Score										2.5 (High)	

Semester	Course Code	Title of the Course	Hours / Week	Credits
2	25UEN23CC05	Core Course - 5: English Literary Forms and Terms	5	4

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

UNIT I (15 Hours)

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

UNIT II (15 Hours)

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

UNIT III (15 Hours)

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

UNIT IV (15 Hours)

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

UNIT V (15 Hours)

7. Fiction-Prose Types: The Essay, the Novel, the Short Story, Biography, Autobiography, Memoir, Criticism, Style

Teaching Methodology	Chart, PPT
Assessment Methods	Online Test, Group Discussion, Seminar, Assignment

Books for Study:

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

Books for Reference:

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

Websites and eLearning Sources:

1. <http://www.english.cam.ac.uk/classroom/terms.html> identify the different literary genres and literary forms and terms

2. <http://www.litchartsco12222/literary-devices-and-terms>
3. <http://www.henneman.uk/aqa-study-guide-resources-gcse-a-level/literary-terms/>

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

Relationship Matrix											
Semester	Course Code		Title of the Course				Hours	Credits			
2	25UEN23CC05		Core Course - 5: English Literary Forms and Terms				5	4			
Course Outcomes	Programme Outcomes (POs)				Programme Specific Outcomes (PSOs)				Mean Scores of Cos		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	2	3	2	3	3	3	2	2.5
CO2	2	3	2	3	2	2	3	3	3	3	2.6
CO3	2	2	3	2	3	3	2	2	2	3	2.5
CO4	2	2	3	2	3	3	2	2	2	3	2.5
CO5	2	2	2	3	2	2	2	2	2	3	2.6
Mean Overall Score							2.5 (High)				

Semester	Course Code	Title of the Course	Hours / Week	Credits
2	25UEN23AC02	Allied Course - 2: History of English Literature	6	4

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

UNIT I (18 Hours)

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

UNIT II (18 Hours)

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

UNIT-III (18 Hours)

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

UNIT IV (18 Hours)

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

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

UNIT V

(18 Hours)

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

Teaching Methodology	Chart, PPT, Lecture Method
Assessment Methods	Seminars, Portfolios, Written Reflections

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.

Websites and eLearning Sources:

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

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

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
2	25UEN23AC02		Allied Course - 2: History of English Literature					6	4		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Scores of Cos
CO1	1	3	1	1	3	2	3	3	3	3	2.3
CO2	3	2	1	1	3	2	3	3	2	3	2.3
CO3	2	3	1	2	3	2	3	3	2	3	2.4
CO4	3	3	1	1	2	2	3	2	2	3	2.2
CO5	2	3	1	1	3	2	3	2	3	3	2.3
Mean Overall Score										2.3 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UHE24AE02	Ability Enhancement Compulsory Course - 2: Environmental Studies	2	1

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

UNIT I: Introduction to Environmental Studies (6 Hours)

Introduction -Subsystems of Earth - Scope and Importance - Various Recycling Methods - Environmental Movements in India – Eco- Feminism - Public awareness - Suggestions to conserve environment

UNIT II: Natural Resources (6 Hours)

Introduction - Food Resources - Land Resources - Forest resources - Mineral Resources - Water Resources - Energy Resources

UNIT III: Ecosystems, Biodiversity and Conservation (6 Hours)

Kinds of Ecosystem - General structure of ecosystem - Functions of Ecosystem - Energy flow and Ecological pyramids - Levels of Biodiversity - Biodiversity at Global Level- Hot spots of Biodiversity - Endangered and Endemic Species - Value of Biodiversity - Threats to Biodiversity - Conservation of Biodiversity

UNIT IV: Environmental Pollution (6 Hours)

Air Pollution - Water Pollution - Oil Pollution - Soil Pollution - Marine Pollution - Noise Pollution - Thermal Pollution - Radiation Pollution

UNIT V: Environmental Organizations and Treatise (6 Hours)

United Nations Environment Program (UNEP) - International treaties on Environmental protection - Ministry of Environment, Forest and Climate Change - Important National Environmental Acts and rules- Environmental Impact assessment

Teaching Methodology	Power point and Field visit
Assessment Methods	Seminar, Group Discussion.

Books for Study:

1. Department of Human Excellence, (2025). *Environmental Studies*.

Books for Reference:

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

Websites and eLearning Sources

1. <https://www.unep.org/>
2. <http://moef.gov.in/en/>
3. <https://www.ipcc.ch/reports/>

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

Relationship Matrix											
Semester	Course Code	Title of the Course					Hours	Credits			
2	25UHE24AE02	Ability Enhancement Compulsory Course - 2: Environmental Studies					2	1			
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of COs
CO1	3	2	1	2	2	3	2	2	2	2	2.1
CO2	3	2	1	2	2	3	2	2	2	2	2.1
CO3	3	2	2	2	2	2	3	2	1	2	2.1
Mean Overall Score										2.1 (Medium)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	25UHE24VE02	Value Education - 2: Fundamentals of Human Rights	2	1

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

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

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

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

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

UNIT III: India and Human Rights (6 Hours)

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

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

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

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

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

Teaching Methodology	Power point, Handouts and Group discussion
Assessment Methods	Seminars, Group Discussion, Assignments.

Books for Study:

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

Books for Reference:

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

Websites and eLearning Sources:

1. <https://www.un.org/en/universal-declaration-human-rights/>
2. <https://www.ilo.org/global/lang--en/>
3. <https://www.amnesty.org/en/>

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

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
2	25UHE24VE02		Value Education - 2: Fundamentals of Human Rights					2	1		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of COs
CO1	3	2	1	2	2	3	2	2	2	2	2.1
CO2	3	2	1	2	2	3	2	2	2	2	2.1
CO3	3	2	2	2	2	2	3	2	1	2	2.1
Mean Overall Score										2.1 (Medium)	

Semester	Course Code	Title of the Course	Hours/ Week	Credits
3	25UTA31GL03	பொதுத்தமிழ் - 3: General Tamil - 3	4	3

கற்றலின் நோக்கங்கள் (Course Objectives)	
சங்க இலக்கியங்களின் இன்றியமையாமையை அறிந்து கொள்ளுதல்	
இலக்கியத்தினை நுட்பமாக அறிதலின் வழியாக ஆற்றுப்படுத்தும் திறன் பெறுதல்	
இலக்கிய அறநெறிகளைத் தற்கால வாழ்வியலில் பயன்படுத்தும் திறன் பெறுதல்	
தினை, துறைகளைப் பகுத்தாராயும் அறிவு பெறுதல்	
இலக்கிய இலக்கண நுட்பங்களை வாழ்வியலோடு ஒப்பிடுதல்	

அலகு - 1 :

(12 மணி நேரம்)

குறுந்தொகை: குறிஞ்சித் தினை - பரணர் பாடல் (199), மூல்லை - ஒளவையார் பாடல் (99), மருதம் - கொல்லிக்கண்ணனார் பாடல் (34), நெய்தல் - கச்சிப்பேட்டு நன்னாகையார் பாடல் (172), பாலை - வெண்புதி பாடல் (174)

நற்றினை: குறிஞ்சி - கபிலர் பாடல் (194), மூல்லை - இடைக்காடனார் பாடல் (142), மருதம் - உறையூர்க் கதுவாய்ச் சாத்தனார் பாடல் (370), நெய்தல் - அறிவுடைநம்பி பாடல் (15), பாலை - கணக்காயனார் பாடல் (24)

ஜங்குறுநாறு: குறிஞ்சி - அன்னாய் வாழிப் பத்து - அன்னாய் வாழி வேண்டன்னை நம் படப்பை (203), மூல்லை - செவிலி கூற்றுப் பத்து - மறியிடைப்படுத்த மாண்பினைபோல (401), மருதம் - வேட்கைப் பத்து - வாழி ஆதன் வாழி அவினி (01), நெய்தல் - வெள்ளாங்குருகுப் பத்து - வெள்ளாங் குருகின் பிள்ளை (157), பாலை - உடன்போக்கின் கண் இடைச் சுரத்து உரைத்த பத்து - அறம்புரி அருமறை நவின்ற (387)

புறநானாறு: பிசிராந்தையார் (67), அரிசில் கிழார் (146), காக்கைப்பாடினி (278), அள்ளூர் நன்மூல்லையார் (306), பரணர் (352)

அலகு - 2 :

(12 மணி நேரம்)

சிறுபாணாற்றுப்படை
இலக்கணம் - யாப்பு

அலகு - 3 :

(12 மணி நேரம்)

கலித்தொகை: குறிஞ்சிக்கலி - திருந்திழாய்! கேளாய் எனத் தொடங்கும் பாடல் (64), மூல்லைக்கலி - கண் அகன் இரு விசம்பில் எனத் தொடங்கும் பாடல் (101), மருதக்கலி - நறவினை வரைந்தார்க்கும் எனத் தொடங்கும் பாடல் (98), நெய்தல்கலி - இவர்திமில் ஏறிதிரை எனத் தொடங்கும் பாடல் (135) பாலைக்கலி - அறனின்றி அயல்தூற்றும் எனத் தொடங்கும் பாடல் (2)

பதிற்றுப்பத்து: குமட்டுர்க் கண்ணனாரின் புண் உமிழ் குருதி (11), பாலைக் கெளதமனாரின் கயிறு குறு முகவை (22)

இலக்கிய வரலாறு: சங்க இலக்கியங்கள், சங்க இலக்கியங்களின் தனித்தன்மைகள்

அலகு - 4 :

(12 மணி நேரம்)

அகநானாறு: அளிநிலை பொறாது அமரிய முகத்தள் எனத் தொடங்கும் பாடல் (5), திதலை மாமை தளிர்வனப்பு எனத் தொடங்கும் பாடல் (135), திருந்துஇழை நெகிழ்ந்து எனத் தொடங்கும் பாடல் (387)

தனிப்பாடல் திரட்டு: பிறவிக் குணமும் பழக்கமும் (196), கொடியது (242), பெரியது (244),

அரியது (245), இதுவே நலம் (223)

இலக்கிய வரலாறு: பதினெண்கீழ்க்கணக்கு நூல்கள்

அலகு - 5 :

(12 மணி நேரம்)

திருக்குறள்: இனியவை கூறல் (10), நட்பு ஆராய்தல் (80)

பழமொழி நானாறு: ஆற்றவும் கற்றார் அறிவுடையார் எனத் தொடங்கும் பாடல் (40), வைத்தனை வைப்பென்று எனத் தொடங்கும் பாடல் (95), உடைப்பெருஞ் செல்வத்து எனத் தொடங்கும் பாடல் (154), தத்தமக்குக் கொண்ட எனத் தொடங்கும் பாடல் (276), நோக்கி அறிகல்லா எனத் தொடங்கும் பாடல் (337)

இனியவை நாற்பது: முதல் பத்து பாடல்கள் (1-10)

இலக்கணம் - அணி

நாடகம் - விந்தனின் வாழப்பிறந்தவன்

கற்பித்தல் அனுகுழுறை (Teaching Methodology)	விரிவரை (Lecture), காணொளிக் காட்சி (Videos), விளக்கக் காட்சி (PPT presentation)
மதிப்பீட்டு முறைகள் (Assessment methods)	கருத்துரை (Seminar), குழுக் கலந்துரையாடல் (Group Discussion), உடனடித்தேர்வு (Snap Test), ஒப்படைவு (Assignment)

பாடநூல்:

1. பொதுத்தமிழ்-3(2025), தமிழாய்வுத்துறை, தூய வளனார் கல்லூரி

பார்வை நூல்கள்:

- சுப்பிரமணியன். ச. வே (உ.ஆ.), (2003), சங்க இலக்கியம், கோவிலூர் மடாலயம்
- கண்ணியப்பன்.சிவ (உ.ஆ.), (2004), தனிப்பாடல் திரட்டு, முல்லை நிலையம்

Websites and eLearning Sources:

- <https://learnsangamtamil.com/>
- <https://www.tamilvu.org/library/>

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	இப்பாடத்தின் நிறைவில் மாணவர்கள்			
CO1	சங்க இலக்கியத்தின் தனித்தன்மைகளை அறிவர்		K1	
CO2	ஆற்றுப்படை இலக்கியங்களைக் கற்பதன் வழி ஆற்றுப்படுத்தும் முறையை இனங்காண்பர்		K2	
CO3	இலக்கிய நெறிகளை நடப்பியலில் பயன்படுத்துவர்		K3	
CO4	தினை துறைகளை நன்கு கற்பதன் வாயிலாகப் பாடல்களைப் பகுப்பாய்வர்		K4	
CO5	யாப்பு, அனியைக் கற்பதன் வாயிலாகப் புதிய இலக்கிய வடிவங்களைப் படைக்கும் திறன் பெறுவர்.		K5	

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
3	25UTA31GL03		பொதுத்தமிழ் - 3: General Tamil - 3							4	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	1	2	2	2	1	3	3	2	3	2	2.1
CO2	3	2	1	3	2	3	2	2	3	1	2.2
CO3	3	2	1	3	2	3	2	2	3	2	2.3
CO4	1	3	2	1	2	3	2	2	2	3	2.1
CO5	2	3	2	2	1	3	2	2	2	2	2.1
Mean Overall Score										2.16 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UFR31GL03	Language French – 3	4	3

Course Objectives	
1	Remember and Construct Narratives applying the <i>passé composé</i> with time indicators to recount past events
2	Understand and express personal memories using the <i>imparfait</i> in spoken and written communication to articulate likes, dislikes, and past events.
3	Analyze and interpret different housing options and engage in role-play scenarios to negotiate effectively.
4	Describe physical appearance and personality traits using appropriate adjectives, possessives, and comparatives to describe oneself
5	Evaluate future possibilities in science and communication, expressing hopes and possibilities using the <i>futur simple</i> and <i>conditionnel</i>

UNIT – I (12 Hours)

1. Titre - Nouvelles vies
2. Lexique – Parcours de vie, la vie personnelle, scolaire et professionnelle
3. Grammaire – le passé composé -formation, la phrase négative, les indicateurs de temps
4. Production orale- exprimer son intention de faire quelque chose
5. Production écrite - organiser une activité de loisir

UNIT – II (12 Hours)

6. Titre - Je me souviens
7. Lexique – le souvenir : la mémoire, les paysages : à la mer, à la montagne
8. Grammaire – l’imparfait -formation, les pronoms ‘y’ et ‘en’, la place de l’adjectif
9. Production orale- exprimer le fait d’aimer et de ne pas aimer
10. Production écrite - raconter un souvenir

UNIT – III (12 Hours)

11. Titre - Comme à la maison
12. Lexique – le logement et la location, les frais et les services, le cadre de vie
13. Grammaire – les pronoms relatifs, la comparaison, la condition
14. Production orale- jeu de rôle – louer un logement
15. Production écrite - Décrire un logement

UNIT – IV (12 Hours)

16. Titre - Tous pareils, tous différents
17. Lexique – l’apparence physique, les traits de caractère
18. Grammaire – les adjectifs indéfinis, les pronoms possessifs, la comparaison
19. Production orale- faire un compliment
20. Production écrite - faire le portrait physique de quelqu’un

UNIT – V (12 Hours)

21. Titre - En route vers le futur
22. Lexique – les sciences et les techniques, les technologies de communication
23. Grammaire – le futur simple, la condition avec ‘si’, le pronom ‘on’
24. Production orale- exprimer un espoir – imaginer à l’avenir
25. Production écrite - Décrire l’utilité d’un objet
26. Indian knowledge system - Analyzing narrative structures in Indian epics vs. French literature by comparing the Mahabharata’s moral stories especially the Panchatantra stories to French fables. Practicing French future tense by making simple predictions about personal life by referencing Indian astrology (5%)

Teaching Methodology	Project-Based Chronological Learning (PBL), Digital Media Integration, Genre-Specific Writing Approach, Scenario-based learning (SBL)
Assessment Methods	<p><i>Podcast creation:</i> Students record a short podcast episode on “Childhood Memory”. (Rubric – assessed on ability to construct narratives using past tenses and expressing experiences.</p> <p><i>Debate:</i> Debate on "Apartment vs. House: Students must compare housing options, rental costs, and services. (Rubric – evaluated on analytical skills through structured argumentation)</p> <p><i>Timeline narrative activity:</i> Create a timeline about "A Typical College Day" (Rubric – Assessed on the ability to recall and construct a chronological narrative using past)</p> <p><i>Letter writing:</i> Write a letter to a friend describing personal experiences. Write a formal inquiry to a landlord about an apartment (Rubric – Assessed on formal and informal written communication skills)</p>

Books for Study:

1. Fafa, C., Gajdosova, F., Horquin, A., Pasquet, A., Perrard, M., Petitmengin, V., Sperandio, C., Dodin, M., & Veldeman-Abry, J. (2022). *Édito A2: Méthode de français* (2nd ed.). Didier FLE, Hatier. (p.13 – p.77)

Books for Reference:

1. Dauda, P., Giachino, L., & Baracco, C. (2016). *Génération A2*. Didier.
2. Girardet, J., & Pecheur, J. (2017). *Écho A2* (2nd ed.). CLE International

Websites and eLearning Sources:

1. <https://www.bbc.co.uk/bitesize/subjects/zc7xpv4>
2. <https://conjuguemos.com/>
3. <https://www.busuu.com/en/course/learn-french-online>
4. <https://www.duolingo.com/learn>
5. <https://www.newsinslowfrench.com/>

CO No.	Course Outcomes		Cognitive Levels (K-Level)
	CO-Statements	On successful completion of this course, students will be able to	
CO1	Recall using vocabulary related to personal, academic, and professional life, and compose narratives using the <i>passé composé</i> and time indicators.		K1
CO2	Express experiences and preferences using <i>imparfait</i> to recount memories, express likes and dislikes accurately in spoken and written communication.		K2
CO3	Compare different housing options and interpret rental-related expenses and services, and engage in role-play scenarios to negotiate accommodations.		K3
CO4	Characterise personal traits by describing physical appearance and personality traits, apply possessive and indefinite adjectives, and formulate comparisons effectively.		K4
CO5	Discuss advancements in science and communication, express hopes and possibilities using the <i>futur simple</i> and <i>conditionnel</i> structures.		K5

Relationship Matrix										
Semester	Course Code	Title of the Course							Hours	Credits
Course Outcomes	3 25UFR31GL03					Language French – 3				
	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
CO1	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO2	2	3	2	3	2	3	1	3	3	3
CO3	3	2	3	3	1	2	2	2	2	2
CO4	3	1	3	3	2	2	2	2	1	1
CO5	2	2	2	2	2	1	2	1	1	1
Mean Overall Score 2.18 (High)										

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UHI31GL03	Language Hindi - 3	4	3

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

UNIT I (12 Hours)

1. Tera Sneh na Khovoom
2. Samband Bodak
3. Reethikal - Namakarn
4. Chitra Varnan (Basic)

UNIT II (12 Hours)

5. Paribakshik Shabdavali
6. Smuchaya Bodak
7. Reethikal - Samajik Paristhithiya
8. Vachan Badalo

UNIT III (12 Hours)

9. Vismayadi Bodak
10. Reethikal - Sahithyik Paristhithiyam
11. Beerbal ki Chadurai
12. Patra-Patrikao mein Prakashit Gadyansho ka Patan(Basic)

UNIT IV (12 Hours)

13. Avikary Shabdh
14. Reethikal - Main Divisions
15. Ling Badalo
16. Karak

UNIT V (12 Hours)

17. Reethikal - Visheshathayem
18. Anuvad
19. Bahu Ki Vidha (One Act Play)
20. Bathcheeth - Kaksha mein

Teaching Methodology	Videos, PPT, Quiz, Group Discussion, Case Based Problem Solving
Assessment Methods	Quiz, Seminar, Assignment

Books for Study:

1. Dr. Sanjeev Kumar Jain. (2023). *Anuwad: Siddhant Evam Vyavhar*. Kailash Pustak Sadan.
2. Kamathaprasad Gupth, M. (2021). *Hindi Vyakaran*, Anand Prakashan.
3. Dr. Sadanand Bosalae. (2020). *kavya sarang*. Rajkamal Prakashan.

Books for Reference:

1. Ramdev. (2021). *Vyakaran Pradeep*. Hindi Bhavan.
2. Lakshman Prasad Singh. (2022). *Kavya Ke Sopan*. Bharathy Bhavan Prakashan.
3. Acharya Ramchandra Shukla. (2021). *Hindi Sahitya Ka Itihas*, Prabhat Prakashan.
4. Krishnakumar Gosamy. (2023). *Anuvad vigyan ki Bhumika*. Rajkamal Prakashan.

Websites and eLearning Sources:

1. <https://www.hindwi.org/poets/jaishankar-prasad/all>
2. <https://youtu.be/e9wK-pYfVPc>

3. <https://www.amarujala.com/kavya/sahitya/sumitranandan-pant-best-hindi-poems>
4. <https://mycoaching.in/samuchchay-bodhak-ky-a-hai>
5. <https://www.subhshiv.in/2021/06/avikari-shabd.html>

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of the course, the student will acquire the listed skills			
CO1	Categorize the poetries in some selective poems.		K1	
CO2	Practical application of grammar.		K2	
CO3	Justify the social & political conditions of Riti Kaal in Hindi Literature.		K3	
CO4	Find out the dialects of Hindi language.		K4	
CO5	Illustrate the importance given to family ethics by the youth in the modern period according to “Bahoo Ki vidha” One Act play.		K5	

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
3	25UHI31GL03		Language Hindi - 3						4	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2	3	2	1	3	2
CO2	3	2	3	2	2	3	2	3	2	3
CO3	3	2	2	3	1	3	2	3	2	3
CO4	2	3	3	2	3	2	3	3	2	1
CO5	3	2	2	3	3	2	1	3	2	3
Mean Overall Score										2.42 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25USA31GL03	Language Sanskrit - 3	4	3

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

UNIT I (12 Hours)

Ramodantam, Balakandam (1-15 verses)

UNIT II (12 Hours)

Ramodantam, Balakandam (15-30 verses)

UNIT III (12 Hours)

Vedas – Vedangas vivaranam

UNIT IV (12 Hours)

Asta dasha Purana and Dashopanishads

UNIT V (12 Hours)

Upasargas and Bhavishyat Kaalah Vakya Prayoga

Teaching Methodology	Videos, PPT, Blackboard, Demonstration, Exercises
Assessment Methods	Seminar, Quiz, Group Discussion.

Books for Study:

1. VEDIC LITERATURE
2. RAMODANTAM

Books for Reference:

1. Parameshwara, Ramodantam, LIFCO Chennai 2020
2. R. S. Vadhyar & Sons , Book – sellers and publishers , Kalpathu ,Palaghat – 678003 , Kerala , south India , History of Sanskrit Literature 2021
3. Kulapathy , K.M Saral Sanskrit Balabodh , Bharathita vidya bhavan , Munshimarg Mumbai – 400 007 2020

Websites and eLearning Sources:

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

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

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
3	25USA31GL03		Language Sanskrit - 3						4	3
Course Outcomes	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	2	3	3	3	3	3	2	1
CO2	3	3	2	3	3	2	2	3	3	2.7
CO3	3	3	1	3	3	1	1	3	3	2.4
CO4	2	2	1	2	3	2	2	3	2	2.0
CO5	3	3	2	3	2	2	3	3	3	2.6
Mean Overall Score										2.4 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UEN32GE03A	General English – 3: English for Arts - 1	5	3

Course Objectives
To develop foundational academic and social communication in English
To enhance writing skills for practical purposes
To encourage appreciation of literature and storytelling
To promote awareness of cultural and historical heritage through language
To build confidence in writing and expressing ideas clearly

UNIT I: Everyday and Academic Communication (15 Hours)

1. Types of Communication (Formal, Informal, Academic)
2. Writing Letters and Applications
3. Writing Emails and Online Messages
4. Listening and Note-taking
5. Speaking in Class and Group Activities

Skill-Focus: Writing formal and informal letters, drafting emails, note-taking, speaking in academic settings, and participating in group discussions.

UNIT II: Paragraphs, Essays, and Reviews (15 Hours)

6. Paragraph Writing – Unity and Coherence
7. Narrative and Descriptive Essays
8. Book Review – Format and Sample Writing
9. Film Appreciation – Observing & Responding
10. Writing a Personal Opinion

Skill-Focus: Writing structured paragraphs and essays, reviewing books and films, expressing personal opinions, and improving coherence in writing.

UNIT III: Reading Literature and Creative Writing (15 Hours)

11. Introduction to Poetry, Prose, and Drama
12. Themes in Literature (Love, Struggle, Nature, Identity)
13. Indian Short Stories – Reading & Discussion
14. Writing Simple Poems or Stories
15. Diary and Letter Writing from a Character's View

Skill-Focus: Interpreting literary texts, exploring themes, writing creatively, developing character-based narratives, and enhancing vocabulary.

UNIT IV: Travel, Tourism and Local Heritage (15 Hours)

16. Travel and Tourism Writing – Local Places
17. Describing Historical Monuments
18. Preparing Simple Tourist Brochures
19. Writing about a Cultural Festival
20. Presenting a Heritage Site

Skill-Focus: Writing travel pieces, describing monuments, creating brochures, documenting cultural events, and presenting heritage content.

UNIT V: Media and Visual Expression (15 Hours)

21. Introduction to Advertisements
22. Creating Simple Posters and Slogans
23. Caption Writing for Images or Events
24. Blog Writing Basics
25. Writing for Print and Visual Media

Skill-Focus: Designing advertisements, writing slogans and captions, drafting blogs, exploring media language, and expressing ideas visually and creatively.

Teaching Methodology	Lectures with simplified notes, Short readings and story sessions, Poster making, blog creation, ad writing tasks, Audio-visual clips (films, heritage sites), Group work, role-play, peer feedback, Encouraging local topics and regional relevance.
Assessment Methods	Assignment (Letters, Paragraphs, Blog Entries), Book/Film Review (Written or Oral), Poster or Brochure Creation, Short Presentations, Weekly Written Tasks

Book for Study:

1. V.L. Jayapaul, R. Jayakanth, Dr. Cheril Davis and Dr. M. Amutha, Horizons: Pathways to English Proficiency, (in progress).

Books for Reference:

1. Murphy, R. (2019). *English Grammar in Use*. United Kingdom: Cambridge University Press.
2. Rizvi, M. A. (2005). *Effective Technical Communication*. New Delhi: Tata McGraw-Hill.
3. Mohan, K., & Banerji, M. (2009). *Developing Communication Skills*. New Delhi: Macmillan.
4. Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill Education.
5. Hedge, T. (2005). *Writing*. United Kingdom: Oxford University Press.

Websites and e-Learning Sources:

1. MIT Open Course Ware (Writing & Communication) – <https://ocw.mit.edu/courses/writing-and-humanistic-studies/>
2. British Council: Learn English – <https://learnenglish.britishcouncil.org/>
3. Purdue Online Writing Lab (OWL) – <https://owl.purdue.edu/>
4. Cambridge English: Activities for Learners – <https://www.cambridgeenglish.org/learning-english/games-social/>
5. Future Learn – English Courses – <https://www.futurelearn.com/subjects/language-courses/english-language>

CO No.	Course Outcomes	
	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Recall basic forms of communication and their uses in everyday and academic contexts.	K1
CO2	Understand and interpret simple literary texts, travel writing, and media content.	K2
CO3	Apply appropriate vocabulary and structure in writing paragraphs, essays, and reviews.	K3
CO4	Analyze themes from literature, films, and local culture through writing and presentations.	K4
CO5	Evaluate and express creative and critical ideas through posters, blogs, and personal reflections.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
3	25UEN32GE03A		General English – 3: English for Arts - 1					5	3		
	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				Mean Scores of COs	
Course Outcomes	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	3	2	2	2	3	2	3	2	2.4
CO2	3	2	3	3	2	3	3	3	3	3	2.8
CO3	3	2	2	3	1	3	2	2	3	3	2.4
CO4	2	3	3	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	2	3	2	3	2	3	2.4
Mean Overall Score										2.48 (High)	

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
3	25UEN32GE03B	General English - 3: English for Science - 1	5	3

Course Objectives
To enable the students to comprehend the local and global issues through the lessons.
To enable the students to do the tasks centering on Skill Development and Grammar.
To empower the students with interactive skills.
To enhance their taste for reading that will naturally develop their vocabulary power and sentence structures
To develop the listening, speaking and writing skills of students through the prescribed texts.

UNIT I: Encounter Between Humans and Aliens **(15 Hours)**

1. “They’re Made Out of Meat” by Terry Bisson
2. Vocabulary in Context: Meat Words
3. Writing: Informal Letter Writing
4. Speaking: Role Play
5. Grammar: Present Perfect Tense

UNIT II: Life After Death **(15 Hours)**

6. “The Egg” by Andy Weir
7. Vocabulary in Context: Cide Words
8. Writing: Formal Letter Writing
9. Speaking: Description of a Picture
10. Grammar: Present Perfect Continuous Tense

UNIT III: In Communion with Nature **(15 Hours)**

11. “A Tiger in the House” by Ruskin Bond
12. Vocabulary in Context: Animals and their babies
13. Writing: Job Application Writing (Writing Covering Letter and Curriculum Vitae)
14. Speaking: Description of an Advertisement
15. Grammar: Past Perfect Tense

UNIT IV: Mystery of Venus **(15 Hours)**

16. “All Summer in a Day” by Ray Bradbury
17. Vocabulary in Context: Rain Words
18. Writing: Drafting Invitation and Brochure
19. Speaking: Short Academic Presentation
20. Grammar: Past Perfect Continuous

UNIT V: Think Before You Trash **(15 Hours)**

21. “My Frog Recycles All His Trash” by Kenn Nesbitt
22. Vocabulary in Context: Ecological Words
23. Writing: Preparing an Advertisement
24. Speaking: Welcome Address and Vote of Thanks
25. Grammar: Future Perfect Tense and Future Perfect Continuous Tense

* Speaking Components are meant only for internal tests

Teaching Methodology	Lecture, Multimedia Presentations, Discussion and Enacting
Assessment Methods	Speaking, reading, listening and written tests

Books for Study:

1. Francis, V., Dr. D.R. Edwin Christy and Dr. D. Loyola Innaci. *Lingua Science – I*, St. Joseph’s College (Autonomous), Tiruchirappalli.

Books for Reference:

1. Wilfred, D. Best. *Students Companion*. HarperCollins Publishers, 2020.

2. Wren & Martin. *Middle School English Grammar and Composition*, S Chand Publishing, 2023.
3. Carnegie, Dale. *The Quick and Easy Way to Effective Speaking*, Rupa Classics, 2013.

Websites and eLearning Sources:

1. <https://jerrywbrown.com/wp-content/uploads/2020/02/They-are-made-out-of-meat-Bisson-Terry.pdf>
2. <https://www.are.na/block/12921440>
3. <https://pdfcoffee.com/andy-weir-the-egg-pdf-pdf-free.html>
4. https://mrsdelcarmen.weebly.com/uploads/3/0/9/0/30908551/a_tiger_in_the_house_by_ruskin_bond.pdf
5. <https://poetry4kids.com/poems/my-frog-recycles-all-his-trash/>
6. <https://www.stcypriansprimaryacademy.co.uk/wp-content/uploads/2021/01/All-Summer-in-a-Day-by-Ray-Bradbury.pdf>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, students will be able to	
CO1	Identify and comprehend the local and global issues through the lessons	K2
CO2	Use interactive skills	K3
CO3	Develop the Listening and Reading Skills of the learners through teacher-led reading practice	K6
CO4	Enhance their Listening, Reading, Speaking, and Writing Skills	K6
CO5	Develop their Creative and Critical Thinking and Speaking Skills	K6

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
3	25UEN32GE03B		General English - 3: English for Science – 1						5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3	2	3	2	3	2
CO2	2	2	3	2	3	3	2	3	2	2
CO3	2	3	2	3	2	2	3	2	3	2
CO4	2	2	3	2	3	3	2	3	2	3
CO5	2	2	2	3	2	2	2	3	2	2
Mean Overall Score										2.36 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UEN32GE03C	General English – 3: English for Management Studies - 1	5	3

Course Objectives	
To familiarize students with professional vocabulary knowledge in key topics connected with commerce and management.	
To help the students develop academic English skills.	
To improve business communication skills, including report writing, presentations, and discussions.	
To apply language and business concepts in real-world academic and professional contexts.	
To demonstrate creative and critical thinking skills in analysing business case studies and emerging business trends.	

UNIT I: Business Communication (15 Hours)

Themes:

1. Forms of Business Communication
2. Business Meetings and Discussions
3. Negotiation Skills in Business English
4. Cross-Cultural Communication in Business
5. Business Communication in the Digital Age

Skill-Focus: *Agenda preparation, Note-taking, Preparing minutes of the meeting, Handling cross-cultural interactions, Drafting emails, Discussing financial strategies, Conducting meetings, Listening to key ideas, Writing business letters*

UNIT II: Entrepreneurship and Startups (15 Hours)

Themes:

6. Emerging Trends in Entrepreneurship
7. Case Studies of Successful Entrepreneurs
8. Entrepreneurship in India
9. Government Initiatives and Support
10. Startup Ecosystem in India

Skill-Focus: *Pitching business ideas, Report writing, Research-based Writing, Creating a Business Model Canvas,*

UNIT III: Financial Management (15 Hours)

Themes:

11. Personal Financial Management
12. Sources of Finance
13. Behavioural Finance
14. Budgeting and Forecasting
15. Ethics in Financial Management

Skill-Focus: *Comprehending & summarizing financial reports, Drafting financial reports & proposals, Explaining financial Concepts to Clients, Channel conversion, Regulatory writing*

UNIT IV: Marketing Strategies (15 Hours)

Themes:

16. Segmentation, Targeting and Positioning
17. Marketing and Consumer Behaviour
18. Digital Marketing
19. Branding Strategies
20. Customer Relationship Management

Skill-Focus: *Writing marketing plans, conducting group discussions on market strategies, Summarising and synthesizing data, Expressing and supporting opinions, Ad. writing, Storytelling in business contexts*

UNIT V: Human Resource Management (15 Hours)

Themes:

21. Recruitment & Employee Development
22. Leadership and Management

23. Performance Management
24. Employee Relations and Conflict Management
25. Diversity and Inclusion in the Workplace

Skill-Focus: *Interviewing Techniques, Giving constructive feedback, Writing SMART goals, Listening to understand team concerns and provide appropriate solutions, Using inclusive language*

Teaching Methodology	Lectures, Case Studies, Discussions, Reading Tasks, Writing Exercises, Workshops, Role-Playing, Group Projects, Debates, Storytelling Sessions
Assessment Methods	Seminars, Reports, Exhibits

Book for Study:

- Joy, J.L. (in progress). *English for management studies - 1*. St. Joseph's College.

Books for Reference:

1. Allen, D. (2017). Business communication: A hands-on approach. Cengage Learning.
2. Bovee, C. L., & Thill, J. V. (2017). Business communication today (13th ed.). Pearson Education.
3. Chatterjee, S. (2020). Entrepreneurship and startup in India: Evolution, challenges and opportunities. Springer.
4. Ferrell, O. C., & Hartline, M. (2017). Marketing strategy (7th ed.). Cengage Learning.
5. Lencioni, P. (2002). The five dysfunctions of a team: A leadership fable. Jossey-Bass.
6. Stimpson, P., & Farquharson, A. (2014). *Cambridge International AS and A Level Business Coursebook with CD-ROM* (3rd ed.). Cambridge University Press.

Websites and eLearning Sources:

1. <https://learnenglish.britishcouncil.org/business-english>
2. https://www.businessenglishresources.com/#google_vignette
3. https://elt.oup.com/learning_resources/subjects/businessenglish/
4. The Power of Purpose in Business | Ashley M. Grice | TED
5. <https://www.youtube.com/watch?v=j4QlG5jKpio>
6. 6 Tips on Being a Successful Entrepreneur | John Mullins | TED
7. <https://www.youtube.com/watch?v=eHJnEHyyN1Y>
8. How to Take the BS Out of Business Speak | Bob Wiltfong | TED
9. <https://www.youtube.com/watch?v=41fjuqBaUt4>
10. Think Like A Grand Master Entrepreneur- 2019 Driven Keynote

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, the students will be able to			
CO1	Understand key professional vocabulary related to commerce and management.		K1	
CO2	Demonstrate an understanding of academic English skills through reading, writing, and listening tasks.		K2	
CO3	Apply business communication skills in real-world scenarios, including report writing, presentations, and discussions.		K3	
CO4	Analyse business case studies and emerging trends by applying language and business concepts to academic and professional contexts.		K4	
CO5	Develop creative and critical thinking by evaluating and synthesizing business trends and case study information.		K5	

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
3	25UEN32GE03C		General English – 3: English for Management Studies - 1						5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	2	2	3	2	3	2
CO2	2	3	2	3	2	2	3	3	3	2.6
CO3	3	2	2	3	1	3	2	2	3	3
CO4	2	3	3	3	2	3	3	2	3	2
CO5	2	2	3	2	2	3	2	3	2	3
Mean Overall Score										2.48 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UEN33CC06	Core Course - 6: Literary Criticism - I: From Plato to Joseph Addison	6	4

Course Objectives	
To familiarize students with different methods of analysing and interpreting literature.	
To gain a comprehensive understanding of the historical development of literary criticism, from its origins in ancient Greece and Rome	
To examine the key ideas and approaches that have influenced the practice of literary criticism.	
To understand how various perspectives have shaped the way literature is interpreted and evaluated.	
To trace the evolution of critical thought across different historical periods.	

UNIT I: The Greek Critics (18 Hours)

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

UNIT II: The Roman Critics (18 Hours)

3. Horace (65 B.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 (18 Hours)

5. Longinus (1 A.D. OR 3 A.D.?): Sublimity in Literature; The Five Sources of the Sublime
6. Dante (1265-1321): Language of Poetry; The Requirements of an Illustrious Vernacular

UNIT IV: The Classical English Critics (18 Hours)

7. Sir Philip Sidney (1554-1586): The Argument of his Book *Apology for Poetry*: Stephen Gosson's Charges against Poetry, and Sidney's Defense of Poetry; His Classicism
8. Ben Jonson (1573-1637): His Classicism; The Five Qualifications of a Poet; His Observations on Style

UNIT V: The Neoclassical English Critics (18 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; Fine Taste; The Pleasures of the Imagination

Teaching Methodology	Interactive lectures, Power Point presentations, Socratic Method, Critical Analysis
Assessment Methods	Group Discussion, Seminar, Online Test, Assignments

Books for Study:

1. Prasad, B. *An Introduction to English Criticism*. Macmillan, 1976.

Books for Reference:

1. Atkins, J.W.H. *English Literary Criticism*. Vol. 1. Jaipur (India): Surabhi Publications, 1999.
2. Danzier and Johnson. *An Introduction to Literary Criticism*. Boston: Heath, 1961.
3. Das, B.B. and Jatindra Mohan Mohanty. Eds. *Literary Criticism: A Reading*. New Delhi: Oxford University Press, 1985.
3. Habib, Rafey. *A History of Literary Criticism: From Plato to the Present*., Malden: Blackwell Publishing Ltd, 2005.
4. Wellek, Rene. *A History of Modern Criticism 1750-1950: The Romantic Age*. Cambridge: Cambridge University Press, 1981.
5. Wimsatt, William K., and Cleanth Brooks. *Literary Criticism: A Short History*. Calcutta: Oxford Book Company, 1957.

Websites and eLearning Sources:

1. "History." Literary Criticism - Home, msrslitcrit.weebly.com/history.html.
2. "Literary Criticism." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., www.britannica.com/art/literary-criticism.

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, the students will be able to			
CO1	Identify and apply different methods for analysing and interpreting literary texts		K1	
CO2	Understand the historical development of literary criticism, with its foundation in ancient Greece and Rome.		K2	
CO3	Explain the key ideas and approaches that have shaped the practice of literary criticism		K3	
CO4	Analyse how different perspectives have influenced the interpretation and evaluation of literature		K4	
CO5	Trace the evolution of critical thought and its impact on literary traditions across different historical periods		K5	

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
3	25UEN33CC06		Core Course – 6: Literary Criticism - I: From Plato to Joseph Addison						6	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3	2	3	3	2	2
CO2	2	3	2	3	2	2	3	3	2	2
CO3	2	2	3	2	3	3	2	2	3	2
CO4	2	2	3	2	3	3	2	2	3	2.5
CO5	2	2	2	3	2	2	2	2	3	2
Mean Overall Score										2.36 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UEN33CC07	Core Course - 7: Drama	5	4

Course Objectives	
To acquaint the students to understand the origin and development of drama down the ages	
To equip the students to analyse the different types of drama with reference to the socio political and historical contexts	
To provide a comprehensive knowledge about the major playwrights of the period	
To introduce the students to the field of dramatic literature with reference to the important works of the major playwrights	
To enable the students to understand the setting, style, dialogues, techniques and dramatic devices used in drama	

UNIT I: (Detailed) (15 Hours)

1. Thomas Kyd (1558-1594) : *The Spanish Tragedy*
2. Christopher Marlowe (1564-1593) : *The Jew of Malta*

UNIT II: (Non-Detailed) (15 Hours)

3. Ben Jonson (1572-1637): *Every Man in his Humour*
4. John Webster (1578-1632): *The White Devil*

UNIT III: (Non -Detailed) (15 Hours)

5. William Congreve (1670-1729): *The Way of the World*
6. Oliver Goldsmith (1728- 1774): *She Stoops to Conquer*

UNIT IV: (Detailed) (15 Hours)

7. Richard Brinsley Sheridan (1751-1816): *The Rivals*
8. Oscar Wilde (1854-1900): *The Importance of Being Earnest*

UNIT V: (Non-Detailed) (15 Hours)

9. George Bernard Shaw (1856-1950): *Saint Joan*
10. Samuel Beckett (1906-1989): *Waiting for Godot*

Teaching Methodology	Lecture, PPT, Peer discussion, Critical Reviews
Assessment Methods	Seminars, Group Discussion, Role Play, Online Tests, Assignments

Books for Study:

1. Wilde, Oscar. *The Importance of Being Earnest and Other Plays*. London: Penguin Books, 2000. Print.
2. Galsworthy, John. *Complete Plays of John Galsworthy*. Bibliobazaar, 2008. Print. U 3. Shaw, Bernard. *St. Joan*. New York: Penguin Books, 1923. Print.
3. Beckett, Samuel. *Waiting for Godot*. New York: Grove Press, 1958. Print.
4. Marlowe, Christopher. *The Jew of Malta*. New York: Signet Classics, 2001.
5. Congreve, William. *The Way of the World*. Faiford: The Eco Library, 2010.
6. Jonson, Ben. *Every Man in His Humour*. Faiford. The Eco Library, 2010.
7. Goldsmith, Oliver. *She Stoops to Conquer*. London: OUP, 1984.
8. Sheridan, Richard Brinsley. *The Rivals*. London: Penguin Books, 1998. 10. Kinney, A. F. A *Companion to Renaissance Drama*. Blackwell Publishing, 2004.

Books for Reference:

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.
6. Allen, J. *Masters of British Drama*. London: Citadel, 1998.
7. Dawson, S.W. *Drama and the Dramatist*. New Delhi: Milestone Publication, 1980.

8. Fermor, U. Marvell. *The Frontiers of Drama*. London: Methuen, 1946.
9. Hathaway, M. *Elizabethan popular theatre: Plays in performance*. Routledge, (1982).

Websites and eLearning Sources:

1. https://devikapanikar.com/theoriginofdrama/?doing_wp_cron=1690152766.0363829135894775390625 <https://owlcation.com/humanities/Origin-of-Drama-in-English-Literature>
2. <https://www.ugcsetnet.com/origins-and-development-of-drama/>
3. <https://www.studysmarter.co.uk/explanations/english-literature/literary-movements/jacobean-drama/>
4. <https://englishsummary.com/lesson/jacobean-drama/>
5. <https://www.britannica.com/art/English-literature/The-Restoration>
7. <https://sites.udel.edu/brillitwiki/restoration-and-eighteenth-century-drama/> •
8. <https://englishsummary.com/lesson/restoration-drama/>
9. <https://www.britannica.com/event/Irish-literary-renaissance>
10. <https://www.britannica.com/art/epic-theatre>
11. <https://poemanalysis.com/movement/epic-theatre/>
12. <https://www.britannica.com/art/Theatre-of-the-Absurd>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Recall the important aspects related to the origin and growth of drama down the ages.	K1
CO2	Compare the different stages of Drama and its evolution in the context of the theatre according to the ages.	K2
CO3	Assess the dramatic style, techniques and devices implied by the pioneers of English drama.	K3
CO4	Analyse the different forms of drama from the study of their socio-political and historical background.	K4
CO5	Familiarize with the settings, devices and stage practices related to drama.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
3	25UEN33CC07		Core Course - 7: Drama							5	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	3	3	2	2	3	3	2	2	2.5
CO2	3	3	3	2	2	2	3	2	3	3	2.6
CO3	3	3	3	2	2	3	2	3	3	2	2.6
CO4	3	2	3	2	3	2	3	2	2	3	2.5
CO5	3	3	3	2	3	2	2	3	2	3	2.6
Mean Overall Score										2.6 (High)	

Semester	Course Code	Title of the Course	Hours/ Week	Credits
3	25UEN33AO01A	Allied Optional - 1: Subaltern Literature	6	4

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

UNIT I: Poetry (18 Hours)

Detailed

1. Langston Hughes (1902-1967) : “The Negro Speaks of Rivers”
2. Imtiaz Dharker (1954-) : “Minority”
3. Maya Angelou (1928-2014) : “My Arkansas”
4. Meena Kandasamy (1984-) : “Advaita: The Ultimate Question”

Non-Detailed

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

UNIT II: Short Story (18 Hours)

10. Amrita Pritam (1919-2005) : “Stench of Kerosene”
11. Baburao Bagul (1930-2008) : “Mother”

UNIT III: Prose (Non-Detailed) (18 Hours)

12. Dr. Ambedkar (1891-1956) : “Castes in India” from *Writings and Speeches* (Vol.1, Part I)
13. bell hooks (1952-) : “Killing Rage”

UNIT IV: Drama (Detailed) (18 Hours)

14. Lorraine Hansberry (1930-1965) : *A 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. Sidhwa (1938-) : *Water: A Novel*

Teaching Methodology	Classroom Teaching using Chalk and Talk Method, ICT enabled Teaching, Video Modules on LMS and Case Studies
Assessment Methods	Seminars, Group Discussion, Role Play, Online Tests, Assignments

Books for Study:

1. Gates, H. L., & Nellie, Y. Mc. eds. (1997). *Norton Anthology of African American Literature*. New York: W. W. Norton & Company, Inc.
2. Barksdale, R., & Kenneth, K. eds. (1972). *Black Writers of America: A Comprehensive Anthology*.
3. New Jersey: Prentice Hall, Inc.
4. Ravikumar & Azhagurasan, R. eds. (2012). *The Oxford India Anthology of Tamil Dalit Writing*, (1st Ed.). Oxford University Press.
5. Narasimhaiah, C. D. Ed. (1990). *An Anthology of Commonwealth Poetry*. Macmillan India Limited.
6. Ambedkar, B. R. (2002). *Writings and Speeches*. Milestone Publication.
7. Hansberry & Lorraine. (1997). “Raisin in the Sun”. *Norton Anthology of African American*

Literature. Ed. Henry Louis Gates, and Nellie Y McKay. W. W. Norton & Company, Inc.

8. Bama. (2011). *Karukku*. Oxford University Press.
9. Mane, L. (2017). *Upara - An Outsider*. Sahitya Akademi.
10. Sidhwa, B. (2006). *Water: A Novel*. Key Porter Books.

Books for Reference:

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

Websites and eLearning Sources:

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

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

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
3	25UEN33AO01A		Allied Optional - 1: Subaltern Literature							6	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	2	2	2	2	2	2	1	2	1.9
CO2	3	2	2	2	3	2	2	2	2	3	2.3
CO3	3	2	2	2	3	2	2	3	2	3	2.4
CO4	3	2	2	2	3	2	2	3	2	3	2.4
CO5	3	2	2	2	3	2	2	3	2	3	2.4
Mean Overall Score										2.28 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UEN33AO01B	Allied Optional - 1: History of English Language	6	4

Course Objectives
Students will be able to
Recall and describe the main phases in the development of the English language,
Demonstrate an understanding of the phonological, grammatical, and lexical changes in English,
Utilize their knowledge of linguistic development to assess the impact of external influences,
Analyse the mechanisms of standardization within the English language,
Assess the relevance of historical linguistic evolution in the comprehension of contemporary English usage.

UNIT I: Origins and Foundations of the English Language (18 Hours)

1. The concept of language change
2. Indo-European family of languages
3. The development of Proto-Germanic and early Germanic dialects
4. Grimm's Law and Verner's Law
5. Old English phonology, grammar, and vocabulary

UNIT II: The Influence of Foreign Languages on English (18 Hours)

6. Latin influence on Old English (Christianization and vocabulary expansion)
7. Scandinavian invasions and their linguistic impact
8. The Norman Conquest and the rise of French influence
9. Middle English: Changes in vocabulary, syntax, and phonetics
10. The reestablishment of English as the dominant language

UNIT III: The Evolution of Middle English to Early Modern English (18 Hours)

11. The dialects of Middle English
12. The Great Vowel Shift and its Consequences
13. Renaissance and its impact on English vocabulary
14. Printing and standardization of spelling and grammar
15. The emergence of Early Modern English

UNIT IV: The Development of Modern English (18 Hours)

16. The impact of science and technology on language
17. English in the Age of Industrialization
18. The rise of prescriptive grammar and dictionaries
19. English as a global language: Colonial expansion and language spread
20. English dialects and varieties across the world

UNIT V: Contemporary English and Future Directions (18 Hours)

21. The spread of English as a world language
22. English and globalization: The role of technology
23. Varieties of English (British, American, Indian English, etc.)
24. Emerging linguistic trends and changes in the 21st century
25. The future of the English language

Teaching Methodology	Lecture-based instruction and ICT - based learning
Assessment Methods	Seminar, Group Discussion, Online Test, Feedback, Presentation

Books for Study:

1. Albert, C. B., & Thomas, C. (2012) A History of the English Language. Taylor & Francis. Print.
2. Bragg, M. (2011). The Adventure of English: The Biography of a Language. Arcade. Print. 3.
3. Crystal, D. (2004). The Stories of English. The Overlook Press, Peter Mayor Publishers. Print
4. Lynch, J. (2008). The English Language: A User's Guide. Canada: Focus Publishing/R. Pullins Co. Print.

4. Wood, F. T. (1941). An Outline History of English Language. Macmillan India Ltd.

Books for Reference:

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

Websites and eLearning Sources:

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

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On completion of the course, students will be able to	
CO1	Recall and describe the main phases in the development of the English language,	K1
CO2	Demonstrate an understanding of the phonological, grammatical, and lexical changes in English,	K2
CO3	Utilize their knowledge of linguistic development to assess the impact of external influences,	K3
CO4	Analyse the mechanisms of standardization within the English language,	K4
CO5	Assess the relevance of historical linguistic evolution in the comprehension of contemporary English usage.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
3	25UEN33AO01B		Allied Optional - 1: History of English Language							6	4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	2	2	2	3	3	3	3	2.5
CO2	3	3	2	2	2	1	2	3	3	2	2.3
CO3	3	3	3	1	2	2	3	3	3	1	2.4
CO4	3	3	1	3	3	1	3	3	3	2	2.5
CO5	2	2	1	3	3	1	1	3	3	3	2.2
Mean Overall Score										2.38	(High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UHE34VE03A	Value Education - 3: Social Ethics - 1	2	1

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

UNIT I: Introduction to Social Ethics (6 Hours)

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

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

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

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

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

UNIT IV: Cyber Crime (6 Hours)

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

UNIT V: Social Integration (6 Hours)

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

Teaching Methodology	Lecture, PPT, Power point
Assessment Methods	Online Test, Group Discussions

Books for Study:

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

Books for Reference:

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

Websites and eLearning Sources:

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

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

Relationship Matrix										
Semester	Course Code		Title of the Course					Hours/Week	Credits	
3	25UHE34VE03A		Value Education - 3: Social Ethics - 1					2	1	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2	3	2	2	3	3
CO2	3	2	2	2	3	2	2	3	2	2
CO3	2	3	3	3	2	3	3	3	3	3
Mean Overall Score										2.6 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25UHE34VE03B	Value Education - 3: Religious Doctrine - 1	2	1

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

UNIT I (6 Hours)

God of salvation

UNIT II (6 Hours)

Life & Mission of Jesus Christ

UNIT III (6 Hours)

The Holy Spirit

UNIT IV (6 Hours)

Gospel Values

UNIT V (6 Hours)

Mary, the mother of God

Teaching Methodology	Power point, Assignment and Group discussion
Assessment Methods	Online Test, Group Discussions

Books for Study:

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

Books for Reference:

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

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

Relationship Matrix										
Semester	Course Code		Title of the Course					Hours/Week	Credits	
3	25UHE34VE03B		Value Education - 3: Religious Doctrine - 1					2	1	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2	3	2	2	3	3
CO2	3	2	2	2	3	3	3	3	2	2
CO3	2	2	3	3	2	2	3	3	3	3
Mean Overall Score										2.6 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	25USS34SE01	Skill Enhancement Course - 1: Soft Skills	2	1

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

UNIT I Communication Skills (6 Hours)

Basics of Communication: Importance of Good Communication Skills, Types of Communication Skills, Verbal Communication, Non-verbal Communication, Tips for Improving Nonverbal Communication, Communication Styles, Barriers to Communication, Ways To Improve Communication Skills, Practicum. *Professional Grooming:* How to Create the Impact for that First Impression, Presentation Skills, Developing Handouts, Developing Notes, Adding Visual and Audio Effects, Practicum

UNIT II Resume Writing & Interview Skills (6 Hours)

Resume Writing: The Purpose of a Resume, Finding a Job & Making a Career, Length of Resume, Order of Resume, Tailoring the Resume, What your Resume should include, Some Tips for Listing a Bachelor's degree on Your Resume, What NOT to put on your Resume, Formatting Resume, Difference between Resume, Biodata and Curriculum Vitae, Preparation of a Resume *Interview Skills:* Meaning of Interview, Types of Interviews, How to get ready for the big day?, Appropriate Attire, Etiquette, Mastering the Art of Meet and Greet, Resume - Points to Remember, Practicum *Group Discussion:* Why is GD Essential?, Factors that influence GD, Outcome of GD, Tips for participation in a GD, Useful phrases for GD, Success Tips in GD, Practicum.

UNIT III Personal Effectiveness (6 Hours)

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

UNIT IV Numerical Ability (6 Hours)

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

UNIT V (6 Hours)

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

Teaching Methodology	Chart, PPT, chalk and talk, Video Presentation
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Books for Study:

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

Books for Reference:

1. Aggarwal, R.S. (2010). A Modern Approach to Verbal and Non-Verbal Reasoning, S. Chand.
2. Balaiah, J. & Joy, J. L. (2018). Winners in the Making: A primer on soft skills. St. Joseph's College, Tiruchirappalli.
3. Covey S. R. (2004). The 7 Habits of Highly Effective People: Restoring the Character Ethic (Rev. ed.). Free Press.
4. Egan, G. (1994). The Skilled Helper (5th Ed.). Pacific Grove, Brooks/Cole.
5. Khera, S. (2014). You Can Win. Macmillan Books.
6. Martin, Y. (2005). Hiring the Best: A Manager's Guide to Effective Interviewing and Recruiting, (5th Ed.). Adams Media.
7. Sankaran, K., & Kumar, M. (2010). Group Discussion and Public Speaking, (5th Ed.). M.I. Publishers.
8. Trishna. (2012). How to do well in GDS & Interviews, (3rd Ed.). Pearson Education.

Websites and eLearning Sources:

1. <https://www.indeed.com/career-advice/resumes-cover-letters/communication-skills>
2. <https://www.seek.com.au/career-advice/article/50-communication-skills-for-the-workplace-your-resume>
3. <https://southeast.iu.edu/career/files/power-phrases.pdf>
4. https://dese.ade.arkansas.gov/Files/20201209124449_Professional-Communication.docx
5. <https://www.dol.gov/sites/dolgov/files/ETA/publications/00-wes.pdf>
6. https://www.tmu.ac.in/other_websites/cdoe.tmu.ac.in.old/study-material/28-08-2024/COMMON/SEMESTER_2/MAIN_SOFT_SKILLS.pdf
7. <https://byjus.com/math/profit-and-loss-questions/>
8. <https://www.indiabix.com/>

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, the students will be able to			
CO1	Analyse problems directed at testing their cognitive abilities		K1	
CO2	Present the best of themselves as job seekers and communicate effectively in all contexts		K2	
CO3	Assess themselves, set goals, and manage conflicts that are expected of a good leader		K3	
CO4	Enhance numerical ability required for the employees for various transactions		K4	
CO5	Develop aptitude skills required by the employers		K5	

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours	Credits	
3	25USS34SE01		Skill Enhancement Course - 1: Soft Skills						2	1	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
	CO1	3	3	3	2	2	2	3	2	3	2.5
CO2	2	3	3	2	3	3	2	3	2	2	2.5
CO3	2	2	3	3	2	3	3	3	2	2	2.5
CO4	2	2	3	3	2	3	3	3	2	2	2.5
CO5	2	2	3	3	2	3	3	3	2	2	2.5
Mean Overall Score										2.5 (High)	

Semester	Course Code	Title of the Course	Hours	Credits
4	25UTA41GL04A	General Tamil – 4: தொடர்பியல் தமிழ் (Communicative Tamil)	4	3

கற்றலின் நோக்கங்கள் (Course Objectives)	
பண்டைத்தமிழரின் அரசியல் தொடர்புகளை அறிந்து கொள்ளுதல்	
பண்டைத்தமிழரின் கலை அறிவைப்பற்றிய தெளிவை உணர்தல்	
பண்டைத்தமிழரின் போர் அறத்தையும், அரண் அறிவையும் குறித்து புரிதலைப் பெறுதல்	
பண்டைத்தமிழரின் விழாக் கலாச்சாரங்களைத் தெரிந்து கொள்ளல்	
தமிழரின் எழுத்துப் பரிமாண வரலாற்றை அறிந்து கொள்ளல்	

அலகு - 1 (12 மணி நேரம்)

பண்டைத்தமிழரின் அரசியல் தொடர்பு

சிறுபாணாற்றுப்படை : வானம் வாய்த்த வளமலை (84-110)

புறநானாறு : கெடுக் சிந்தை ; கடிதுஇவள்துணிவே (279)

புறநானாறு : இவ்வே, பீலி அணிந்து, மாலை சூட்டி (95)

சிலப்பதிகாரம் : இரதிகாமன் இவன் இவள் (காட்சிக்காதை 107 - 194)

உரைநடைக்கட்டுரை : தொல் பொருள் உணர்த்தும் தமிழர் வரலாறு

அலகு - 2 (12 மணி நேரம்)

பண்டைத்தமிழரின் கலைத் தொடர்பு

புறநானாறு : மாசுறவிசித்த (50) (முரசு)

மலைபடுகடாம் : திருமழைதலைஇய (1-13) (இசைக்கருவிகள்)

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

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

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

சிலப்பதிகாரம் : எண்ணிய நூலோர் இயல்பினன் (அரங்கேற்றுக் காதை, 95-113)

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

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

ஆங்குத்துன்றுமலர்ப்பிணையல் (வேட்டுவவரி, 10) (வென்றிக் கூத்து)

ஆய்பொன் அரிச்சிலம்பும் (வேட்டுவவரி, 11)

அவர் தாம் செந்திலை மண்டிலத்தாற் (ஆய்ச்சியர் குரவை, 8)

உரைநடைக்கட்டுரை : தமிழர் வளர்த்த நாட்டுப்புறக் கலைகள்

அலகு - 3 (12 மணி நேரம்)

பண்டைத்தமிழரின் அரண் அறிவு

தொல்காப்பியம் : வெட்சி நிரை கவர்தல்; மீட்டல் கரந்தையாம் (தொல் – பொருள்)

புறநானாறு : முனைத்தெவ்வர் முரண் அவியப் (98), ஊர்முதுவேலிப் பார்ந்தை (327)

மதுரைக்காஞ்சி : மரம் தின்னால் வரை உதிர்க்கும் (62 – 74)

உரைநடைக்கட்டுரை : தமிழரின் அரசியல் நெறி

அலகு - 4 (12 மணி நேரம்)

பண்டைத்தமிழரின் விழாக் கூடுகை

அகநானாறு : மழைகால் நீங்கிய மாக விசம்பில் (141) (கார்த்திகைத் திருவிழா)

ஜங்குறுநாறு : செவியின் கேட்பினும் சொல் இறந்து (84) (தை நீராட்டு விழா)

நற்றினை : மன்ற ஏருமை மலர்தலைக்காரன் (80) (தை நீராட்டு விழா)

பரிபாடல் : அகல் இரு விசம்பில் (18 : 21 - 29) (இளவேனிற் விழா)

கலித்தொகை : நோய் மலி நெஞ்சமோடு (27:21-26) (இளவேனிற் விழா)

அகநானாறு : செல்லல், மகிழ்ந! நிற் செய் கடன் (376 : 1-10) (நீர் விழா)

பரிபாடல் : குரங்கு அருந்து பண்ணியம் கொடுப்போரும் (19 : 37-57) (திருப்பரங்குன்றத்து விழா)

அகநானாறு : வென்று எறி முரசின் விறற் போர்ச் சோழர் (137: 5-10) (பங்குனி விழா)

கலித்தொகை : அரைசு படக் கடந்து அட்டு (105:5-15) (ஏறு தழுவல்)

புதினம் : கபாடபுரம் - நா.பார்த்தசாரதி

நூல் ஆவணப்படம், திரைப்படம் - திறனாய்வு

உரைநடைக்கட்டுரை : பண்டைய தமிழர்களின் தொடர்பியல் கலை

அலகு - 5 (12 மணி நேரம்)

தமிழரின் எழுத்துப் பரிமாணம்

திருக்குறள் - வெகுளாமை, நடுவுநிலைமை

தகவல் தொடர்பியல் கலைச்சொற்கள்

அருகில் உள்ள கலைச்சின்னங்களைப் பார்வையிட்டு, அறிக்கை சமர்ப்பித்தல் வலைப்பூக்கள் உருவாக்கல், பராமரித்தல் உரைநடைக்கட்டுரை: தமிழ் இலக்கியங்களில் எழுத்தின் பரிணாமம்

கற்பித்தல் அனுகுமுறை <i>Teaching Methodology</i>	விரிவுரை (<i>Lecture</i>), காணொளிக் காட்சி (<i>Videos</i>), விளக்கக் காட்சி (<i>PPT presentation</i>)
மதிப்பீட்டு முறைகள் <i>Assessment methods</i>	நூல் நோக்குத் தேர்வு (<i>Open Book Test</i>), இயங்கலைத் தேர்வு (<i>Online Test</i>), ஒப்படைவு (<i>Assignment</i>), வினாடி வினா (<i>Quiz</i>), கருத்துரை (<i>Seminar</i>)

பாட நூல்கள்:

- தொடர்பியல் தமிழ், (2025), தமிழாய்வுத்துறை, தூய வளனார் கல்லூரி
- பார்த்தசாரதி.நா, (2025), கபாடபுரம், தமிழாய்வுத்துறை, தூய வளனார் கல்லூரி
- ஆவிஸ், ஆ., மக்கள் தகவல் தொடர்பியல் கலைச்சொல் அகராதி, முழுமதி பப்ளிகேஷன்ஸ்

பார்வை நூல்கள்:

- கலாப்பிரியா, சொல் உளி, சந்தியா பதிப்பகம்
- மயிலை சீனிவேங்கடசாமி, தமிழர் வளர்த்த அழகுக் கலைகள், பாவை பப்ளிகேஷன்ஸ்

Websites and eLearning Sources:

- <https://www.tamilvu.org/library/l1280/html/l12806h1.html>
- <https://www.tamilvu.org/slet/l3100/l3100uri.jsp?slno=500&subid=500056>
- https://www.projectmadurai.org/pm_etexts/pdf/pm0454.pdf
- <https://archive.org/details/dli.jZY9lup2kZl6TuXGlZQdjZU3kuQy>
- <https://singaitamilsolaisg.weebly.com/>

Course Outcomes

CO No	CO-Statements இப்பாடத்தின் நிறைவில் மாணவர்கள்	Cognitive Levels (K -Levels)
CO - 1	பண்டைய தமிழர்களின் தொடர்பியல் அறிவை கண்டறிவர்.	K1
CO - 2	தமிழ் இலக்கியங்களுள் வெளிப்படும் தொடர்பு ஊடகச் சிந்தனைகளை அடையாளம் காண்பர்.	K2
CO - 3	வலைப்பூக்கள், வலையொளிகள் ஆகியவற்றை உருவாக்கவும், பயன்படுத்தவும், பராமரிக்கவும் கற்றுக்கொள்வர்.	K3
CO - 4	இக்கால இலக்கியங்களுள் தொடர்பியல்துறை பெற்றுள்ள இடத்தை; திறனாய்வு செய்வர்.	K4
CO - 5	தகவல் தொடர்பியல் கலைச்சொற்களை வரிசைப்படுத்தும் திறன் பெறுவர்.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours/Week	Credits	
4	25UTA41GL04A		General Tamil – 4: தொடர்பியல் தமிழ் (Communicative Tamil)						4	3	
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Scores of COs
CO1	2	2	3	3	2	3	3	3	2	3	2.6
CO2	2	2	3	3	2	2	3	3	2	3	2.5
CO3	2	3	3	2	2	2	2	3	2	3	2.4
CO4	2	2	3	3	2	3	2	3	3	3	2.6
CO5	2	3	2	2	3	2	3	3	2	3	2.5
Mean Overall Score										2.52 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UFR41GL04	Language French – 4	4	3

Course Objectives	
Express preferences and opinions with precision using quantity expressions, and pronouns to convey satisfaction or dissatisfaction.	
Describe Health Conditions and provide medical advice using appropriate grammatical structures to engage in meaningful discussions	
Communicate Effectively in Social and Professional Settings by expressing desires and requests and using polite expressions	
Exchange Travel Information and construct well-structured narratives to recount journeys	
Enhance communication through structured language with contextually appropriate statements across various topics	

UNIT – I (12 Hours)

1. Titre - En cuisine
2. Lexique – les aliments, la restauration, les goûts et les sensations
3. Grammaire – les quantités et le pronom ‘en’, la restriction ‘ne...que’, l’obligation
4. Production orale- communiquer au restaurant
5. Production écrite - exprimer sa satisfaction et son insatisfaction

UNIT – II (12 Hours)

6. Titre - A votre santé
7. Lexique – les corps et la santé, la médecine et les urgences
8. Grammaire – les pronoms COD et COI, le superlatif, les pronoms interrogatifs
9. Production orale- parler des problèmes de santé
10. Production écrite - Donner un conseil pour une condition médicale

UNIT – III (12 Hours)

11. Titre - Dans les médias
12. Lexique – les médias audios et les réseaux sociaux
13. Grammaire – la cause et la conséquence, le subjonctif, la place des pronoms
14. Production orale- exprimer son intérêt et sa préférence
15. Production écrite - faire une critique positive et négative

UNIT – IV (12 Hours)

16. Titre - Consommer responsable
17. Lexique – la consommation, les catégories de produits, le travail manuel
18. Grammaire – le conditionnel présent – formation et emploi, le gérondif
19. Production orale- demander et proposer un service
20. Production écrite - exprimer un souhait ou un désir

UNIT – V (12 Hours)

1. Titre - Envies d’ailleurs
2. Lexique – le voyage, l’hébergement, le séjour, le tourisme
3. Grammaire – le passé composé et l’imparfait dans le récit, les pronoms démonstratifs
4. Production orale- demander des renseignements sur un voyage
5. Production écrite - parler d’une visite touristique
6. Indian knowledge system - Writing travel narratives based on ancient Indian pilgrimage sites and comparing with French monuments. Using French quantity expressions and pronouns to describe Ayurvedic food portions and dietary balance and offering Ayurvedic-based medical advice. (5%)

Teaching Methodology	L'approche communicative (Communicative Language Teaching -CLT), Genre-Based Approach, Experimental learning, Flipped Classroom Approach
Assessment Methods	<p><i>Role-Play:</i> Restaurant Experience: waiter and customer ordering food and expressing opinions on the meal. (Rubric – graded on usage of expressions related to food and grammatical accuracy)</p> <p><i>Written assessment:</i> Write a short critique of a social media platform, movie, or advertisement. (Rubric – assessed on ability to express opinions and logical argumentation)</p> <p><i>Travel Blog or Postcard Writing:</i> Write a blog post or postcard describing a recent travel experience, using descriptive language (Rubric – assessed on structured narrative writing in a travel context and usage of past tenses)</p> <p><i>Group Debate:</i> Media & Society: Debate the impact of social media on education. (Rubric – graded on critical thinking, Argument clarity and participation)</p>

Books for Study:

1. Fafa, C., Gajdosova, F., Horquin, A., Pasquet, A., Perrard, M., Petitmengin, V., Sperandio, C., Dodin, M., & Veldeman-Abry, J. (2022). *Édito A2: Méthode de français* (2nd ed.). Didier FLE, Hatier. (p.83 – p.152)

Books for Reference:

1. Dauda, P., Giachino, L., & Baracco, C. (2016). *Génération A2*. Didier.
2. Girardet, J., & Pecheur, J. (2017). *Écho A2* (2nd ed.). CLE International

Websites and eLearning Sources:

1. <https://cuisine-facile.com/>
2. <https://www.france.fr/en/>
3. <https://www.sncf-connect.com/>
4. <https://www.routard.com/>
5. <https://sante.lefigaro.fr/>

CO No.	Course Outcomes		Cognitive Levels (K –Levels)
	CO–Statements		Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to		
CO1	Apply vocabulary related to food by using quantity expressions and pronoun to communicate satisfaction or dissatisfaction in oral and written contexts.		K1
CO2	Identify and describe health conditions, construct superlative forms, and formulate medical advice using appropriate grammatical structures.		K2
CO3	Express opinions, preferences, and critiques about various media platforms, apply cause-and-consequence structures		K3
CO4	Utilize vocabulary related to consumption, express desires and requests effectively in professional and social interactions.		K4
CO5	Request and provide travel-related information and describe tourist experiences using demonstrative pronouns and structured narratives.		K5

Relationship Matrix										
Semester	Course Code		Title of the Course					Hours	Credits	
4	25UFR41GL04		Language French – 4					4	3	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	2	2	1	3	2	1	2	2
CO2	2	2	2	3	1	2	2	2	2	2.0
CO3	2	3	2	3	3	2	2	3	1	1
CO4	3	3	3	2	3	3	1	2	2	2.4
CO5	3	2	2	3	2	2	2	1	1	2
Mean Overall Score										2.08 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UHI41GL04	Language Hindi - 4	4	3

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

UNIT I **(15 Hours)**

1. Prathyay
2. Char Bhai
3. Adhunik Kaal - Introduction
4. Adhunik Kal – Namakarn

UNIT II **(15 Hours)**

5. Chitra Varnan(Advanced)
6. Paryayvachy Shabdh
7. Bathcheeth - Hotel mein
8. Adhunik Kal - Samajik Paristhithiyam

UNIT III **(15 Hours)**

9. Upasarg
10. Thulsi ke Dhoe
11. Apathit Gadyansh
12. Adhunik Kal – Sahithyakar

UNIT IV **(15 Hours)**

13. Review- Book/Film
14. Paryavarana Pradookshan
15. Adhunik Kal - Main Divisions
16. Anuvad

UNIT V **(15 Hours)**

17. Kaal
18. Patra-Patrikao mein Prakashit Gadyansho ka Patan (Advanced)
19. Sapnom Kee Home Delivery (Novel)
20. Adhunik Kal - Visheshathayem

Teaching Methodology	Debate Participation, Videos, PPT, Quiz, Project Work
Assessment Methods	Quiz, Snap Test, Group Discussion

Books for Study:

1. Dr. Sadanand Bosalae. (2022). *kavya sarang*. Rajkamal Prakashan.
2. Kamathaprasad Gupt, M. (2021). *Hindi Vyakaran*. Anand Prakashan.
3. Dr. Sanjeev Kumar Jain. (2022). *Anuvad: Siddhant Evam Vyavhar*. Kailash Pustak Sadan.

Books for Reference:

1. Rajeswar Prasad Chaturvedi. (2021). *Hindi vyakarana*. Upakar Prakashan.
2. Ramdev. (2021). *Vyakaran Pradeep*. Hindi Bhavan.
3. Krishnakumar Gosamy. (2023). *Anuvad vigyan ki Bhumika*. Rajkamal Prakashan.
4. Acharya Ramchandra Shukla. (2021). *Hindi Sahitya Ka Itihas*, Prabhat Prakashan.
5. Mamta Kaliya. (2022). *Sapno Ki Home Delivery*. Lokbharti Prakashan.

Websites and eLearning Sources:

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

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K -Levels)
	On successful completion of the course, the student will acquire the listed skills.	
CO1	List out the social conditions prevailed in Modern Period which are depicted in Hindi Literature.	K1
CO2	Discuss the dialects of Hindi language.	K2
CO3	Illustrate the works of some eminent Hindi Writers related to society.	K3
CO4	Evaluate the film & Literary works in Hindi.	K4
CO5	Analyze the human values expressed in life and literature of Hindi Novelist “Mamatha Kaliya”.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course			Hours / week		Credits			
4	25UHI41GL04		Language Hindi – 4			4		3			
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	3	2	3	2	3	1	2.4
CO2	3	2	3	3	2	3	2	3	1	2	2.4
CO3	3	2	2	3	2	2	1	3	2	3	2.3
CO4	3	2	3	1	3	3	2	3	3	2	2.5
CO5	3	2	2	3	3	2	3	2	3	3	2.6
Mean Overall Score										2.44 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25USA41GL04	Language Sanskrit - 4	4	3

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

UNIT I (12 Hours)

Samskrita Vyavahara sahasri vakiya Prayogaha

UNIT II (12 Hours)

Lot Lakaarah, Prayaogh Kartari Vaakyaani

UNIT III (12 Hours)

Naatakasya Itihaasah Vivaranam, Thuva and Tum Suffixs

UNIT IV (12 Hours)

Karnabhaaram, Naatakasya Visistyam

UNIT V (12 Hours)

Samskrita Racanani Vubhavoga

Teaching Methodology	Videos, PPT, Blackboard, Demonstration, Exercises
Assessment Methods	Seminar, Quiz, Group Discussion.

Books for Study:

1. Karnabhavam & Literature Language
2. Dhaatu Manjari
3. Samskrita Vyavahara Sahasri (A Collection of One Thousand Sentances), Samskrita Bharati, Delhi, 2021

Books for Reference:

1. R. S. Vadhyar & Sons , Book – sellers and publishers , Kalpathu ,Palghat – 678003 , Kerala , south India , History of Sanskrit Literature 2021
2. Kulapathy , K.M Saral Sanskrit Balabodh , Bharathita vidya bhavan , Munshimarg Mumbai – 400 007 2020
3. Samskrita Bharathi , Aksharam 8 th cross , 2nd phase Giri nagar Bangalore Vadatu sanskritam – Samaskara Bindhu 2021

Websites and eLearning Sources:

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

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

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
4	25USA41GL04		Language Sanskrit - 4							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	
CO1	2	2	2	2	3	3	3	3	3	2	2.4
CO2	2	2	3	3	2	3	2	3	3	2	2.5
CO3	3	3	2	3	2	1	1	3	3	3	2.4
CO4	2	2	3	2	3	3	3	3	2	3	2.6
CO5	2	3	3	3	2	1	3	3	3	2	2.5
Mean Overall Score										2.48	(High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UEN42GE04A	General English – 4: English for Arts – 2	5	3

Course Objectives
To introduce professional and workplace communication in English
To encourage creativity through various expressive formats
To explore historical and cultural topics through language
To build awareness of digital media language
To develop public speaking and debate skills

UNIT I: Professional Communication (15 Hours)

1. Office and Workplace Communication
2. Writing Notices, Memos and Emails
3. Preparing a Resume and Cover Letter
4. Interview Etiquette and Language
5. Writing Short Reports

Skill-Focus: Writing official documents, drafting professional emails and reports, preparing resumes, using formal language, and practicing interview communication.

UNIT II: Creative Communication (15 Hours)

6. Storytelling and Script Writing Basics
7. Writing a Personal Experience Creatively
8. Creating Dialogues (Real or Imagined)
9. Visual Storytelling – Captioning and Sequencing
10. Writing a Blog Entry with a Creative Twist

Skill-Focus: Writing stories and dialogues, expressing experiences creatively, sequencing visual narratives, and blogging with imaginative language.

UNIT III: Historical and Cultural Discourse (15 Hours)

11. Writing about Historical Figures or Movements
12. Documenting Cultural Traditions (Festivals, Food, Dress)
13. Introduction to Archaeological Language
14. Preparing Simple Museum or Monument Reports
15. Writing Cultural Commentary or Observations

Skill-Focus: Writing about history and culture, documenting festivals and monuments, using archaeological terms, and creating cultural observations and reports.

UNIT IV: Media and Digital Communication (15 Hours)

16. Understanding Digital Platforms (Social Media, News, Blogs)
17. Writing Comments and Responses Politely
18. Creating Content for Social Awareness
19. Ethics and Language in Digital Communication
20. Creating an Online Profile/Bio

Skill-Focus: Creating social media content, writing ethical digital responses, building online profiles, drafting awareness posts, and practicing polite online interaction.

UNIT V: Public Speaking and Debate (15 Hours)

21. Introducing Yourself and Others
22. Giving a Short Speech or Talk
23. Speaking on Current or Social Topics
24. Expressing Agreement and Disagreement
25. Participating in a Simple Debate

Skill-Focus: Introducing self and others, delivering short speeches, speaking on social issues, expressing opinions, and participating in structured classroom debates.

Teaching Methodology	Lecture-Based Teaching, Interactive Discussions, Task-Based Learning, Peer Learning, Audio-Visual Aids, Role Plays & Debates, Workshops & Writing Labs, E-learning & Blended Learning, Project-Based Learning.
Assessment Methods	Resume and Letter Writing Tasks, Blog/Script/Dialogue Assignments, Short Oral Presentation or Speech, Participation in Mini-Debates, Weekly Writing and Speaking Practice

Book for Study:

1. V.L. Jayapaul, R. Jayakanth, Dr. Cheril Davis and Dr. M. Amutha, The Nexus: English for Academic Success, (in progress)

Books for Reference:

1. Murphy, R. (2019). *English Grammar in Use*. United Kingdom: Cambridge University Press.
2. Jones, L. (2007). *Functions of English*. United Kingdom: Cambridge University Press.
3. Rizvi, M. A. (2005). *Effective Technical Communication*. New Delhi: Tata McGraw-Hill.
4. Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill Education.
5. Langan, J. (2010). *College Writing Skills*. United States: McGraw-Hill Education.

Websites and e-Learning Sources:

1. *MIT OpenCourseWare (Writing & Communication)* – <https://ocw.mit.edu/courses/writing-and-humanistic-studies/>
2. *British Council: Learn English* – <https://learnenglish.britishcouncil.org/>
3. *Purdue Online Writing Lab (OWL)* – <https://owl.purdue.edu/>
4. *TED-Ed (Public Speaking & Ideas)* – <https://ed.ted.com>
5. *Canva for Education (Creative Posters and Visuals)* – <https://www.canva.com/education/>

CO No.	Course Outcomes		Cognitive Levels (K-Level)
	CO-Statements	On successful completion of this course, the students will be able to	
CO1	Recall the structure and format of professional, cultural, and digital communication.		K1
CO2	Understand the function of creative and public communication in different contexts.		K2
CO3	Apply communication techniques in writing resumes, blogs, reports, and social media posts.		K3
CO4	Analyze cultural, historical, and social issues using appropriate language and tone.		K4
CO5	Evaluate and present arguments and ideas clearly through debate, speeches, and discussions.		K5

Relationship Matrix											
Semester	Course Code		Title of the Course							Hours	Credits
4	25UEN42GE04A		General English – 4: English for Arts - 2							5	3
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	3	2	2	2	3	2	3	2	2.4
CO2	2	3	2	3	2	2	3	3	3	3	2.6
CO3	3	2	2	3	1	3	2	2	3	3	2.4
CO4	2	3	3	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	2	3	2	3	2	3	2.4
Mean Overall Score										2.48 (High)	

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
4	25UEN42GE04B	General English - 4: English for Science - 2	5	3

Course Objectives	
To expand vocabulary by learning and using context-specific words.	
To improve writing through practice in reports, reviews, and social media posts.	
To master grammar by focusing on question tags and subject-verb agreement.	
To enhance speaking skills through debates and discussions.	
To appreciate literature and science to boost creative thinking.	

UNIT I: Simple Ways to Explore Nature **(15 Hours)**

1. “Marie Curie Biographical” Taken from The Nobel Prize
2. Vocabulary in Context: Radioactive Elements
3. Writing: Media Reports
4. Speaking: Expansion of a Proverb
5. Grammar: Question Tag

UNIT II: The Limits of Human Knowledge **(15 Hours)**

1. “The Marry Month of May” by O. Henry
2. Vocabulary in Context: Seasonal Words
3. Writing: Book or Film Review
4. Speaking: Debate
5. Grammar: WH Questions

UNIT III: Difference Between Original and Copy **(15 Hours)**

1. “The story of Dolly the sheep” taken from Natural World, Science and Technology, Scotland
2. Vocabulary in Context: Cloning Words
3. Writing: E-mail Etiquette
4. Speaking: Group Discussion
5. Grammar: Yes or No Questions

UNIT IV: The Other Worlds **(15 Hours)**

1. “The Star” by Arthur C. Clarke
2. Vocabulary in Context: Astronomical Words
3. Writing: Writing for Social Media (Blogs, Twitter, Instagram and Facebook)
4. Speaking: Story Telling
5. Grammar: Conditional Sentences

UNIT V: Scientific Temparament **(15 Hours)**

1. “The Particle Dance” by Emily Dickinson
2. Vocabulary in Context: Scientific Instruments
3. Writing: Creating Digital Profile
4. Speaking: Spin a Yarn
5. Grammar: Subject Verb Agreement

* Speaking Components are meant only for internal tests

Teaching Methodology	Lecture, Multimedia Presentations, Discussion and Enacting
Assessment Tools	Speaking, reading, listening and written tests

Books for Study:

1. Francis, V., Dr. D.R. Edwin Christy and Dr. D. Loyola Innaci. *Lingua Science – II*, St. Joseph’s College (Autonomous), Tiruchirappalli.

Books for Reference:

1. Wilfred, D. Best. *Students Companion*. Harper Collins Publishers, 2020.
2. Dickinson, Emily. *The Complete Poems of Emily Dickinson*, Back Bay Books, 1973.

Websites and eLearning Sources:

1. <https://www.nobelprize.org/prizes/physics/1903/marie-curie/biographical/>
2. <https://www.gutenberg.org/files/59637/59637-h/59637-h.htm>
3. <https://www.nms.ac.uk/discover-catalogue/the-story-of-dolly-the-sheep>
4. <https://sites.uni.edu/morgans/astro/course/TheStar.pdf>
5. <https://poemverse.org/short-poems-about-science/>

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, students will be able to			
CO1	Identify and comprehend the local and global issues through the lessons		K1, K2	
CO2	Use interactive skills		K3	
CO3	Develop the Listening and Reading Skills of the learners through teacher-led reading practice		K6	
CO4	Improve their General Writing Skills such as Note-Taking, Note- Making Précis Writing, Paragraph Writing, and Writing Short Essays on Current		K6	
CO5	Develop their Creative and Critical Thinking and Speaking Skills		K6	

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
4	25UEN42GE04B		General English - 4: English for Science - 2						5	3
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	3	2	3	2	3	2
CO2	2	2	3	2	3	3	2	3	2	2
CO3	2	3	2	3	2	2	3	2	3	2
CO4	2	2	3	2	3	3	2	3	2	3
CO5	2	2	2	3	2	2	2	3	2	2
Mean Overall Score										2.36 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UEN42GE04C	General English – 4: English for Management Studies – 2	5	3

Course Objectives

- To help students enhance communication skills for business economics analysis.
- To facilitate effective cross-cultural and global business communication among students.
- To improve students' persuasive communication and decision-making skills in business contexts.
- To introduce business communication to students for technological advancements.
- To equip students with the skills to write formal documents professionally.

UNIT I: Business Economics (15 Hours)

Themes:

1. Microeconomics vs. Macroeconomics in Business
2. Demand and Supply Analysis
3. Market Structures and Competition
4. Cost-Production and Profit Maximization
5. Monopolies and Oligopolies: Implications for Business

Skill-Focus: *Listening attentively and providing appropriate feedback, Telephonic greeting, Persuading colleagues/clients, Communicating findings or progress to stakeholders*

UNIT II: Globalization and Its Impact on Business (15 Hours)

Themes:

6. Globalization: Trends and Emerging Markets
7. The Role of Multinational Corporations in Globalization
8. Globalization and Market Expansion Strategies
9. Global Labor Markets: Outsourcing and Offshoring
10. Globalization and the Rise of E-Commerce

Skill-Focus: *Listening for intent, Making predictions, Communicating professionally and empathetically with customers, Reviewing and revising text to correct errors, Writing in active voice*

UNIT III: Corporate Social Responsibility (15 Hours)

Themes:

11. Corporate Social Responsibility (CSR) in the Age of Social Media
12. Philanthropy and Social Impact
13. CSR and Stakeholder Engagement
14. Global CSR Practices: Differences Across Cultures and Regions
15. The Role of CSR in Crisis Management and Reputation Recovery

Skill-Focus: *Recognizing supporting details, Selecting appropriate words for the context, Crafting social media posts, Handling difficult conversations with stakeholders*

UNIT IV: Technology and Business (15 Hours)

Themes:

16. The Impact of Artificial Intelligence on Business Operations
17. Digital Transformation and Its Role in Business Growth
18. Cybersecurity Challenges in the Digital Age
19. The Future of E-Commerce and Digital Business Models
20. Technology-Driven Innovation in Product Development

Skill-Focus: *Highlighting key information, Writing executive summaries of data insights, Offering brief recaps of key points, Using narratives to make complex ideas more relatable and memorable*

UNIT V: Sustainability and Green Business (15 Hours)

Themes:

21. The Role of Sustainable Practices in Business Strategy
22. Green Business Models: Integrating Sustainability into Profitability
23. Corporate Environmental Responsibility: Best Practices
24. Circular Economy: Redefining Waste and Resource Use in Business
25. The Future of Sustainable Innovation in Business Practices

Skill-Focus: *Instructional writing, Questioning to gather more information or gain deeper understanding, Tailoring language, Tone and style, Evaluating and comparing best practices from different companies, Describing and explaining green business practices*

Teaching Methodology	Lectures, Case Studies, Discussions, Reading Tasks, Writing Exercises, Workshops, Role-Playing, Group Projects, Debates, Storytelling Sessions
Assessment Methods	Seminars, Reports, Exhibits

Book for Study:

- Joy, J.L. (in progress). *English for management studies - 1*. St. Joseph's College.

Books for Reference:

1. Chaffey, D. (2019). *Digital business and e-commerce management* (7th ed.). Pearson.
2. Guffey, M. E., & Loewy, D. (2016). *Business communication: Process and product* (9th ed.). Cengage.
3. Nunan, D. (2003). *Practical English language teaching: Listening* (1st ed.). McGraw-Hill.
4. Scott, S. (2010). *The art of customer service: A guide to achieving excellent customer service*. McGraw-Hill.
5. Vester, M. (2021). *Writing for business: Communication strategies for success* (4th ed.). Routledge.

Websites and eLearning Sources:

1. Environmental economics: Principles, practices, and FAQs
2. https://www.youtube.com/watch?v=0njo-_b6yHw
3. Market-based approaches to environmental policy
<https://www.youtube.com/watch?v=3dBgmgsS6RA>
4. <https://www.udemy.com/course/business-communication-for-technical-professionals>
5. Green Business: The Path to Zero Carbon Capitalism | Nyleve Henry | TEDxCrenshaw
<https://www.youtube.com/watch?v=FM6DXMWuNQ8>
6. A Disruptive New Model for Corporate Sustainability and ESG | Georgia Elliott-Smith
<https://www.youtube.com/watch?v=HyDteUfammQ>

CO No.	Course Outcomes	
	CO-Statements	
	On successful completion of this course, the students will be able to	
CO1	List techniques and strategies for effective communication in business settings.	K1
CO2	Describe the impact of cultural differences on communication and business practices in a global context.	K2
CO3	Utilize digital communication tools and platforms to deliver business insights and data in a professional manner.	K3
CO4	Analyze business sustainability practices and present findings in a clear, structured report format.	K4
CO5	Critically assess the quality of business writing in sustainability and innovation reports, considering clarity, structure, and impact.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
4	25UEN42GE04C		General English – 4: English for Management Studies – 2					5	3		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	3	3	2	3	3	2	3	2	2.6
CO2	3	3	2	3	3	2	3	2	3	2	2.6
CO3	3	2	2	3	3	3	2	2	3	3	2.6
CO4	3	2	3	2	2	2	3	2	3	2	2.4
CO5	2	2	3	2	2	3	2	3	2	3	2.4
Mean Overall Score										2.52 (High)	

Semester	Course Code	Title of the Course	Hours / Week	Credits
4	25UEN43CC08	Core Course - 8: Literary Criticism - II: From Alexander Pope to Cleanth Brooks	6	4

Course Objectives	
To know the evolution of literary criticism through the contributions of key critics in different historical periods	
To identify how literary criticism has influenced the development and understanding of various literary genres	
To understand how different literary traditions have influenced the critical methods used to interpret and evaluate literature	
To explain the significance of different critical perspectives in literary interpretation	
To develop critical skills that enable students to analyse literary texts using appropriate critical approaches.	

UNIT I: The Neoclassical English Critics (18 Hours)

1. Alexander Pope (1688-1744): His Classicism; On the Function of Criticism; His Remarks on Literature
2. Dr. Johnson (1709-1784): His Historical Approach; On Poetry; On the Kinds of Poetry, Versification, and Poetic diction; On Drama

UNIT II: The Romantic Critics (18 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 (18 Hours)

5. Matthew Arnold (1822-1888): His Criticism on Poetry; On Criticism
6. Walter Pater (1839-1894): His Views on Literature, Style and Criticism

UNIT IV: The New Critics (18 Hours)

7. T.S. Eliot (1888-1965): True Criticism; Impersonality of Poetry; Objective Correlative; Unification of Sensibility; Dissociation of Sensibility
8. I.A. Richards (1893-1979): The Language of Criticism; Nature of Poetry; Poetry and Communication: His Views on Two Uses of Language; Four Kinds of Meaning: Sense, Feeling, Tone, and Intention

UNIT V: The New Critics (18 Hours)

9. F.R. Leavis (1895-1978): His Conception of Literature, and the Business of Criticism
10. Cleanth Brooks (1906-1994): His Views on Poetry: The Role of Paradox in Poetry, Close Reading, and the Heresy of Paraphrase; His Remarks on Formalist Critic

Teaching Methodology	Interactive lectures, Power Point presentations, Socratic Method, Critical Analysis
Assessment Methods	Group Discussion, Seminar, Online Test, Assignments

Books for Study:

1. Prasad, B. *An Introduction to English Criticism*. Macmillan, 1976.
2. Brooks, Cleanth. "The Formalist Critic." *Twentieth-Century Literary Theory*, edited by K.M. Newton, Macmillan, 1988, pp. 45-48.
3. Brooks, Cleanth. "The Language of Paradox," and "The Heresy of Paraphrase." *The Well-Wrought Urn: Studies in the Structure of Poetry*. Harcourt, A Harvest Book, 1947, pp. 3-21; 192-214. *Internet Archive*
4. archive.org/details/in.ernet.dli.2015.34395/2015.34395.Well-Wrought-Urn-Studies-In-The-Structure-Of-Poetry_text.pdf.
5. Richards, I.A. "The Language of Criticism." *Principles of Literary Criticism*. Routledge, 1924, pp. 14-19.

Books for Reference:

1. Atkins, J.W.H. *English Literary Criticism*. Vol. 1. Jaipur (India): Surabhi Publications, 1999.
2. Danzier and Johnson. *An Introduction to Literary Criticism*. Boston: Heath, 1961.
3. Das, B.B. and Jatindra Mohan Mohanty. Eds. *Literary Criticism: A Reading*. New Delhi: Oxford University Press, 1985.
4. Habib, Rafey. *A History of Literary Criticism: From Plato to the Present*. Malden: Blackwell Publishing Ltd, 2005.
5. Wimsatt, William K., and Cleanth Brooks. *Literary Criticism: A Short History*. Calcutta: Oxford Book Company, 1957.

Websites and eLearning Sources:

1. Brooks, Cleanth. *The Well-Wrought Urn: Studies in the Structure of Poetry*. Harcourt, A Harvest Book, 1947, pp. 3-21; 192-214. *Internet Archive*
2. archive.org/details/in.ernet.dli.2015.34395/2015.34395.Well-Wrought-Urn-Studies-In-The-Structure-Of-Poetry_text.pdf.
3. Habib, M. A. R. "Literary Criticism of Plato." *Literariness*, 1 May 2017, literariness.org/2017/05/01/literary-criticism-of-plato.
4. "Literary Criticism." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., www.britannica.com/art/literary-criticism.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Identify the evolution of literary criticism through major critics and their contributions to the field.	K1
CO2	Understand the influence of various historical periods of literary criticism on different literary genres.	K2
CO3	Explain how different literary traditions have influenced the methods used to interpret and evaluate literature.	K3
CO4	Analyse the significance of different critical perspectives in interpreting literary works.	K4
CO5	Develop critical skills by evaluating literary texts through the lens of various critical approaches	K5

Relationship Matrix										
Semester	Course Code	Title of the Course						Hours	Credits	
4	25UEN43CC08	Core Course - 8: Literary Criticism - II: From Alexander Pope to Cleanth Brooks						6	4	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	2	3	2	3	2	2
CO2	3	2	2	3	2	3	2	3	2	3
CO3	3	2	2	2	3	2	2	3	2	2
CO4	3	2	2	2	2	2	2	2	2	3
CO5	3	2	3	2	3	2	3	2	3	2
Mean Overall Score										2.38 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UEN43CC09	Core Course - 9: Creative Writing (Internship Embedded Course)	5	4

Course Objectives	
To understand the fundamentals of creative writing and the writing process.	
To experiment with language, structure, rhythm and sound.	
To develop and nurture their creativity through various writing exercises.	
To develop and refine personal voice and style as writers.	
To learn how to organize and structure writing effectively.	

UNIT I: Nurturing Creativity in Writing **(15 Hours)**

1. The Creative Mind
2. Inspiration and Writing Prompts
3. Building a Writing Routine
4. Finding Your Voice
5. Overcoming Creative Blocks

UNIT II: Poetry **(15 Hours)**

6. Poetic Line and Structure
7. Rhyme and Sound
8. Imagery and Symbolism
9. Voice and Tone
10. Form and Tradition

UNIT III: Fiction **(15 Hours)**

11. Character Development
12. Setting and Atmosphere
13. Plot and Structure
14. Conflict and Tension
15. Point of View and Narrative Voice

UNIT IV: Creative Nonfiction **(15 Hours)**

16. Personal Essays
17. Memoir Writing
18. Opinion Pieces
19. Travel Writing
20. Literary Journalism

UNIT V: Revision, Editing, and Publishing **(15 Hours)**

21. The Art of Revision
22. Editing for Grammar, Clarity and Style
23. Peer Review and Critique
24. Understanding the Publishing Process
25. Preparing the Work for Publication

Teaching Methodology	Lectures, Case Studies, Discussions, Reading Tasks, Writing Exercises, Workshops
Assessment Methods	Seminars, Portfolios, Written Reflections

Books for Study:

1. Bourne, D. (2015). *The art of poetry: A guide to creative writing and expression*. Boston: Beacon Press.
2. Foster, T. (2007). *How to write fiction: A guide for beginners and veterans*. Chicago: Writer's Workshop Press.
3. Gornick, V. (2007). *The situation and the story: The art of personal narrative*. New York: Farrar, Straus and Giroux.

4. Grove, K. (2018). *The art of revision: Crafting your writing with purpose*. Cincinnati: Writer's Digest Press.
5. Zinsser, W. K. (2006). *On writing well: The classic guide to writing nonfiction* (30th anniversary ed.). New York: Harper Collins.

Books for Reference:

1. Davis, A. (2011). *Revision and craft: A writer's guide*. New York: Oxford University Press.
2. Frank, W. (2010). *The memoir project: A thorough guide to writing your life story*. Portland: Tin House Books.
3. Hirshfield, J. (2001). *Nine gates: Entering the mind of poetry*. New York: HarperCollins.
4. Lamott, A. (1994). *Bird by bird: Some instructions on writing and life*. New York: Pantheon Books.
5. Miller, L. (2014). *The art of fiction: A guide for writers and readers*. New York: Penguin Books.
6. Rosen, M. (1993). *How to write poetry: A guide for beginners*. Los Angeles: Tarcher Perigee.

Websites and eLearning Sources:

1. <https://artofnarrative.com/2020/04/23/best-websites-and-resources-for-writers-2020/> 2. <https://www.eadeverell.com/forwriters/>
2. <https://www.writersdigest.com/be-inspired/websites-for-writers-writing-creativity> 4. https://library.chatham.edu/creativewriting/online_resources
3. <https://nationalcentreforwriting.org.uk/get-involved/writers/resources/>
4. <https://www.tandfonline.com/doi/full/10.1080/14790726.2024.2327464>
5. How to write a story | John Dufresne | TEDxFIU | <https://www.youtube.com/watch?v=urJDbQI5W0I> 8. Your elusive creative genius | Elizabeth Gilbert | <https://www.youtube.com/watch?v=86x-u-tz0MA> 9. How to be a creative thinker | Carnegie Mellon University Po-Shen Loh | <https://www.youtube.com/watch?v=JpYA7WXkHyI>
6. Look deeper-write-the wonders of writing | Nicoletta Demetriou | TEDxUniversityofNicosia | <https://www.youtube.com/watch?v=aTgPJQ9Dy7Q>

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, the students will be able to			
CO1	Define creativity and describe its key characteristics.		K1	
CO2	Explain the role of various literary techniques in the development of a narrative.		K2	
CO3	Apply narrative techniques and stylistic choices to craft original pieces of writing.		K3	
CO4	Critically evaluate their creative works and those of their peers to assess their thematic development, structure, and use of language.		K4	
CO5	Synthesize their creative ideas, techniques, and feedback from peers to produce a refined portfolio of their creative work.		K5	

Relationship Matrix										
Semester	Course Code	Title of the Course						Hours	Credits	
4	25UEN43CC09	Core Course - 9: Creative Writing (Internship Embedded Course)						5	4	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	2	3	2	2	3	2
CO2	2	3	2	3	2	3	2	3	3	2.6
CO3	3	2	2	2	1	3	3	2	3	2.4
CO4	3	3	2	3	2	3	3	2	3	2.6
CO5	2	2	3	2	2	3	2	3	2	2.4
Mean Overall Score										2.48 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UEN43AO02A	Allied Optional - 2: English Phonetics	6	4

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

UNIT I: Introduction to Phonetics (18 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 (18 Hours)

6. Definition
7. The organs of speech
8. The three-term label
9. The consonant Grid
10. Difference between consonants and vowels

UNIT III: Vowels (18 Hours)

11. Definition
12. The cardinal vowel chart
13. The three-term label
14. Pure vowels
15. Diphthongs

UNIT IV: Phonology (18 Hours)

16. Definition
17. Allophones
18. Syllables
19. Strong and weak syllables
20. Consonant clusters

UNIT V: Word Stress and Pronunciation Practice (18 Hours)

21. Word Stress
22. Functions of English tones
23. Pronunciation challenges for Indian speakers
24. The most mispronounced words
25. Phonetic transcription

Teaching Methodology	Interactive Lectures, Case Studies, Discussions
Assessment Methods	Seminars, Snap Tests, MCQs

Books for Study:

1. Balasubramanian, T. (1997). *A Textbook of English Phonetics for Indian Students*, (Low Price Edition). Macmillan.
2. Jones, D. (1975). *An Outline of English Phonetics*, (9th Ed.). Cambridge University Press.
3. Ladefoged, P. (2001). *Vowels and consonants: An introduction to the sounds of languages*. Blackwell Publishing.

Books for Reference:

1. Asher, R. E., & Henderson, E. J. A. (Eds.). (1981). *Towards a History of Phonetics*. Edinburgh University Press.
2. Laver, J. (2000). *Principles of Phonetics*. Cambridge University Press.
3. O'Connor. (1982). *Better English Pronunciation*, (2nd Ed.). Cambridge University Press. 4.
- Cruttenden, A. (2014). *Gimson's pronunciation of English* (8th ed.). Routledge.

Websites and eLearning Sources:

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

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On completion of the course, students will be able to			
CO1	Label the organs of speech involved in the production of speech sounds.		K1	
CO2	Pronounce the challenging phonemes accurately and fluently.		K2	
CO3	Use every phoneme accurately in a given context.		K3	
CO4	Analyse the functions of tones.		K4	
CO5	Discriminate phonemes in terms of their three-terms labels.		K5	

Relationship Matrix											
Semester	Course Code	Title of the Course					Hours	Credits			
4	25UEN43AO02A	Allied Optional- 2: English Phonetics					6	4			
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	3	3	3	3	2	3	2	3	2.8
CO2	2	3	3	3	3	2	2	3	3	3	2.7
CO3	3	3	2	3	3	2	2	3	3	2	2.6
CO4	2	3	3	3	2	3	3	2	3	2	2.6
CO5	3	2	3	3	3	3	3	2	2	3	2.7
Mean Overall Score										2.68 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UEN43AO02B	Allied Optional – 2: Myth and Literature	6	4

Course Objectives				
To understand the fundamental role that myths play in the creation of literature across different cultures and historical periods.				
To provide the students a gateway to the reception of mythical ideas and images in art and literary cultures				
To examine how myths shape narrative structures, themes, and character development in literary works.				
To trace the influence of ancient myths on modern and contemporary literary works, and explore how mythological references enhance the depth of literary analysis.				
To analyse the way myths are reinterpreted, adapted, and reshaped in modern and contemporary literature, including works of fantasy, science fiction, and postmodern texts				

UNIT I (18 Hours)

1. Definition of Myth, Origin of the Worlds, Origin of Gods, The Rule of Cronus, The War of Titans, Origin of Man
2. Periods: Archaic, Classical, Hellenistic, Roman or Imperial
3. Olympian Gods and their Roman Equivalent, Demigods and Heroes

UNIT II (18 Hours)

4. John Dryden: “Alexander’s Feast”
5. Algernon Charles Swinburne: “The Garden of Proserpine”
6. William Wordsworth: “The World is too much with us”

UNIT III (18 Hours)

7. W. B. Yeats: Leda and the Swan
8. Keats: I stood tip-toe upon a Little Hill
9. PB Shelley: Adonais

UNIT IV (18 Hours)

10. William Shakespeare: Venus and Adonis
11. Alexander Pope: The Rape of the Lock
12. Percy Bysshe Shelley: Prometheus Unbound (Play)

UNIT V (18 Hours)

13. Mary Shelley: Frankenstein (Novel)
14. Herman Melville: Billy Budd (Novel)
15. Margaret George: Helen of Troy (Novel)

Teaching Methodology	Chart, PPT
Assessment Methods	Seminars, Snap Tests, MCQs

Books for Study:

1. George, Margaret. *Helen of Troy*. St. Martin's Press, 2006.
2. Melville, Herman. *Billy Budd, Sailor*. Edited by Harrison Hayford and Merton M. Sealts, Jr., Northwestern University Press, 1962.
3. Shelley, Mary. *Frankenstein*. Edited by Marilyn Butler, Oxford University Press, 1993.

Books for Reference:

1. Campbell, Joseph. *The Hero with a Thousand Faces*. Princeton University Press, 2004.
2. Campbell, Joseph, and Bill Moyers. *The Power of Myth*. Doubleday, 1988.
3. Hamilton, Edith. *Mythology: Timeless Tales of Gods and Heroes*. Little, Brown, and Company, 1942.

Websites and eLearning Sources:

1. "Mythology in Literature." *Literary Devices*, LiteraryDevices.net, 23 Aug. 2018, www.literarydevices.net/mythology-in-literature/
2. "The Role of Myth in Literature." *The Literature Network*, 10 May 2009, www.online-literature.com/mythology/

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, the students will be able to			
CO1	Recall and describe key myths, mythological figures, and themes from different cultures and traditions, including Greek, Norse, and Indian mythology.		K1	
CO2	Demonstrate an understanding of how mythological narratives shape the themes, characters, and plot structures in literary works, explaining the significance of common motifs such as the Hero's Journey or divine intervention in literature.		K2	
CO3	Students will apply their understanding of mythological elements by analysing and interpreting specific literary texts, identifying how mythological references and structures influence the work's meaning and theme.		K3	
CO4	Students will analyse the role of myths in literature, comparing and contrasting mythological archetypes, symbols, and themes across various works, and understanding their impact on character development and plot progression.		K4	
CO5	Students will create original literary works or essays that incorporate mythological themes and structures, reimagining classic myths in contemporary contexts and demonstrating their ability to synthesize mythological concepts in new and innovative ways.		K5	

Relationship Matrix										
Semester	Course Code	Title of the Course					Hours	Credits		
4	25UEN43AO02B	Allied Optional – 2: Myth and Literature					6	4		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	2	3	2	3	2	2
CO2	3	2	2	3	2	3	2	3	2	3
CO3	3	2	2	2	3	2	2	3	2	2
CO4	3	2	2	2	2	2	2	2	2	3
CO5	3	2	3	2	3	2	3	2	3	2
Mean Overall Score										2.3 (High)

Semester	Course Code	Title of the Course	Hours /Week	Credits
4	25UHE44VE04A	Value Education - 4: Social Ethics - 2	2	1

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

UNIT I: Harmony with Nature

(6 Hours)

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

UNIT II: Issues Dealing with Science and Religion

(6 Hours)

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

UNIT III: Public Health

(6 Hours)

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

UNIT IV: Disaster Management

(6 Hours)

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

UNIT V: Counseling for Adolescents

(6 Hours)

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

Teaching Methodology	Power point, Assignment and Group discussion
Assessment Methods	Online Test, Group Discussions, Seminar, Assignment

Books for Study:

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

Books for Reference:

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

Websites and eLearning Sources:

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

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

Relationship Matrix										
Semester	Course Code		Title of the Course						Hours	Credits
4	25UHE44VE04A		Value Education - 4: Social Ethics - 2						2	1
Course Outcome	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2	3	3	2	3	3
CO2	3	2	2	3	3	2	3	3	2	2
CO3	2	3	3	3	2	3	3	3	3	3
Mean Overall Score										2.7 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UHE44VE04B	Value Education - 4: Religious Doctrine - 2	2	1

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

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

Teaching Methodology	Power point, assignment, and Group discussion
Assessment Methods	Seminars, Group Discussion, Online Tests, Assignments

Books for Study:

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

Books for Reference:

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

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

Relationship Matrix										
Semester	Course Code		Title of the Course					Hours	Credits	
4	25UHE44VE04B		Value Education - 4: Religious Doctrine - 2					2	1	
Course Outcome	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	2	3	2	2	3	3
CO2	3	2	2	2	3	3	3	2	2	2.5
CO3	2	2	3	3	2	2	3	3	3	2.6
Mean Overall Score										2.6 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UEN44SE02	Skill Enhancement Course – 2: Content Writing	2	1

Course Objectives	
To understand the role of a content writer and the importance of building a niche.	
To develop research and planning skills by understanding target audiences.	
To master the use of writing tools and platforms.	
To improve editing skills and add infographics to the content.	
To enhance employability through networking and understanding digital marketing strategies.	

UNIT I: Content Writer **(6 Hours)**

1. Role of a Content Writer
2. Types of Content Writers
3. Finding niche
4. Digital identity and portfolio

UNIT II: Research **(6 Hours)**

5. Understanding target audience
6. Drafting outline
7. Content calendar
8. Content writing formats

UNIT III: Writing **(6 Hours)**

9. Content writing tools
10. Content writing platforms
11. Writing headlines
12. Writing body copy

UNIT IV: Editing **(6 Hours)**

13. Grammar-check tools
14. Understanding SEO
15. Adding infographics
16. Plagiarism

UNIT V: Employability **(6 Hours)**

17. Job seeking sites
18. Networking
19. Freelancing
20. Digital Marketing

Teaching Methodology	Worksheet, Online Videos
Assessment Methods	Case Studies, Group Discussions, Critical Review, Creative writing assignments and Presentations

Books for Study:

1. Bly, R. W. (2005). *The Copywriter's Handbook: A Step-by-Step Guide to Writing Copy that Sells.* (3rd Ed). New York, Henry Holt.

Books for Reference:

1. Handley, A. (2014). *Everybody Writes: Your Go-to Guide to Creating Ridiculously Good Content.* Wiley.
2. Pemton. J. (2023). *Content Writing: 3-in-1 Guide to Master Content Creation, SEO Writing, Marketing Content Strategy & How to Write a Blog:* 25.
3. Sharma, D. (2024). *The Power of Content Writing.* Mithaas Services Private Limited

Websites and eLearning Sources:

1. <https://blog.hubspot.com/marketing/professional-content-mistakes>
2. <https://content-whale.com/blog/educational-website-content-tips/>
3. <https://www.wordstream.com/blog/ws/2015/04/30/seo-basics>

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, the students will be able to			
CO1	Define the role of content writers and list the type of content writers		K1	
CO2	Differentiate various niches and formats in content writing		K2	
CO3	Utilize content writing tools, editing tools and grammar check tools		K3	
CO4	Analyze market needs using basic research skills		K4	
CO5	Prepare publishable content writeup with infographics		K5	

Relationship Matrix											
Semester	Course Code		Title of the Course			Hours		Credits			
4	25UEN44SE02		Skill Enhancement Course – 2: Content Writing			2		1			
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	1	1	1	2	1	1	2	3	1.6
CO2	3	3	3	3	1	3	1	1	3	3	2.4
CO3	3	3	3	3	1	3	1	1	3	3	2.4
CO4	3	3	3	3	1	3	1	1	3	3	2.4
CO5	3	3	3	3	1	3	1	1	3	3	2.4
Mean Overall Score										2.2 (Moderate)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	25UEN44SL03	Self Learning: Travel Literature	0	2

Course Objectives
To develop an understanding of travel literature as a distinct literary genre.
To explore how travel writing reflects cultural, historical, and personal experiences.
To analyse different forms of travel narratives, including poetry, essays, fiction, and memoirs.
To recognize the impact of travel literature on shaping perspectives of the world.
To encourage critical thinking and creative engagement with travel writing.

UNIT I: Understanding Travel Literature

1. Definition and scope of travel literature.
2. Historical evolution of travel writing.

UNIT II: Travel in Verse – Poetic Explorations

3. Edgar Allan Poe - "Eldorado"
4. Elizabeth Bishop – "Questions of Travel"

UNIT III: Travel and Cultural Encounters – Essays of Reflection

5. George Orwell – "Marrakech"
6. James Baldwin – "Stranger in the Village"

UNIT IV: Classic Travel Narratives

7. Jonathan Swift – *Gulliver's Travels*
8. Jules Verne – *Around the World in Eighty Days*

UNIT V: Contemporary Indian Travel Memoirs

9. Samanth Subramanian – *Following Fish: Travels Around the Indian Coast* 10. Shivya Nath – *The Shooting Star: A Girl, Her Backpack, and the World*

Teaching Methodology	Guided Reading, Online Discussion Forums and Peer Interaction, Thematic Video Lectures and Podcasts
Assessment Methods	Case Studies, Group Discussions, Critical Review, Reflective Writing, Creative writing assignments and Presentations.

Books for Study:

1. Baldwin, James. "Stranger in the Village." *Notes of a Native Son*, Beacon Press, 1955, pp. 159-175.
2. Bishop, Elizabeth. "Questions of Travel." *Questions of Travel*, Farrar, Straus and Giroux, 1956, pp. 13-14.
3. Nath, Shivya. *The Shooting Star: A Girl, Her Backpack, and the World*. Penguin, 2018.
4. Orwell, George. "Marrakech." *The Collected Essays, Journalism and Letters of George Orwell*, edited by Sonia Orwell and Ian Angus, vol. 1, Secker & Warburg, 1968, pp. 388-393.
5. Poe, Edgar Allan. "Eldorado." *The Complete Poems of Edgar Allan Poe*, edited by Thomas Ollive Mabbott, University of Illinois Press, 2000, pp. 458-459.
6. Subramanian, Samanth. *Following Fish: Travels Around the Indian Coast*. Penguin, 2010.
7. Swift, Jonathan. *Gulliver's Travels*.
8. Thompson, Carl. *Travel Writing*. Routledge, 2011.
9. Verne, Jules. *Around the World in Eighty Days*.

Books for Reference:

1. Blanton, Casey. *Travel Writing: The Self and the World*. Routledge, 2002.
2. Hulme, Peter, and Tim Youngs, editors. *The Cambridge Companion to Travel Writing*. Cambridge UP, 2002.

Websites and eLearning Sources:

1. Why We Travel - Pico Iyer Journeys
2. The New World of Travel Writing

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Recall key concepts, definitions, and historical developments in travel literature.	K1
CO2	Explain the themes, styles, and perspectives in travel poetry, essays, and narratives.	K2
CO3	Identify and analyze elements of travel writing in selected literary texts.	K3
CO4	Compare and contrast travel literature across different time periods, cultures, and genres.	K4
CO5	Critically evaluate how travel literature shapes cultural perceptions, identity, and personal experiences.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
4	25UEN44SL03		Self Learning: Travel Literature					0	2		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of Cos
CO1	2	1	1	1	3	1	1	3	2	2	1.7
CO2	2	2	1	3	2	1	3	2	2	2	2
CO3	3	2	2	3	1	1	2	3	3	3	2.3
CO4	2	2	2	3	2	1	2	3	2	3	2.2
CO5	2	2	1	3	2	1	2	2	3	3	2.1
Mean Overall Score										2.06 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	25UEN53CC10	Core Course - 10: Novel - I	6	4

Course Objectives	
To impart knowledge of the genre novel	
To identify and describe distinct literary characteristics of the novel	
To analyse novels for their structure and meaning, using correct terminology	
To conscientize the students of the social problems from the themes of the novels	
To train students in the simple literary discipline of sustained reading of fiction	

UNIT I **(18 Hours)**

1. Aphra Behn (1640-1689): *Oroonoko: or, the Royal Slave*
2. Daniel Defoe (1660-1731): *Moll Flanders*

UNIT II **(18 Hours)**

3. Eliza Haywood (1693 – 1756): *Anti- Pamela*
4. Henry Fielding (1707-1754): *An Apology for the Life of Mrs. Shamela Andrews*

UNIT III **(18 Hours)**

5. Ann Radcliffe (1764 - 1823): *The Mysteries of Udolpho*
6. Jane Austen (1775-1817): *Sense and Sensibility*

UNIT IV **(18 Hours)**

7. Mary Shelley (1797-1851): *Frankenstein*
8. Charles Dickens (1812-1870): *Great Expectations*

UNIT V **(18 Hours)**

9. George Eliot (1819-1880): *Mill on the Floss*
10. Thomas Hardy (1840-1928): *The Mayor of Casterbridge*

Teaching Methodology	PPT, Flipped Classroom, Blended Learning
Assessment Methods	Seminar, Group Discussion, Assignment, Chart Presentation, Mind Map Preparation

Books for Study:

1. Behn, Aphra. *Oroonoko: or, The Royal Slave*. Edited by Janet Todd, Penguin Classics, 2003.
2. Defoe, Daniel. *Moll Flanders*. Edited by David Blewett, Penguin Classics, 1989.
3. Haywood, Eliza. *Anti-Pamela; or, Feign'd Innocence Detected*. Edited by Catherine Ingrassia, Broadview Press, 2004.
4. Fielding, Henry. *An Apology for the Life of Mrs. Shamela Andrews*. Edited by Peter Sabor, Oxford World's Classics, Oxford UP, 2009.
5. Radcliffe, Ann. *The Mysteries of Udolpho*. Edited by Bonamy Dobrée, Oxford World's Classics, Oxford UP, 2008.
6. Austen, Jane. *Sense and Sensibility*. Edited by Claudia L. Johnson, Norton Critical Edition, W. W. Norton, 2002.
7. Shelley, Mary. *Frankenstein; or, The Modern Prometheus*. Edited by J. Paul Hunter, Norton Critical Edition, W. W. Norton, 2012.
8. Dickens, Charles. *Great Expectations*. Edited by Charlotte Mitchell, Penguin Classics, 2003.
9. Eliot, George. *The Mill on the Floss*. Edited by A. S. Byatt, Penguin Classics, 2003.
10. Hardy, Thomas. *The Mayor of Casterbridge*. Edited by Dale Kramer, Oxford World's Classics, Oxford UP, 2008.

Books for Reference:

1. Armstrong, Nancy. *How Novels Think: The Limits of Individualism from 1719-1900*. Columbia UP, 2005.
2. Hunter, J. Paul. *Before Novels: The Cultural Contexts of Eighteenth-Century English Fiction*. Norton, 1990.

3. Kettle, A. *An Introduction to the English Novel: Volume 1*. Hutchinson University Library, 1951.
4. Kirkham, M. *Jane Austen, Feminism and Fiction*. Brighton, 1983.
5. McKeon, Michael. *The Origins of the English Novel, 1600-1740*. Johns Hopkins UP, 1987.

Websites and eLearning Sources:

1. <https://thomasmorestudies.org>
2. <https://pressbooks.pub/earlybritishlit/chapter/oroonoko-by-aphra-behn/>
3. https://online.scuola.zanichelli.it/performerheritage-files/text_bank/TB25_Defoe_Moll_Flanders.pdf
4. <https://www.sciedupress.com/journal/index.php/wjel/article/viewFile/23326/14518>
5. <https://www.newberry.org/uploads/files/Mysteries%20of%20Udolpho.pdf>
6. <https://www.studysmarter.co.uk/explanations/english-literature/novelists/sense-and-sensibility/>
6. <https://egyankosh.ac.in/bitstream/123456789/75748/3/Unit-3.pdf>
7. <https://www.charlesdickenspage.com/charles-dickens-great-expectations.html>
8. <https://lms.su.edu.pk/download?filename=1588491046-the-mill-on-the-floss-studyguide.pdf&lesson=18160>
9. <https://www.studysmarter.co.uk/explanations/english-literature/american-literature/the-mayor-of-casterbridge/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Demonstrate an understanding of the novel as a literary genre, including its historical development and key characteristics.	K1
CO2	Identify and describe distinct literary features of the novel, such as narrative techniques, characterization, and thematic concerns.	K2
CO3	Analyse the structure and meaning of novels using appropriate literary terminology and critical approaches.	K3
CO4	Evaluate the social, cultural, and ethical issues depicted in novels, fostering awareness of real-world problems.	K4
CO5	Develop the habit of sustained reading and critical engagement with fictional texts, enhancing their interpretative and analytical skills.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
5	25UEN53CC10		Core Course - 10: Novel - I					6	4		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of Cos
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	2	3	3	3	2	3	3	3	2	3	2.7
CO3	3	3	3	2	3	3	3	3	3	3	2.9
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3	3	2.9
Mean Overall Score										2.9 (High)	

Semester	Course Code	Title of the Course	Hours / Week	Credits
5	25UEN53CC11	Core Course - 11: American Literature	6	4

Course Objectives	
To acquire knowledge about American literature, its themes, literary periods and important artistic features	
To understand the various aspects of American society, its culture and sociopolitical perspective through literary texts representing different periods and cultures	
To compare and contrast American literature with other literatures and see and respect differences and transcend binaries	
To identify and engage with relevant scholarly works to develop critical, analytical thinking coherently and credibly	
To read and write critically in response to literary texts provided in different genres	

UNIT I: Poetry (Detailed) (18 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. Maya Angelou (1928-2014)	: "Still I Rise"
5. Rita Dove (1952-)	: "I Have Been a Stranger in a Strange Land"

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

6. Edger Allan Poe (1809-1849)	: "The Raven"
7. Ralph Waldo Emerson (1803 – 1882)	: "Brahma"
8. Walt Whitman (1819-1892)	: "O Captain My Captain!"
9. E.E. Cummings (1894-1962)	: "i carry your heart with me"

UNIT III: Prose (Detailed) (18 Hours)

10. Harriet Jacobs (1813 - 1897)	: "The Slaves' New Year's Day"
11. Martin Luther King Jr, (1929-1968)	: "I Have a Dream"

UNIT IV: Drama (18 Hours)

12. Arthur Miller (1915- 2005)	: <i>The Death of a Salesman</i>
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Short Stories

13. Bret Harte (1836-1904)	: "The Luck of Roaring Camp"
14. O. Henry (1862-1910)	: "The Last Leaf"

UNIT V: Novel (18 Hours)

15. Hawthorne, Nathaniel 1804 -1864	: <i>The Scarlet Letter</i>
16. Ernest Hemingway (1899-1961)	: <i>The Old Man and the Sea</i>
17. Toni Morrison (1931-2019)	: <i>Beloved</i>

Teaching Methodology	Chart, PPT
Assessment Methods	Seminars, Peer Discussion, Presentations, Micro Assessment and Self Assessments

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. Hawthorne, Nathaniel. *The Scarlet Letter*. Penguin Books, 2016.
7. Hemingway, Ernest. *The Old Man and the Sea*. Scribner, 2020.
8. Morrison, Toni. *Beloved*. Langara College, 2020.

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.
2. Leary, Lewis, et al. American Literature: a Study and Research Guide. St. Martin's Press, 1976.
3. William, J. Fisher, et al. American Literature of the Nineteenth Century: An Anthology. Eurasia Publ. House (Pvt.) Ltd. 1984.

Websites and eLearning Sources:

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](http://research.lib.buffalo.edu/American%20Literature%20research/primary-sources). www.poetryfoundation.org

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, the students will be able to			
CO1	Demonstrate an understanding of major literary periods in American literature.		K1	
CO2	Identify how American literature reflects historical, cultural, and social changes.		K2	
CO3	Analyse cross-cultural influences in American literary works.		K3	
CO4	Engage in critical discussions using academic theories and perspectives.		K4	
CO5	Develop critical thinking through close reading, interpretation, and argumentation.		K5	

Relationship Matrix										
Semester	Course Code		Title of the Course					Hours		Credits
5	25UEN53CC11		Core Course – 11: American Literature					6		4
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	3	2	2	2	3	3	2	2
CO2	2	3	1	3	3	1	3	2	2	2
CO3	1	2	3	3	1	3	2	2	2	3
CO4	1	2	2	2	3	3	2	2	3	3
CO5	3	2	3	1	3	1	3	2	2	1
Mean Overall Score										2.2 High

Semester	Course Code	Title of the Course	Hours / Week	Credits
5	25UEN53CC12	Core Course - 12: Indian Writing in English	6	3

Course Objectives				
To enable students, comprehend issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, gender politics, and cross-cultural transformations				
To develop an understanding of issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (post)national and gender politics, cross-cultural transformations				
To enable learners to appreciate Nation-Nationalism, Counter Discourse and Subalternity				
To facilitate analysing various themes and methodologies existing in traditional and contemporary Indian writing in English				
To help learners apply the ideas encapsulated in the Indian Knowledge Systems and Indian Aesthetics to literary texts				

UNIT I: Poetry (Detailed) (18 Hours)

1. Rabindranath Tagore: *Gitanjali* - Where the mind is without fear
2. Kamala Das: *The Dance of the Eunuchs*
3. A.K. Ramanujam: *A River*
4. Shiv K Kumar: *Indian Women*
5. Arun Kolatkar: *An Old Woman*

Poetry (Non-Detailed)

6. Toru Dutt: *The Lotus*
7. Sarojini Naidu: *The Gift of India*
8. Sri Aurobindo - *The Fear of Life and Death*
9. Nissim Ezekiel: *Minority Poem*
10. Meena Kandasamy: *Mascara*

UNIT II: Prose (18 Hours)

11. Swami Vivekananda: *Aryans and Tamilians*
12. Indian Knowledge System – *Ancient Indian Art*
13. Bharata Muni: *Natya Shastra*: Types of Characters (Pages 527-537)

UNIT III: Short Story (18 Hours)

14. Kushwant Singh: “*Karma*”
15. R.K. Narayan: “*A Horse and Two Goats*”
16. Gita Hariharan: “*The Remains of the Feast*”
17. Jhumpa Lahiri: “*A Temporary Matter*”

UNIT IV: Drama (18 Hours)

18. Rabindranath Tagore: *Chandalika*
19. Girish Karnad: *Hayavadana*

UNIT V: Novel (18 Hours)

Indian Knowledge System in Literature

20. C. Rajagopalachari: *Ramayana*
21. Anand Neelakantan: *Asura: Tale of the Vanquished: The Story of Ravana and His People*

Teaching Methodology	Classroom Teaching, ICT enabled Teaching, Video Modules on LMS and Peer Teaching
Assessment Methods	Seminars, Peer Discussion, Presentations

Books for Study:

1. Kenneth, R. (1976). *The New British Poets: An Anthology*. Granger Books.
2. Vivekananda. *The Complete Works of Swami Vivekananda*. Advaita Ashrama, 2001.

3. Bharata Muni. *Natya Shastra*. Translated by Manomohan Ghosh, 2nd ed., Sangeet Natak Akademi, 1950.
4. Karnad, Girish. *Hayavadana*. Oxford University Press, 2003.
5. Tagore, Rabindranath. *Chandalika*. Translated by various translators, Oxford University Press, 2004.
6. Singh, Khushwant. "Karma." *The Company of Women*, Penguin Books, 2000, pp. 120-130
7. Narayan, R. K. "A Horse and Two Goats." *Malgudi Days*, Indian Thought Publications, 1982, pp. 49-61.
8. Hariharan, Gita. "The Remains of the Feast." *The Art of the Short Story*, edited by Usha Bande, Penguin Books, 1999, pp. 155-166.
9. Lahiri, Jhumpa. "A Temporary Matter." *Interpreter of Maladies*, Houghton Mifflin Harcourt, 1999, pp. 3-14.
10. Rajagopalachari. C. *Ramayana*. Bharatiya Vidya Bhavan, 1951.
11. Neelakantan, Anand. *Asura: Tale of the Vanquished: The Story of Ravana and His People*. One Point Six Technology Limited, 2012.

Books for Reference:

1. Bhattacharya, B. (2006). *Contemporary Indian Short Stories: Series II*. Sahitya Akademi.
2. Dalmia, V., & Sadana, R. (2012). *The Cambridge Companion to Modern Indian Culture*. Cambridge University Press.
3. Paul, S. K., & Prasad, A. N. (2007). *Indian Poetry in English: Roots and Blossoms*. Sarup & Sons.
4. Singh, B. (2014). *Indian Writing in English Critical Insights*. Authorspress.
5. Singh, S. & Prakash, R. (2013). *Indian English poetry*. Chandralok Prakashan.

Websites and eLearning Sources:

1. Tagore, Rabindranath. *Gitanjali*. Project Gutenberg, 2008, www.gutenberg.org/ebooks/22229.
2. Aurobindo, Sri. "The Fear of Life and Death." *Sri Aurobindo Ashram*, www.sriaurobindoashram.org/ashram/sri-aurobindo/works.php.
3. Vivekananda, Swami. "Aryans and Tamilians." *Ramakrishna Vivekananda Info*, www.ramakrishnavivekananda.info.
4. Muni, Bharata. *Natya Shastra*. Sangeet Natak Akademi, 2005, www.sangeetnatak.gov.in/publication.htm.
5. Singh, Kushwant. "Karma." *India Today*, 28 Apr. 2021, www.indiatoday.in/education-today/featurephilia/story/karma-by-khushwant-singh-1806965-2021-04-28.
6. Hariharan, Gita. "The Remains of the Feast." *Academia.edu*, www.academia.edu/39671134/The_Remains_of_the_Feast_by_Gita_Hariharan.
7. Lahiri, Jhumpa. "A Temporary Matter." *The New Yorker*, 2 Mar. 1998, www.newyorker.com/magazine/1998/03/02/a-temporary-matter.
8. Tagore, Rabindranath. *Chandalika*. Archive.org, 2017, archive.org/details/Chandalika-by-Rabindranath-Tagore.
9. Karnad, Girish. *Hayavadana*. Sangeet Natak Akademi, 2004, www.sangeetnatak.gov.in. 10. Rajagopalachari, C. *Ramayana*. Sacred Texts, 2006, www.sacredtexts.com/hin/rama/index.htm.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Recognize and identify the key concepts in the study of Indian literature written in English	K1
CO2	Discuss the intersecting dimensions of oppression on various platforms and attempt to solve problems related to caste, culture, gender, class, etc.	K2
CO3	Apply the knowledge gained in analysing the experiences of Indians as expressed in literature and in the society.	K3
CO4	Criticize the stereotypical and ideological constructs that make subordination and discrimination of the marginalized sections of India an inevitable condition	K4
CO5	Evaluate the social conditions expressed in literature and integrate the knowledge gained in day-to-day life experiences	K5

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
5	25UEN53CC12		Core Course - 12: Indian Writing in English					6	3		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				Mean Score of Cos	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	1	1	1	1	1	1	2	2	2	2	1.4
CO2	2	2	3	3	3	3	2	2	2	3	2.5
CO3	2	2	3	3	3	3	2	3	2	3	2.6
CO4	3	2	3	2	3	3	3	3	2	3	2.7
CO5	2	2	3	2	3	3	3	3	2	3	2.6
Mean Overall Score										2.36 (High)	

Semester	Course Code	Title of the Course	Hours/week	Credits
5	25UEN53ES01A	Discipline Specific Elective - 1: Public Speaking	4	3

Course Objectives	
To recognise the increasing need for learning public speaking skills in English	
To help students infer elements of a good speech	
To discover various kinds of discourses in public speech	
To analyse, practice and refine persuasive and informative speaking	
To cultivate a constructive feedback environment for students to improve their speaking abilities	

UNIT I (12 Hours)

1. Matter: Sources of information, Material, Insight
2. Manner: Persuasiveness, Sympathy with Audience, Logic
3. Method: Organisation of Speech, Ingenuity of Presentation Practice (listen to John F. Kennedy: What Kind of Peace Do We Want?)

UNIT II (12 Hours)

4. Body Language and Gestures
5. Avoidance of Mannerisms
6. Preparation, Audience, Attitude, Presentation, Afterwards Practice (listen to Greta Thunberg: How Dare You)

UNIT III (12 Hours)

7. The structure of a Public Speech: Introduction, discussion, Conclusion Use of Anecdotes, Quotations, Punch lines Practice (listen to Jawaharlal Nehru: The Light Has Gone Out)

UNIT IV (12 Hours)

8. Speeches for all occasions, Welcome address, Introductory Speech, proposing a toast, vote of thanks Practice (listen to Abraham Lincoln: Gettysburg Address)

UNIT V (12 Hours)

9. Voice culture, Accent, Pitch, Articulation, Modulation, Intonation, Pause, Stress, Exactness, Speed, Spontaneity Practice (listen to Barack Obama: Yes, We Can)

Teaching Methodology	Practice speeches, vocal training, body language training, listening to speeches
Assessment Methods	Listening and Speaking tests

Books for Study:

1. Walton, N. Douglas. *Informal Logic: A Handbook of Critical Argumentation*. Cambridge: Cambridge University Press, 1989.
2. Andrews, Mike. *Tips on Public Speaking in English*. Switzerland: eHow contributor, 2010.
3. Bradbury, Harry Bower. *The Structure of an Effective Public Speech*. Charleston: Bibliobazaars, 2010.
4. Gibbon, Dafydd & Richter, Helmut, Eds. *Intonation, Accent and Rhythm: Studies in Discourse Philology*. New York: De Grutyter, 1984.
5. Sonntag, Linda. *Speeches for all Occasions*. New York: Random House Value Publishing, 1993.

Books for Reference:

1. Shruter, Edwin Du Bois. *Oral English and Public Speaking*. New York: Bibliolife, 2010.
2. Hemmert, Nancy Grass. *Public Speaking in American English: A Guide for Non-Native Speakers*. Boston: Allyn and Bacon, 2007.

3. McCall, Roy Clyde & Cohen, Herman. *Fundamentals of Speech: The Theory and Practice of Oral Communication*. London: Macmillan, 1963.

Websites and eLearning Sources:

- President John F. Kennedy's "Peace Speech" <https://youtu.be/0fkKnfk4k40?si=FVvXjeNAaONXHX EV>
- Greta Thunberg speech to world leaders - "How Dare You" <https://youtu.be/Elv-c3ZTkYg>
- "The Light has Gone Out" - A Tribute to Mahatma Gandhi given by then Prime Minister Jawaharlal Nehru <https://youtu.be/7DrWsFnaA8k?si=qsIZq4IrgjAQkIXu>
- Abraham Lincoln, Gettysburg Address from the movie 'Saving Lincoln' <https://youtu.be/U2aS3rjDBw?si=Pqi4sMj53qD9rH29>
- Barack Obama, "Yes We Can" Speech on Election Night Victory Speech at Grant Park in Chicago 2008 <https://youtu.be/mi8N5gDVpeg?si=x0813UAtFAMRNg84>

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, the students will be able to			
CO1	Illustrate the skills needed for public speaking		K1	
CO2	Understand effective critique principles, and actively utilize feedback to enhance their own speaking skills.		K2	
CO3	Appropriately apply various discourse types in their own public speaking.		K3	
CO4	Effectively analyse the strengths and weaknesses of persuasive and informative speeches		K4	
CO5	Deliver speeches that have a clear introduction, body, and conclusion		K5	

Relationship Matrix											
Semester	Course Code		Title of the Course				Hours	Credits			
5	25UEN53ES01A		Discipline Specific Elective - 1: Public Speaking				4	3			
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of Cos
CO1	2.1	2.1	2.3	2.2	2.1	2.1	2.2	2.2	2.3	2.1	2.1
CO2	2.3	2.1	2.2	2.0	2.1	2.2	2.1	2.2	2.3	2.2	2.1
CO3	2.2	2.3	2.4	2.1	2.1	2.2	2.3	2.1	2.4	2.2	2.2
CO4	2.4	2.2	2.0	2.1	2.4	2.2	2.2	2.3	2.4	2.1	2.2
CO5	2.3	2.2	2.3	2.2	2.1	2.2	2.3	2.1	2.2	2.4	2.2
Mean Overall Score										2.16 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	25UEN53ES01B	Discipline Specific Elective - 1: News Report Writing Techniques and Skills	4	3

Course Objectives	
To identify & collect news and know the principles of reporting	
To write a story by adopting headline, lead, organising facts, localising, and etc.	
To write clear, concise, and accurate news stories using various journalistic styles.	
To apply ethical principles to journalistic practice.	
To adapt journalistic skills to different media platforms and genres.	

UNIT I: Gathering the News **(12 Hours)**

1. What is news & reporting?
2. Sources of news
3. Interviewing and asking questions
4. Types of interviews & interviewing techniques

UNIT II: Skills for Writing News **(12 Hours)**

5. The basic formula - The Inverted Pyramid
6. Writing the Lead, Kinds of Leads & Thinking through the Lead
7. Organising the facts, Time elements & Localising
8. Proofreading skills

UNIT III: Writing The News Story **(12 Hours)**

9. Writing Hard News, Action & Fire Stories
10. Accidents & obituaries
11. Anecdotes & Tribute
12. Single - Incident Story & Coming events

UNIT IV: Writing Through the News Types **(12 Hours)**

13. Objective & Interpretative
14. Investigative & Legal
15. Political, Sports & Crime
16. Commercial & Scientific

UNIT V: Writing For Magazines **(12 Hours)**

17. News Angles
18. Writing features
19. Reviews
20. Editorials

Teaching Methodology	Chart, PPT, News Paper Analysis
Assessment Methods	MCQ, Open Paper Test, Quiz, Assignment, Peer Assessment

Books for Study:

1. Hough, George. *News Writing* Kanishka Publishers. New Delhi. 1995. Print.
2. Kamath M. V. *The Journalist's Handbook*. Sangam Books Ltd. First Edition. 2018. Print.

Books for Reference:

1. Kamath. M. V. *The Professional Journalism*. S Chand, First Edition, 2018, Print.
2. Saleh Naveed. *The complete Guide to Article Writing: How to Write Successful Articles for Online and Print Markets*. Writer's Digest Books, 2014, Print.
3. *The Associated Press Guide to News Writing*. Peterson, 2019. Print.

Websites and eLearning Sources:

1. <https://libguides.southernct.edu/journalism/howtowrite>
2. <https://writingcenter.gmu.edu/writing-resources/different-genres/news-writing-fundamentals>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Identify and differentiate between primary and secondary news sources, including online databases, public records, and social media platforms.	K1
CO2	Adapt their interview style and techniques to accommodate different interviewees, including reluctant sources and individuals with diverse backgrounds.	K2
CO3	Demonstrate the ability to write clear, concise, and grammatically correct news stories using appropriate journalistic style and language.	K3
CO4	Demonstrate an understanding of ethical principles such as accuracy, fairness, objectivity, and accountability.	K4
CO5	Adapt their writing and reporting skills to different media platforms, including print, online, and broadcast.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course				Hours	Credits			
5	25UEN53ES01B		Discipline Specific Elective - 1: News Report Writing Techniques and Skills				4	3			
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of Cos
CO1	2	3	1	2	3	2	3	1	2	2	2.1
CO2	3	2	3	2	1	3	2	2	2	2	2.2
CO3	2	3	2	1	2	2	2	3	1	3	2.1
CO4	3	2	3	1	2	3	2	1	2	3	2.2
CO5	2	3	2	2	3	2	3	2	1	2	2.2
Mean Overall Score										2.6 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	25UEN53ES02A	Discipline Specific Elective - 2: Proofreading Skills	4	3

Course Objectives
To identify and correct common errors in vocabulary, sentence structure, paragraph construction, and mechanics.
To apply effective proofreading techniques to produce polished and error-free written work.
To demonstrate an understanding of standard English conventions in grammar, punctuation, and style.
To improve the clarity, conciseness, and effectiveness of their writing through targeted editing and revision.
To utilise proofreading tools and software effectively while recognizing their limitations.

UNIT I: Proofreading Techniques, Symbols and Tools (12 Hours)

1. Techniques for effective proofreading
2. Common proofreading marks and symbols
3. Tools to error-proof a write-up
4. Using proofreading software: do's and don'ts

UNIT II: Vocabulary (12 Hours)

5. Clichés, Slang, jargon and biased language
6. Misuse of homonyms and collocations, denotation vs. connotation
7. British vs. American spelling
8. Wordiness watch list

UNIT III: Sentence Structure (12 Hours)

9. Comma splices and run-ons
10. Misplaced and dangling modifiers
11. Subject-verb agreement
12. Mixed constructions and faulty predication

UNIT IV: Editing A Paragraph (12 Hours)

13. Clarity and Brevity
14. Coordination and subordination
15. Sentence variety
16. Choice of voice

UNIT V: Mechanics (12 Hours)

17. Capitalization
18. Abbreviations & acronyms
19. Punctuation
20. Consistency

Teaching Methods	PPT, Using online software,
Assessment Methodology	MCQ, Quiz, Assignment, Online proofreading,

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*, 3rd edition. Print. 2013.

Books for Reference:

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

Websites and eLearning Sources:

1. <https://www.unr.edu/writing-speaking-center/writing-speaking-resources/editing-and-proofreading-techniques>
2. <https://writingcenter.unc.edu/tips-and-tools/editing-and-proofreading/>

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, the students will be able to			
CO1	Define and explain the differences between clichés, slang, jargon, biased language, homonyms, and collocations.		K1	
CO2	Recognize and explain the differences between British and American spelling.		K2	
CO3	Apply appropriate vocabulary choices in written sentences, avoiding inappropriate terms and correcting spelling errors.		K3	
CO4	Analyse written text to identify and categorize instances of inappropriate vocabulary and wordiness.		K4	
CO5	Evaluate the effectiveness of vocabulary choices in written texts and justify revisions to improve clarity and precision.		K5	

Relationship Matrix											
Semester	Course Code		Title of the Course				Hours	Credits			
5	25UEN53ES02A		Discipline Specific Elective - 2: Proofreading Skills				4	3			
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of Cos
CO1	2	3	1	2	3	2	3	1	2	2	2.1
CO2	3	2	3	2	1	3	2	2	2	2	2.2
CO3	2	3	2	1	2	2	2	3	1	3	2.1
CO4	3	2	3	1	2	3	2	1	2	3	2.2
CO5	2	3	2	2	3	2	3	2	1	2	2.2
Mean Overall Score										2.6 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	25UEN53ES02B	Discipline Specific Elective - 2: Business English	4	3

Course Objectives	
To develop effective communication skills in various business contexts.	
To enhance vocabulary and grammar relevant to business communication.	
To improve written and oral communication skills for professional purposes.	
To foster intercultural communication awareness.	
To build confidence in using English in business settings.	

UNIT 1: Basics of Business English **(12 Hours)**

1. Principles of plain language
2. Review of business language
3. Key financial & negotiation terminologies
4. Marketing vocabulary & phrases

UNIT 2: Business English in Writing **(12 Hours)**

5. Tone, courtesy, style and format in business letters
6. Types of business letters: Inquiry, Sales, Collection, Claim, Refusal and Adjustment letters.
7. Writing memos & circulars
8. Writing agenda & minutes

UNIT 3: Business Communication **(12 Hours)**

9. Formal and informal reports
10. Cyber language and e-mail message
11. Problem solving skills
12. Meeting procedure & participation

UNIT 4: Job-Related Communication **(12 Hours)**

13. Writing cover letters
14. Preparing resume'
15. Preparing for job interviews
16. Common interview questions and answers

UNIT 5: Marketing & Negotiation Skills **(12 Hours)**

1. Writing marketing materials
2. Persuasive communication techniques
3. Negotiation tactics & strategies
4. Role-playing negotiation scenarios

Teaching Methodology	Chart, PPT, Role Play
Assessment Methods	Assignments, Project Submission, MCQ, Mock interview,

Books for Study:

1. Peter, F. (2003). *Writing Business Matters*. ACE-Loyola: Chennai.
2. Sweeney, Simon. *English for Business Communication*. 2nd Edition, Cambridge University Press, 2003, Print.

Books for Reference:

1. Rosenberg, A.D. (2007). *The Resume Handbook: How to Write Outstanding Resumes and Cover Letters for Every Situation* (5th ed.). New York, NY: Adams Media
2. Crystal, D. (2003). *Language and the Internet*. Cambridge: Cambridge University Press.

Websites and eLearning Sources:

1. <https://learnenglish.britishcouncil.org/business-english>
2. <https://learnenglish.britishcouncil.org/business-english>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Utilize a comprehensive business vocabulary and demonstrate accurate grammar in both written and oral communication.	K1
CO2	Produce clear, concise, and professional written documents, including emails, reports, and presentations.	K2
CO3	Communicate effectively in diverse business contexts, adapting style and delivery to suit the audience and purpose.	K3
CO4	Demonstrate an awareness of intercultural communication nuances and adapt communication strategies accordingly.	K4
CO5	Exhibit increased confidence in using English for professional communication in various business settings.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course				Hours	Credits			
5	25UEN53ES02B		Discipline Specific Elective - 2: Business English				4	3			
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of Cos
CO1	2	3	1	2	3	2	3	1	2	2	2.1
CO2	3	2	3	2	1	3	2	2	2	2	2.2
CO3	2	3	2	1	2	2	2	3	1	3	2.1
CO4	3	2	3	1	2	3	2	1	2	3	2.2
CO5	2	3	2	2	3	2	3	2	1	2	2.2
Mean Overall Score										2.6 (High)	

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	25UEN54OE01	Open Elective - 1 (WS): English for Competitive Exams	4	2

Course Objectives	
To recall and identify key vocabulary, grammatical rules, and commonly confused words required for competitive exams.	
To comprehend and explain the nuances of formal writing, including grammatical structures, sentence formation, and professional communication.	
To apply skimming, scanning, and inference-based reading strategies for comprehension and enhance writing coherence in competitive exam contexts.	
To analyse sentence structure, logical flow, and word usage for clarity, accuracy, and effectiveness in professional and exam-related writing.	
To develop and produce structured essays, letters, memos, emails, and professional communication while implementing test-taking strategies for competitive exams.	

UNIT I (12 Hours)

1. Word Association
2. Understanding words in context
3. Prefix and Suffix
4. Synonyms and Antonyms
5. Homonyms, Homophones and Homographs

UNIT II (12 Hours)

5. Misspelt words
6. Syllogisms, analogy, and classification.
7. Spotting errors
8. Idioms & Phrases
9. One Word Substitution

UNIT III (12 Hours)

10. Parts of Speech
11. Tenses & articles
12. Subject-Verb agreement
13. Active and Passive Voice
14. Direct & Indirect Speech

UNIT IV (12 Hours)

15. Foreign words and Phrases
16. Commonly confused words
17. Para jumbles/jumbled sentence
18. Paragraph Completion
19. Cloze Test

UNIT V (12 Hours)

1. Reading Comprehension: Skimming & Scanning Strategies for Competitive Exams
2. Essay Writing
3. Letter Writing
4. Precis Writing

Teaching Methods	Chart, YouTube Videos, PPT
Assessment Methodology	Quiz, Snap Test, MCQ and Worksheets

Books for Study:

1. Aggarwal, R.S. Quantitative Aptitude for Competitive Examinations. New Delhi: S. Chand and Co. 2017. Print.

2. Singh, Rashmi. Essential English for Competitive Examinations - 2nd Edition, Chand and Co. 2019.Print.
3. Bhatnagar, R.P., Rajul Bhargava. English for Competitive Examinations. New Delhi: Macmillan Publishers, 1989. Print.
4. Tips & Techniques in English for Competitive Exams 2nd Edition Disha Experts, 2018.Print.

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.

Websites and eLearning Sources:

1. "Best English-Speaking Courses, Spoken English Delhi| Cambridge British English - IELTS Institute in Delhi." Oxford School of English, Oxford, www.oxfordschoolofenglish.in/competative-english.php. Accessed 05 Mar. 2025
2. English Grammar Rules Exercises for Competitive Exams." EduDose, 22 Feb. 2020, www.edudose.com/english. Accessed 05 Mar. 2025
3. "English Language for Competitive Exams from Swayam." Class Central, Swayam, www.classcentral.com/course/swayam-english-language-for-competitive-exams-7964. Accessed 05 Mar 2025.

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Recall and identify key vocabulary, grammar rules, and error detection techniques required for competitive exams.	K1
CO2	Explain and demonstrate the correct usage of grammatical structures and formal writing conventions.	K2
CO3	Apply skimming, scanning, and inference-based strategies to solve reading comprehension exercises efficiently.	K3
CO4	Analyse sentence structure, word usage, and logical flow in written communication for accuracy and clarity.	K4
CO5	Evaluate and create structured essays, letters, memos, and emails tailored for professional and exam-related contexts.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
5	25UEN54OE01		Open Elective - 1 (WS): English For Competitive Exams					4	2		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				Mean Score of Cos	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	3	3	3	3	2	2	2	3	2.7
CO2	3	3	3	3	3	3	2	2	1	3	2.6
CO3	3	3	3	3	3	3	3	2	2	3	2.8
CO4	3	1	2	2	2	3	2	1	2	3	2.0
CO5	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/ Weeks	Credits
5	25UEN54SL04	Certificate Course: Introduction to Theatre Arts	0	2

Course Objectives
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.

UNIT I: Introduction to Theatre

1. Brief history of the development of Theatre
2. Types of Theatre

UNIT II: Indian Theatre

3. The origins of Indian Theatre
4. Forms of Indian Theatre

UNIT III: Introduction to Playwriting

5. Action and Characterization
6. Dialogue writing

UNIT IV: Of Acting

7. Speech and Gestures
8. Acting Techniques

UNIT-V: Staging A Play

9. Settings, props and background
10. Theatre Etiquettes

Teaching Methodology	Learning Management System, Blended Learning, Video lessons
Assessment Methods	Assignment, Quiz

Books for Study:

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 Grades7-12. TX: Texas Education Agency, 1980. Print.

Books for Reference:

1. Lal, Ananda. Ed. The Oxford Companion to Indian Theatre. Oxford: OUP, 2011.Print.
2. Hischak, S. Thomas, Theatre as Human Action— An Introduction to Theatre Arts, USA, Rowman & Littlefield, 2016. Print
3. Hatcher, Jeffrey. The Art & Craft of Playwriting. F+W Media, 2000. Print.

CO No.	Course Outcomes		Cognitive Levels (K-Level)
	CO-Statements		
	On successful completion of this course, students will be able to		
CO1	Explain the historical development of theatre and its various forms.		K1
CO2	Identify and describe different types of theatre and their conventions.		K2
CO3	Understand and articulate the fundamental components and processes involved in theatre.		K3
CO4	Appreciate the universal aspects of theatre and its role in society.		K4
CO5	Explain the origins and diverse forms of Indian theatre.		K5

Relationship Matrix											
Semester	Course code		Title of the Course					Hours		Credits	
5	25UEN54SL04		Certificate Course: Introduction to Theatre Arts					0		2	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	3	2	2	3	2	3	3	2.5
CO2	3	2	3	2	2	3	3	2	2	2	2.4
CO3	3	3	2	3	3	3	2	2	3	2	2.5
CO4	3	4	2	3	3	3	3	2	3	2	2.6
CO5	2	3	2	3	2	3	2	3	2	3	2.5
Mean Overall Score											2.5 (High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
6	25UEN63CC13	Core Course - 13: Novel - II	6	4

Course Objectives	
To examine significant novels from different time periods to gain a deeper understanding of the historical, cultural, and social contexts that influenced these works.	
To identify and critically analyse central themes, narrative techniques, and literary devices used in major novels.	
To develop the ability to write in-depth, analytical essays that provide clear, well-supported interpretations of novels	
To explore how novels have adapted and transformed in response to changing literary movements, cultural shifts, and societal influences.	
To actively participate in class discussions and group activities, expressing their interpretations of novels, defending their viewpoints with textual evidence, and honing their critical thinking skills in literary analysis.	

UNIT I **(18 Hours)**

1. Henry James (1843-1916): *The Beast in the Jungle*
2. R. L. Stevenson (1850-1894): *Treasure Island*

UNIT II **(18 Hours)**

1. H. G. Wells (1866-1946): *The Time Machine*
2. Virginia Woolf (1882-1941): *To the Light House*

UNIT III **(18 Hours)**

1. Aldous Huxley (1894-1963): *Brave New World*
2. Nevil Shute (1899-1960): *Requiem for a Wren*

UNIT IV **(18 Hours)**

1. George Orwell (1903-1950): *Animal Farm*
2. Graham Greene (1904-1991): *The Power and the Glory*

UNIT V **(18 Hours)**

1. William Golding (1911-1993): *Lord of the Flies*
2. Dorris Lessing (1919-2013): *The Golden Notebook*

Teaching Methodology	PPT, Blended Learning, Flipped Classroom
Assessment Methods	Seminar, Group Discussion, Assignment, Chart Presentation, Mind Map Preparation

Books for Study:

1. James, Henry. *The Beast in the Jungle*. Edited by Martha Banta, Penguin Classics, 2007.
2. Stevenson, Robert Louis. *Treasure Island*. Edited by John Seelye, Penguin Classics, 1999.
3. Wells, H. G. *The Time Machine*. Edited by Patrick Parrinder, Penguin Classics, 2005.
4. Woolf, Virginia. *To the Lighthouse*. Edited by Stella McNichol, Penguin Classics, 2000.
5. Huxley, Aldous. *Brave New World*. Harper Perennial Modern Classics, 2006.
6. Shute, Nevil. *Requiem for a Wren*. Vintage International, 2009.
7. Orwell, George. *Animal Farm*. Harcourt, 1996.
8. Greene, Graham. *The Power and the Glory*. Vintage Classics, 2003.
9. Golding, William. *Lord of the Flies*. Penguin Classics, 2006.
10. Lessing, Doris. *The Golden Notebook*. Harper Perennial Modern Classics, 2007.

Books for Reference:

1. Bloom, Harold. *Twentieth Century British Literature*. Chelsea House Publishers, 1985.
2. Booth, Wayne C. *The Rhetoric of Fiction*. U of Chicago Press, 1961.
3. Cox, Michael. *The Oxford Chronology of English Literature*. OUP, 2002.
4. Lee-Browne, Patrick, et al. *Backgrounds to English Literature*. Facts on File, 2003.

5. Stevenson, Randall. *Modernist Fiction: An Introduction*. Harvester Wheatsheaf, 1992.
6. Walter, Allen. *The Modern Novel*. E.P. Dutton & Co., Inc., 1964.

Websites and eLearning Sources:

1. <https://owlcation.com/humanities/A-Beast-In-the-Jungle-A-Proper-Perspective>
2. <https://medium.com/@jpanakal19/summary-of-treasure-island-by-robert-louis-stevenson-84739c6f86c1>
3. <https://www.getabstract.com/en/summary/the-time-machine/32522>
4. <https://www.studysmarter.co.uk/explanations/english-literature/american-literature/to-the-lighthouse/>
5. <https://www.studysmarter.co.uk/explanations/english-literature/novelists/brave-new-world/>
6. <https://numinousbookofreview.blogspot.com/2014/12/requiem-for-wren-by-nevil-shute.html>
7. <https://interestingliterature.com/2020/05/a-summary-and-analysis-of-george-orwells-animal-farm/>
8. [https://www.tmv.edu.in/pdf/Distance_education/MA\(English\)/English%20Fiction/Ch-10.pdf](https://www.tmv.edu.in/pdf/Distance_education/MA(English)/English%20Fiction/Ch-10.pdf)
9. <http://studysmarter.co.uk/explanations/english-literature/novelists/lord-of-the-flies/>
10. <https://chrisgregorybooks.wordpress.com/2020/11/26/the-golden-notebook-doris-lessing-a-review/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Identify how historical, cultural, and social contexts shaped significant novels, enhancing their comprehension of these works.	K1
CO2	Critically evaluate the central themes, narrative techniques, and literary devices used in major novels, sharpening their analytical reading skills.	K2
CO3	Compose in-depth, analytical essays that offer clear interpretations of novels, supported by textual evidence and adhering to MLA guidelines.	K3
CO4	Trace the evolution of the novel and explain how it has adapted and transformed in response to changing literary movements, cultural shifts, and societal influences.	K4
CO5	Actively participate in class discussions, express their interpretations of novels, defend their viewpoints with textual evidence, and enhance their critical thinking and literary analysis skills.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
6	25UEN63CC13		Core Course - 13: Novel - II					6	4		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of Cos
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	2	3	3	3	2	3	3	3	2	3	2.7
CO3	3	3	3	2	3	3	3	3	3	3	2.9
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3	3	2.9
Mean Overall Score										2.9 (High)	

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
6	25UEN63CC14	Core Course - 14: Shakespeare	6	4

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

UNIT I: Introduction To Shakespeare **(18 Hours)**

1. Life of Shakespeare
2. Shakespeare's Characters-Kings, Fools, Heroes, Heroines and Villains
3. Elizabethan Theatre and Audience

UNIT II: Drama (Non-Detailed) **(18 Hours)**

4. *The Merchant of Venice*
5. *Romeo and Juliet*

UNIT III: Drama (Detailed) **(18 Hours)**

6. *Macbeth*

UNIT IV: Poetry **(18 Hours)**

Procreation Sonnets

7. "Sonnet No: 8"
8. "Sonnet No: 12"

Fair Youth Sonnets

9. "Sonnet No: 30"
10. "Sonnet No: 46"

Dark Lady Sonnets

11. "Sonnet No: 127"
12. "Sonnet No: 130"

UNIT V: Drama **(18 Hours)**

13. *Twelfth Night* (Detailed)
14. *A Midsummer Night's Dream* (Non-Detailed)

Teaching Methodology	Lecture, PPT, Critical Reviews and Analysis
Assessment Methods	Online Test, Group Discussion, Seminar, Assignment

Books for Study:

1. Gurr, Andrew. *The Shakespearean Stage 1574-1642*. Cambridge University Press, 2009.
2. Greenblatt, Stephen. *Will in the World: How Shakespeare Became Shakespeare*. W.W. Norton & Company, 2004.
3. Panja, Shormishtha, and Babli Moitra Saraf, editors. *Performing Shakespeare in India*. Bloomsbury India, 2024.
4. Shakespeare, William. *The Merchant of Venice*. Fingerprint! Publishing, 2015.
5. Shakespeare, William. *Romeo and Juliet*. Fingerprint! Publishing, 2015.
6. Shakespeare, William. *Macbeth*. Fingerprint! Publishing, 2015.
7. Shakespeare, William. *The Sonnets*. Fingerprint! Publishing, 2015.
8. Shakespeare, William. *Twelfth Night*. Fingerprint! Publishing, 2015.
9. Shakespeare, William. *As You Like It*. Fingerprint! Publishing, 2015.

Books for Reference:

1. Bloom, Harold. *Shakespeare: The Invention of the Human*. Riverhead Books, 1998.
2. Shakespeare, William. *The Merchant of Venice*. Edited by John Russell Brown, Oxford University Press, 2008.
3. Shakespeare, William. *Julius Caesar*. Edited by David Daniell, Bloomsbury Arden Shakespeare, 2019.
4. Shakespeare, William. *Romeo and Juliet*. Edited by René Weis, Bloomsbury Arden Shakespeare, 2012.
5. Shakespeare, William. *Macbeth*. Edited by Sandra Clark and Pamela Mason, Bloomsbury Arden Shakespeare, 2015.
6. Shakespeare, William. *Shakespeare's Sonnets*. Edited by Katherine Duncan-Jones, Bloomsbury Arden Shakespeare, 2010.
7. Shakespeare, William. *Twelfth Night*. Edited by Keir Elam, Bloomsbury Arden Shakespeare, 2008.
8. Shakespeare, William. *A Midsummer Night's Dream*. Edited by Sukanta Chaudhuri, Bloomsbury Arden Shakespeare, 2017.
9. Bradley, A. C. Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth. 2ed. Macmillan, 1905.
10. Chambers, K. The Elizabethan Stage, 4 Volumes. 2nd Clarendon Press, 1923.
11. Dillon, J. The Cambridge Introduction to Shakespeare's Tragedies. CUP, 2007.
12. Halliday, F. E. A Shakespeare Companion. Penguin, 1964.
13. Hopkins, L. Beginning Shakespeare. MUP, 2005.

Websites and eLearning Sources:

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

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

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
6	25UEN63CC14		Core Course - 14: Shakespeare					6	4		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of Cos
CO1	2	3	2	2	3	3	2	1	3	2	2.2
CO2	3	1	3	3	2	2	1	3	2	3	2.3
CO3	2	3	1	3	2	2	3	1	3	2	2.2
CO4	3	3	2	3	1	3	3	2	3	1	2.4
CO5	1	3	3	2	3	1	3	2	3	3	2.4
Mean Overall Score										2.3 (High)	

Semester	Course Code	Title of the Course	Hours/Weeks	Credits
6	25UEN63CC15	Core Course - 15: English Language Teaching: Theory and Practice	6	3

Course Objectives				
To trace the evolution of English language teaching in India, including key policies and socio-political influences that have shaped its development.				
To examine pedagogical, institutional, and socio-cultural challenges in English language teaching and explore effective solutions for diverse classroom settings.				
To compare and contrast major theories of language learning and teaching approaches, and apply them to real classroom scenarios.				
To design and implement classroom activities that enhance listening, reading, speaking, and writing skills, incorporating appropriate techniques and assessments.				
To promote learner autonomy, and culturally responsive teaching to create engaging and inclusive English language learning environments.				

UNIT I: Evolution of ELT in India

(18 Hours)

1. History of English in India (introduction of English in India; Macaulay' Minute – 1835; post-independence shifts from English-medium elitism to mass education)
2. National Education Policies and Planning (Kothari Commission; NCF 2005 & 2023; NEP 2020; impact on ELT)
3. Roles of English in Multilingual India (English as a lingua franca, library language, Second Language (ESL), Foreign Language (EFL), and International Language (EIL); regional variations in English learning)
4. Practice: Group Discussion on language policies and their impact on ELT in India

UNIT II: Challenges and Solutions

(18 Hours)

1. Pedagogical and Curriculum-related: Challenges (traditional versus communicative teaching methods; overloaded syllabus; lack of contextualisation in textbooks; assessment focused learning over skill development); Solutions (making input meaningful to learners; integrating authentic materials to supplement textbooks)
2. Institutional and Learner-related: Challenges (large class sizes; shortage of trained English teachers; varied proficiency levels; lack of external exposure, motivation and attitude towards learning English); Solutions (classroom management skills; peer and group activities)
3. Socio-Cultural and Language-related: Issues (mother tongue influence; multilingualism and code-switching; socio-economic disparities affecting access to English education); Solutions (translanguaging techniques; context-based and culturally responsive teaching)
4. Practice: Mini-presentations by students proposing innovative and practical solutions

UNIT III: Approaches To ELT

(18 Hours)

1. Theories of language learning (The mind is computer; Explicit and Implicit knowledge; Language is forming habits; Language is communication; Language is grammar and vocabulary; The role of other languages; Learning is about people)
2. Approach, method, procedure and technique
3. Understanding Learners (age, learner differences, motivation, levels, learner autonomy); Shift from teacher-centred to learner-centred approaches
4. Practice: Observation and analysis of real classroom scenarios to identify underlying teaching approaches and language learning theories

UNIT IV: Teaching Receptive Skills

(18 Hours)

1. Teaching Listening Skills: Types of listening (extensive versus intensive; bottom-up versus top-down processing); Strategies for developing listening comprehension (predicting, inferring, note-taking, summarising); Using authentic materials (podcasts, conversations, audiovisual resources); Difficulties in developing listening skills (fast speech, accents, background noise, lack of visual cues)

- Teaching Reading Skills: Reading strategies (skimming, scanning, SQ3R, intensive versus extensive reading); Developing vocabulary through reading (lexical inferencing, collocations, corpus-based learning); Difficulties in developing reading skills (low reading motivation, varied proficiency levels, lack of background knowledge)
- Assessing Receptive Skills: Designing effective listening and reading assessments (dictation, cloze tests, comprehension questions, summarisation tasks); Technology in assessing listening and reading skills
- Practice: Designing and delivering classroom activities for listening and reading skills

UNIT V: Teaching Productive Skills

(18 Hours)

- Teaching Speaking Skills: Elements of speaking (fluency, accuracy, appropriacy, and pronunciation); Speaking activity types (acting from scripts, communication games, discussion, prepared talks, questionnaires, simulation, role-play, storytelling); Overcoming common challenges (hesitation, pronunciation issues, mother tongue influence)
- Teaching Writing Skills: Approaches (product-based, process-based and genre-based approaches) Stages of writing (pre-writing, drafting, revising, editing, and proofreading); Developing writing fluency (controlled, guided, and free writing tasks)
- Assessing Productive Skills: Formative and summative assessment of speaking and writing; Error correction and feedback (use of rubrics, self-assessment, peer and teacher feedback)
- Practice: Designing and delivering classroom activities for speaking and writing skills

Teaching Methodology	Lectures, Presentations, Demonstrations, Discussions, Case Studies, Observation, Hands-on Activities, and Peer-Review Tasks
Assessment Methods	Online Test, Group discussion, Mini-presentations, Micro-teaching

Books for Study:

- Krishnaswamy, N. & Lalitha Krishnaswamy. *The Story of English in India*. CUP, 2006.
- Richards, J. C., & Rodgers, T. S. *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press, 2014.
- Harmer, J. *The Practice of English Language Teaching* (4th ed.). Pearson Education, 2007.
- Scrivener, Jim. *Learning Teaching: The Essential Guide to English Language Teaching* (3rd ed.). Macmillan Education, 2011.
- García, O., & Wei, L. *Translanguaging: Language, Bilingualism and Education*. Palgrave Macmillan, 2014.

Books for Reference:

- Education Commission (1964-66). (1966). *Education and national development: Report of the Education Commission, 1964-66* (Kothari Commission Report). Government of India.
- National Council of Educational Research and Training. (2005). *National curriculum framework 2005*. NCERT.
- National Council of Educational Research and Training. (2023). *National curriculum framework for school education 2023*. NCERT.
- Ministry of Education, Government of India. (2020). *National education policy 2020*. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Kachru, Braj B. *The Indianization of English: The English Language in India*. Oxford University Press, 1983.
- Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Postmethod*. Routledge.
- Larsen-Freeman, D., & Anderson, M. *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press, 2011.
- Canagarajah, S. (2013). *Translingual Practice: Global Englishes and Cosmopolitan Relations*. Routledge.
- Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). Pearson Education.

9. Pennycook, A. *English and the Discourses of Colonialism*. Routledge, 1998. 11. Ramanathan, V. *The English-Vernacular Divide: Postcolonial Language Politics and Practice*. Multilingual Matters, 2005.
11. Sachdeva, Rajesh & Rama Kant Agnihotri. *Being and Becoming Multilingual*. Orient BlackSwan, 2021.
12. Agnihotri, Rama Kant & Rajendra Singh. *Indian English: Towards a New Paradigm*. Orient BlackSwan, 2017.
13. Nation, I.S.P., & Newton, J. *Teaching ESL/EFL Listening and Speaking*. Routledge, 2009. 15. Nation, I.S.P. *Teaching ESL/EFL Reading and Writing*. Routledge, 2009.
14. Thornbury, Scott. *How to Teach Grammar*. Pearson, 1999.

Websites and eLearning Sources:

1. Meganathan, Ramanujam. "English Language Education Situation in India: Pedagogical Perspectives" <https://files.eric.ed.gov/fulltext/EJ1422820.pdf>
2. Tsimpli, Ianthi Maria and Anusha Balasubramanian. "Multilingualism, linguistic diversity, and English in India" in *Current Perspectives on Generative SLA - Processing, Influence, and Interfaces*. Ed. by Marta Velníć, Anne Dahl and Kjersti Faldet Listhaug. 2024. pp. 374– 400. <https://benjamins.com/catalog/lald.70.15tsi>
3. https://www.research-collection.ethz.ch/bitstream/handle/20.500.11850/488878/10.1515_ijsl-2017-0019.pdf?sequence=2

CO No.	Course Outcomes		Cognitive Levels (K-Level)
	CO-Statements		
	On successful completion of this course, the students will be able to		
CO1	Identify key historical milestones, policies, and challenges that have influenced English language teaching (ELT) in India.		K1
CO2	Explain major theories of language learning and their implications for English language teaching methodologies.		K2
CO3	Design classroom activities that incorporate effective strategies for teaching and assessing receptive and productive skills in ELT.		K3
CO4	Examine the effectiveness of different teaching approaches by evaluating real classroom scenarios and learner responses.		K4
CO5	Assess and critique various ELT strategies, methods, and policies to recommend improvements for diverse teaching and learning contexts.		K5

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
6	25UEN63CC15		Core Course - 15: English Language Teaching: Theory & Practice					6	3		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of Cos
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3
Mean Overall Score										3 (High)	

Semester	Course Code	Title of the Course	Hours / Weeks	Credits
6	25UEN63ES03A	Discipline Specific Elective – 3: Short Stories of the World	4	3

Course Objectives
To identify and discuss the themes and stylistic features of a short story
To summarize the different types of points of view used in short stories
To apply knowledge of setting to describe how setting influences the plot of a chosen story
To analyse and interpret short stories from diverse cultural and historical contexts
To evaluate the effectiveness of each author's narrative techniques

UNIT I **(12 Hours)**

1. Leo Tolstoy (1828-1910) : “How Much Land Does a Man Need?”
2. Franz Kafka (1883–1924) : “The Married Couple”
3. Selma Lagerlöf (1858 -1940) : “The Outlaws”

UNIT II **(12 Hours)**

5. Lord Dunsany (1878-1957) : “Where the Tides Ebb and Flow”
6. D.H. Lawrence (1885-1930) : “The Blind Man”
7. Joseph Conrad (1857-1924) : “The Black Mate”

UNIT III **(12 Hours)**

8. Katherine Mansfield (1888-1923) : “Life of Ma Parker”
9. O. Henry (1862-1910) : “Fox in the Morning”
10. Shirley Jackson (1916-1965) : “The Lottery”

UNIT IV **(12 Hours)**

11. Rabindranath Tagore (1861-1941) : “My Lord, the Baby”
12. R. K. Narayan (1906-2001) : “A Snake in the Grass”
13. S. Raja Ratnam (1915-2006) : “Drought”

UNIT V **(12 Hours)**

14. Pu Songling (1640-1715) : “The Princess Lily”
15. Olive Schreiner (1855-1930) : “The Buddhist Priest’s Wife”
16. Jamaica Kincaid (1949-) : “Girl”

Teaching Methodology	Close reading techniques, create storyboards, multi-sensory learning, Chart, PPT.
Assessment Methods	MCQ tests, assignments, Seminars, ppt presentation, story telling

Books for Study:

1. Selected Short stories of the World. Maple Press, 2010.
2. Narayan, R. K. *Under the Banyan Tree & Other Stories*. Indian Thought Publications, 1992.
3. Contemporary American Short Stories. Maple Press, 2009.

Books for Reference:

1. Matthews, Brander. *The Philosophy of the Short-Story*. New York: Longman, 1901.

Websites and eLearning Sources:

1. <http://www.worlddreambank.org/P/PRINLILY.HTM>
2. https://americanliterature.com/author/shirley-jackson/short-story/the-lottery/#google_vignette
3. <https://cracklemountain.blogspot.com/2006/07/princess-lily-chinese-folktale.html>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Identify and discuss the major themes and stylistic features present in a variety of short stories	K1
CO2	Understand the different types of points of view employed in short stories and explain their effect	K2
CO3	Apply the concept of internal and external conflict to a character and then demonstrate how those conflicts impact the characters' actions	K3
CO4	Analyse the author's use of literary devices such as imagery, metaphor, simile, and irony, and their contribution to the overall meaning and impact of the story.	K4
CO5	Evaluate the effectiveness of an author's narrative techniques, justifying their judgments with textual evidence	K5

Relationship Matrix										
Semester	Course Code		Title of the Course				Hours		Credits	
6	25UEN63ES03A		Discipline Specific Elective – 3: Short Stories of the World				4		3	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	2	2	2	3
CO2	3	3	3	3	3	3	2	2	1	3
CO3	3	3	3	3	3	3	3	2	2	3
CO4	3	1	2	2	2	3	2	1	2	3
CO5	1	1	1	1	1	3	2	1	2	3
Mean Overall Score										2.34 (High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
6	25UEN63ES03B	Discipline Specific Elective - 3: Stylistics	4	3

Course Objectives	
To understand the fundamental concepts of stylistics, including its scope and nature.	
To explore the role of phonological, graphological, lexical, syntactic, semantic, and discourse features in stylistic analysis.	
To develop students' ability to analyse literary and non-literary texts using stylistic tools.	
To encourage interdisciplinary connections between stylistics and other fields such as linguistics, literature, and communication	
To foster students' ability to use stylistic principles in their own creative writing and editing.	

UNIT I: Fundamentals of Stylistics (12 Hours)

1. Defining Stylistics: Scope, Nature, and History
2. Stylistics vs. Literary Criticism vs. Linguistics
3. Objective vs. Subjective Stylistics

UNIT II: Phonological & Graphological Stylistics (12 Hours)

1. Phonological Stylistics: Sound Symbolism, Alliteration, Assonance, Consonance, Euphony and Cacophony, Meter, Rhyme, Rhythm, Tempo.
2. Literary Application: "We Real Cool" by Gwendolyn Brooks
3. Graphological Stylistics: Punctuation, Capitalization, Typographical Variations, Visual Poetry
Literary Application: "I (a)" by e.e. cummings

UNIT III: Lexical & Syntactic Stylistics (12 Hours)

1. Lexical Stylistics: Word Choice, Diction, Lexical Fields, Figurative Language, Connotation and Denotation, Idioms and Collocations, Lexical Density and Variety.
2. Literary Application: "We Shall Fight on the Beaches" by Winston Churchill
3. Syntactic Stylistics: Sentence Structure, Syntactic Ambiguity, Sentence Mood, Clause Types, Fronting and End-Weight, Word Order, Deviation, Parallelism, Cohesion, Coherence Literary Application: "Hills Like White Elephants" by Ernest Hemingway

UNIT IV: Semantic & Discourse Stylistics (12 Hours)

1. Semantic Stylistics: Meaning, Ambiguity, Deixis, Implicature, Polysemy, Pragmatics, Presupposition, Semantic Fields
2. Literary Application: "The Red Wheelbarrow" by William Carlos Williams
3. Discourse Stylistics: Narrative Structure, Point of View, Dialogue, Discourse Markers, Register, Genre, Turn-Taking, Speech Act
4. Literary Application: "A Rose for Emily" by William Faulkner

UNIT V: Applied Stylistics (12 Hours)

1. Stylistics and Creative Writing (Prose and Poetry)
2. Editing and Revision through Stylistic Awareness

Teaching Methodology	Lecture & Discussion, Close Reading & Analysis, Workshops & Hands-on Activities
Assessment Methods	MCQ tests, assignments, Seminars, ppt presentation

Books for Study:

1. Simpson, Paul. *Stylistics: A Resource Book for Students*. Routledge, 2004.
2. Wales, Katie. *A Dictionary of Stylistics*. 2nd ed., Routledge, 2001.
3. Yule, George. *The Study of Language*. Cambridge UP, 2010.

Books for Reference:

1. Leech, Geoffrey. *A Linguistic Guide to English Poetry*. Longman, 1969.

2. Carter, Ronald, and Peter Stockwell, editors. *The Language and Literature Reader*. Routledge, 2008.

Websites and eLearning Sources:

1. General Writing Introduction - Purdue OWL® - Purdue University
2. English-Corpora: COCA

CO No.	Course Outcomes		Cognitive Levels (K-Level)	
	CO-Statements			
	On successful completion of this course, the students will be able to			
CO1	Recall definitions and scope of stylistics.		K1	
CO2	Explain the historical development of stylistics and its interdisciplinary connections.		K2	
CO3	Apply phonological, graphological, lexical, and syntactic analysis to texts.		K3	
CO4	Analyze semantic and discourse features in literary and non-literary texts.		K4	
CO5	Evaluate the effectiveness of stylistic choices in texts and creative writing.		K5	

Relationship Matrix										
Semester	Course Code		Title of the Course					Hours	Credits	
6	25UEN63ES03B		Discipline Specific Elective - 3: Stylistics					4	3	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	1	2	1	1	2	1	1	1
CO2	2	1	1	2	3	1	3	1	1	2
CO3	3	2	2	2	2	1	2	2	1	2
CO4	2	2	1	2	1	1	3	2	1	3
CO5	3	2	2	2	3	1	3	2	2	3
Mean Overall Score										1.8 (Medium)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
6	25UEN63ES04A	Discipline Specific Elective 4: Artificial Intelligence in Language and Literature	4	3

Course Objectives	
To present the basic concepts and techniques of AI.	
To comprehend AI-driven tools in interpreting literary texts.	
To explore how AI influences linguistic creativity in literature.	
To generate narratives, poetry, and fiction assisted by AI.	
To raise awareness of the ethical implications associated with AI-driven literary practices	

UNIT I: The State of AI Today (12 Hours)

1. Neural Networks
2. Deep Learning
3. Natural Language Processing

UNIT II: AI in Literary Text Analysis (12 Hours)

3. Computational Stylometry
4. Sentiment Analysis and Topic Modelling
5. Text Mining and Trend Analysis

UNIT III: AI and Linguistic Creativity in Literature (12 Hours)

6. AI in Narrative Structure
7. Language Models in Creative Storytelling
8. AI and Literary Style Imitation

UNIT IV: AI and Literary Creation (12 Hours)

9. AI Tools for Creative Writing
10. Producing Innovative Literary Forms and Structures
11. Human-AI Collaboration in Writing

UNIT V: Ethical Considerations of AI Use (12 Hours)

12. AI-driven literary Forms and Practices
13. Copyright, Ownership and Authorship of AI-generated Works
14. Cultural Impact of AI

Teaching Methodology	Interactive Lectures, Case Studies, Discussions, Interactive Demonstration
Assessment Methods	Written reports, Seminars, Snap Tests, MCQs

Books for Study:

1. Hayles, N. K. (2002). *Writing machines*. MIT Press.
2. Jurafsky, D. & Martin, J. H. (2020). *Speech and language processing: An introduction to natural language processing, computational linguistics, and speech recognition* (3rd ed.). Pearson.
3. O'Hara, K. (2018). *Computational stylistics: Automating the analysis of style*. Springer.
4. Southern, T. (2022). *Creative AI: The ethics of human-machine collaboration*. New York, NY: Routledge.

Books for Reference:

1. Feldman, R. & Sanger, J. (2007). *The text mining handbook: Advanced approaches in analyzing unstructured data*. Cambridge University Press.
2. Kestemont, M. & Van Gorp, H. (2015). *Stylometry and authorship attribution*. Springer.
3. Kurzweil, R. (2005). *The singularity is near: When humans transcend biology*. Viking.
4. McCormack, J., Hutchings, P. & Hutchings, P. (2019). *Art and artificial intelligence: Creative collaboration*. Routledge.
5. Elkins, J. (2019). *Artificial intelligence and creativity: An interdisciplinary approach*. Springer.

Websites and eLearning Sources:

1. <https://www.cambridge.org/core/journals/behavioral-and-brain-sciences/article/abs/minds-brains-and-programs/DC644B47A4299C637C89772FACC2706A>
2. Can literature survive Artificial Intelligence? <https://www.youtube.com/watch?v=m65HkcZm04E>
3. Impact of AI to literature | Galina Yuzevovich | TEDxEleftheriaSquare <https://www.youtube.com/watch?v=jkXVDp6heCU>
4. Ai and The Future of Human Creativity | Hariom Seth | TEDxIMS <https://www.youtube.com/watch?v=ADiSBCFFYb0>
5. The Future of AI | Peter Graf | TEDxSonomaCounty <https://www.youtube.com/watch?v=KKYfxxyKNPCc>
6. Machine Learning, AI, and the Future of Education | Marc Natanagara | TEDxBrookdaleCommunityCollege <https://www.youtube.com/watch?v=gjDPtzJQnyM>
7. Should we let students use ChatGPT? | Natasha Berg | TEDxSiouxFalls <https://www.youtube.com/watch?v=ogcSQ-cFRVM>
8. https://aipublications.com/uploads/issue_files/5IJLLC-AUG20241-TheImpact.pdf. DOI: <https://dx.doi.org/10.22161/ijllc.4.4.5>
9. <https://annenberg.usc.edu/news/classroom-and-beyond/storytelling-age-artificial-intelligence> 10. <https://narrativefirst.com/articles/modeling-meaningful-storytelling-with-ai/>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Recall key concepts of AI for literary analysis and creation.	K1
CO2	Explain how AI tools are applied to analyse and create literary texts	K2
CO3	Apply AI techniques to generate and analyse literary texts	K3
CO4	Analyse the impact of AI on language and literature.	K4
CO5	Assess the impact of AI on language and literature, along with the ethical challenges it presents.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
6	25UEN63ES04A		Discipline Specific Elective - 4: Artificial Intelligence in Language and Literature					4	3		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of Cos
CO1	2	3	3	2	2	3	2	2	3	2	2.4
CO2	2	3	2	3	2	3	2	3	3	1	2.4
CO3	3	2	2	2	1	3	3	2	3	3	2.4
CO4	3	3	2	3	2	3	3	2	3	2	2.6
CO5	2	2	3	2	2	3	2	3	2	3	2.4
Mean Overall Score										2.44 (High)	

Semester	Course Code	Title of the Course	Hours / Weeks	Credits
6	25UEN63ES04B	Discipline Specific Elective - 4: Film Appreciation	4	3

Course Objectives	
To recognise and understand film as both an art form and a medium of visual storytelling	
To acquire knowledge of key cinematic concepts, techniques, and historical developments in film	
To explore and analyse the cultural, social, and ideological influences of cinema in shaping narratives and perspectives	
To critically interpret cinematic works through aesthetic and cultural frameworks, evaluating their artistic and thematic significance	
To apply theoretical frameworks and critical methodologies for in-depth analysis and evaluation of films and their intricate details	

UNIT I: Understanding Film Appreciation (12 Hours)

1. What is Film? Why Study Film? – Elements of cinema: Visual, Sound, Editing, Narrative.
2. What is Film Appreciation? – Key concepts and terminology in film analysis.
3. Importance of Film in Contemporary Culture – Films as social, cultural, and political reflections.
4. Screening & Discussion: *Workers Leaving the Lumière Factory* (1895), *A Trip to the Moon* (1902).

UNIT II: Film Genre: Major & Minor (12 Hours)

5. Understanding Film Genres – Narrative, Avant-Garde, Documentary.
6. Mainstream Genres – Action, Thriller, Melodrama, Comedy, Horror, Western, Animation.
7. Alternative & Cultural Genres – Mythological, Historical, Expressionism, Film Noir. Screening & Discussion: *Breathless* (1960), *Rome Open City* (1945).

UNIT III: Narrative & Adaptation in Cinema (12 Hours)

8. The Three-Act Structure & Alternative Storytelling – Classical vs. Non-linear narratives.
9. Adapting History & Literature – Types of adaptations;
10. Case Study: *Romeo and Juliet* (1996) vs. *Shakespeare in Love* (1998).
11. Inspiration vs. Plagiarism – Ethical concerns in remakes.
12. Screening & Discussion: *Rashomon* (1950), *Bicycle Thieves* (1948).

UNIT IV: Approaches In Film: Micro and Macro Approaches (12 Hours)

13. Micro Analysis: Scene breakdown, cinematography, sound, mise-en-scène.
14. Macro Analysis: Narrative structure, themes, ideology, representation.
15. Case studies: *The Godfather* (Auteur Theory), *Jai Bhim 2021 (Caste Representation)*. Screening & Discussion: *Mother India* (1957), *The Battle of Algiers* (1966).

UNIT V: The Art of Film Reviewing (12 Hours)

16. How to Analyse a Film? – Narrative, visual style, symbolism, and metaphors.
17. The Four Functions of Film Reviewing – Descriptive, Analytical, Evaluative, Thematic.
18. Writing a Film Review – Structure, common pitfalls, and practical exercise.
19. Screening & Review: *Kahaani* (2012).
20. Major Component/Project: – Film Critique & Presentation
 - Students select a film, conduct an analysis, and present findings.
 - Group discussions and peer feedback.

Suggested Films to Watch
Pather Panchali, Jukti Takko Aar Gappo, Swayamvaram, Mogamul, Aval Appadithan, The Cabinet of Dr. Caligari, Metropolis, The Searchers, La Grande Illusion, Wild Strawberries, A Space Odyssey, Stalker, Battleship Potemkin, Agraharathil Kazhuthai, Uttarayanam, The Godfather, Bi-Cycle Thieves, City Lights, Psycho, 3- Iron, Elippathayam, Chidambaram, The Citizen Kane, Taxi Driver, Pulp Fiction, Seven Samurai, 8 1/2, Blue Velvet and 12 Angry Men.

Teaching Methodology	Screening Films and Documentary videos, PPT, discussions
Assessment Methods	Movie Review, Quiz and Group Discussion

Books for Study:

All the following textbooks are available at <http://en.bookfi.net>]

1. Villarejo, Amy. *Film Studies: The Basics*. 2nd ed., Routledge, 2013.
2. Giannetti, Louis. *Understanding Movies*. Pearson, 2014.
3. Hayward, Susan. *Cinema Studies: The Key Concepts*. Routledge, 1996.
4. Monaco, James. *How to Read a Film*. Oxford University Press, 2000.
5. Bordwell, David & Thompson, Kristin *Film Art: An Introduction* McGraw-Hill, 2016.
6. Mishra, Vijay *Bollywood Cinema: Temples of Desire*, Routledge, 2013.
7. A Nowell-Smith, *The Oxford History of World Cinema* Oxford University Press, 1999.
8. Abrams, Nathan, et al. *Studying Film*. 2nd ed., Hodder Arnold, 2010.
9. Buckland, Warren. *Film Studies: Flash Everything You Need to Get Started*. Hodder Education, 2012.
10. Davis, Glyn, et al. *Film Studies: A Global Introduction*. Routledge, 2015.
11. Mackendrick, Alexander. *On Film Making*. Faber & Faber, 2006.

Books for Reference:

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

Websites and eLearning Sources:

1. "How to Analyse a Film". *Courses. Lumenlearning. Com*, 2021, <https://courses.lumenlearning.com/introliterature/chapter/how-to-analyze-a-film/>. Accessed 20 Apr 2021.

CO No.	Course Outcomes	
	CO-Statements	
	On successful completion of this course, the students will be able to	
CO1	Recognise film as a distinct art form and effectively articulate its role as a medium for visual storytelling	K1
CO2	Demonstrate knowledge of essential cinematic concepts, techniques, and the historical evolution of cinema, applying this understanding in film analysis	K2
CO3	Analyse and discuss the cultural, social, and ideological impacts of cinema, recognising how films reflect and influence societal issues	K3
CO4	Critically interpret films using aesthetic and cultural perspectives, identifying how these values shape the meaning and reception of a film	K4
CO5	Apply relevant theoretical frameworks and critical methodologies to analyse films in-depth, assessing both their components and overall impact	K5

Relationship Matrix										
Semester	Course Code		Title of the Course					Hours	Credits	
6	25UEN54ES04B		Discipline Specific Elective - 4: Film Appreciation					4	3	
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	1	1	3	3	3	2	2	2
CO2	3	3	2	3	2	2	3	3	3	3
CO3	2	3	1	2	2	2	2	2	2	3
CO4	3	3	3	2	1	2	2	3	3	3
CO5	3	3	3	1	3	2	3	3	3	3
Mean Overall Score										2.28 (High)

Semester	Course Code	Title of the Course	Hours/ Weeks	Credits
6	25UEN64OE02	Open Elective – 2: English for Employability	4	2

Course Objectives
To strengthen the language skills of the students for competitive exams
To enhance verbal and grammatical reasoning
To improve reading comprehension and writing skills
To develop rhetorical and critical writing skills
To prepare students for various competitive exams.

UNIT I (12 Hours)

1. Error Spotting Rules and Exercise
2. One Word Substitute, Homophones, Homonyms, Analogies
3. Reading Comprehension
4. Cloze Test

UNIT II (12 Hours)

5. Business writing: 4 Key Elements, Key Principles
6. Writing Business Letters, Writing Internship Cover Letter, Thankyou Letter after Interview Group Discussion: Do's and Don'ts, Effective Language Use in GDs

UNIT III (12 Hours)

7. Writing Report: Mechanics of Report writing, Writing Long Reports, Short Reports, and Recommendations
8. Writing Meeting Minutes
9. Writing Proposals
10. Note Making and Summarizing

UNIT IV (12 Hours)

11. Telephonic Skills
12. Writing film and Book reviews
13. Essay Writing
14. Public Speaking: Types and Skills Needed

UNIT V (12 Hours)

15. Resume and Job cover letter writing.
16. Interviews & Types of Interviews: Things to do before, during, and after interview, Getting Interview Feedback
17. Mock Interviews

Teaching Methodology	PPT, Flipped Classroom, Blended Learning
Assessment Methods	Group Discussion, Mock Interviews, Assignments, Online Assessment Tasks

Books for Study:

1. Pillai, Radhakrishna G. *English Grammar and Composition*. Emerald Publishers, 2002.
2. Prasad, Hari M., and Uma R. Shina. *Objective English for Competitive Examination*. Tata McGraw-Hill Education, 2005.
3. Krishnaswamy, N. *Modern English: A Book of Grammar, Usage, and Composition*. Laxmi Publishers, 2000.
4. Mukhopadhyay, Lina, et al. *English for Jobseekers: Language and Soft Skills for the Aspiring*. Foundation Books, 2013.

Books for Reference:

1. Bhatnagar, R. P. *English for Competitive Examination*. Laxmi Publishers India, 2009.
2. Taylor, Grant. *English Conversation Practice*, Tata McGraw-Hill Publishing Company Limited, New Delhi, 1975.

3. Sadanand, Kamlesh and Punitha, Susheela. Spoken English- A Foundation Course (Part 1 & Part 2) Orient Longman Private Limited, Hyderabad, 2008.
4. Gupta, Nikhil. *BlackBook of English Vocabulary*. May 2024.
5. Disha Experts. *General English for Competitive Exams - SSC/ Banking/ NRA CET/ CUET/ Defence/ Insurance - 3rd Edition*. 17 June 2022, Disha Publications.

Websites and eLearning Sources:

1. <https://leverageedu.com/blog/english-for-competitive-exams/>
2. https://mis.alagappauniversity.ac.in/siteAdmin/dde admin/uploads/5/_UG_B.A._English_112%2052_English%20for%20Competitive%20Examinations_3838.pdf
3. https://hub.rgukt.ac.in/hub/notice/download/notice.upload_attach.ac795cc1691b9b18.53594c4c41425553204f462045322d5353312d53454d312e706466.pdf
4. https://onlinecourses.nptel.ac.in/noc24_hs73/preview
5. <https://medium.com/@examsbook/general-english-questions-and-answers-for-competitive-exam-a64237f49f3e>

Course Outcomes		
CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	Gain the language skills needed to crack competitive examinations	K1
CO2	Exhibit verbal and grammatical reasoning	K2
CO3	Tackle reading comprehension and writing skills	K3
CO4	Exhibit rhetorical and critical writing skills	K4
CO5	Crack various competitive exams.	K5

Relationship Matrix											
Semester	Course Code		Title of the Course					Hours	Credits		
6	25UEN64OE02		Open Elective - 2: English for Employability					4	2		
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				Mean Score of Cos	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	2	3	3	3	2	3	3	3	2	3	2.7
CO3	3	3	3	2	3	3	3	3	3	3	2.9
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3	3	2.9
Mean Overall Score										2.9 (High)	