

# **DEPARTMENT OF ENGLISH**

## **COURSE STRUCTURE & SYLLABI** (For the students admitted from year 2023-2024 onwards)

**Programme : B.A. English**



**JAMAL MOHAMED COLLEGE (AUTONOMOUS)**  
Accredited with A++ Grade by NAAC (4<sup>th</sup> Cycle) with CGPA 3.69 out of 4.0  
(Affiliated to Bharathidasan University)  
**TIRUCHIRAPPALLI – 620 020**

# B.A. ENGLISH

Sem	Course Code	Part	Course Category	Course Title	Ins. Hrs/ Week	Credit	Marks		Total	
							CIA	ESE		
I	23U1LT1/LA1/ LF1/LH1/LU1	I	Language - I		6	3	25	75	100	
	23UCN1LE1	II	English - I	English for Communication - I	6	3	25	75	100	
	23UEN1CC1	III	Core - I	Prose	4	4	25	75	100	
	23UEN1CC2		Core - II	Short Stories	4	4	25	75	100	
	23UEN1AC1		Allied - I	Social History of England - I	4	4	25	75	100	
	23UEN1AC2		Allied - II	Literary Forms	4	4	25	75	100	
	23UCN1AE1	IV	AECC - I	Value Education	2	2	-	100	100	
	Total				30	24			700	
II	23U2LT2/LA2/ LF2/LH2/LU2	I	Language - II		6	3	25	75	100	
	23UCN2LE2	II	English - II	English for Communication - II	6	3	25	75	100	
	23UEN2CC3	III	Core - III	Poetry - I	4	4	25	75	100	
	23UEN2CC4		Core - IV	Fiction - I	4	4	25	75	100	
	23UEN2AC3		Allied - III	Social History of England - II	4	3	25	75	100	
	23UEN2AC4		Allied - IV	History of English Literature - I	4	3	25	75	100	
	23UCN2SS	IV	Soft Skills Development	Soft Skills Development	2	2	-	100	100	
	23UCN2CO	V	Community Outreach	JAMCROP	-	@	-	-	@	
23U2BT1 / 23U2AT1		Basic Tamil - I / Advanced Tamil – I	எழுத்தும் இலக்கியமும் அறிமுகம் - I / தமிழ் இலக்கியமும் வரலாறும் - I	-	-	-	100 #	-		
	Total				30	22			700	
III	23U3LT3/LA3/ LF3/LH3/LU3	I	Language - III		6	3	25	75	100	
	23UCN3LE3	II	English - III	English for Communication - III	6	3	25	75	100	
	23UEN3CC5	III	Core - V	Modern Prose	4	4	25	75	100	
	23UEN3CC6		Core - VI	Fiction - II	4	4	25	75	100	
	23UEN3AC5		Allied - V	History of English Literature - II	3	2	25	75	100	
	23UEN3AC6		Allied - VI	Grammar and Usage	3	2	25	75	100	
	23UEN3GE1	IV	Generic Elective - I		2	2	-	100	100	
	23UCN3AE2		AECC - II	Environmental Studies	2	2	-	100	100	
	Total				30	22			800	
IV	23U4LT4/LA4/ LF4/LH4/LU4	I	Language - IV		6	3	25	75	100	
	23UCN4LE4	II	English - IV	English for Communication - IV	6	3	25	75	100	
	23UEN4CC7	III	Core - VII	Poetry - II	4	4	25	75	100	
	23UEN4CC8		Core - VIII	Rabindranath Tagore - An in-depth Study	4	4	25	75	100	
	23UEN4AC7		Allied - VII	English Language and Linguistics	4	3	25	75	100	
	23UEN4AC8		Allied - VIII	Journalism and Mass Communication	4	3	25	75	100	
	23UEN4GE2	IV	Generic Elective - II		2	2	-	100	100	
	23UCN4EL		Experiential Learning	Field Visit	-	2	-	100	100	
	23UCN4EA	V	Extension Activities	NCC, NSS, etc.	-	1	-	-	-	
23U4BT2 / 23U4AT2		Basic Tamil - II / Advanced Tamil - II	எழுத்தும் இலக்கியமும் அறிமுகம் - II / தமிழ் இலக்கியமும் வரலாறும் - II	-	-	-	100 #	-		
	Total				30	25			800	
V	23UEN5CC9	III	Core - IX	Drama - I	6	5	25	75	100	
	23UEN5CC10		Core - X	Literary Criticism - I	5	5	25	75	100	
	23UEN5CC11		Core - XI	Indian Writing in English	5	5	25	75	100	
	23UEN5CC12		Core - XII	History of English Language and Phonetics	5	5	25	75	100	
	23UEN5DE1A/B	IV	Discipline Specific Elective - I		5	4	25	75	100	
	23UEN5SE1		Skill Enhancement Course - I	Personality Development	2	1	-	100	100	
	23UEN5SE2		Skill Enhancement Course - II	English Conversation Practice	2	1	-	100	100	
	23UEN5EC1		Extra Credit Course - I*	Online Course	-	*	-	-	-	
	Total				30	26			700	
VI	23UEN6CC13	III	Core - XIII	Literary Criticism - II	5	5	25	75	100	
	23UEN6CC14		Core - XIV	Drama - II	5	5	25	75	100	
	23UEN6CC15		Core - XV	American Literature	5	5	25	75	100	
	23UEN6CC16		Core - XVI	Shakespeare	5	5	25	75	100	
	23UEN6DE2A/B	III	Discipline Specific Elective - II		5	4	25	75	100	
	23UEN6DE3A/B		Discipline Specific Elective - III		4	4	25	75	100	
	23UCN6AE3	IV	AECC - III	Gender Studies	1	1	-	100	100	
	23UEN6EC2		Extra Credit Course - II*	Online Course	-	*	-	-	-	
	23UENECA		Extra Credit Course for all**	Online Course	-	**	-	-	-	
23UCN6ECA1	Extra Credit Course for all+		Entrepreneurship Development	-	+	-	-	-		
	* Programme Specific Online Course for Advanced Learners ** Any Online Course for Enhancing Additional Skills + Course for Enhancing Entrepreneurial Skills				Total	30	29			700
Grand Total						148			4400	

**PART - II – ENGLISH LANGUAGES**

Semester	Course Code	Course Title
I	23UCN1LE1	English for Communication - I
II	23UCN2LE2	English for Communication - II
III	23UCN3LE3	English for Communication - III
IV	23UCN4LE4	English for Communication - IV

**GENERIC ELECTIVE COURSES**

Semester	Course Code	Course Title
III	23UEN3GE1	Remedial English
IV	23UEN4GE2	English for Employability Skills

**# Self-Study Course – Basic and Advanced Tamil****(Applicable to the candidates admitted from the academic year 2023 -2024 onwards)**

Semester	Course Code	Course Title
II	23U2BT1	Basic Tamil – I (எழுத்தும் இலக்கியமும் அறிமுகம் - I)
	23U2AT1	Advanced Tamil – I (தமிழ் இலக்கியமும் வரலாறும் - I)
IV	23U4BT2	Basic Tamil – II (எழுத்தும் இலக்கியமும் அறிமுகம் - II)
	23U4AT2	Advanced Tamil – II (தமிழ் இலக்கியமும் வரலாறும் - II)

**Mandatory**

Basic Tamil Course - I and II are offered for the students who have not studied Tamil Language in their schools and college.

Advanced Tamil Course - I and II are offered for those who have studied Tamil Language in their schools but have opted for other languages under Part - I.

**DISCIPLINE SPECIFIC ELECTIVES**

Semester	Course Code	Course Title
V	23UEN5DE1A	English Language Teaching
	23UEN5DE1B	Eco Studies
VI	23UEN6DE2A	Commonwealth Literature
	23UEN6DE2B	Children's Literature
	23UEN6DE3A	Classics in Translation
	23UEN6DE3B	Translation: Theory and Practice

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
<b>I</b>	<b>23UCN1LE1</b>	<b>English - I</b>	<b>6</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Title</b>		<b>ENGLISH FOR COMMUNICATION - I</b>					

SYLLABUS		
Unit	Contents	Hours
<b>I</b>	<b>Poetry</b> 1.1 A Patch of Land - Subramania Bharati 1.2 The Sparrow - Paul Laurence Dunbar 1.3 A Nation's Strength – Ralph Waldo Emerson 1.4 Love Cycle - Chinua Achebe	<b>18</b>
<b>II</b>	<b>Prose</b> 2.1 JRD - Harish Bhat 2.2 Us and Them - David Sedaris From Dress Your Family in Corduroy and Denim 2.3 Uncle Podger Hangs a Picture - Jerome K Jerome	<b>18</b>
<b>III</b>	<b>Short Stories</b> 3.1 The Faltering Pendulum- Bhabani Bhattacharya 3.2 How I Taught my Grandmother to Read- Sudha Murthy 3.3 The Gold Frame- R.K. Laxman	<b>18</b>
<b>IV</b>	<b>Language Competency</b> 4.1 Vocabulary : Synonyms, Antonyms, Word Formation 4.2 Appropriate use of Articles and Parts of Speech 4.3 Error correction	<b>18</b>
<b>V</b>	<b>English for Workplace</b> 5.1 Self - introduction, Greetings 5.2 Introducing others 5.3 Listening for General and Specific Information 5.4 Listening to and Giving Instructions / Directions	<b>18</b>

#### Text Book(s):

1. Steel Hawk and other stories by Bhattacharya, Bhabani, New Delhi: Sahitya Akademi, 1967
2. How I taught my Grandmother to Read and other Stories, Murthy, Sudha, Penguin Books, India, 2004

#### Web Resource(s):

1. A patch of land by Subramania Bharati  
[https://www.tamildigitallibrary.in/admin/assets/book/TVA\\_BOK\\_0012732\\_Poems\\_of\\_Subramania\\_Bharati.pdf](https://www.tamildigitallibrary.in/admin/assets/book/TVA_BOK_0012732_Poems_of_Subramania_Bharati.pdf)
2. The Sparrow by Paul Laurence Dunbar <https://poets.org/poem/sparrow-0>
3. A Nation's Strength by Emerson <https://poets.org/poem/nations-strength>
4. Love cycle by Chinua Achebe : <https://www.best-poems.net/chinua-achebe/love-cycle.html>
- 5 JRD by Harish Bhat: <https://www.tata.com/newsroom/heritage/coffee-tea-jrd-tata-stories>
6. Us and Them by David Sedaris: From Dress Your Family in Corduroy and Denim  
<https://legacy.npr.org/programs/morning/features/2004/jun/sedaris/usandthem.html>
7. Uncle Podger Hangs a Picture: <http://rosyhunt.blogspot.com/2013/01/uncle-podger-hangs-picture.html>
8. The Gold Frame: <https://fybaenglish.blogspot.com/2018/12/the-gold-frame-r-k-laxman.html>

#### Reference Book(s):

1. English in use - A textbook for College Students (English ,Paper back, - T.Vijay Kumar, K Durga Bhavani, YL Srinivas
2. Practical English Usage - 4th Edition By Michael Swan

<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	To enhance the four skills of Communication – to listen proactively to speak fluently to read clearly and to write effectively.	<b>K1</b>
CO2	To develop active vocabulary through exposure to contemporary words & Idiomatic expressions.	<b>K2</b>
CO3	Enrich Social & life skills through the interaction with source material that would incorporate themes from the current contexts	<b>K3</b>
CO4	Adapt to an environment of cognitive and interactive skill development for a holistic life	<b>K4</b>
CO5	Ultimately develop abilities that would transform them into critical & competent users of the language	<b>K5</b>

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	3	2	2	2	2	3	2	2	3	3	<b>2.4</b>
<b>CO2</b>	2	3	3	2	3	2	3	3	3	2	<b>2.6</b>
<b>CO3</b>	2	2	3	3	3	3	3	3	2	3	<b>2.7</b>
<b>CO4</b>	3	3	2	3	2	3	2	3	3	2	<b>2.6</b>
<b>CO5</b>	3	3	3	2	3	2	3	3	3	3	<b>2.8</b>
<b>Mean Overall Score</b>											<b>13.1/5=2.62</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Recommended by. TANSCHÉ**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
<b>I</b>	<b>23UEN1CC1</b>	<b>Core - I</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Title</b>		<b>PROSE</b>					

SYLLABUS				
Unit	Contents			Hours
I	Francis Bacon	–	Of Nobility, Of Suspicion	12
	Richard Steele	–	The Spectator Club	
	*George Orwell	-	Bookshop Memories *	
II	A.G. Gardiner	–	A Fellow Traveller	12
	Charles Lamb	–	The Old and the New School Master	
	*James Joyce	–	Araby*	
III	G.K. Chesterton	–	On Running After One’s Hat	12
	J.B. Priestly	-	Travel By Train	
	*Latha Jagtiani	-	Daughter *	
IV	William Hazlitt	–	On the Ignorance of the Learned	12
	R.L. Stevenson	–	Walking Tours	
	*Helen Keller	-	My Teacher*	
V	E. V. Lucas	-	The Life Spherical	12
	Herman Wouk	-	A Talk on Advertising	
	* Kate Chopin	-	The Story of an Hour *	
VI	Current Trends (For CIA only)			
	Present position of the Genre - Prose			
	Arundathi Roy	-	End of Imagination	

\*.....\* Self study

Text Book(s):
<ol style="list-style-type: none"> <li>1. Bacon. Francis, <i>Bacon Essays</i>, Edited by Scott, Augusta Mary. Charles Scriber's Sons. NewYork, 1908. Chapter – XIV</li> <li>2. Nayar, M.G. Ed. <i>A Galaxy of English Essayists: From Bacon to Beerbohm</i>. Macmillan. 2012</li> <li>3. Lamb, Charles. <i>Essays of Elia</i>. Macmillan. 2004.</li> <li>4. Xavier. A.G. Ed. <i>An Anthology of Popular Essays and Poems</i>. Macmillan. 1988</li> <li>5. Robb, Cuthbert.W. Ed, <i>English Essays: A Representative Anthology</i>. Blackie &amp; Son. Ltd.1945.</li> <li>6. Hazlitt, William. <i>Selected Essays of William Hazlitt</i>. Macmillan. 1982</li> <li>7. Ramarao. Vimala. Ed. <i>Current Prose for Better Learning</i>. Macmillan. 1987</li> <li>8. Wethered H. N <i>Selected essays of E.V. Lucas</i>. Methuen &amp;Co Ltd, London 1954</li> <li>9. Prasad. B, <i>A Background to the Study of English Literature</i>, Macmillan India Limited 1999.</li> <li>10. Coates. Ken. Ed. <i>The Short Millenium? Spokesman</i>. January 2000. Chapter - 1</li> </ol>

<b>Reference Book(s):</b>
1. Victorian Prose and Poetry, Lionel Trilling and Harnold Blown, Oxford, London. 2. A New Anthology of English Prose, Prabhakar T Ed., The Diocesan Press, Madras. 3. Kumar, Ashok., et al., eds. Selected Essays: An Anthology of English Essays for Undergraduate Students. New Delhi: Orient Black Swan, 2014
<b>Web Resource(s):</b>
1. <a href="https://www.youtube.com/watch?v=CZ8NBUIzHtk">https://www.youtube.com/watch?v=CZ8NBUIzHtk</a> 2. <a href="https://doubtnut.com/questions-answers/window-view-by-robert-lynd-540012">https://doubtnut.com/questions-answers/window-view-by-robert-lynd-540012</a> 3. <a href="https://www.youtube.com/watch?v=3mPw8R-3Ae4">https://www.youtube.com/watch?v=3mPw8R-3Ae4</a>

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Identify simple facts and values presented in written text (literal comprehension).	K1
CO2	Develop interest and over literary pieces.	K2
CO3	Connect and discuss the text to other written passages and situations in life (inferential comprehension).	K3
CO4	Examine the issues discussed in the text in the socio-historic and cultural context.	K4
CO5	Evaluate about the written text's content (evaluative comprehension).	K5

**Relationship Matrix:**

Course Outcome s (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	2	3	2	3	3	3	2.6
CO2	2	3	3	3	3	2	3	3	3	2	2.5
CO3	2	2	3	3	3	3	3	3	2	3	2.7
CO4	3	3	2	3	2	3	2	3	3	2	2.6
CO5	3	3	3	2	3	2	3	3	3	3	2.8
Mean Overall Score											13.4/5=2.7
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Dr. M. Shajahan Sait**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
<b>I</b>	<b>23UEN1CC2</b>	<b>Core - II</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Title</b>		<b>SHORT STORIES</b>					

SYLLABUS				
Unit	Contents			Hours
<b>I</b>	R.K. Narayan – A Career Edgar Allan Poe – The Black Cat * Manoj Das - He who rode the Tiger *			<b>12</b>
<b>II</b>	K. A. Abbas – Sparrows O. Henry - An Unfinished Story * Maxim Gorky - The Mother of a Traitor *			<b>12</b>
<b>III</b>	H.G. Wells – The Empire of the Ants Rabindranath Tagore - Subha *Mark Twain - A True Story *			<b>12</b>
<b>IV</b>	Bhishm Sahni – The Boss Came to Dinner Anton Chekov – A Day in the Country *Edgar Allan Poe - Some Words with a Mummy*			<b>12</b>
<b>V</b>	Flash Fiction Italo Calvino - The Man who Shouted Teresa Lord Dunsany - The Guest Franz Kafka - Before the Law *Murli Das Melwani - Eight Rupees*			<b>12</b>
<b>VI</b>	<b>Current Trends (For CIA only)</b> Present state of the Genre – Short Stories Margaret Atwood – My Evil Mother			

\*.....\* Self study

Text Book(s):
1. Narayan. R.K, Under The Banyan Tree& Other Stories, Indian Thought Publication. 1992. Chapter – 6 Page no. 43 to 49. 2. Poe. Edgar Allan, The Black Cat, K-Kitap Projesi & Cheapest Books, 2019 3. Abbas. Khwaja Ahmad, Rice and Other Stories, Bombay: Kutub, 1947 Chapter – The Sparrows. 4. Henry. O, Selected Short stories. H.G. Wells & O’Henry. Shree Niwas Publications2011. Chapter-30 5. Wells, H.G, Selected Short stories. H.G. Wells & O’Henry. Shree Niwas Publications, 2011. Chapter – 5. 6. Tagore, Rabindranat. Subha Create Space Independent Publishing Platform 2014. 7. Sahni. Bhishma, The Boss Came to Dinner & Other Stories, Industrial Pr, 1975. 8. Chekov, Anton. Selected Short Stories of Anton Chekov, Maple Press. 2018 Chapter – 14 9. Calvino, Italo. The Man Who Shouted Teresa, Posted by Biblioklept, 2011 10. Dunsany, Lord. Fifty-One Tales, Public domain in the USA. 2005 11. Kafka Franz. Before the Law. Franz Kafka online 12. Prasad. B, A Background to the Study of English Literature, Macmillan India Limited1999. 13. Atwood Margaret, My Evil Mother. Amazon Original Stories.



<b>Reference Book(s):</b>
1.Spectrum- An Anthology of Short Stories, Ed. by J. Sasikumar, Orient BlackSwan,2012. 2.Modern Short Stories edited by M. Q. Khan, OUP 3.A Choice of Short Stories, OUP, 2006 (Ed. By Shakti Batra & P.S. Sidhu)
<b>Web Resource(s):</b>
1. <a href="https://www.cliffsnotes.com/literature/p/poes-short-stories/summary-and-analysis/the-black-cat">https://www.cliffsnotes.com/literature/p/poes-short-stories/summary-and-analysis/the-black-cat</a> 2. <a href="https://www.preservearticles.com/stories/the-boss-came-to-dinner-story-by-bhisham-sahni/5409">https://www.preservearticles.com/stories/the-boss-came-to-dinner-story-by-bhisham-sahni/5409</a> 3. <a href="https://gladcanlit.files.wordpress.com/2013/10/flash-fiction.pdf">https://gladcanlit.files.wordpress.com/2013/10/flash-fiction.pdf</a>

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Gain the knowledge of unfamiliar and diverse cultures through the text and recognize it as a product of a particular culture and historical moment.	K1
CO2	Discern the various cultural and moral values associated with the texts.	K2
CO3	Focus on readability, teach ability and testability to think beyond the text.	K3
CO4	Analyse the ways articulated in the text which contributes to self-understanding.	K4
CO5	Evaluate various interpretations of a text and their validity through reading, writing and discussion.	K5

#### Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	2	2	3	3	2	3	3	2.5
CO2	2	3	3	2	3	2	3	3	3	2	2.6
CO3	2	2	3	3	3	3	3	3	2	3	2.7
CO4	3	3	2	3	2	3	3	3	3	2	2.7
CO5	3	3	3	2	3	2	3	3	3	3	2.8
Mean Overall Score											13.3/5=2.66
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Dr. S. Kathar Usean**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
I	23UEN1AC1	Allied - I	4	4	25	75	100
Course Title		SOCIAL HISTORY OF ENGLAND – I					

SYLLABUS		
Unit	Contents	Hours
I	The Renaissance The Reformation *Feudalism– The Black Death - Peasants’ Revolt*	12
II	The Dissolution of Monasteries The Religion of England *The Tudor Navy and Armada*	12
III	The Elizabethan Theatre Restoration, Puritanism *The East India Company*	12
IV	Colonial Expansion The civil war and its social significance *The Growth of Political Parties in England*	12
V	The Age of Queen Anne Coffee Houses *The union of England and Scotland*	12

\*.....\* Self study

<b>Text Book(s):</b>
1. Book : Xavier. A. G, Introduction to The Social History of England (Enlarged Edition), S.Viswanathan Printers, Pvt. Ltd, 2009.
2. Ashok, Padmaja. The Social History of England . Orient Black Swan Pvt. Ltd. 2011. Chapter- 33
<b>Reference Book(s):</b>
1.G.M. Trevelyan – English Social History, Macmillan, 1974.
2. P. Thailambal – Social History of England, B.I. Publications, 1997.
3. Introduction to the Social History of England - A G. Xavier, Macmillan, 2003
<b>Web Resource(s):</b>
1. <a href="https://www.britannica.com/event/Renaissance">https://www.britannica.com/event/Renaissance</a>
2. <a href="https://englishhistory.net/shakespeare/elizabethan-theatre/">https://englishhistory.net/shakespeare/elizabethan-theatre/</a>

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Gain knowledge of the course of English history.	K1
CO2	Understand the impact of historical events on writers.	K2
CO3	Apply the knowledge gained to the study of literature and become more active and critical reader.	K3
CO4	Analyse and interpret English literature against the background of British social history.	K4
CO5	Acquire knowledge of major changes in every field discussed in the texts.	K5

### Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	3	3	2	2	3	3	2.6
CO2	2	3	3	3	3	3	2	3	2	3	2.7
CO3	2	2	3	3	3	3	3	3	2	3	2.7
CO4	3	2	3	3	2	3	3	2	3	2	2.6
CO5	3	3	3	3	2	2	3	3	3	3	2.8
Mean Overall Score											13.4/5=2.68
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Dr. K. Mohamed Umar Farooq**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
I	23UEN1AC2	Allied - II	4	4	25	75	100
Course Title		LITERARY FORMS					

SYLLABUS		
Unit	Contents	Hours
I	Defining literature - Ancient and Medieval literature - Myths and folklore traditions - Concept of Genre - Ideology and literature - How literature is connected to the history and culture of its age. *Literary Terms*	12
II	Poetry Definitions - Nature and Elements of Poetry – Sub-genres of Poetry - Epic; Lyric; Sonnet; Elegy; Ode; Ballad; Satire; Pattern Poetry; Dramatic Monologue; Free Verse Stanza forms: The Heroic Couplet- The Blank Verse - The Spenserian Stanza- Terza Rima *Classical Poetry and Modern Poetry*	12
III	Prose and Non Fiction Forms: The Essay, Biography an Autobiography, memoir Journal Articles - Philosophical/Scientific Essays – Travelogues – Speech *News Paper, Online Magazine*	12
IV	Drama Elements of Drama: Plot – Character - Setting – Audience – Dialogue – Dramatic Devices - Soliloquy Genres: Tragedy, Comedy, Tragic-Comedy, Chronicle Plays – Masque and Antimasque – Comedy of Humors – Comedy of Manners – Genteel Comedy – Sentimental Comedy – Farce – Melodrama – Expressionist Drama – Absurd Drama – One-Act Play – Modern Drama * Miracle, Morality plays & Interludes *	12
V	Fiction Definitions, Narrative Strategies - Points of view Fiction Types of Fiction : Epistolary; Picaresque; Historical Novel; Gothic Fiction; Realistic Fiction; Bildungsroman; Stream of Consciousness; Metafiction; Petrofiction; Fantasy Fiction; Si-Fi; cli-fi; Short Stories; Flash Stories *Anti Novel*	12

\*.....\* Self study

<b>Text Book(s):</b>
1. Abrams, M.H. A Glossary of Literary Terms. VII ed. Thomson Heinle, India, 1999. 2. B. Prasad. A Background to the Study of English Literature, Macmillan, Delhi 2008. 3. O' Gorman, Daniel and Eagleton, Robert. Ed. The Routledge Companion to Twenty First Century Literary Fiction. Routledge. New York. 2019( Pages – 113 to 121)
<b>Reference Book(s):</b>
1. Ashok, Padmaja. A Companion to Literary Forms. Telengana: Orient Black Swan, 2015. 2. K.R. Ramachandran Nair, Literary Forms, Emerald Publishers, 2010. 3. Peck, John and Martin Coyle. Literary Terms and Criticism. Macmillan, London, 1993.
<b>Web Resource(s):</b>
1. <a href="https://www.slideshare.net/mraiyaah/introduction-to-literary-forms">https://www.slideshare.net/mraiyaah/introduction-to-literary-forms</a> 2. <a href="https://literaryterms.net/genre/">https://literaryterms.net/genre/</a>

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Identify the variety of literary types or genres.	K1
CO2	Understand the organization, arrangement and framework of a literary work.	K2
CO3	Analyze the manner or style of constructing, arranging, and coordinating the parts of a composition for a pleasing or effective result	K3
CO4	Provide an elementary literary vocabulary as well as introduction and practice in the skillsrequired for the reading of literature	K4
CO5	Nurture the ability to appreciate literature through analytical and responsive reading.	K5

**Relationship Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	2	3	2	3	3	3	3	2	2.7
CO2	2	3	3	3	3	2	3	3	3	2	2.7
CO3	2	3	3	3	3	3	3	3	2	3	2.8
CO4	3	3	3	2	2	3	2	2	3	3	2.6
CO5	3	3	2	3	3	3	2	3	3	3	2.8
Mean Overall Score											13.4/5=2.72
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Dr. M. Shajahan Sait**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
<b>II</b>	<b>23UCN2LE2</b>	<b>English - II</b>	<b>6</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Title</b>		English for Communication – II					

SYLLABUS		
Unit	Contents	Hours
<b>I</b>	<b>RESILIENCE</b> <b>Poem</b> <b>1.1</b> Don't Quit – Edgar A. Guest <b>1.2</b> Ode to Broken Things – Pablo Neruda <b>Short Story</b> <b>1.3</b> Engine Trouble – R.K. Narayan <b>1.4</b> Thank You M'am – Langston Hughes	<b>18</b>
<b>II</b>	<b>DECISION MAKING</b> <b>Short Story</b> <b>2.1</b> The story of an hour – Kate Choplin <b>2.2</b> The Lady or the Tiger - Frank Stockton <b>Poem</b> <b>2.3</b> The Road not Taken – Robert Frost <b>2.4</b> Snake – D. H Lawrence	<b>18</b>
<b>III</b>	<b>PROBLEM SOLVING</b> <b>Life Story</b> <b>3.1</b> A Handful of Dates – Tayeb Salih <b>3.2</b> Faith - Pudhumai Pithan (Translated from Tamil) <b>Autobiography</b> <b>3.3</b> How frog Went to Heaven – A Tale of Angolo – Told by Aaron Shepard <b>3.4</b> Life in Undivided India - 'Milkha Singh (The Race of My Life: An Autobiography – Chapter – 1 Pg. 14-17)	<b>18</b>
<b>IV</b>	<b>TENSES</b> <b>4.1</b> Present <b>4.2</b> Past <b>4.3</b> Future <b>4.4</b> Concord	<b>18</b>
<b>V</b>	<b>ENGLISH IN THE WORKPLACE</b> <b>5.1</b> E-mail – Invitation, Enquiry, Seeking Clarification <b>5.2</b> Circular <b>5.3</b> Memo <b>5.4</b> Minutes of the Meeting	<b>18</b>

<b>Text Book(s):</b>
1. English for Communication – II, Department of English, JMC.
<b>Reference Book(s):</b>
1. Martin Hewings, Advanced English Grammar. Cambridge University Press, 2000. 2. SP Bakshi, Richa Sharma. Descriptive English. Arihant Publications (India) Ltd., 2019. 3. Communication Skills : Practical Approach Ed. Shaikh Moula. Ramendra Kumar. Stories of Resilience, Blue Rose Publications, 2020.

<b>Web Resource(s):</b>
1. Langston Hughes. Still Here. <a href="https://poetryace.com/im-still-here">https://poetryace.com/im-still-here</a> . 2. R. K. Narayan. Engine Trouble. <a href="http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf">http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf</a> . 3. Washington Irving. Rip Van Winkle <a href="https://www.gutenberg.org/files/60976/60976-h/60976-h.htm">https://www.gutenberg.org/files/60976/60976-h/60976-h.htm</a> . 4. Frank Stockton. The Lady or the Tiger <a href="https://www.gutenberg.org/ebooks/396">https://www.gutenberg.org/ebooks/396</a> . 5. <a href="https://khiyamahi.wordpress.com/2017/03/29/faith-a-short-story-of-pudhumai-pithan-translated-in-english/">https://khiyamahi.wordpress.com/2017/03/29/faith-a-short-story-of-pudhumai-pithan-translated-in-english/</a> 6. <a href="https://xpressenglish.com/our-stories/handful-of-dates/">https://xpressenglish.com/our-stories/handful-of-dates/</a> 6. <a href="https://www.flowrite.com/blog/clarification-email">https://www.flowrite.com/blog/clarification-email</a> .

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Attain the various interactive and communicative skills for a holistic life.	K1
CO2	Gain the knowledge of essential grammar, vocabulary, usage and life skills.	K2
CO3	Enriching the reading skills and observation capacity for understanding universal truths.	K3
CO4	Write clearly and effectively in a variety of forms.	K4
CO5	Adapt writing and analytical skills to all situations.	K5

**Relationship Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	2	3	2	3	3	3	3	2	2.7
CO2	2	3	3	3	3	2	3	3	3	2	2.7
CO3	2	3	3	3	3	3	3	3	2	3	2.8
CO4	3	3	3	2	2	3	2	2	3	3	2.6
CO5	3	3	2	3	3	3	2	3	3	3	2.8
Mean Overall Score											13.4/5=2.72
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Recommended by. TANSCHÉ**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
<b>II</b>	<b>23UEN2CC3</b>	<b>Core – III</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Title</b>		<b>POETRY - I</b>					

SYLLABUS		
Unit	Contents	Hours
<b>I</b>	Edmund Spenser – Sonnet No. 1 and 64 Shakespeare – Sonnet No. 27 and 116 *Edmund Spenser – Epithalamion*	<b>12</b>
<b>II</b>	John Donne – The Ecstasy John Herbert – The Pulley *John Donne – A Valediction: Forbidding Mourning *	<b>12</b>
<b>III</b>	John Milton – Paradise Lost, Book- IX, Lines 1-191 *John Milton – On His Blindness*	<b>12</b>
<b>IV</b>	Alexander Pope – The Rape of the Lock (Cantos – 1) *John Dryden - Absalom and Achitophel*	<b>12</b>
<b>V</b>	Thomas Gray – Elegy Written in a Country Churchyard William Blake – The Tyger *William Blake – The Lamb*	<b>12</b>
<b>VI</b>	<b>Pre-Raphaelite School of poetry</b>	

\*.....\* Self study

<b>Text Book(s):</b>
<p><b>Unit – I Spenser. Edmund.</b> <i>Amoretti; Including the Prothalamion and the Epithalamion</i>, R. Brimley Johnson, London, 1902.</p> <p>Shakespeare, William. Shakespeare’s Sonnets, Edited by Rowse. A.L, Palgrave, Macmillan, 1984.</p> <p>Chapter – Sonnet No. 27 &amp; 116</p> <p><b>Unit – II</b> Patrides C.A. The Complete English Poems of John Donne, Everyman’s Library, 1991.</p> <p>Winny. James. Ed. Andrew Marvell: Some Poems, “To His Coy Mistress”, OUP, Madras, 1967.</p> <p><b>Unit – III</b> Milton. John. Paradise Lost, Book IX, OUP, London, 2008.</p> <p><b>Unit – IV</b> Kinsley, James. Ed. The Poems and Fables of John Dryden, OUP, London, 1970.</p> <p><b>TB-7:</b> Grant. Douglas. Ed. Pope: Selected Poems, “The Rape of the Lock”, OUP, Madras, 1997.</p> <p><b>Unit – V</b> Tovey. D. C. Ed. Thomas Gray: Ode on the Spring and Elegy in a Country Churchyard, Macmillan &amp; Co. Ltd, Madras, 1921.</p> <p><b>TB-9:</b> Blake. William. The Songs of Innocence and Experience, Penguin Books Ltd., London, 2017.</p> <p><b>Unit – VI</b> Prasad. B, A Background to the Study of English Literature, Macmillan India Ltd, 1999.</p> <p>Chapter – Page No. 5 to 38.</p>
<b>Reference Book(s):</b>
<p>1. Milton. John. Paradise Lost, Book IX, Longman, London, 2008.</p> <p>2. Green, David. Ed. The Winged Words, Laxmi Publications Pvt Ltd., New Delhi, 2019.</p> <p>3. Palgrave, F. T. Ed. The Golden Treasury, Macmillan, 2005.</p>



<b>Web Resource(s):</b>
1. <a href="https://www.poetryfoundation.org">https://www.poetryfoundation.org</a> 2. <a href="https://druid675333030.files.wordpress.com/2019/09/prothalamion.pdf">https://druid675333030.files.wordpress.com/2019/09/prothalamion.pdf</a>

<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	Obtain Knowledge about the major concerns, styles and perspectives of poetry writers.	<b>K3</b>
CO2	Understand the relationship between the historical contexts in which it is written.	<b>K4</b>
CO3	Apply the styles and concerns of the writers in creative writing.	<b>K3</b>
CO4	Analyse the various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.,	<b>K4</b>
CO5	Observe how poetry influences and improve the quality of life.	<b>K4</b>

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	3	2	2	2	2	3	2	2	3	3	<b>2.4</b>
<b>CO2</b>	2	3	3	2	3	2	3	3	3	2	<b>2.6</b>
<b>CO3</b>	2	2	3	3	3	3	3	3	2	3	<b>2.7</b>
<b>CO4</b>	3	3	2	3	2	3	2	3	3	2	<b>2.6</b>
<b>CO5</b>	3	3	3	2	3	2	3	3	3	3	<b>2.8</b>
<b>Mean Overall Score</b>											<b>13.1/5=2.62</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Dr. Y. Parvas Sharif**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
<b>II</b>	<b>23UEN2CC4</b>	<b>Core – IV</b>	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Title</b>		<b>FICTION - I</b>					

SYLLABUS		
Unit	Contents	Hours
<b>I</b>	Daniel Defoe – Robinson Crusoe * Daniel Defoe – Moll Flanders*	<b>12</b>
<b>II</b>	R. L. Stevenson – Treasure Island * R. L. Stevenson – Kidnapped *	<b>12</b>
<b>III</b>	Jane Austen – Persuasion *Jane Austen – Emma*	<b>12</b>
<b>IV</b>	Walter Scott – Ivanhoe *Walter Scott – Kenilworth*	<b>12</b>
<b>V</b>	Charles Dickens – Great Expectations * E.M. Forster: A Passage to India *	<b>12</b>
<b>VI</b>	<b>William Makepeace Thackeray – Vanity Fair</b>	

\*.....\* Self study

<b>Text Book(s):</b>
<b>Unit – I</b> Defoe, <i>Danial. Robinson Crusoe</i> , Norton & Company, London, 2010. <b>Unit – II</b> Stevenson, R. L. <i>Treasure Island</i> , Fingerprint Publishers, Delhi, 2013. <b>Unit – III</b> Austin, Jane. <i>Persuasion</i> , Macmillan Edu. Ltd., London, 1985. <b>Unit – IV</b> Scott, Walter. <i>Ivanhoe</i> , Maple Press, Noida, 2010. <b>Unit – V</b> Dickens, Charles. <i>Great Expectation</i> , Rupa Publications India Twelfth edition, New Delhi, 2000.
<b>Reference Book(s):</b>
1. Munro, Alan. Ed. <i>Great Works of R.L. Stevenson</i> , Jainco Publishers, Delhi, 2010. 2. Shinagel, Michael. <i>Robinson Crusoe: An Authoritative Text, Contexts, Criticism</i> W.W.Norton & Company Ltd., London, 1994. 3. Austen, Jane. <i>Persuasion</i> , Dover Publications, Inc., New York, 1997.
<b>Web Resource(s):</b>
1. Robinson-Crusoe-Norton-Critical-Editions/dp/0393964523 2. Persuasion-Jane-Austen/dp/1509857494 3. <a href="https://www.google.co.in/books/edition/Great_Expectations/cVxrouJeyU0C?hl=en&amp;gbpv=1&amp;printsec=frontcover">https://www.google.co.in/books/edition/Great_Expectations/cVxrouJeyU0C?hl=en&amp;gbpv=1&amp;printsec=frontcover</a>

### Course Outcomes

Upon successful completion of this course, the student will be able to:

CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Gain the knowledge of unfamiliar and diverse cultures through the text and recognize it as a product of a particular culture and historical moment.	K4
CO2	Understand the variety of stylistic choices that novelists make within given forms and how the form influences meaning.	K3
CO3	Evaluate various interpretations of a text and their validity through reading, writing and discussion.	K4
CO4	Analyse the ways articulated in the text which contributes to self-understanding.	K3
CO5	Identify the literary, cultural, historical, political influences of fictional works in the literary world.	K3

### Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	2	2	3	2	2	3	3	2.4
CO2	2	3	3	2	3	2	2	3	3	2	2.5
CO3	2	2	3	3	3	3	3	3	2	3	2.7
CO4	3	3	2	3	2	3	2	3	3	2	2.6
CO5	3	3	3	2	3	2	3	3	3	3	2.8
Mean Overall Score											13/5=2.6
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Dr. Mohamed Anwar**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
<b>II</b>	<b>23UEN2AC3</b>	<b>Allied – III</b>	<b>4</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Title</b>   <b>SOCIAL HISTORY OF ENGLAND - II</b>							

SYLLABUS		
Unit	Contents	Hours
<b>I</b>	The Agrarian Revolution The Industrial Revolution *The Methodist Movement*	<b>12</b>
<b>II</b>	The Impact of French Revolution England and Ireland *The War of American Independence*	<b>12</b>
<b>III</b>	The Reform Bills Humanitarian Movements *The Age of Enlightenment*	<b>12</b>
<b>IV</b>	The Victorian Age Development of Education, Religion *Means of Transport and Communication*	<b>12</b>
<b>V</b>	The 20 <sup>th</sup> Century – The World Wars The Unionism in England *Welfare Movement*	<b>12</b>

\*.....\* Self study

<b>Text Book(s):</b>
Xavier, A.G. Introduction to the Social History of England (Enlarged Edition), S. Viswanathan Printers, Pvt. Ltd. 2009. Unit – I : Chapter – XVI, XVII Unit – II : Chapter – XXI, XXII Unit – III : Chapter – XXIII, XIX Unit – IV : Chapter – XXIV, XXV Unit – V : Chapter – XXVII, XXVIII
<b>Reference Book(s):</b>
1. Trevelyan, G.M. English Social History, Macmillan, 1974. 2. Thailambai, P. Social History of England, B.I.Publications, 1997.
<b>Web Resource(s):</b>
1. <a href="https://www.history.com/topics/industrial-revolution/industrial-revolution">https://www.history.com/topics/industrial-revolution/industrial-revolution</a> 2. <a href="https://www.infoplease.com/encyclopedia/history/modern-europe/france/french-revolution">https://www.infoplease.com/encyclopedia/history/modern-europe/france/french-revolution</a> 3. <a href="https://www.gutenberg.org/History/of/England/Transport%20and%20Communication%20in%20England">https://www.gutenberg.org/History/of/England/ Transport and Communication in England</a> .

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Gain knowledge of the course of English history.	K3
CO2	Understand the impact of historical events on writers	K4
CO3	Apply the knowledge gained to the study of literature and become more active and critical reader.	K3
CO4	Analyse and interpret English literature against the background of British social history.	K4
CO5	Acquire knowledge of major changes in every field discussed in the texts.	K3

**Relationship Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	2	3	2	3	3	3	2.6
CO2	2	3	3	3	3	2	3	3	3	2	2.5
CO3	2	2	3	3	3	3	3	3	2	3	2.7
CO4	3	3	2	3	2	3	2	3	3	2	2.6
CO5	3	3	3	2	3	2	3	3	3	3	2.8
Mean Overall Score											13.4/5=2.7
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Mr. A.G. Nihal Basha**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
<b>II</b>	<b>23UEN2AC4</b>	<b>Allied – IV</b>	<b>4</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Course Title</b>		<b>HISTORY OF ENGLISH LITERATURE - I</b>					

SYLLABUS		
Unit	Contents	Hours
<b>I</b>	The Age of Chaucer From Chaucer to Spenser *Development of English Poetry*	<b>12</b>
<b>II</b>	The Elizabethan Age *Development of Drama*	<b>12</b>
<b>III</b>	The Age of Milton *Metaphysical Poets*	<b>12</b>
<b>IV</b>	The Age of Dryden *Minor Prose Writers*	<b>12</b>
<b>V</b>	The Age of Pope *Minor Poets*	<b>12</b>

\*.....\* Self study

<b>Text Book(s):</b>
<b>Unit – I</b> Albert. Edward, History of English Literature, Oxford University Press, 1979. Chapter – III & IV
<b>Unit – II</b> Albert. Edward, History of English Literature, Oxford University Press, 1979. Chapter – V
<b>Unit – III</b> Albert. Edward, History of English Literature, Oxford University Press, 1979. Chapter – VI
<b>Unit – IV</b> Albert. Edward, History of English Literature, Oxford University Press, 1979. Chapter – VII
<b>Unit – V</b> Albert. Edward, History of English Literature, Oxford University Press, 1979. Chapter – VIII
<b>Unit – VI</b> Albert. Edward, History of English Literature, Oxford University Press, 1979. Pg. Nos- 563-580
<b>Reference Book(s):</b>
1. An Outline History of English Literature, Hudson, B I Publications, 1976.
2. A Short History of English Literature, Harry Blamires, Methuen, 1974
3. A History of English Literature, Michael Alexander, Polygrane Macmillan, 2009
4. A Short History of English Literature, Ifor Evans, Surjeet Publications, 2008
<b>Web Resource(s):</b>
1. <a href="https://www.englitmail.com/2017/10/chief-characteristics-of-age-of-chaucer.html">https://www.englitmail.com/2017/10/chief-characteristics-of-age-of-chaucer.html</a>
2. <a href="https://www.tetsuccesskey.com/2018/07/the-age-of-milton-1625-1660.html">https://www.tetsuccesskey.com/2018/07/the-age-of-milton-1625-1660.html</a>

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Obtain Knowledge about the major writers and their contributions to English literature.	<b>K4</b>
CO2	Realize the themes of the varied genres.	<b>K3</b>
CO3	Evaluate the perception of the ideology of a certain age of English literature	<b>K4</b>
CO4	Analyse the various movements and waves in English Literature.	<b>K3</b>
CO5	Discuss how literature also influences the social and political history of each period	<b>K3</b>

**Relationship Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	2	3	2	3	3	3	2.6
CO2	2	3	3	3	3	2	3	3	3	2	2.5
CO3	2	2	3	3	3	3	3	3	2	3	2.7
CO4	3	3	2	3	2	3	2	3	3	2	2.6
CO5	3	3	3	2	3	2	3	3	3	3	2.8
Mean Overall Score											13.4/5=2.7
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
$\geq 1.5$ and < 2.5	Medium
$\geq 2.5$	High

**Course Coordinator: Dr. A. Abdul Hakeem**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
III	23UCN3LE3	English - III	6	3	25	75	100
Course Title		English for Communication – III					

SYLLABUS		
Unit	Contents	Hours
I	<b>ACTIVE LISTENING</b> <b>Short Story</b> 1.1 The Magic Violin – Dr. Anand Malik 1.2 The Accident – Murong Xuecun Translated by Harvey Thomlison <b>Prose</b> 1.3 Nobel Prize Acceptance Speech – Wangari Maathai 1.4 Joy – Zadie Smith	18
II	<b>INTERPERSONAL RELATIONSHIPS</b> <b>Prose</b> 2.1 Rich and Poor (series-1-Chapter-7)- Jiddu Krishnamurti 2.2 Of Friendship – Francis Bacon <b>Song on (Motivational/ Narrative)</b> 2.3 Ulysses – Alfred Lord Tennyson 2.4 And Still I Rise – Maya Angelou	18
III	<b>COPING WITH STRESS</b> <b>Poem</b> 3.1 Joy and Pleasure – W.H. Davies 3.2 Anxiety Monster – Rhona Mc Ferran <b>Readers Theatre</b> 3.3 The Forty Fortunes: A Tale of Iran – Told by Aaron Shepard 3.4 The War Prayer – Mark Twain - Told by Aaron Shepard	18
IV	<b>Grammar</b> 4.1 Phrasal Verbs & Idioms 4.2 Modals and Auxiliaries 4.3 Verb Phrases – Gerund, Participle, Infinitive	18
V	<b>Composition/ Writing Skills</b> 5.1 Official Correspondence – Leave Letter , Letter of Application, Permission Letter 5.2 Drafting Invitations Brochures for Programmes and Events	18

<b>Text Book(s):</b>
1. English for Communication – III, Department of English, JMC.
<b>Reference Book(s):</b>
1. Wangari Maathai – Nobel Lecture. Nobel Prize Outreach AB 2023. Jul 2023. 2. Mahesh Dattani, Where there is a Will. Penguin, 2013. 3. Aaron Forty Fortunes: A Tale of Iran 4. Martin Hewings, Advanced English Grammar, Cambridge University Press, 2000. 5. Essential English Grammar by Raymond Murphy.



<b>Web Resource(s):</b>
1. WangariMaathai – Nobel Lecture. Nobel Prize Outreach AB 2023. Mon. 17 Jul 2023. <a href="https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/">https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/</a> 2. Anxiety Monster- Rhona McFerran- <a href="http://www.poetrysoup.com">www.poetrysoup.com</a> 3. <a href="http://www.aaronshelp.com/stories/039.html">http://www.aaronshelp.com/stories/039.html</a> 4. <a href="https://www.jkrishnamurti.org/content/series-i-chapter-rich-and-poor">https://www.jkrishnamurti.org/content/series-i-chapter-rich-and-poor</a> . 5. <a href="https://edurev.in/t/247024/Sample-Invitations-Formal-Informal">https://edurev.in/t/247024/Sample-Invitations-Formal-Informal</a> .

<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	Attain the various interactive and communicative skills for a holistic life.	<b>K1</b>
CO2	Gain the knowledge of essential grammar, vocabulary, usage and life skills.	<b>K2</b>
CO3	Enriching the reading skills and observation capacity for understanding universal truths.	<b>K3</b>
CO4	Write clearly and effectively in a variety of forms.	<b>K4</b>
CO5	Adapt writing and analytical skills to all situations.	<b>K5</b>

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3	<b>3.0</b>
<b>CO2</b>	2	3	3	3	2	3	3	3	3	3	<b>2.9</b>
<b>CO3</b>	3	3	3	2	3	3	3	3	3	3	<b>2.9</b>
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	<b>3.0</b>
<b>CO5</b>	3	2	3	3	3	3	3	3	3	3	<b>2.9</b>
<b>Mean Overall Score</b>											<b>14.7/5=2.94</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Recommended by. TANSCHÉ**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
III	23UEN3CC5	Core – V	4	4	25	75	100
Course Title		Modern Prose					

SYLLABUS		
Unit	Contents	Hours
I	A.G. Gardiner - On Matches and Things William Hazlitt - On Familiar Style * Charles Lamb - Dream Children- A reverie *	12
II	Judy Brady - Why I Want a Wife? Santosh Desai - The Emoji Disruption? *Emerson - Self-Reliance *	12
III	Sigmund Freud - The Examination-Dream O. Henry – After Twenty Years * Edward Said - Images of Past, Pure and Impure *	12
IV	Dr. B.R. Ambedkar - The Ancient Regime George Orwell - Reflections on Gandhi *K.P.S. Menon - Tolstoy's Home *	12
V	G.B. Shaw - How Wealth Accumulates and Men Decay G.K. Chesterton – The Worship of the Wealthy * Tipu Sultan - Dreams 9, 24, 26 *	12
VI	<b>Current Trends * (For CIA only)</b> J. B. Priestly – Lectures Bertrand Russell - Emotion and Discipline	

\*.....\* Self Study

<b>Text Book(s):</b>
<ol style="list-style-type: none"> <li>1. Gardiner, A.G. Windfalls, English essays- 20th century, Public domain USA, 2014.</li> <li>2. Hazlitt, William. On Familiar Style, Table Talk, London, 1822.</li> <li>3. Brady, Judy. I Want a Wife, New York magazine, December 20–27, 1971.</li> <li>4. Freud, Sigmund. The Interpretation of Dreams, Paperback, Maple Press, 2013.</li> <li>5. O. Henry – After Twenty Years, first published in his anthology, The Four Million in 1906.</li> <li>6. Ambedkar, Bhimrao. Revolution and Counter-Revolution in Ancient India, samyak 1st ed. 2017.</li> <li>7. Orwell, George. Reflections on Gandhi, Partisan Review, 1949.</li> <li>8. Shaw, G.B. The Intelligent Woman's Guide to Socialism &amp; Capitalism, Welcome Rain Publishers, 2016.</li> <li>9. Chesterton, Gilbert Keith. The Worship of the Wealthy, from Vol. 1. of My Sketch Book ; Published: <b>1834</b>.</li> <li>10. Priestly, J. B. Lectures, Papers from Lilliput, Cambridge Bowes &amp; Bowes, 1922.</li> <li>11. Russell, Bertrand. Education and the Social Order, Chapter 4, Routledge, 2009.</li> </ol>
<b>Reference Book(s):</b>
<ol style="list-style-type: none"> <li>1. Walker, Hugh. The English Essay and Essayists. New Delhi: S. Chand &amp; Company, 1977.</li> <li>2. Chevalier, Tracy (ed.) Encyclopedia of the Essay, London and Chicago: Fitzroy Dearborn 1997.</li> </ol>
<b>Web Resource(s):</b>
<ol style="list-style-type: none"> <li>1. <a href="https://medium.com/@desaisantosh/the-emoji-disruption-bbd70084882">https://medium.com/@desaisantosh/the-emoji-disruption-bbd70084882</a></li> <li>2. <a href="https://nosarthur.github.io/readings/2016/07/11/education-and-social-order.html">https://nosarthur.github.io/readings/2016/07/11/education-and-social-order.html</a></li> <li>3. <a href="https://www.youtube.com/watch?v=8nucbuoOSQs">https://www.youtube.com/watch?v=8nucbuoOSQs</a></li> </ol>

<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	Enable students to understand the nuances of prose pieces and its aesthetic quality.	<b>K1</b>
CO2	Encourage students to nurture their unique style of writing.	<b>K2</b>
CO3	Expose the learners to various dimensions of prose writing and its relevance to our day today life.	<b>K3</b>
CO4	Develop interest among the students to appreciate the aesthetic quality and the literary value of prose pieces.	<b>K4</b>
CO5	Widens the perspective of life, language, culture and society through the prescribed prose pieces.	<b>K5</b>

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.6</b>
<b>CO2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2.5</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2.7</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2.6</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.8</b>
<b>Mean Overall Score</b>											<b>13.4/5=2.7</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Ms. A. Famitha Banu**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
III	23UEN3CC6	Core – VI	4	4	25	75	100
Course Title		Fiction – II					

SYLLABUS		
Unit	Contents	Hours
I	Louisa Alcott – Little Women Ruskin Bond - A Thief's Story * Rabindranath Tagore - The Postmaster *	12
II	The Monkey's Paw - W. W. Jacobs * Guy de Maupassant - Forgiveness *	12
III	Thomas Hardy – Far from Madding Crowd * Emily Bronte - Wuthering Heights *	12
IV	Mulk Raj Anand - Untouchable * Raja Rao - The Serpent and the Rope *	12
V	William Golding - Lord of the Flies * Ruth Praver Jhabvala – Heat and Dust *	12
VI	Current Trends * (For CIA only) R. K. Narayan – The English Teacher Anita Desai – Fasting Feasting	

\* .....\* Self Study

<b>Text Book(s):</b>
1. Indian Short Stories Ed. Manmohan Saksena, Oxford University Press, 1954. 2. W.W. Jacobs. The Monkey's Paw and Other Tales (Author) Paperback – 1 January 2005 3. Anand, MulkRaj. Untouchable, London Wishart Books Ltd. London, 1935. 4. Golding, William. Lord of the Flies, Paperback, Penguin Books, 1954.
<b>Reference Book(s):</b>
1. Rhetoric of Fiction Wayne C. Boot Chicago: The University of Chicago Press, 1983. 2. B. Prasad. A Background to the Study of English Literature, Delhi: Macmillan, 2008.
<b>Web Resource(s):</b>
1. <a href="https://www.youtube.com/watch?v=Ld4IO9H8Ve8">https://www.youtube.com/watch?v=Ld4IO9H8Ve8</a> 2. <a href="https://www.britannica.com/topic/Tess-of-the-DUrbervilles">https://www.britannica.com/topic/Tess-of-the-DUrbervilles</a> 3. <a href="https://prezi.com/0e9f4-oytsew/an-internet-baby/">https://prezi.com/0e9f4-oytsew/an-internet-baby/</a>

<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	Gain the knowledge of unfamiliar and diverse cultures through the text and recognize it as a product of a particular culture and historical moment.	<b>K1</b>
CO2	Understand the variety of stylistic choices that novelists make within given forms and how the form influences meaning.	<b>K2</b>
CO3	Evaluate various interpretations of a text and their validity through reading, writing and discussion.	<b>K3</b>
CO4	Analyze the ways articulated in the text which contributes to self-understanding.	<b>K4</b>
CO5	Identify the literary, cultural, historical, political influence of fictional works in the literary world.	<b>K5</b>

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	3	2	2	2	2	3	2	2	3	3	<b>2.4</b>
<b>CO2</b>	2	3	3	2	3	2	2	3	3	2	<b>2.5</b>
<b>CO3</b>	2	2	3	3	3	3	3	3	2	3	<b>2.7</b>
<b>CO4</b>	3	3	2	3	2	3	2	3	3	2	<b>2.6</b>
<b>CO5</b>	3	3	3	2	3	2	3	3	3	3	<b>2.8</b>
<b>Mean Overall Score</b>											<b>13/5=2.6</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Mr. S. Akbar Ali**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
III	23UEN3AC5	Allied – V	3	2	25	75	100
Course Title		History of English Literature - II					

SYLLABUS		
Unit	Contents	Hours
I	The Age of Pope * Minor Poets *	9
II	The Age of Johnson * Other critics *	9
III	The Age of Wordsworth * Prose writers *	9
IV	The Age of Tennyson * General Prose *	9
V	The Age of Hardy * The Present Age *	9

\*.....\* Self Study

<b>Text Book(s):</b>
1. Albert. Edward, History of English Literature, Oxford University Press, 1979. Chapter – VIII 2. Hudson. William Henry, An Outline History of English Literature, B-1 Publications Pvt. Ltd., 2006. Chapter –XIV, XV, XVI, XVII, XVIII, XIX, XX, XXI, XXII, XXIII, XXIV, XXV
<b>Reference Book(s):</b>
1. An Outline History of English Literature, Hudson, B I Publications, 1976. 2. A Short History of English Literature, Harry Blamires, Methuen, 1974. 3. A History of English Literature, Michael Alexander, Polygrane Macmillan, 2009. 4. A Short History of English Literature, Ivor Evans, Surjeet Publications, 2008.
<b>Web Resource(s):</b>
1. <a href="https://girlmeetshistory.blogspot.com/2017/05/literature-of-age-of-pope.html">https://girlmeetshistory.blogspot.com/2017/05/literature-of-age-of-pope.html</a> 2. <a href="http://literarism.blogspot.com/2012/10/present-age.html">http://literarism.blogspot.com/2012/10/present-age.html</a>

<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	Knowledge about the major writers and their contributions to English literature.	<b>K1</b>
CO2	Realize the themes of the varied genres.	<b>K2</b>
CO3	Evaluate the perception of the ideology of a certain age of English literature.	<b>K3</b>
CO4	Analyse the various movements and waves in English Literature.	<b>K4</b>
CO5	Discuss how literature also influences the social and political history of each period.	<b>K5</b>

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2.4</b>
<b>CO2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2.5</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2.7</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2.6</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.8</b>
<b>Mean Overall Score</b>											<b>13/5=2.6</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Ms. M.G. Thajunnisa**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
III	23UEN3AC6	Allied – VI	3	2	25	75	100
Course Title		Grammar and Usage					

SYLLABUS		
Unit	Contents	Hours
I	Nouns, Adjectives, Articles, Pronouns (Chapters I to VIII) * Kinds of Sentences *	9
II	Verbs, Concord (Chapters XI to XIV) * Strong and Weak Verbs *	9
III	Auxiliaries, Adverbs, Prepositions, Conjunctions, Interjections (Chapter XVI, XVII, XIX to XXII) * Anomalous Finites *	9
IV	Simple, Compound and Complex Sentences, Clauses, Direct and Indirect speech, (Chapters XXIII to XXVII and XXIX to XXXI) * Punctuation and Capitals *	9
V	Verb Patterns and Structures (Chapters XXXIII to XXXVI) * Word-Formation—The Use of Prefixes, Suffixes and Compound Words *	9

\*.....\* Self Study

<b>Text Book(s):</b>
1. Green. David, Contemporary English Grammar, Structures and Composition, MacMillan Publishers, 2015.
<b>Reference Book(s):</b>
1. Joseph K.V., A Textbook of English Grammar, Vijay Nicole Imprints Pvt. Ltd, 2010. 2. Krishnaswamy N., Modern English Grammar and Usage, Macmillan India Limited, 2000. 3. Thomson A.J. and Martinet A.V., A Practical English Grammar, Oxford University Press, 1997.
<b>Web Resource(s):</b>
1. <a href="https://grammar.yourdictionary.com/">https://grammar.yourdictionary.com/</a> 2. <a href="http://facultyweb.ivcc.edu/rrambo/eng1001/sentences.html">http://facultyweb.ivcc.edu/rrambo/eng1001/sentences.html</a>



Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Understand the factors that influence the use of grammar and vocabulary in speech and writing	K1
CO2	Able to recognize the meaning of targeted grammatical structures in written and spoken form.	K2
CO3	Compose grammatical structures meaningfully and appropriately in oral and written production.	K3
CO4	Demonstrate an understanding of a grammar structure through quizzes, tests, journal writing and other writing assignments.	K4
CO5	Inculcate an ability to master the language and use it effectively.	K5

**Relationship Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	2	3	2	3	3	3	2.6
CO2	2	3	3	3	3	2	3	3	3	2	2.5
CO3	2	2	3	3	3	3	3	3	2	3	2.7
CO4	3	3	2	3	2	3	2	3	3	2	2.6
CO5	3	3	3	2	3	2	3	3	3	3	2.8
Mean Overall Score											13.4/5=2.7
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Mr. M. Mohamed Habeeb**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
III	23UEN3GE1	Generic Elective - I	2	2	-	100	100
Course Title		Remedial English					

SYLLABUS		
Unit	Contents	Hours
I	Present and past 1. Present continuous (I am doing) 2. Present simple (I do) 3. Present continuous and present simple 1 (I am doing and I do) & Present continuous and present simple 2 (I am doing and I do) 4. Past simple (I did) 5. Past continuous (I was doing) *Present and Past Tenses (English Grammar in use- Raymond Murphy)*	6
II	Present perfect and past 1. Present perfect 1 (I have done) &. Present perfect 2 (I have done) 2. Present perfect continuous (I have been doing) 3. Present perfect continuous and simple (I have been doing and I have done) 4. how long have you (been) ... ? 5. for and since when ... ? and how long ... ? 6. Present perfect and past 1 (I have done and I did) & Present perfect and past 2 (I have done and I did) 7. Past perfect (I had done) 8. Past perfect continuous (I had been doing) 9. have and have got 10. used to (do) * Present and Past Tenses (English Grammar in use- Raymond Murphy) *	6
III	Future Tense 1. Present tenses (I am doing / I do) for the future 2. I'm going to (do) 3. will and shall 1 & will and shall 2 4. I will and I'm going to 5. will be doing and will have done 6. when I do and when I've done if and when * Future Tense (English Grammar in use- Raymond Murphy) *	6
IV	Modals 1. can, could and (be) able to 2. could (do) and could have (done) 3. must and can't 4. may and might 1 & may and might 2 5. have to and must 6. must mustn't needn't 7. should 1 & should 2 8. I'd better ... it's time ... 9. would 10. can/could/would you ... ? etc. (Requests, offers, permission and invitations)If and wish 1. if I do ... and if I did ... 2. if I knew ... I wish I knew ... 3. if I had known ... I wish I had known ... 4. wish * Modals and If and wish (English Grammar in use- Raymond Murphy) *	6
V	Passive 1. Passive 1 (is done / was done) & Passive, (be done / been done / being done) & Passive 3 2. it is said that ... he is said to ... he is supposed to ... 3. have something done * Passive (English Grammar in use- Raymond Murphy) *	6

\*.....\* Self Study

<b>Text Book(s):</b>
1. A Remedial English Grammar for Foreign Students F.T. Wood New Delhi, Macmillan, 1965.
<b>Reference Book(s):</b>
1. English Grammar Raymond Murphy Cambridge University Press, 2005. 2. Quirk, Randolph et al- Comprehensive Grammar of the English Language. London Longman,1983. 3. Leech, Geoffrey, and Jan Svartvick - A Communicative Grammar of English. London: Longman 1998.
<b>Web Resource(s):</b>
1. <a href="https://www.grammarly.com/blog/verb-tenses/">https://www.grammarly.com/blog/verb-tenses/</a> 2. <a href="https://owl.purdue.edu/owl/general_writing/grammar/using_articles.html">https://owl.purdue.edu/owl/general_writing/grammar/using_articles.html</a> 3. <a href="https://dictionary.cambridge.org/grammar/british-grammar/prepositions">https://dictionary.cambridge.org/grammar/british-grammar/prepositions</a>

<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	Aims to concentrate on and to correct the most frequent grammatical mistakes	<b>K1</b>
CO2	Enrich and exercise the basic structures of English grammar	<b>K2</b>
CO3	Enable and enhance the use of grammar to avoid error free communication	<b>K3</b>
CO4	Build confidence to speak and write English effectively	<b>K4</b>
CO5	Proper understanding of English Grammar Usage.	<b>K5</b>

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	3	2	2	3	2	3	2	3	3	3	<b>2.6</b>
<b>CO2</b>	2	3	3	3	3	2	3	3	3	2	<b>2.5</b>
<b>CO3</b>	2	2	3	3	3	3	3	3	2	3	<b>2.7</b>
<b>CO4</b>	3	3	2	3	2	3	2	3	3	2	<b>2.6</b>
<b>CO5</b>	3	3	3	2	3	2	3	3	3	3	<b>2.8</b>
<b>Mean Overall Score</b>											<b>13.4/5=2.7</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Mr. S. Mohamed Azarudeen**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
IV	23UEN4LE4	English – IV	6	3	25	75	100
<b>Course Title</b>		<b>English for Communication - IV</b>					

SYLLABUS		
Unit	Contents	Hours
I	<b>GOAL SETTING (UNICEF)</b> <b>Life Story</b> 1.1 Alfred Nobel & Mohamed ElBaradei (75 Inspiring Biographies) - Larry Anderson 1.2 You've got find what you love (Stanford Commencement address) - Steve Jobs <b>Short Essay</b> 1.3 On the Love of Life – William Hazlitt 1.4 Where do you get your Ideas – Neil Gaiman	18
II	<b>INTEGRITY</b> <b>Short Story</b> 2.1 The Taxi Driver – K.S. Duggal 2.2 In the Great Walled Country – Raymond Macdonald Alden <b>Extract from a play</b> 2.3 The Quality of Mercy (Trial Scene from the Merchant of Venice - Shakespeare)	18
III	<b>COPING WITH EMOTIONS</b> <b>Poem</b> 3.1 Pride – Dahlia Ravikovitch 3.2 Phenomenal Woman – Maya Angelou <b>Reader's Theatre</b> 3.3 The Giant's Wife A Tall Tale of Ireland –William Carleton 3.4 The Princess and the God : A Tale of Ancient India	18
IV	<b>Language Competency Sentences</b> 4.1 Simple Sentences 4.2 Compound Sentences 4.3 Complex Sentences <b>Direct and Indirect Speech</b>	18
V	<b>Report Writing</b> 5.1 Narrative Report 5.2 Newspaper Report <b>Drafting Speeches</b> 5.3 Welcome Address 5.4 Vote of Thanks	18

<b>Text Book(s):</b>
1. Authors, Title of the Book, Publication, Edition, Year
<b>Reference Book(s):</b>
2. Cambridge Grammar of English , Ronald Carter and Michael McCarthy
3. George Orwell Essays, Penguin Classics
<b>Web Resource(s):</b>
1. <a href="http://www.gradesaver.com/George-orwell-essays/study/summary">http://www.gradesaver.com/George-orwell-essays/study/summary</a>
2. O' Henry. A Retrieved Reformation. <a href="https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf">https://americanenglish.state.gov/files/ae/resource_files/a-retrieved-reformation.pdf</a>
3. Maya Angelou. Phenomenal Woman. <a href="https://www.poetryfoundation.org/poems/48985/phenomenal-woman">https://www.poetryfoundation.org/poems/48985/phenomenal-woman</a>
4. The Quality of Mercy, <a href="https://poemanalysis.com">https://poemanalysis.com</a>
5. <a href="https://www.oxfordscholarlyeditions.com/display/10.1093/actrade/9780199235742.book.1/actrade-9780199235742-div1-106-William-Hazlitt">https://www.oxfordscholarlyeditions.com/display/10.1093/actrade/9780199235742.book.1/actrade-9780199235742-div1-106-William-Hazlitt</a>

<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	Determine their goals to achieve.	<b>K1</b>
CO2	Identify the value of integrity.	<b>K2</b>
CO3	Deal with emotions.	<b>K3</b>
CO4	Frame grammatically correct sentences	<b>K4</b>
CO5	Write cohesive reports.	<b>K5</b>

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3	<b>3.0</b>
<b>CO2</b>	2	3	3	3	2	3	3	3	3	3	<b>2.8</b>
<b>CO3</b>	3	3	3	2	3	3	3	3	3	3	<b>2.9</b>
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3	<b>3.0</b>
<b>CO5</b>	3	2	3	3	3	3	3	3	3	3	<b>2.9</b>
<b>Mean Overall Score</b>											<b>14.6/5= 2.92</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Recommended by. TANSCHÉ**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
IV	23UEN4CC7	Core – VII	4	4	25	75	100
Course Title		Poetry – II					

SYLLABUS		
Unit	Contents	Hours
I	The Romantic Predecessors William Wordsworth - Lines Composed a Few Miles above Tintern Abbey S.T. Coleridge - Frost at Midnight * William Blake - A Poison Tree *	12
II	The Later Romantics Percy Bysshe Shelley - To a Skylark John Keats - To Autumn * Lord Byron - She Walks in Beauty *	12
III	The Victorian Age Alfred Lord Tennyson - The Lady of Shallot Christina Rossetti - Goblin Market * Elizabeth Browning - How Do I Love Thee? *	12
IV	Twentieth Century William Butler Yeats - The Second Coming Rudyard Kipling - If * T.S..Eliot - The Hollow Men*	12
V	The Modern Age Ted Hughes - Hawk Roosting D. J. Enright - The Rebel Thom Gunn - Considering the Snail Elizabeth Jennings - Accepted * C. Day Lewis - O Dreams, O Destinations *	12
VI	<b>Current Trends * (For CIA only)</b> Seamus Heany - Digging Carol Ann Duffy - Text Simon Armitage - The Shout	

\*.....\* Self Study

<b>Text Book(s):</b>
1. Wright, David. English Romantic Verse, Penguin Classics, 1973. 2. Negri, Paul. English Victorian Poetry: An Anthology, Dover Publications Inc.2000. 3. Hughes, Ted. The Thought Fox: Collected Animal Poems, Faber & Faber, 2019. 4. D.J.Enright, Collected Poems, Oxford University Press, 1 <sup>st</sup> Edition, 1981. 5. Gunn, Thom. Collected Poems, Faber & Faber, 1994. 6. Jennings, Elizabeth, New Collected Poems, Carcanet Press Ltd, 2002.
<b>Reference Book(s):</b>
1. John Murray, Christopher, Encyclopedia of the Romantic Era 1760-1850, Routledge, 1st Edition, 2004. 2. Childs, Peter. The Twentieth Century in Poetry: A Critical Survey. London: Routledge,1999. 3. King, P.R. Nine Contemporary Poets: A Critical Introduction. London: Methuen & C. Ltd, 1979. 4. Perkins, David. A History of Modern Poetry England. Harvard University Press,1987.
<b>Web Resource(s):</b>
1. <a href="https://www.poetryfoundation.org/">https://www.poetryfoundation.org/</a> 2. <a href="https://www.litcharts.com/">https://www.litcharts.com/</a> 3. <a href="https://poemanalysis.com/">https://poemanalysis.com/</a>

<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	Recognize poetry from a variety of cultures, languages and historic periods	<b>K1</b>
CO2	Understand and appreciate poetry as a literary art form	<b>K2</b>
CO3	Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.	<b>K3</b>
CO4	Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as haiku, tanka, sonnets, ballads, dramatic monologues, free verse, etc.	<b>K4</b>
CO5	Recognize the rhythms, metrics and other musical aspects of poetry	<b>K5</b>

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2.6</b>
<b>CO2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2.7</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2.7</b>
<b>CO4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2.6</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.8</b>
<b>Mean Overall Score</b>											<b>13.4/5= 2.68</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Mr. M. Kumaran**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
IV	23UEN4CC8	Core – VIII	4	4	25	75	100
Course Title		Rabindranath Tagore – An In-depth Study					

SYLLABUS		
Unit	Contents	Hours
I	PROSE <i>From The Religion of Man</i> The Teacher (Chapter-XII) The Four Stages of Life (Chapter-XIV) * Man's Nature *	12
II	POETRY Leave this Chanting Heaven of Freedom * Light, Oh Where is the Light *	12
III	SHORT STORIES A Wrong man in Worker's Paradise My Lord, the Baby * The Broken Nest *	12
IV	NOVEL The Home and the World * Gora (Fair Faced) *	12
V	DRAMA Chandalika * The Post Office *	12
VI	<b>Current Trends (For CIA Only)</b> The Spirit of Freedom The Nation	

\*.....\* Self Study

<b>Text Book(s):</b>
<p>Tagore, Rabindranath. <i>From The Religion of Man: Being the Hibbert Lectures for 1930</i>, (Chapter I &amp; II), Monkfish publishing Company, New york, 2004.</p> <p>Tagore, Rabindranath. <i>Gitanjali</i>, Rupa Publishers, 2002.</p> <p>Tagore, Rabindranath. <i>A Wrong Man in Workers' Paradise</i>, Himalaya Publishing House, 2005.</p> <p>Tagore, Rabindranath. <i>Home and the World</i>. Penguin India, 2005.</p> <p>Tagore, Rabindranath. <i>Chandalika</i>, Laxmi Narain Agarwal Publishers, Jan. 2016.</p> <p>Tagore, Rabindranath. <i>Great Works of Rabindranath Tagore</i>. Jainco Publishers, 2005.</p>
<b>Reference Book(s):</b>
1. Rabindranath Tagore: A Poet of Eternity, Partha Bhattacharya, a Documentary, 2014.
<b>Web Resource(s):</b>
<p>1. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6278217/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6278217/</a></p> <p>2. <a href="https://allpoetry.com/Rabindranath-Tagore">https://allpoetry.com/Rabindranath-Tagore</a></p>



<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	To understand that Rabindranath Tagore's writing is meant for not only older or more matured crowd, but for children and youngsters too.	<b>K1</b>
CO2	Realise that he has written various short stories meant for the minds of adept young readers.	<b>K2</b>
CO3	Analyse Rabindranath Tagore tackles various social practices which were unjust and cruel.	<b>K3</b>
CO4	Understand his work not only educates us about particular era but also encourages readers to interpret his opinion for themselves.	<b>K4</b>
CO5	Examine Rabindranath Tagore's books are quintessentially Indian; they teach us to be proud of our culture and roots.	<b>K5</b>

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.6</b>
<b>CO2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2.5</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2.7</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2.6</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.8</b>
<b>Mean Overall Score</b>											<b>13.4/5=2.7</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Dr. M. Sathik**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
IV	23UEN4AC7	Allied – VII	4	3	25	75	100
Course Title		English Language and Linguistics					

SYLLABUS		
Unit	Contents	Hours
I	The Origins of Language Animals and Human Language * Language History and Change*	12
II	The Sounds of Language The Sound Patterns of Language *Gestures and Sign Languages*	12
III	Word Formation Morphology *Written Language*	12
IV	Syntax Semantics *Regional Variation in Language*	12
V	Pragmatics Discourse Analysis *Social variation in Language*	12

\*.....\* Self Study

<b>Text Book(s):</b>
1. Yule, George. The Study of Language, Cambridge University Press, 2014. (Fifth Edition)
<b>Reference Book(s):</b>
1. Gillian Brown, George Yule : Discourse Analysis, Cambridge University Press, 1996. 2. E.M. Rickerson, Barry Hilton : The Five-Minute Linguist: Bite- sized Essays on Language and Language, Equinox Pub., 2012.
<b>Web Resource(s):</b>
1. <a href="http://examples.yourdictionary.com/examples-of-semantics.html">http://examples.yourdictionary.com/examples-of-semantics.html</a> 2. <a href="http://linguisticsunimet.wordpress.com/3-the-properties-of-language/">http://linguisticsunimet.wordpress.com/3-the-properties-of-language/</a>

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Summarize the origin of English language from different points of view.	K1
CO2	Classify and identify the basic concept of language.	K2
CO3	Recognize the phrases, sentence type and grammatical forms.	K3
CO4	Demonstrate the relations between words and language	K4
CO5	Distinguish language and data obtained in language teaching.	K5

**Relationship Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	2	2	3	2	2	3	3	2.4
CO2	2	3	3	2	3	2	2	3	3	2	2.5
CO3	2	2	3	3	3	3	3	3	2	3	2.7
CO4	3	3	2	3	2	3	2	3	3	2	2.6
CO5	3	3	3	2	3	2	3	3	3	3	2.8
Mean Overall Score											13/5=2.6
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Dr. N. Dhillip Mohamad**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
IV	23UEN4AC8	Allied – VIII	4	3	25	75	100
Course Title		Journalism and Mass Communication					

SYLLABUS		
Unit	Contents	Hours
I	Journalism : Introduction, Concept, Evolution and Development - Role of Press-Freedom of Press - Challenges - Contemporary Issues - Press and Secularism * Ethics of Journalism *	12
II	Mass Communication: Meaning & Definitions- characteristics – features – scope, the concept of Mass & Mass Culture * Digital Media *	12
III	Functions of Mass Communication: To-Persuade, Inform, Educate, and Entertain; Other functions; Impact & Influence of Mass Media, The role of mass media in modern democracy, Mass media and modern society * The Fourth Estate *	12
IV	News Reporting: History of news reporting - Types of News Report- Basics of Reporting - Reporter's Role - News agencies - News sources * Print media in India *	12
V	Cyber Journalism: Introduction- Fundamentals of Cyber Media, Advantages & Disadvantages of Cyber Journalism Media Content Production: Emerging Broadcasting Trends, Digital Media Content Distribution Strategies, Mobile Journalism * Social Media in Indian Scenario *	12

\*.....\* Self Study

<b>Text Book(s):</b>
1. UNIT I, IV,V - Keval J Kumar, Mass Communication in India, Jaico Publishing House,Mumbai, V, 2020.
2. UNIT II, III - Seema Hasan, Mass Communication, Principles & Concepts, CBS Publishers & Distributors Pvt Ltd, III, 2022
<b>Reference Book(s):</b>
1. Kamath, M.V. The Journalist's Handbook, Vikas Publishing, 1992
2. Hohenberg, John. The Professional Journalist, Thomson Learning, 1983
3. Dr. Baldev Raj Gupta, Mass Communication & Development , Vishwavidyalaya Prakashan, 1997
<b>Web Resource(s):</b>
1. <a href="https://www.tandfonline.com/doi/full/10.1080/00358533.2018.1448342">https://www.tandfonline.com/doi/full/10.1080/00358533.2018.1448342</a>
2. <a href="https://www.intechopen.com/books/the-evolution-of-media-communication/online-journalism-current-trends-and-challenges">https://www.intechopen.com/books/the-evolution-of-media-communication/online-journalism-current-trends-and-challenges</a>
3. <a href="https://courses.lumenlearning.com/suny-massmedia/chapter/14-3-news-media-and-ethics/">https://courses.lumenlearning.com/suny-massmedia/chapter/14-3-news-media-and-ethics/</a>
4. <a href="https://onlinecourses.swayam2.ac.in/nou23_ge56/preview">https://onlinecourses.swayam2.ac.in/nou23_ge56/preview</a>
5. <a href="https://onlinecourses.swayam2.ac.in/ugc19_hs42/preview">https://onlinecourses.swayam2.ac.in/ugc19_hs42/preview</a>

<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	Demonstrate how the journalistic approach to problem solving and storytelling can produce locally engaged, globally competent citizens.	<b>K1</b>
CO2	Prove competence in a core set of journalistic crafts in reporting, research and storytelling that show versatility across media.	<b>K2</b>
CO3	Express a critical understanding of the contextual factors that shape the media message in a diverse, globalized media landscape.	<b>K3</b>
CO4	Develop a journalistic work that showcases an area of specialization that draws on the creativity and entrepreneurial spirit of the student.	<b>K4</b>
CO5	Produce a portfolio of work that demonstrates work produced in a public media setting.	<b>K5</b>

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	3	2	2	2	2	3	2	2	3	3	<b>2.4</b>
<b>CO2</b>	2	3	3	2	3	2	2	3	3	2	<b>2.5</b>
<b>CO3</b>	2	2	3	3	3	3	3	3	2	3	<b>2.7</b>
<b>CO4</b>	3	3	2	3	2	3	2	3	3	2	<b>2.6</b>
<b>CO5</b>	3	3	3	2	3	2	3	3	3	3	<b>2.8</b>
<b>Mean Overall Score</b>											<b>13/5=2.6</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Dr. A. Umar Farook**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
IV	23UEN4GE2	Generic Elective – II	2	2	-	100	100
Course Title		English for Employability Skills					

SYLLABUS		
Unit	Contents	Hours
I	Employability Skills and Entrepreneurship Definition & Importance of Employability Skills Definition & Importance of Entrepreneurship Characteristics of Entrepreneurs Entrepreneurial Opportunities Difference between Entrepreneur and Business Man * Social Entrepreneurship and Startups *	6
II	Soft Skills and Presentation Skills Soft skills vs Hard skills, Global and National perspectives on Soft Skills. Resume, Curriculum vitae - How to develop an impressive Resume, Different formats of Resume – Covering letter. Professional presentation- planning, preparing and delivering presentation, Technical writing Essential Digital Skills – Using the Computer, Navigating the Internet, Communicating Online, Creating Online Profile * How to improve your digital skills and achieve digital literacy *	6
III	Grammar and Comprehension English sentences and phrases, Analysis of complex sentences, Transformation of sentences, Paragraph writing, Story writing, Reproduction of a story, Letter writing, and e-mail writing. * Précis writing & Paraphrasing *	6
IV	Skills for interviews Interviews - Types of interviews, Preparatory steps for job interviews, Mock Interview. Group discussion- importance of group discussion, difference between group discussion and debate, Tips for successful participation in group discussion, Non-verbal communication-body Language, physical appearance, Postures, gestures, etc., *Personality traits evaluated in group discussions *	6
V	Workplace Etiquette & Problem Solving Techniques Appropriateness with all genders, Communication Etiquette, Delegation of Authority, Difficulty in Decision Making & Problem Solving Strategies. Defining the problem, Gathering of information, Identifying various solution, Evaluating alternatives, Taking actions, Evaluating the actions. * Importance of Financial and Legal Literacy *	6

\*.....\* Self Study

<b>Text Book(s):</b>
1. R. Gajendra Singh Chauhan, Sangeeta Sharma, “Soft Skills- An integrated approach to maximize personality”, ISBN: 987-81-265-5639-7, First Edition 2016, Wiley. 2. Wren and Martin, "English grammar and Composition", S. Chand publications. 3. Robert D. Hisrich, Michael P. Peters, Dean A. Shepherd, Sabyasachi Sinha, Entrepreneurship, McGrawHill (2022) 4. Peter Post, Anna Post, Lizzie Post, Daniel Post Senning, The Etiquette Advantage in Business, Third Edition: Personal Skills for Professional Success, 13 May 2014.

<b>Reference Book(s):</b>	
1. Philip Carter, "The Complete Book Of Intelligence Test", John Willey & Sons Ltd. 2. Philip Carter, Ken Russell, "Succeed at IQ test", Kogan Page 3. Eugene Ehrlich, Daniel Murphy, "Schaum's Outline of English Grammar", McGraw Hills. 4. Sabina Pillai & Agna Fernandez, Soft Skills and Employability Skills Cambridge University Press, 20 November 2017	
<b>Web Resource(s):</b>	
1. <a href="https://www.managementstudyguide.com/delegation_of_authority.htm">https://www.managementstudyguide.com/delegation_of_authority.htm</a> 2. <a href="https://www.fdmgroup.com/blog/essential-digital-skills/">https://www.fdmgroup.com/blog/essential-digital-skills/</a>	

<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	Be equipped with essential communication skills (writing, verbal and non-verbal)	<b>K1</b>
CO2	Master the presentation skill and be ready for facing interviews.	<b>K2</b>
CO3	Improve the fluency and confidence when speaking English	<b>K3</b>
CO4	Gain strategies for starting any group interaction and maintaining civility.	<b>K4</b>
CO5	Develop the intellectual, personal and professional abilities	<b>K5</b>

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	3	2	2	3	2	3	2	3	3	3	2.6
<b>CO2</b>	2	3	3	3	3	2	3	3	3	2	2.5
<b>CO3</b>	2	2	3	3	3	3	3	3	2	3	2.7
<b>CO4</b>	3	3	2	3	2	3	2	3	3	2	2.6
<b>CO5</b>	3	3	3	2	3	2	3	3	3	3	2.8
<b>Mean Overall Score</b>											<b>13.4/5=2.7</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Dr. S. Kathar Usean**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
V	23UEN5CC9	Core-IX	6	5	25	75	100
Course Title		Drama - I					

SYLLABUS		
Unit	Contents	Hours
I	Christopher Marlowe - Dr. Faustus *Thomas Kyd - The Spanish Tragedy *	18
II	Ben Jonson - Volpone *John Webster - The White Devil *	18
III	R.B. Sheridan - The Rivals *William Congreve - The Way of the World *	18
IV	J. M. Synge - The Playboy of the Western World * Oscar Wilde - The Importance of Being Ernest *	18
V	T.S. Eliot - The Cocktail Party * G.B. Shaw - Arms and the Man *	18
VI	Current Trends * (For CIA only) John Galsworthy - The Skin Game Harold Pinter - The Homecoming	

\*.....\* Self Study

<b>Text Book(s):</b>
1. Marlowe Christopher. Dr. Faustus. Atlantic Publishers & Distributors Pvt Ltd. 2019. 2. Jonson, Ben. Volpone. Peacock Books. 2019. 3. Sheridan Richard Brinsley. The Rivals, Booksway Publisher. 2014. 4. Synge James. The Playboy of the Western World. Bloomsbury Publisher. 2013. 5. The Cocktail Party. Eliot. T.S. Cambridge University Press. 2003.
<b>Reference Book(s):</b>
1. Steggle Matthew. <i>Volpone: A Critical Guide</i> . A&C Black publishers, 2011. 2. McCabe Joseph. George Bernard Shaw: A Critical Study. Forgotten Books Publisher. 2018.
<b>Web Resource(s):</b>
1. <a href="https://www.fantasticfiction.com/s/george-bernard-shaw/">https://www.fantasticfiction.com/s/george-bernard-shaw/</a> 2. <a href="https://literariness.org/2020/07/30/analysis-of-ben-jonsons-volpone/">https://literariness.org/2020/07/30/analysis-of-ben-jonsons-volpone/</a>



<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	Familiarize the students with the major dramatists and their works.	<b>K1</b>
CO2	Enable the students to understand the elements of the drama.	<b>K2</b>
CO3	Use dramatic techniques to explore ideas, issues and dramatic texts.	<b>K3</b>
CO4	Appreciate the structure and organization of plays.	<b>K4</b>
CO5	Develop an appreciation of and respect for the various roles/aspects inherent within the dramas.	<b>K5</b>

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of Cos</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	3	2	2	3	2	3	2	3	3	3	<b>2.6</b>
<b>CO2</b>	2	3	3	3	3	2	3	3	3	2	<b>2.5</b>
<b>CO3</b>	2	2	3	3	3	3	3	3	2	3	<b>2.7</b>
<b>CO4</b>	3	3	2	3	2	3	2	3	3	2	<b>2.6</b>
<b>CO5</b>	3	3	3	2	3	2	3	3	3	3	<b>2.8</b>
<b>Mean Overall Score</b>											<b>13.4/5=2.7</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator:**

Mr. S.SHEIK ISMAIL

Dr. A.ABDUL HAKEEM

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
V	23UEN5CC10	Core Course -X	5	5	25	75	100
Course Title		Literary Criticism- I					

SYLLABUS		
Unit	Contents	Hours
I	<u>Greek Criticism</u> Introduction to the Evaluation of Literary Criticism Aristotle – Poetics  * Plato – Ion, Thomas Wilson - From 'The Art of Rhetorique' (Pages 1-16) *	15
II	<u>Latin Criticism</u> Horace - Ars Poetica  * Longinus - On the Sublime *	15
III	<u>Medieval and Renaissance Criticism</u> Sir Philip Sidney - An Apologie for Poetrie  * Ben Jonson - From 'Every Man out of His Humour' (Pages 114-117) *	15
IV	<u>Neo-Classical Criticism</u> John Dryden - Essay on Dramatic Poesy  * George Puttenham - From 'The Art of English Poesie'*	15
V	<u>Enlightenment Criticism</u> Samuel Daniel – From 'A Defence of Rhyme' (Pages 85-113)  *George Chapman - From the Dedication of Achilles Shield (Pages 99-104) *	15
VI	Current Trends * (For CIA only) –  <u>Intersectional Feminism and Literary Representation</u> Chimamanda Ngozi Adichie – We Should all be Feminists <u>Posthumanism and Ecocritical Perspectives</u> Donna Haraway's – Cyborg Manifesto	

\*.....\* Self Study

<b>Text Book(s):</b>
1. An Anthology of English Literary Criticism, Volume 1, Edited by S. Ramaswami & V.S. Seturaman, Trinity Press, New Delhi, 2018. 2. Classical Literary Criticism, Penguin Books (p.1-76) 3. Philip Sidney, 'An Apologie for Poetrie' (1970) edited by E.S.Le.Comte 4. An Essay of Dramatic Poesy-Dryden, Oxford University Press 5. Samuel Daniel's 'A Defence of Rhyme'(1967) edited by Ronald B. Mckerrow
<b>Reference Book(s):</b>
1.Habib, M.A.R. A History of Literary Criticism : From Plato to the Present.Oxford,2005. 2.Nagarajan, M.S. English Literary Criticism and Theory: An introductory History. Hyderabad: Orient Longman,2006. 3.Harland,Literary Theory from Plato to Barthes, Routledge.
<b>Web Resource(s):</b>
1. <a href="https://en.wikipedia.org/wiki/literary_criticism">https://en.wikipedia.org/wiki/literary_criticism</a> 2. <a href="http://egyankosh.ac.in/handle/123456789/21641">http://egyankosh.ac.in/handle/123456789/21641</a> 3. <a href="https://youtu.be/rJK-jEp3QA4">https://youtu.be/rJK-jEp3QA4</a>

<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	Gain familiarity with the origin of critical ideas in literature beginning with the classical age.	<b>K-1</b>
CO2	Acquire a better understanding about the function of criticism.	<b>K-2</b>
CO3	Apply knowledge of literary devices , genres and historical contexts to inform critical readings.	<b>K-3</b>
CO4	Analyze and appreciate texts critically from different perspectives.	<b>K-4</b>
CO5	Evaluate seminal critical pieces in literature through the lens of influential literary theories.	<b>K-5</b>

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	2	3	2	2	3	3	2	3	3	3	2.6
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	2.9
<b>CO3</b>	3	3	2	2	3	3	3	3	3	3	2.8
<b>CO4</b>	3	3	2	3	3	3	3	2	3	3	2.8
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3.0
<b>Mean Overall Score</b>											14.1/5=2.82
<b>Correlation</b>											High

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Dr. K. Mohamed Umar Farooq**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
<b>V</b>	<b>23UEN5CC11</b>	<b>Core – XI</b>	<b>5</b>	<b>5</b>	<b>75</b>	<b>25</b>	<b>100</b>
<b>Course Title</b>		<b>Indian Writing In English</b>					

SYLLABUS		
Unit	Contents	Hours
<b>I</b>	Poetry Sarojini Naidu - The Queen's Rival Nissim Ezekiel - The Patriot A.K. Ramanujan - Obituary Meena Kandasamy - The Flight of Birds  *K.N. Daruwallah - Death by Burial*	<b>15</b>
<b>II</b>	Prose B. R. Ambedkar - Speech at Mahad Jawaharlal Nehru - The Glory has Departed  *Arundhati Roy - War in Peace *	<b>15</b>
<b>III</b>	Short Story R. K. Narayan - An Astrologer's Day Saadat Hasan Manto - The Assignment  * Gita Hariharan - The Remains of the Feast*	<b>15</b>
<b>IV</b>	Drama Girish Karnad - Tughlaq  *Vijay Tendulkar - The Vultures*	<b>15</b>
<b>V</b>	Novel R.K. Narayan - The Guide  * Shashi Tharoor - The Great Indian Novel *	<b>15</b>
<b>VI</b>	Current Trends * (For CIA only) <u>Indian Epics and their impact on Global Literature (IKS)</u> Chetna Maroo - Western Lane Zeyad Masroor Khan - City on Fire	

\*.....\* Self Study

#### Text Book(s):

1. R.P. Singh & S.K.Prasad. An Anthology of Indian English Poetry Hyderabad: Orient Blackswan. 2010. Print.
2. Board of Editors. Explorations of Ideas An Anthology of Prose, Hyderabad: Orient Blackswan. 2009. Print.
3. Saros Cowasjee & Shiv.K.Kumaredtrs. Modern Indian Short Stories. Delhi: Oxford University Press. Print.
4. Manto, Saadat Hasan. 1987. Kingdom's end and other stories Verso Books.
5. Karnad, Girish: "Collected Plays: Tughlaq, Hayavadana, Bali, Nagamandala", Vol. 1 & 2, Oxford, OUP, 2005
6. Narayan, R.K. The Guide. New York: Penguin Books, 2006.

<b>Reference Book(s):</b>
Indian English Literature Since Independence – New Delhi: The Indian Association for English Studies. 1991. Print.
<b>Web Resource(s):</b>
1. <a href="https://www.litcharts.com/lit/the-white-tiger/summary">https://www.litcharts.com/lit/the-white-tiger/summary</a> 2. <a href="https://indianwritinginenglish.uohyd.ac.in/tag/nissim-ezekiel/">https://indianwritinginenglish.uohyd.ac.in/tag/nissim-ezekiel/</a> 3. <a href="https://www.youtube.com/watch?v=U00WF0Z98B0">https://www.youtube.com/watch?v=U00WF0Z98B0</a>

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Identify the major trends in Indian Writing in English	K1
CO2	Understand various themes of Indian Writing in English	K2
CO3	Examine the background and settings of the prescribed texts	K3
CO4	Evaluate the cultural significance of Indian English Literature	K4
CO5	Gain exposure to diverse socio-cultural situations	K5

#### Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	3	3	2	3	2	3	3	2	2.6
CO2	3	2	3	2	3	3	2	3	2	3	2.6
CO3	3	2	3	2	2	3	2	3	3	2	2.5
CO4	3	2	2	3	2	3	2	2	3	2	2.4
CO5	3	3	2	2	3	2	3	2	3	3	2.5
Mean Overall Score											2.52
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

#### Course Coordinators:

Dr. N. Dhilip Mohamad

Mr. M. Kumaran

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
V	23UEN5CC12	Core- XII	5	5	75	25	100
Course Title		History of English Language and Phonetics					

SYLLABUS		
Unit	Contents	Hours
I	Old English - Middle English - Renaissance and the Reformation on the growth of the English Language  *The Norman Conquest and the Subjection of English, 1066–1200*	15
II	Foreign Influences: Greek, Latin, Scandinavian, French & Italian. Makers of Modern English: The Bible, Spenser, Shakespeare, Milton & Dr. Johnson.  *The Reestablishment of English, 1200–1500*	15
III	Characteristics of Modern English, Change of Meaning  *Rhetoric and Oratory*	15
IV	Introduction to Phonetics, The Air Stream Mechanism, The Organs of Speech, Classification and Description of English Speech Sounds Received Pronunciation  *Influence of Spelling and Pronunciation*	15
V	Syllable, Stress, Intonation, Its Types and Uses, Strong Forms and Weak Forms Transcription of Words and Short Sentences  *The Concept of General Indian English*	15
VI	<b>Current Trends * (For CIA only) –</b> The Descent of English Language Idiom and Metaphor	

\*.....\* Self Study

<b>Text Book(s):</b>
1. Wood. T. Fredrick. <i>An Outline History of the English Language</i> . Trinity Press. 2014. 2. Jespersen : The growth and structure of the English language, Atlantic Publishers and Distributors Pvt Ltd; Second and Revised edition (1 July 2022) 3. Balasubramanian. T. <i>A Textbook of English Phonetics</i> . Macmillan India Limited. 2000. 4. A.C.Gimson : An Introduction to the Pronunciation of English (ELBS edition paperback) 1994.
<b>Reference Book(s):</b>
1. Wren C. L. <i>The English Language</i> . Vikas Publication House Pvt Ltd. 2007. 2. O'Connor. J. D. <i>Better English Pronunciation</i> . Cambridge University Press. 1980.
<b>Web Resource(s):</b>
1. <a href="https://lrc.la.utexas.edu/eieol/engol">https://lrc.la.utexas.edu/eieol/engol</a> . 2. <a href="https://www.thoughtco.com/word-syllable-stress-patterns-in-english">https://www.thoughtco.com/word-syllable-stress-patterns-in-english</a> . 3. <a href="https://fenglish.ru/books/better-english-pronunciation.pdf">https://fenglish.ru/books/better-english-pronunciation.pdf</a>

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Understand the Historical and sociological factors in the growth of English Language and Practice.	K1
CO2	Learn the origin and growth of English Language and the family of Indo European Language.	K2
CO3	Learn and practise English speech sounds, speech patterns in sentences and the concept of stress and intonation.	K3
CO4	Develop the linguistic skills required in the close analysis of individual words and other texts.	K4
CO5	Know the flexibility of English Language and how it accepted the foreign words so easily.	K5

**Relationship Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	2	2	3	2	2	3	3	2.4
CO2	2	3	3	2	3	2	3	3	3	2	2.6
CO3	2	2	3	3	3	3	3	3	2	3	2.7
CO4	3	3	2	3	2	3	2	3	3	2	2.6
CO5	3	3	3	2	3	2	3	3	3	3	2.8
Mean Overall Score											13.1/5=2.62
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator:** 1. Dr.H.Jamesha Mohideen  
2. Dr.M .Shajahan Sait

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
V	23UEN5DE1A	DSE – I	5	4	75	25	100
Course Title		English Language Teaching					

SYLLABUS		
Unit	Contents	Hours
I	<u>Introduction to ELT</u> Objectives - English Education in India - Problems of English Language Teaching - English teaching today - Scope of SLA * English as a Second Native language *	15
II	<u>Methods and Approaches</u> Methods & Techniques of Teaching English – Pedagogical aspects of second language teaching - Lesson Plan * Strategies of English Learning *	15
III	<u>The Content of Teaching English</u> Teaching of English Vocabulary – Grammar - LSRW Skills * Post – Independence English Teaching *	15
IV	<u>The Content of Teaching English</u> Teaching Poetry, Prose, Drama, Fiction, etc.. * English for aesthetic Senses *	15
V	<u>Teacher Development</u> E- Creation Tools – Online teaching - Mobile apps and games * English as the Gathering of the world *	15

\* .....\* Self Study

<b>Text Book(s):</b>
1. Ghosh, Sastri, Das: <i>Introductions to English Language Teaching</i> . Vol: 3 CIEFL. 2. Widdowson, H.G, <i>Teaching English as Communication</i> , OUP, 2004. 3. Penny Ur: <i>A Course in English Language Teaching</i> . Cambridge University Press. 2013 Print. 4. Nunan, David. <i>Practical English Language Teaching</i> , McGraw Hill, 2003.
<b>Reference Book(s):</b>
1. Bright, McGregor: <i>Teaching English as a Second Language</i> (Longman/ ELBS). 2. Abbott, G. & Wingard, P. <i>Teaching of English as an International Language. A Practical Guide</i> , Surrey: Nelson.
<b>Web Resource(s):</b>
1. <a href="https://englishinternship.files.wordpress.com">https://englishinternship.files.wordpress.com</a> 2. <a href="https://journals.openedition.org/asp/4616?lang=en">https://journals.openedition.org/asp/4616?lang=en</a>



Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Learn innovative methods of teaching English language	K1
CO2	Understand the issues concerning methods and approaches of teaching, classroom techniques, strategies, testing and evaluation systems.	K2
CO3	Apply the self-directed English language learning	K3
CO4	Analyze the skills of LSRW in teaching English	K4
CO5	Evaluate the applications, practices and developments in teaching and testing.	K5

**Relationship Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	3	3	2	3	2	3	3	2	2.6
CO2	3	2	3	2	3	3	2	3	2	3	2.6
CO3	3	2	3	2	2	3	2	3	3	2	2.5
CO4	3	2	2	3	2	3	2	2	3	2	2.4
CO5	3	3	2	2	3	2	3	2	3	3	2.5
Mean Overall Score											2.52
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Dr. A. Ajmal Khaan**

Semester	Course Code	Course Category	Hours/ week	Credits	Marks for Evaluation		
V	23UEN5DE1B	Discipline Specific Elective	5	4	CIA	ESE	Total
			5	4	25	75	100
Course Title	Eco Studies						

SYLLABUS		
Unit	Contents	Hours
I	Introduction to Ecocriticism Green Glimpses Introduction to Ecocriticism (from Ecocriticism. Paradigms and Praxis)	18
II	Ecofeminism Gretchen T.Legler: Ecofeminist Literary Criticism (from Ecofeminism)	18
III	Indian Ecocriticism Nirmal Selvamani : Neo-tinai poetics (from Ecocriticism. Paradigms and Praxis)	18
IV	American Ecocriticism Glen A Love: Revaluing Nature: Toward an Ecological Criticism. (from Ecocriticism Reader)	18
V	Ecocritical Reading Ernest Hemingway : The Old Man and the Sea Jack London : The Call of the Wild Barbara Kingsolver: Flight Behaviour Ntozake Shange: Sassafrass, Cypress and Indigo Perumal Murugan: Poonachi	18

<b>Text Book(s):</b>
1.Hemingway, Ernest. The Old Man and the Sea. RHUK publishers, 1994. 2.Murugan, Perumal. Poonachi, western Publications,2012.
<b>Reference Book (s):</b>
1. Frederick, Suresh (Ed.) Ecocriticism. Paradigms and Praxis. New Century Book House, 2019. 2. Gretchen T.Legler, (1997) Ecofeminist Literary Criticism. Ecofeminism Ed.K.J.Warren., Indiana UP, 1997. 3.Cheryll Glotfelty Harold Fromm (Ed.) The Ecocriticism Reader: Landmarks in Literary Ecology. University of Georgia Press, 1996. 4. London, Jack. The Call of the Wild. Rupa and Co, 2017.
<b>Web Resource(s):</b>
1. <a href="https://www.manchesterhive.com/display/9781526153524/9781526153524.00018.xml">https://www.manchesterhive.com/display/9781526153524/9781526153524.00018.xml</a> 2. <a href="https://philpapers.org/rec/LEGELC">https://philpapers.org/rec/LEGELC</a> 3. <a href="https://www.jstor.org/stable/43020652">https://www.jstor.org/stable/43020652</a>

<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	A clear understanding of the Ecocriticism.	K1
CO2	Exposure to the different Tinai types in the post-colonial writings.	K2
CO3	A comprehensive understanding of the student genres of American Ecofeminism and Ecocriticism.	K3
CO4	Analyze the different ways in which Ecocriticism results and distort reality and ideological arguments underlying its presentation.	K4
CO5	A critical understanding of Ecocriticism literary text in their appropriate historical and cultural contexts.	K5

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of Cos</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	2	3	2	2	3	3	2	3	3	3	2.6
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	2.9
<b>CO3</b>	3	3	2	2	3	3	3	3	3	3	2.8
<b>CO4</b>	3	3	2	3	3	3	3	2	3	3	2.8
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3.0
<b>Mean Overall Score</b>											<b>14.1/5=2.82</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. M. H. Mohamed Rafiq

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESC	Total
V	23UEN5SE1	Skill Enhancement Course - I	2	1	-	100	100
Course Title		Personality Development					

SYLLABUS		
Unit	Contents	Hours
I	Basics of Soft skills: Definition of soft Skills. Significance and Components of soft skills. Strategies for success.  * Soft skills vs Hard skills *	6
II	Personality Development: An introduction Understanding the factors that shape attitude. Nurturing optimism. Building self-esteem.  * Problem-solving – conflict and stress Management *	6
III	Body Language: An introduction. Voluntary and involuntary body language. Origin, forms, parts, and uses of body language. Body language in building interpersonal relations and industrial relations. Types of body language.  * Interpreting body language across cultures *	6
IV	Etiquette and Manners: An introduction. Benefits and classification of etiquette and the art of good manners. Recognizing and avoiding unhealthy manners. The importance of personal and professional manners.  * Modern etiquette and manners in digital communication *	6
V	Human Values: An introduction. Fundamental values. Values in education. Types of values.  * Ethical decision-making and personal integrity *	6

\*.....\* Self Study

<b>Text Book(s):</b>
1. Peter S.J. Francis, Soft Skills and Professional Communication, Tata McGraw Hill Education Private Limited, 2012.
2. Abraham. Amit, Personality Development Through Positive Thinking, New Dawn Press, Inc, 2004.
3. Dr. Alex. K, Soft Skills: Know Yourself and Know the World, S Chand and Company Limited, 2019.
<b>Reference Book (s):</b>
1. McGrath. E.H, Basic Managerial Skills for All, PHI Learning Pvt. Ltd., 2011.
2. Kamin. Maxine, Soft Skills Revolution, John Willey & Sons, Inc, 2013.
3. Bhatnagar. Nitin, Bhatnagar. Mamta, Effective Communication and Soft Skills, Dorling Kindersley (India) Pvt. Ltd., 2012.
<b>Web Resource(s):</b>
1. <a href="https://books.google.co.in/books?id=WP6jIVbHX8wC&amp;printsec=frontcover&amp;source=gbs_ge_summary_r&amp;cad=0#v=onepage&amp;q&amp;f=false">https://books.google.co.in/books?id=WP6jIVbHX8wC&amp;printsec=frontcover&amp;source=gbs_ge_summary_r&amp;cad=0#v=onepage&amp;q&amp;f=false</a>
2. <a href="https://www.google.co.in/books/edition/Youngsters_Guide_To_Personality_Developm/gpE3DwAAQBAJ?hl=en&amp;gbpv=1&amp;dq=personality+development+for+students&amp;printsec=frontcover">https://www.google.co.in/books/edition/Youngsters_Guide_To_Personality_Developm/gpE3DwAAQBAJ?hl=en&amp;gbpv=1&amp;dq=personality+development+for+students&amp;printsec=frontcover</a>
3. <a href="https://www.google.co.in/books/edition/Social_and_Personality_Development/QTCCAgAAQBAJ?hl=en&amp;gbpv=1&amp;dq=personality+development+for+adolescents&amp;printsec=frontcover">https://www.google.co.in/books/edition/Social_and_Personality_Development/QTCCAgAAQBAJ?hl=en&amp;gbpv=1&amp;dq=personality+development+for+adolescents&amp;printsec=frontcover</a>

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	To introduce the students to the basics of soft skills.	K1
CO2	To educate students about key factors in personality development and the impact of attitudes on personal growth.	K2
CO3	To help students recognise the significance of body language in improving interpersonal and professional communication.	K3
CO4	To enhance students' understanding and application of proper social skills and respectful behaviour in different situations.	K4
CO5	To help students understand and integrate core values into their lives, and to promote ethical behaviour in their professional conduct.	K5

#### Relationship Matrix:

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	3	3	3	2	2	3	3	3	2.7
CO2	3	3	2	3	2	3	2	3	3	2	2.6
CO3	3	3	2	3	3	3	3	3	2	3	2.8
CO4	3	3	3	2	2	3	3	2	3	3	2.7
CO5	3	3	2	3	3	3	2	3	2	3	2.7
Mean Overall Score											13.5/5= 2.7
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

#### Course Coordinators:

1. Dr. A. G. Nihal Basha
2. Prof. A. Famitha Banu

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
V	23UEN5SE2	Skill Enhancement Course - II	2	1	-	100	100
Course Title		English Conversation Practice					

SYLLABUS		
Unit	Contents	Hours
I	Conversation about General Activities: Meeting, Parting, Do You Speak English, Daily Activities, Asking about Activities, What Did You Do, Talking about Activities, Evening Activities. * Living in an Apartment, Living in a House*	6
II	Conversation on Getting Information at Various Places: Meeting at the Train Station, Asking Questions at the Train Station, Meeting at the Airport, Getting Information at the Airport, Getting to the Hotel, Finding One's Hotel, Asking Directions, Getting Information * Using the Telephone, Sending and Receiving Letters *	6
III	Conversation on Travel: Finding One's Way, Asking about Buses, Traveling by Bus, Going by Taxi, Taking a Trip by Car, Travel Plans, How Do I Get There, Arriving Early or Late *Vacation Time, Trips and Sightseeing *	6
IV	Conversation about Shopping: Getting Help in Stores, Going Shopping, Talking about Shopping, Shopping for Clothes, Asking about Prices, How Much Does It Cost, At the Grocery Store, Shopping for Groceries *Talking about Money, Lending and Borrowing Money *	6
V	Conversations on Special Occasions: At the Post Office, Trips and Sight-seeing, Ordering Food, Personal Health, Common Health Problems, At the Doctor's Office, Office Details, Office Conversations. * Dinner Conversations, At the Doctor's Office*	6

\*.....\* Self Study

<b>Text Book(s):</b>
1. Taylor, Grant. <i>English Conversation Practice</i> . Tata McGraw Hill, 2006.
<b>Reference Book(s):</b>
1. Yates, Jean. <i>English Conversation</i> . (Premium Second Edition) McGraw Hills Publishing, 2016. 2. Caldwell, Donald & Sve Brook. <i>Pocket Guide to Everyday Conversational English</i> . Odessa, 2014. 3. Warnasch, Christopher A. and Barbara Raifsnider. <i>Fluent English</i> . Living Language. 2005.
<b>Web Resource(s):</b>
1. <a href="https://www.bbc.co.uk/learningenglish/">https://www.bbc.co.uk/learningenglish/</a> 2. <a href="https://learnenglish.britishcouncil.org/skills/speaking">https://learnenglish.britishcouncil.org/skills/speaking</a> 3. <a href="https://www.cambridgeenglish.org/learning-english">https://www.cambridgeenglish.org/learning-english</a> 4. <a href="https://www.englishcentral.com/browse/videos">https://www.englishcentral.com/browse/videos</a> 5. <a href="https://elsaspeak.com/en/">https://elsaspeak.com/en/</a>

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Enhance their vocabulary, understand words and phrases, and improve their speaking skills to articulate ideas.	K-1
CO2	Understand various conversation patterns, incorporate diverse speech styles and adapt to different conversational contexts.	K-2
CO3	Participate in formal conversations, demonstrating appropriate language use and effective communication strategies in professional settings.	K-3
CO4	Convey their thoughts, emotions, needs, and opinions in English with clarity and precision, adapting their language to suit different scenarios.	K-4
CO5	Utilize language effectively, evaluating its nuances, employing innovative expressions and varied sentence structures.	K-5

**Relationship Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	3	3	2	1	3	3	2	2	2.3
CO2	2	3	3	3	2	2	3	2	2	2	2.4
CO3	3	2	3	3	2	1	3	3	2	2	2.4
CO4	3	3	3	3	3	2	3	2	3	3	2.8
CO5	2	2	3	3	3	3	3	3	2	2	2.6
Mean Overall Score											12.5/5=2.5
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Dr. Y. Parvas Sharif**

Semester	Course Code	Course Category	Hours /week	Credits	Marks for Evaluation		
VI	23UEN6CC13	Core - XIII	5	5	CIA	ESE	Total
					25	75	100
<b>Course Title</b>		<b>Literary Criticism - II</b>					

SYLLABUS		
Unit	Contents	Hours
I	Romantic Criticism S.T. Coleridge - Biographia Literaria (Chapter XIV) (Pages 317-323)  * William Wordsworth - Appendix on Poetic Diction (Pages 312-316)*	15
II	Victorian Criticism Charles Lamb - On the Artificial Comedy of the Last Century (Pages 390-391)  *A.C. Bradley - Poetry for Poetry's Sake (Pages 134-153)*	15
III	Modern Criticism T.S. Eliot - Tradition and Individual Talent  *Virginia Woolf - Modern Fiction (Pages 217-224)*	15
IV	Practical Criticism I.A. Richards - The Four Kinds of Meaning  *Wilson Knight - Macbeth and the Metaphysic of Evil (Pages 285-304)*	15
V	The New Criticism W.K. Wimsatt and M.C. Beardsley - The Intentional Fallacy (Pages 449-465)  *Cleanth Brooks - Irony as a Principle of Structure (Pages 472-483)*	15
VI	Current Trends * (For CIA only) Anthropocentrism Cybernetics	

#### Recommended Textbook:

An Anthology of English Literary Criticism, Volume 2, Edited by S. Ramaswami & V.S. Seturaman, Macmillan, New Delhi, 2008.

#### Reference Book (s):

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural theory*. Viva Books, 2018.
2. Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. Oxford: Blackwell, 2005.
3. Harland, *Literary Theory from Plato to Barthes*, Routledge. London, Jack. *The Call of the Wild*. Rupa and Co, 2017.
4. Krishnaswamy, N. John Varghese, Sunita Mishra *Contemporary Literary Theory: A Students Companion*. Trinity Press, 2013.
5. Nagarajan, M.S. *English Literary Criticism and Theory: An introductory History*. Hyderabad: Orient Longman, 2006.

#### Web Resource(s):

1. [https://en.wikipedia.org/wiki/Literary\\_criticism](https://en.wikipedia.org/wiki/Literary_criticism)
2. <http://egyankosh.ac.in/handle/123456789/21641>
3. <https://youtu.be/rJK-jEp3QA4>



<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	A clear understanding of the shift in the romantic criticism	K1
CO2	The analysis of practical criticism and The growth of Criticism in Literature	K2
CO3	The contribution of modern criticism and subsequent	K3
CO4	Assess the evolution of critical theories through their analytical skills.	K4
CO5	A understanding of modern criticism and shapes the literature and culture	K5

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of Cos</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	2	3	2	2	3	3	2	3	3	3	2.6
<b>CO2</b>	3	3	3	2	3	3	3	3	3	3	2.9
<b>CO3</b>	3	3	2	2	3	3	3	3	3	3	2.8
<b>CO4</b>	3	3	2	3	3	3	3	2	3	3	2.8
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3	3.0
<b>Mean Overall Score</b>											<b>14.1/5=2.82</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

Course Coordinator: Dr. S. Kathar Usean

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
VI	23UEN6CC14	Core - XIV	5	5	25	75	100
Course Title							
Drama - II							

SYLLABUS		
Unit	Contents	Hours
I	Henrik Ibsen – The Wild Duck *Oscar Wilde – A Woman of No Importance*	15
II	George Bernard Shaw – The Apple Cart *John Millington Synge – The Playboy of the Western World*	15
III	Arnold Wesker – Chicken Soup with Barley *T. S. Eliot – Murder in the Cathedral*	15
IV	Samuel Beckett – Waiting for Godot *Harold Pinter – The Caretaker*	15
V	Agatha Christi - The Mousetrap *John Osborne – Look Back in Anger*	15
VI	Current Trends (For CIA only) Tom Stoppard – Leopoldstadt Simon Stephens – Morning Sun	

\*.....\* Self Study

<b>Text Book(s):</b>
<ol style="list-style-type: none"> <li>1. Ibsen, Henrik, <i>The Wild Duck</i> (Translated by James McFarlane), Oxford University Press, 2009</li> <li>2. Shaw, G.B., <i>The Apple Cart</i>, Penguin Books, 1989</li> <li>3. Wesker Arnold, <i>Chicken Soup with Barley</i>, Methuen Drama, 2012</li> <li>4. Beckett, Samuel, <i>Waiting for Godot</i>, Grove Press, 2011</li> <li>5. Miller Arthur, <i>All My Sons</i>, Penguin Books, 2009</li> <li>6. Stoppard, Tom, <i>Leopoldstadt</i>, Faber &amp; Faber, 2020</li> <li>7. Stephens, Simon, <i>Morning Sun</i>, Methuen Drama, 2021</li> </ol>
<b>Reference Book(s):</b>
<ol style="list-style-type: none"> <li>1. Gassner, John. <i>Masters of the Drama</i>. Dover Publications, 1954.</li> <li>2. Esslin, Martin. <i>The Theatre of the Absurd</i>. Penguin Books, 2004.</li> </ol>
<b>Web Resource(s):</b>
<ol style="list-style-type: none"> <li>1. <a href="https://www.sparknotes.com/drama/wildduck/summary/">https://www.sparknotes.com/drama/wildduck/summary/</a></li> <li>2. <a href="https://gutenberg.net.au/ebooks03/0300431h.html">https://gutenberg.net.au/ebooks03/0300431h.html</a></li> <li>3. <a href="https://www.enotes.com/topics/chicken-soup-with-barley/in-depth">https://www.enotes.com/topics/chicken-soup-with-barley/in-depth</a></li> <li>4. <a href="https://www.sparknotes.com/lit/godot/summary/">https://www.sparknotes.com/lit/godot/summary/</a></li> <li>5. <a href="https://www.sparknotes.com/drama/all-my-sons/section1/">https://www.sparknotes.com/drama/all-my-sons/section1/</a></li> </ol>

<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	Trace the themes present in the plays and carry in depth knowledge about its evolution.	<b>K1</b>
CO2	Analyze the literary devices in the plays.	<b>K2</b>
CO3	Attempts to evaluate the plays critically and its different perspectives.	<b>K3</b>
CO4	Get exposure towards famous playwrights in English Literature.	<b>K4</b>
CO5	Form ideas about the variety of drama.	<b>K5</b>

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	3	3	2	2	3	3	3	3	2	2	<b>2.6</b>
<b>CO2</b>	3	3	3	2	2	2	3	2	3	3	<b>2.6</b>
<b>CO3</b>	3	2	3	3	3	3	2	3	3	3	<b>2.8</b>
<b>CO4</b>	3	3	3	2	2	3	2	3	2	3	<b>2.6</b>
<b>CO5</b>	2	3	3	2	3	3	2	3	3	3	<b>2.7</b>
<b>Mean Overall Score</b>											<b>13.3/5=2.7</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Mr. S. Sheik Ismail**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
VI	23UEN6CC15	Core - XV	5	5	25	75	100
Course Title		American Literature					

SYLLABUS			
Unit	Contents		Hours
I	<u>Poetry</u>		15
	Walt Whitman	- I sit and Look Out	
	Edgar Allan Poe	- The Raven	
	Robert Frost	- Birches	
	Maya Angelou	- Woman Work	
	* Emily Dickinson	- Dear March – Come In*	
II	<u>Prose</u>		15
	Henry David Thoreau	- Where I Lived and What I Lived For	
	William Faulkner	- Nobel Prize Acceptance Speech	
	* Ralph Waldo Emerson	- Self - Reliance *	
III	<u>Drama</u>		15
	Eugene O’Neil	- The Hairy Ape	
	* Tennessee Williams	- The Glass Menagerie *	
IV	<u>Short Story</u>		15
	Henry James	– The Real Thing	
	Alice Walker	- Everyday Use	
	* Saul Bellow	- Looking for Mr. Green *	
V	<u>Novel</u>		15
	Jeffrey Eugenides	- The Marriage Plot	
	* Tony Morrison	- The Bluest Eye *	
VI	<u>Current Trends * (For CIA only)</u>		
	John Steinbeck	- Of Mice and Men	
	Barack Obama	- Yes, We Can	

\*.....\* Self Study

<b>Text Book(s):</b>
1. Whitman, Walt. “I sit and Look Out” <i>Leaves of Grass</i> . Edited by Harold Bloom, The Library of America, New York, 2001. 2. Poe, Edgar Allan. “The Raven”, <i>American Review</i> , February 1845,1:143-145 3. Frost, Robert. “Birches” <i>Mountain Interval</i> , Henry Holt & Company, New York, 1916. 4. Angelou, Maya. “Woman Work” <i>And Still I Rise: A book of Poems</i> , Random House, New York, 1978. 5. Thoreau, Henry David. “Where I Lived and What I Lived For”, <i>Walden</i> . Edited by William E. Cain, W.W. Norton & Company, New York, 1992. 6. Faulkner, William. “Nobel Prize Acceptance Speech”, <i>Nobel Prize Speeches</i> , Edited by Thomas S. Hines and Robert L. Gannett. W.W. Norton & Company, New York, 1999. 7. O’Neil, Eugene. <i>The Hairy Ape</i> , Boni & Liveright, New York, 1922. 8. James, Henry. <i>The Real Thing and Other Tales</i> , Harper & Brothers, New York, 1893. 9. Walker, Alice “Everyday Use”, <i>In Love &amp; Trouble: Stories of Black Women</i> , Harcourt Brace Jovanovich, New York, 1973. 10. Eugenides, Jeffrey. <i>The Marriage Plot</i> , Farrar, Straus and Giroux, New York, 2011.
<b>Reference Book(s):</b>
1. <i>The Cambridge History of American Literature</i> Volumes 1-8 2. <i>The Oxford Book of American Poetry</i> edited by David Lehman, John Brehm. OUP.2006. 3. Barbour, James & Thomas Quirk; <i>Romanticism: Critical Essays in American Literature</i> , Routledge, 2016.

**Web Resource(s):**

1. [https://whitmanarchive.org/item/ppp.00707\\_00830](https://whitmanarchive.org/item/ppp.00707_00830)
2. <https://www.eapoe.org/works/poems/ravena.htm>
3. <https://www.poetryfoundation.org/poems/44260/birches>
4. <https://www.poemhunter.com/poem/woman-work/>
5. <https://archive.vcu.edu/english/engweb/transcendentalism/authors/thoreau/walden/chapter02>
6. <https://www.nobelprize.org/prizes/literature/1949/ Faulkner/speech/>
7. <https://www.gutenberg.org/files/2715/2715-h/2715-h.htm>
8. <https://harpers.org/archive/1973/04/everyday-use/>

**Course Outcomes**

Upon successful completion of this course, the student will be able to:

CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Possess a coherent knowledge and a critical understanding of American Literature and its key historical, cultural and theoretical developments.	K1
CO2	Compare, discuss and explain interconnections and functions of American Literature and its contexts, including comparative and interdisciplinary issues.	K2
CO3	Evaluate arguments and assumptions about American Literature, texts and modes of interpretation.	K3
CO4	Apply the knowledge gained to the study of literature and become a critical reader.	K4
CO5	Observe how American Literature influence and improve the quality of life.	K5

**Relationship Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	2	2	3	3	2	3	2	3	2.6
CO2	3	3	2	3	3	3	3	3	2	3	2.8
CO3	3	3	3	2	3	3	2	3	2	3	2.7
CO4	3	3	2	2	3	3	2	3	2	3	2.6
CO5	3	2	3	3	3	2	3	3	2	2	2.6
Mean Overall Score											13.3/5 = 2.66
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinators: Dr. M. Mohamed Anwar, Mr. A. Azardeen**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
VI	23UEN6CC16	Core- XVI	5	5	25	75	100
Course Title      Shakespeare							

SYLLABUS		
Unit	Contents	Hours
I	<u>Shakespearean Sonnets</u> Sonnet 3 Sonnet 64 Sonnet 130 Sonnet 138  *Sonnet 127*	15
II	<u>Romantic Comedy</u> A Midsummer Night's Dream  *Twelfth Night*	15
III	<u>Tragedy</u> King Lear  *Antony and Cleopatra*	15
IV	<u>History Play</u> Richard II  *Henry V*	15
V	<u>Criticism on Shakespeare</u> Dr. Samuel Johnson - Preface to Shakespeare  *Harold Bloom – Shakespeare's Universalism*	15
VI	Current Trends * (For CIA only)  Anthropocene Theater and the Shakespearean Stage Shakespeare and Contemporary Theory	

\*.....\* Self Study

<b>Text Book(s):</b>
1. G. Blackmore Evans, Ed., <i>The Sonnets</i> , The New Cambridge Shakespeare, UK, 1997 2. <i>The Complete Works of William Shakespeare</i> . Wordsworth Editions Ltd; UK ed. edition. 2007. 3. Samuel Johnson, <i>Preface to Shakespeare</i> , Createspace Independent Publishing Platform, 2014 4. William H. Steffen, <i>Anthropocene Theater and the Shakespearean Stage</i> . Oxford Academic, UK, 2023 5. Parvini, Neema. <i>Shakespeare and Contemporary Theory: New Historicism and Cultural Materialism</i> . Bloomsbury Academic, 2012.
<b>Reference Book(s):</b>
1. Brett Foster, Ed., <i>Harold Bloom's Shakespeare Through the Ages- The Sonnets</i> , Viva Books, 2010 2. William Shakespeare Complete Works. Ed. Bate Jonathan & Rasmussen Eric. 2006. 3. Harold Bloom, <i>Shakespeare – The invention of the Human</i> , Penguin USA, 2000.

**Web Resource(s):**

1. <https://www.opensourceshakespeare.org/>
2. <https://www.gutenberg.org/cache/epub/5429/pg5429-images.html>
3. <https://ebooks.inflibnet.ac.in/engp10/chapter/samuel-johnson-preface-to-shakespeare/>
4. <https://academic.oup.com/book/45667>

**Course Outcomes**

Upon successful completion of this course, the student will be able to:

CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Attain first-hand knowledge about the literary works of Shakespeare.	K1
CO2	Learn about the social and intellectual background of Shakespeare and his socio-cultural conditions.	K2
CO3	Understand the language of Shakespeare's plays, images, word play and his creative use of language.	K3
CO4	Acquaint with the dramatic and poetic devices employed by Shakespeare.	K4
CO5	Develop a critical comprehension of his literary compositions	K5

**Relationship Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	2	3	2	3	3	3	2.6
CO2	2	3	3	3	3	2	3	3	3	2	2.5
CO3	2	2	3	3	3	3	3	3	2	3	2.7
CO4	3	3	2	3	2	3	2	3	3	2	2.6
CO5	3	3	3	2	3	2	3	3	3	3	2.8
Mean Overall Score											13.4/5=2.7
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinators:**

Dr. M. H. Mohamed Rafiq

Dr. A. Umar Farook

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
VI	23UEN6DE2A	Discipline Specific Elective-II	5	4	25	75	100
Course Title		Commonwealth Literature					

SYLLABUS			
Unit	Contents		Hours
I	Prose		15
	Satendra Nandan - Commonwealth Literature: Passages of Discovery		
	Paul Spickard - Mudrooroo, aboriginal writer of many identities		
II	*Ben Okri - On Edge of Time future*		15
	Poetry		
	Derek Walcott - Midsummer		
	Yvonne Bloomer - Magpie Shrike		
	A. D. Hope - Australia		
III	Allan Curnow - Time		15
	* Jean Arasanayagam - Apocalypse 83*		
	Play		
IV	Wole Soyinka - Kongi's Harvest		15
	* Mahesh Dattani - Tara*		
	Short Story		
V	Kamila Shamsie - The Lover's Tale as told to Kamila Shamsie		15
	Constantia Soteriou - Death Customs		
	*Henry Lawson - The Loaded Dog*		
VI	Novel		15
	Markus Zusak - The Book Thief		
	* Chimamanda Adiche - Purple Hibiscus*		
VI	Current Trends (For CIA only)		
	Kwame McPherson - Ocoee		
	Sanjana Thakur - Aishwarya Rai		

\*.....\* Self Study

<b>Text Book(s):</b>
1. <a href="https://rcsact.org/blog/2019/11/23/commonwealth-literature-passages-of-discovery">https://rcsact.org/blog/2019/11/23/commonwealth-literature-passages-of-discovery</a> . 2. <a href="https://www.tandfonline.com/doi/pdf/10.1080/01419870.2019.1640379">https://www.tandfonline.com/doi/pdf/10.1080/01419870.2019.1640379</a> 3. Okri, Ben, <i>Songs of Enchantment</i> . Doubleday, London, 1993. 4. Kay, Jackie. <i>Refugee Tales, volume 2</i> . Comma Press, 2017. 5. Soteriou, Constantia, <i>Voices Made of Soil</i> . Granta, Patakis 2019. 6. Marquez, Gabriel Garcia. <i>No One Writes to the Colonel And Other Stories</i> . HarperCollins, 2005.
<b>Reference Book(s):</b>
1. Dabydeen, David (ed.) (1985). <i>The Black Presence in Eng Literature</i> . Manchester: Manchester University Press 2. Ashcroft, Bill; Griffiths, Gareth and Tiffin, Helen (eds.) (1995). <i>The Postcolonial Studies Reader</i> . London: Routledge.



**Web Resource(s):**

1. <https://www.theguardian.com/culture/2008/oct/18/monica-ali>
2. <https://englishlanguageliterature.wordpress.com/2011/02/17/time-by-allen-curnow/>
3. <https://www.connotationpress.com/featured-guest-editor/october-2013-poetry/2044-yvonne-blomer-poetry>
4. <https://allpoetry.com/poem/8509645-Australia-by-A-D-Hope>
5. <https://shortstoryproject.com/stories/the-lovers-tale-as-told-to-kamila-shamsie/>
6. [https://cuvillier.de/uploads/preview/public\\_file/1634/9783869553641.pdf](https://cuvillier.de/uploads/preview/public_file/1634/9783869553641.pdf)

**Course Outcomes**

Upon successful completion of this course, the student will be able to:

CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Understand the various geographical distinction and nomenclature behind the term Commonwealth.	K1
CO2	Inculcate the ability to differentiate between Commonwealth literature and other world literatures.	K2
CO3	Acquire the knowledge of the political, social and cultural context of the Commonwealth countries.	K3
CO4	Analyse the literary styles and themes of Commonwealth literature.	K4
CO5	Develop the ability to appreciate the literature of various countries of the Commonwealth Union.	K5

**Relationship Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	2	3	2	3	3	3	2.6
CO2	2	3	3	3	3	2	3	3	3	2	2.5
CO3	2	2	3	3	3	3	3	3	2	3	2.7
CO4	3	3	2	3	2	3	2	3	3	2	2.6
CO5	3	3	3	2	3	2	3	3	3	3	2.8
Mean Overall Score											13.4/5=2.7
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator:** Dr. H. Jamesha Mohideen,  
Dr. M. H. Mohamed Rafiq

Semester	Course Code	Course Category	Hours/Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
VI	23UEN6DE2B	Discipline Specific Elective-II	5	4	25	75	100
Course Title      Children's Literature							

SYLLABUS		
Unit	Contents	Hours
I	Short story Ambrose Bierce      - An occurrence at Owl Greek Bridge Herman Melville      - The Fiddler Guy De Maupassant      - The Horla  * H.H.Munro      - Sredni Vashtar*	15
II	Short story Alice Munro      - Boy and Girls Oscar Wilde      - The Happy Prince Anton Chekhov      -The Bet  *O Henry      - After Twenty Years*	15
III	Novel Mark Twain      -The Adeventures of Tom Sawyer  *Charles Dickens      -Old Curiosity Shop*	15
IV	Novel Kashmira Sheth      - Keeping Corner  *Sudha Murthy      - The Magic of The Lost Temple*	15
V	Novel Doris Lessing      - Martha Quest  *L.M.Montgomery      - Anne of Green Cables*	15

\*.....\* Self Study

Text Book(s):
1. Bierce, Ambrose. <i>The Complete Short Stories of Ambrose Bierce</i> . Dover Publications, 2006. 2. Melville, Herman. <i>The Piazza Tales</i> . Penguin Classics, 1996. 3. Maupassant, Guy de. <i>The Horla and Other Stories</i> . Oxford World's Classics, 2008. 4. Munro, Alice. <i>Dance of the Happy Shades</i> . Vintage Classics, 1998. 5. Wilde, Oscar. <i>The Happy Prince and Other Tales</i> . Penguin Classics, 1994. 6 Chekhov, Anton. <i>Anton Chekhov's Short Stories</i> . Norton Critical Edition, edited by Ralph E. Matlaw, W. W. Norton & Company, 1979. 7. Twain, Mark. <i>The Adventures of Tom Sawyer</i> . Oxford World's Classics, 2008 8. Sheth, Kashmira. <i>Keeping Corner</i> . Hyperion Books, 2007. 9. Lessing, Doris. <i>Martha Quest</i> . Harper Perennial, 2001.

<b>Reference Book(s):</b>	
1. Townsend, John Rowe. <i>Written for Children: An Outline of English-language Children's Literature</i> , Scarecrow Press, 1996. 2. Lerer, Seth. <i>Children's Literature: A Reader's History, from Aesop to Harry Potter</i> , University of Chicago Press, 2009.	
<b>Web Resource(s):</b>	
1. <a href="https://www.eastoftheweb.com">https://www.eastoftheweb.com</a> 2. <a href="https://www.gutenberg.org/ebooks/bookshelf/20">https://www.gutenberg.org/ebooks/bookshelf/20</a>	

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Examine the history and characteristics of the various genres of children's literature.	K1
CO2	Appreciate the literary qualities and educational value of children's literature.	K2
CO3	Identify literary elements such as plot, theme, symbol and point of view in the works of children's literature.	K3
CO4	Explore the social, cultural, political and literary issues raised by works of children's literature.	K4
CO5	Understand the variety of stylistic choices made by children's literature authors within given forms and how form influences meaning.	K5

**Relationship Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	3	3	3	2	2	3	3	3	2.7
CO2	3	3	2	3	2	3	2	3	3	2	2.6
CO3	3	3	2	3	3	3	3	3	2	3	2.8
CO4	3	3	3	2	2	3	3	2	3	3	2.7
CO5	3	3	2	3	3	3	2	3	2	3	2.7
Mean Overall Score											13.5/5= 2.7
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Dr. A. Abdul Hakeem**

Semester	Course Code	Course Category	Hours/Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
VI	23UEN6DE3A	Discipline Specific Elective-III	4	4	25	75	100
Course Title							
Classics in Translation							

SYLLABUS			
Unit	Contents		Hours
I	Thirukkural -	Chapter – I & VI	12
	* Thirukkural -	Chapter – V *	
II	The Last Sermon of Holy Prophet		12
	Montaigne -	On Idleness	
III	* Confucius -	Analects 1,2 *	12
	Kalidasa -	Shakuntala	
IV	* Sophocles -	Antigone *	12
	Kalaighnar -	Ponnar Sankar	
V	* Aristophanes -	The Clouds *	12
	Kalaighnar -	Mother's Love	
	August Strindberg -	Love and Bread	12
	* Eduard Mårquez -	Loneliness *	

\*.....\* Self Study

<b>Text Book(s):</b>
1. G.U. Pope, Thirukkural - English with Meaning, Poompuhar, 2017. 2. "The Prophet Muhammad's Last Sermon" <a href="https://sourcebooks.fordham.edu/source/muhm-sermon.asp">https://sourcebooks.fordham.edu/source/muhm-sermon.asp</a> 3. Kalidasa. Shakuntala, Arthur W Ryder In Parenthese Publications Sanskrit Series ,Ontario, 1999. 4. Kalaighnar. Ponnar Sankar, translated by Thillainayagam, Macmillan Publishers, 2009. 5. Kalaighnar in English Translation- As Is in the Original Short Stories – Translated by P. Raja, 2009. 6. August Strindberg's Love and Bread - <a href="https://www.gutenberg.org/files/7956/7956-h/7956-h.html">https://www.gutenberg.org/files/7956/7956-h/7956-h.html</a> .
<b>Reference Book(s):</b>
1. Kalaighnar in English Translation " As Is in the Original Short Stories" Translated by P. Raja, Edited by P.Marudanayagam & V.Murugan, Macmillam 2009.
<b>Web Resource(s):</b>
1. <a href="https://thirukkural133.wordpress.com/2011/11/12/chapter-1-invocation-2/">https://thirukkural133.wordpress.com/2011/11/12/chapter-1-invocation-2/</a> 2. <a href="https://thirukkural133.wordpress.com/2011/11/26/chapter-6-a-good-life-partner/">https://thirukkural133.wordpress.com/2011/11/26/chapter-6-a-good-life-partner/</a> 3. <a href="https://www.yorku.ca/inpar/shakuntala_ryder.pdf">https://www.yorku.ca/inpar/shakuntala_ryder.pdf</a> 4. <a href="https://www.surjeetpublications.com/index.php?route=product/product&amp;product_id=3027">https://www.surjeetpublications.com/index.php?route=product/product&amp;product_id=3027</a> 5. <a href="https://www.tamildigitallibrary.in/book-detail.php?id=jZY9lup2kZl6TuXGlZQdjZM9jZhy#book1/">https://www.tamildigitallibrary.in/book-detail.php?id=jZY9lup2kZl6TuXGlZQdjZM9jZhy#book1/</a> 6. <a href="https://www.tamildigitallibrary.in/admin/assets/book/TVA_BOK_0008991_Kalaighnar_in_english_translation_As_is_in_the_original_(short_stories).pdf">https://www.tamildigitallibrary.in/admin/assets/book/TVA_BOK_0008991_Kalaighnar_in_english_translation_As_is_in_the_original_(short_stories).pdf</a> 7. <a href="https://sourcebooks.fordham.edu/source/muhm-sermon.asp">https://sourcebooks.fordham.edu/source/muhm-sermon.asp</a> 8. <a href="https://www.yorku.ca/inpar/shakuntala_ryder.pdf">https://www.yorku.ca/inpar/shakuntala_ryder.pdf</a>

<b>Course Outcomes</b>		
Upon successful completion of this course, the student will be able to:		
<b>CO No.</b>	<b>CO Statement</b>	<b>Cognitive Level (K-Level)</b>
CO1	Gain the knowledge of world literary traditions and the continuing influence of those traditions on world cultures.	<b>K1</b>
CO2	Develop skills in literary analysis and critical writing comparative methodologies.	<b>K2</b>
CO3	Evaluate various interpretation of a literary texts within social, cultural and historical contexts.	<b>K3</b>
CO4	Appreciate literature and other cultural production and analyse other literary texts.	<b>K4</b>
CO5	Discern the various cultural and moral values associated with the texts.	<b>K5</b>

**Relationship Matrix:**

<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Score of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO1</b>	3	2	3	3	3	2	2	3	3	3	<b>2.7</b>
<b>CO2</b>	3	3	2	3	2	3	2	3	3	2	<b>2.6</b>
<b>CO3</b>	3	3	2	3	3	3	3	3	2	3	<b>2.8</b>
<b>CO4</b>	3	3	3	2	2	3	3	2	3	3	<b>2.7</b>
<b>CO5</b>	3	3	2	3	3	3	2	3	2	3	<b>2.7</b>
<b>Mean Overall Score</b>											<b>13.5/5= 2.7</b>
<b>Correlation</b>											<b>High</b>

<b>Mean Overall Score</b>	<b>Correlation</b>
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator: Dr. A. Ajmal Khaan**

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
VI	23UEN6DE3B	DSE-III	4	4	75	25	100
<b>Course Title</b>		<b>Translation: Theory and Practice</b>					

SYLLABUS		
Unit	Contents	Hours
I	Translation studies – Definition and Scope – Types of Translation- Inter, Intra Lingual - Inter Semiotic – Transcription –Transliteration – Paraphrase – Levels of Translation - Decoding and Recoding – Product and Process	12
II	Equivalence –Layers – Theories	12
III	History of Translation Studies	12
IV	Limits of Translation – Untranslatability – Practical Exercises from Tamil to English and vice versa	12
V	Problems in translating Prose and Fiction, Poetry, Drama, Scientific texts, Bible translation – Translation for media and Internet	12

<b>Text Book(s):</b>
1. Bassnett, Susan. Translation Studies, Routledge, London, 2002. (Page No. 22-78) 2. Bassnett, Susan. Translation Studies, Routledge, London, 2002. (Page No. 39-44) 3. Jayaseela, Stephen. Tamil Language and the Timeless Translations by the Europeans, Kauveri Books, India, 2020. 4. Bassnett, Susan. Translation Studies, Routledge, London, 2002. (Page No.82-136) 5. David, Abend. Media and Translation: An Interdisciplinary Approach, Blomsbury Publishing, 2014.
<b>Reference Book(s):</b>
1. Bassnett, Susan. Translation Studies, Routledge, London, 2002. 2. Catford, J.C. A Linguistic Theory of Translation, Oxford University Press, 2012. 3. Ajunva, Enoch. A Textbook of Translation Theory and Practice, Lap Lambert Academic Publishers, 2017.
<b>Web Resource(s):</b>
<a href="https://www.google.com/search?q=translation+books&amp;oq=&amp;aqs=chrome.4.35i39j362l8...8.7387350j0j15&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com/search?q=translation+books&amp;oq=&amp;aqs=chrome.4.35i39j362l8...8.7387350j0j15&amp;sourceid=chrome&amp;ie=UTF-8</a>

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Understand the importance of Translation Studies, define the basic concepts and theories related to Translation.	K1
CO2	Analyse the ways in which one can translate a text effectively.	K2
CO3	Explore the challenges and difficulties of translation across languages.	K3
CO4	Identify the need of translation in order to enrich their knowledge.	K4
CO5	Develop Translation skills and linguistic competence.	K5

**Relationship Matrix:**

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	2	3	2	3	2	3	3	3	2.6
CO2	2	3	3	3	3	2	3	3	3	2	2.5
CO3	2	2	3	3	3	3	3	3	2	3	2.7
CO4	3	3	2	3	2	3	2	3	3	2	2.6
CO5	3	3	3	2	3	2	3	3	3	3	2.8
Mean Overall Score											13.4/5=2.7
Correlation											High

Mean Overall Score	Correlation
< 1.5	Low
≥ 1.5 and < 2.5	Medium
≥ 2.5	High

**Course Coordinator:**

1. Dr. A. Umar Farook
2. Ms. H. Nazeela Begam