

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 (4th 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
@ Only grades will be given									
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		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		Discipline Specific Elective - I		5	4	25	75	100
	23UEN5SE1	IV	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		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	-	*	-	-	-
23UEN6CA		Extra Credit Course for all**	Online Course	-	**	-	-	-	
Total					30	29			700
* Programme Specific Online Course for Advanced Learners									
** Any Online Course for Enhancing Additional Skills									
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
I	23UCN1LE1	English - I	6	3	25	75	100
Course Title		ENGLISH FOR COMMUNICATION - I					

SYLLABUS		
Unit	Contents	Hours
I	Poetry 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	18
II	Prose 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	18
III	Short Stories 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	18
IV	Language Competency 4.1 Vocabulary : Synonyms, Antonyms, Word Formation 4.2 Appropriate use of Articles and Parts of Speech 4.3 Error correction	18
V	English for Workplace 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	18

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
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

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

Recommended by. TANSICHE

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

SYLLABUS

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

..... Self study

Text Book(s):

1. Bacon. Francis, *Bacon Essays*, Edited by Scott, Augusta Mary. Charles Scriber's Sons. NewYork, 1908. Chapter – XIV
2. Nayar, M.G. Ed. *A Galaxy of English Essayists: From Bacon to Beerbohm*. Macmillan. 2012
3. Lamb, Charles. *Essays of Elia*. Macmillan. 2004.
4. Xavier. A.G. Ed. *An Anthology of Popular Essays and Poems*. Macmillan. 1988
5. Robb, Cuthbert.W. Ed, *English Essays: A Representative Anthology*. Blackie & Son. Ltd.1945.
6. Hazlitt, William. *Selected Essays of William Hazlitt*. Macmillan. 1982
7. Ramarao. Vimala. Ed. *Current Prose for Better Learning*. Macmillan. 1987
8. *Wethered H. N Selected essays of E.V. Lucas*. Methuen &Co Ltd, London 1954
9. Prasad. B, *A Background to the Study of English Literature*, Macmillan India Limited 1999.
10. Coates. Ken. Ed. *The Short Millenium? Spokesman*. January 2000. Chapter - 1

Reference Book(s):
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
Web Resource(s):
1. https://www.youtube.com/watch?v=CZ8NBUIzHtk 2. https://doubtnut.com/questions-answers/window-view-by-robert-lynd-540012 3. https://www.youtube.com/watch?v=3mPw8R-3Ae4

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 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. M. Shajahan Sait

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

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

..... Self study

Text Book(s):
<ol style="list-style-type: none"> Narayan. R.K, Under The Banyan Tree & Other Stories, Indian Thought Publication. 1992. Chapter – 6 Page no. 43 to 49. Poe. Edgar Allan, The Black Cat, K-Kitap Projesi & Cheapest Books, 2019 Abbas. Khwaja Ahmad, Rice and Other Stories, Bombay: Kutub, 1947 Chapter – The Sparrows. Henry. O, Selected Short stories. H.G. Wells & O’Henry. Shree Niwas Publications 2011. Chapter-30 Wells, H.G, Selected Short stories. H.G. Wells & O’Henry. Shree Niwas Publications, 2011. Chapter – 5. Tagore, Rabindranat. Subha Create Space Independent Publishing Platform 2014. Sahni. Bhishma, The Boss Came to Dinner & Other Stories, Industrial Pr, 1975. Chekov, Anton. Selected Short Stories of Anton Chekov, Maple Press. 2018 Chapter – 14 Calvino, Italo. The Man Who Shouted Teresa, Posted by Biblioklept, 2011 Dunsany, Lord. Fifty-One Tales, Public domain in the USA. 2005 Kafka Franz. Before the Law. Franz Kafka online Prasad. B, A Background to the Study of English Literature, Macmillan India Limited 1999. Atwood Margaret, My Evil Mother. Amazon Original Stories.

Reference Book(s):
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)
Web Resource(s):
1. https://www.cliffsnotes.com/literature/p/poes-short-stories/summary-and-analysis/the-black-cat 2. https://www.preservearticles.com/stories/the-boss-came-to-dinner-story-by-bhisham-sahni/5409 3. https://gladcanlit.files.wordpress.com/2013/10/flash-fiction.pdf

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

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Text Book(s):
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
Reference Book(s):
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
Web Resource(s):
1. https://www.britannica.com/event/Renaissance
2. https://englishhistory.net/shakespeare/elizabethan-theatre/

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

Text Book(s):
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)
Reference Book(s):
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.
Web Resource(s):
1. https://www.slideshare.net/mraiayah/introduction-to-literary-forms 2. https://literaryterms.net/genre/

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
I	23UCN1AE1	AECC - I	2	2	-	100	100
Course Title		VALUE EDUCATION FOR MEN					

SYLLABUS		
Unit	Contents	Hours
I	VALUES IN LIFE: Purpose and philosophy of life – Need for values –five fold moral culture. Values: truth, loyalty, integrity, humility, trustworthy, considerate, not being greedy, clean habits, punctuality, kindness, gratitude, patience, respect and character building.	6
II	PERSONAL WELLBEING: Social responsibility - taming a healthy mind and body – personal hygiene - Balanced diet – meditation – yoga - positive thinking – introspection - a passion for Nature- Win-win strategy.	6
III	ROLE OF MEN IN FAMILY: As a responsible student – committed employee - loyal husband - dedicated father – fatherhood- sacrificing human – considerate true friend.	6
IV	MAN A SOCIAL BEING: A friendly neighbour - living a life with definite motives – emotions and moral desire- uncompromising will power- puberty- secondary sexual characters- marriage: Purpose – marital life- Harmony with spouse- fidelity towards spouse.	6
V	PROFESSIONAL VALUES: More of a giver than a taker - being compassionate – patriotism - respecting culture - dependence on God – avoiding worry- professional ethics.	6

Hours of Teaching: 5 Hours and Hours of Activity: 25 Hours

Textbook(s):
1. Value Education for health, Happiness and harmony, the world community service centre, Vethathri Publications 2. N. Venkataiah, Value Education, APH Publishing Corporation, New Delhi, 1998 3. K.R. Lakshminarayanan and M. Umamageshwari, Value Education, Nalnilam Publication, Chennai.
Web References:
1. https://www.slideshare.net/humandakakayilongranger/values-education-35866000 2. https://www.ananda.org/blog/5-secrets-to-a-harmonious-marriage/ 3. https://www.un.org/esa/socdev/family/docs/men-in-families .

Activity:

- Assignment on Values (not less than 20 Pages)
- Multiple Choice Questions and Quiz
- Elocution - (Manners and good Habits for 3 to 5 minutes)
- Field Visit
- Debating - Current issues
- Essay writing: Proper use of e-gadgets, Ethics, Cyber ethics, Social media, etc.,
- Case Study / Album Making / Poster Presentation / Documentary- Celebrating National Days, Drug abuse & illicit trafficking, Independence Day, Secularism, Teachers Day, National Youth Awakening Day, Father's Day / Mother's Day and etc.,

EVALUATION COMPONENT: TOTAL: 100 MARKS**Component I:**

Documentary (or) Poster Presentation (or) Elocution - 25 marks

Component II:

Quiz (or) Multiple choice questions Test - 25 marks

Component III:

Album Making (or) Case Study on a topic (or) Field visit - 25 marks

Component IV:

Assignment (or) Essay Writing (or) Debating - 25 marks

Course Coordinator: Dr. M. Purushothaman

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
I	23UCN1AE1	AECC – I	2	2	-	100	100
Course Title		Value Education for Women					

SYLLABUS		
Unit	Contents	Hours
I	VALUES IN LIFE: Purpose and philosophy of life – Need for values –five fold moral culture - Imbibing values: truth, loyalty, integrity, humility, trustworthy, considerate, not being greedy, clean habits, punctuality, kindness, gratitude, patience, respect and character building.	6
II	FAMILY: Nuclear – cluster – significance - social functions - changing trend - role of women in family - obedient daughter - purposeful youth- dedicated wife - caring mother.	6
III	PUBERTY: Need of knowledge of menstruation- menstrual symptoms – handling – menstrual disorder - maintaining good personal hygiene - motherhood- Stages of pregnancy- post pregnancy care.	6
IV	MARRIAGE: Types of marriage - purpose of marriage- love and infatuation – need for marital preparation - pre and post marital counselling - conflicts in marital life - divorce single parenthood.	6
V	HARMONY WITH SPOUSE: Husband and wife relationship - fidelity towards spouse-relationship among the family members. Tenets of bride for healthy family – kindness, respect, patience, care, love.	6

Hours of Teaching: 5 hours and Hours of Activity: 25 hours

Textbook(s):
1. Value Education for health, Happiness and harmony, the world community service centre, Vethathri Publications 2. N. Venkataiah, Value Education, APH Publishing Corporation, New Delhi, 1998 3. Betty, Carten and Meg Goldric, The Changing family life style - A Framework for Family Therapy, 2 nd Edition, 2000. 4. Marie, Madearentas, Family Life Education, CREST-Centre for research education service training for family promotion, Bangalore, 1999.
Web References:
1. https://www.slideshare.net/humandakakayilongranger/values-education-35866000 2. https://www.ananda.org/blog/5-secrets-to-a-harmonious-marriage/ 3. https://www.nap.edu/read/2225/chapter/14

Activity:

- Assignment on Values (not less than 20 Pages)
- Multiple Choice Questions and Quiz
- Elocution - (Manners and good Habits for 3 to 5 minutes)
- Field Visit
- Debating - Current issues
- Essay writing: Proper use of e-gadgets, Ethics, Cyber ethics, Social media, etc.,
- Case Study / Album Making / Poster Presentation / Documentary- Celebrating National Days, Drug abuse & illicit trafficking, Independence Day, Secularism, Teachers Day, National Youth Awakening Day, Father's Day / Mother's Day and etc.,

EVALUATION COMPONENT: TOTAL: 100 MARKS**Component I:**

Documentary (or) Poster Presentation (or) Elocution - 25 marks

Component II:

Quiz (or) Multiple choice questions Test - 25 marks

Component III:

Album Making (or) Case Study on a topic (or) Field visit - 25 marks

Component IV:

Assignment (or) Essay Writing (or) Debating - 25 marks

Course Coordinator: Dr. M. Purushothaman

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

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

Text Book(s):
1. English for Communication – II, Department of English, JMC.
Reference Book(s):
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.

Web Resource(s):

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

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. TANSICHE

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

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

..... Self study

Text Book(s):

Unit – I Spenser. Edmund. *Amoretti; Including the Prothalamion and the Epithalamion*, R. Brimley Johnson, London, 1902.

Shakespeare, William. Shakespeare's Sonnets, Edited by Rowse. A.L, Palgrave, Macmillan, 1984.
Chapter – Sonnet No. 27 & 116

Unit – II Patrides C.A. The Complete English Poems of John Donne, Everyman's Library, 1991.
Winnny. James. Ed. Andrew Marvell: Some Poems, "To His Coy Mistress", OUP, Madras, 1967.

Unit – III Milton. John. Paradise Lost, Book IX, OUP, London, 2008.

Unit – IV Kinsley, James. Ed. The Poems and Fables of John Dryden, OUP, London, 1970.

TB-7: Grant. Douglas. Ed. Pope: Selected Poems, "The Rape of the Lock", OUP, Madras, 1997.

Unit – V Tovey. D. C. Ed. Thomas Gray: Ode on the Spring and Elegy in a Country Churchyard, Macmillan & Co. Ltd, Madras, 1921.

TB-9: Blake. William. The Songs of Innocence and Experience, Penguin Books Ltd., London, 2017.

Unit – VI Prasad. B, A Background to the Study of English Literature, Macmillan India Ltd, 1999.
Chapter – Page No. 5 to 38.

Reference Book(s):

1. Milton. John. Paradise Lost, Book IX, Longman, London, 2008.

2. Green, David. Ed. The Winged Words, Laxmi Publiactions Pvt Ltd., New Delhi, 2019.

3. Palgrave, F. T. Ed. The Golden Treasury, Macmillan, 2005.

Web Resource(s):

1. <https://www.poetryfoundation.org>
2. <https://druid675333030.files.wordpress.com/2019/09/prothalamion.pdf>

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 concerns, styles and perspectives of poetry writers.	K3
CO2	Understand the relationship between the historical contexts in which it is written.	K4
CO3	Apply the styles and concerns of the writers in creative writing.	K3
CO4	Analyse the various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.,	K4
CO5	Observe how poetry influences and improve the quality of life.	K4

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: Dr. Y. Parvas Sharif

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

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

..... Self study

Text Book(s):
Unit – I Defoe, <i>Danial. Robinson Crusoe</i> , Norton & Company, London, 2010. Unit – II Stevenson, R. L. <i>Treasure Island</i> , Fingerprint Publishers, Delhi, 2013. Unit – III Austin, Jane. <i>Persuasion</i> , Macmillan Edu. Ltd., London, 1985. Unit – IV Scott, Walter. <i>Ivanhoe</i> , Maple Press, Noida, 2010. Unit – V Dickens, Charles. <i>Great Expectation</i> , Rupa Publications India Twelfth edition, New Delhi, 2000.
Reference Book(s):
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.
Web Resource(s):
1. Robinson-Crusoe-Norton-Critical-Editions/dp/0393964523 2. Persuasion-Jane-Austen/dp/1509857494 3. https://www.google.co.in/books/edition/Great_Expectations/cVxrouJeyU0C?hl=en&gbpv=1&printsec=frontcover

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
II	23UEN2AC3	Allied – III	4	3	25	75	100
Course Title		SOCIAL HISTORY OF ENGLAND - II					

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

..... Self study

Text Book(s):
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
Reference Book(s):
1. Trevelyan, G.M. English Social History, Macmillan, 1974. 2. Thailambai, P. Social History of England, B.I.Publications, 1997.
Web Resource(s):
1. https://www.history.com/topics/industrial-revolution/industrial-revolution 2. https://www.infoplease.com/encyclopedia/history/modern-europe/france/french-revolution 3. https://www.gutenberg.org/History/ of /England/ Transport and Communication in England.

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
II	23UEN2AC4	Allied – IV	4	3	25	75	100
Course Title		HISTORY OF ENGLISH LITERATURE - I					

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

..... Self study

Text Book(s):
Unit – I Albert. Edward, History of English Literature, Oxford University Press, 1979. Chapter – III & IV Unit – II Albert. Edward, History of English Literature, Oxford University Press, 1979. Chapter – V Unit – III Albert. Edward, History of English Literature, Oxford University Press, 1979. Chapter – VI Unit – IV Albert. Edward, History of English Literature, Oxford University Press, 1979. Chapter – VII Unit – V Albert. Edward, History of English Literature, Oxford University Press, 1979. Chapter – VIII Unit – VI Albert. Edward, History of English Literature, Oxford University Press, 1979. Pg. Nos- 563-580
Reference Book(s):
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
Web Resource(s):
1. https://www.englitmail.com/2017/10/chief-characteristics-of-age-of-chaucer.html 2. https://www.tetsuccesskey.com/2018/07/the-age-of-milton-1625-1660.html

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.	K4
CO2	Realize the themes of the varied genres.	K3
CO3	Evaluate the perception of the ideology of a certain age of English literature	K4
CO4	Analyse the various movements and waves in English Literature.	K3
CO5	Discuss how literature also influences the social and political history of each period	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: Dr. A. Abdul Hakeem

Semester	Course Code	Course Category	Hours/ Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
II	23UCN2SS	Soft Skills Development	2	2	-	100	100
Course Title		Soft Skills Development					

SYLLABUS		
Unit	Contents	Hours
I	Communication Skills: Verbal and Non - Verbal communication - The active vocabulary - Conversational Etiquette - KOPPACT syndrome	6
II	Emotional Skills: Emotional Intelligence - The five steps to Emotional Quotient - Self Awareness and Regulation - Empathy - Social Intelligence - stress management - coping with failures	6
III	Functional Skills: Using the tools of communicatory and emotional skills - Resume writing - Preparation of Curriculum Vitae - interview skills - Acing the interview - Group dynamics - Mock interviews and Group discussions	6
IV	Interpersonal Skills: Synergising relationships - SWOT analysis - SOAR analysis - The social skills - Time Management - Decision making - problem solving - prioritising and Implementation	6
V	Personality Skills: Leadership skills - Attributes and Attitudes - Social leader Vs The Boss - critical and creative thinking	6

Hours of Teaching : 5 hours and Hours of Activity: 25 hours

Textbook(s):
<ol style="list-style-type: none"> 1. Social intelligence: The new science of human relationships - Daniel Goleman; 2006. 2. Body Language in the workplace - Allan and Barbara Pease; 2011. 3. Student's Hand Book: Skill Genie - Higher education department, Government of Andhra Pradesh.
Web References:
<ol style="list-style-type: none"> 1. https://nptel.ac.in/courses/109105110

EVALUATION CRITERIA

Work Book (Each unit carries 10 marks)	-	50 Marks
Examination	-	50 Marks

1. Teacher who handles the subject will award 50 marks for work book based on the performance of the student.
2. On the day of examination the examiners (Internal & External) will jointly award the marks for the following categories:
 - Self-Introduction - 20 Marks
 - Resume - 10 Marks
 - Mock Interview - 20 Marks

To assess the self-introduction, Examiners are advised to watch the video presentation submitted by the students. If they failed to submit the video presentation, the Examiners may direct the student to introduce himself orally and a maximum 10 marks only will be awarded.

Mock Interview Marks Distribution

(20-Marks)

Attitude (self interest, confidence etc.) (4 Marks)	Physical appearance including dress code (4 Marks)	Communication Skills (6 Marks)	Answering questions asked from the resume and work book (6 Marks)
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Course Coordinator: Dr. M. Syed Ali Padusha

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

Text Book(s):
1. English for Communication – III, Department of English, JMC.
Reference Book(s):
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.

Web Resource(s):

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

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	3	3	3	3	3	3	3	3	3.0
CO2	2	3	3	3	2	3	3	3	3	3	2.9
CO3	3	3	3	2	3	3	3	3	3	3	2.9
CO4	3	3	3	3	3	3	3	3	3	3	3.0
CO5	3	2	3	3	3	3	3	3	3	3	2.9
Mean Overall Score											14.7/5=2.94
Correlation											High

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

Recommended by. TANSICHE

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	Current Trends * (For CIA only) J. B. Priestly – Lectures Bertrand Russell - Emotion and Discipline	

..... Self Study

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

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

Text Book(s):
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.
Reference Book(s):
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.
Web Resource(s):
1. https://www.youtube.com/watch?v=Ld4IO9H8Ve8 2. https://www.britannica.com/topic/Tess-of-the-DUrbervilles 3. https://prezi.com/0e9f4-oytsew/an-internet-baby/

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	Understand the variety of stylistic choices that novelists make within given forms and how the form influences meaning.	K2
CO3	Evaluate various interpretations of a text and their validity through reading, writing and discussion.	K3
CO4	Analyze the ways articulated in the text which contributes to self-understanding.	K4
CO5	Identify the literary, cultural, historical, political influence of fictional works in the literary world.	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: 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

Text Book(s):
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
Reference Book(s):
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.
Web Resource(s):
1. https://girlmeetshistory.blogspot.com/2017/05/literature-of-age-of-pope.html 2. http://literarism.blogspot.com/2012/10/present-age.html

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

Text Book(s):
1. Green. David, Contemporary English Grammar, Structures and Composition, MacMillan Publishers, 2015.
Reference Book(s):
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.
Web Resource(s):
1. https://grammar.yourdictionary.com/ 2. http://facultyweb.ivcc.edu/rrambo/eng1001/sentences.html

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	<p>Present and past</p> <ol style="list-style-type: none"> 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) <p>*Present and Past Tenses (English Grammar in use- Raymond Murphy)*</p>	6
II	<p>Present perfect and past</p> <ol style="list-style-type: none"> 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) <p>* Present and Past Tenses (English Grammar in use- Raymond Murphy) *</p>	6
III	<p>Future Tense</p> <ol style="list-style-type: none"> 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 <p>* Future Tense (English Grammar in use- Raymond Murphy) *</p>	6
IV	<p>Modals</p> <ol style="list-style-type: none"> 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) <p>If and wish</p> <ol style="list-style-type: none"> 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 <p>* Modals and If and wish (English Grammar in use- Raymond Murphy) *</p>	6
V	<p>Passive</p> <ol style="list-style-type: none"> 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 <p>* Passive (English Grammar in use- Raymond Murphy) *</p>	6

..... Self Study

Text Book(s):
1. A Remedial English Grammar for Foreign Students F.T. Wood New Delhi, Macmillan, 1965.
Reference Book(s):
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.
Web Resource(s):
1. https://www.grammarly.com/blog/verb-tenses/ 2. https://owl.purdue.edu/owl/general_writing/grammar/using_articles.html 3. https://dictionary.cambridge.org/grammar/british-grammar/prepositions

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

Semester	Course Code	Course Category	Hours / Week	Credits	Marks for Evaluation		
					CIA	ESE	Total
III	23UCN3AE2	AECC - II	2	2	-	100	100
Course Title		Environmental Studies					

Unit	Contents	Hours
I	The multidisciplinary nature of environmental studies Definition, scope, importance, awareness and its consequences on the planet.	6
II	Ecosystems: Definition, structure and function of ecosystem; Energy flow in an ecosystem: food chain, food web and ecological succession. Case studies of the following ecosystems: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)	6
III	Natural Resources: Renewable and Non-renewable Resources: Land Resources and land use change; Land degradation, soil erosion and desertification. Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations. Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state). Heating of earth and circulation of air; air mass formation and precipitation. Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies. renewable energy resources significance of wind, solar, hydal, tidal, waves, ocean thermal energy and geothermal energy.	6
IV	Biodiversity and Conservation: Levels of biological diversity: genetic, species and ecosystem diversity; Biogeography zones of India; Biodiversity patterns biodiversity hot spots. mega-biodiversity nation; Endangered and endemic species of India. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity: <i>In situ</i> and <i>Ex situ</i> conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.	6
V	Environmental Pollution & Conservation: Environmental pollution: types, causes, effects and controls; Air, water, soil, chemical and noise pollution Waste to wealth - Energy from waste, value added products from waste, fly ash utilization and disposal of garbage, solid waste management in urban and rural areas, Swachh Bharat Abhiyan, recent advances in solid waste management, modern techniques in rain water harvesting and utilization.	6

Text books:

1. Asthana DK and Meera A, Environmental studies, 2nd Edition, Chand and Company Pvt Ltd, New Delhi, India, 2012.
2. Arumugam N and Kumaresan V, Environmental studies, 4th Edition, Saras Publication, Nagercoil, Tamil Nadu, India, 2014.

Activity – I:

1. Assignments – Titles on Environmental awareness to be identified by teachers from the following (scripts not less than 20 pages)
2. Elocution – (Speech on “Environment beauty is the fundamental duty” of citizen of the country for 3 to 5 minutes)
3. Environment issues – TV, Newspaper, Radio and Medias messages – Discussion ∞ Case Studies/Field Visit/Highlighting Day today environmental issues seen or heard
4. Debating/Report Submission – Regarding environment issues in the study period Activity II
5. Environmental awareness through charts, displays, models and video documentation.

Celebrating Nationally Important Environmental DaysNational Science Day – 28th FebruaryWorld wild life Day – 3rd MarchInternational forest Day – 21st MarchWorld Water Day – 22nd MarchWorld Meteorological Day – 23rd MarchWorld Health Day – 7th AprilWorld Heritage Day – 18th AprilEarth / Planet Day – 22nd AprilPlants Day – 26th MayEnvironment Day – 5th June Activity III Discipline specific activities**EVALUATION COMPONENT:**

Component I: (25 Marks) Document (or) Poster presentation or Elocution

Component II: (25 Marks) Album making (or) case study on a topic (or) field visit

Component III: (25 Marks) Essay writing (or) Assignment submission

Component IV: (25 Marks) Quiz (or) multiple choice question test

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

CO No.	CO Statement	Cognitive Level (K-level)
CO1	To understand the multi-disciplinary nature of environmental studies and its importance	K1
CO2	To obtain knowledge on different types of ecosystem	K2
CO3	To acquire knowledge on Renewable and non-renewable resources, energy conservation	K3
CO4	To understand biodiversity conservation	K4
CO5	To analysis impact of pollution and conversion waste to products	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	02	02	02	02	02	03	03	03	03	03	2.5
CO2	02	03	03	02	03	03	03	03	03	03	2.8
CO3	02	03	03	03	03	03	03	03	03	03	2.9
CO4	02	02	03	03	03	03	03	03	03	03	2.8
CO5	02	03	03	03	03	03	03	02	03	03	2.8
Mean Overall Score											2.7
Correlation											High

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

Course Coordinator: Dr. B. Balaguru

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

SYLLABUS		
Unit	Contents	Hours
I	GOAL SETTING (UNICEF) Life Story 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 Short Essay 1.3 On the Love of Life – William Hazlitt 1.4 Where do you get your Ideas – Neil Gaiman	18
II	INTEGRITY Short Story 2.1 The Taxi Driver – K.S. Duggal 2.2 In the Great Walled Country – Raymond Macdonald Alden Extract from a play 2.3 The Quality of Mercy (Trial Scene from the Merchant of Venice - Shakespeare)	18
III	COPING WITH EMOTIONS Poem 3.1 Pride – Dahlia Ravikovitch 3.2 Phenomenal Woman – Maya Angelou Reader's Theatre 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	Language Competency Sentences 4.1 Simple Sentences 4.2 Compound Sentences 4.3 Complex Sentences Direct and Indirect Speech	18
V	Report Writing 5.1 Narrative Report 5.2 Newspaper Report Drafting Speeches 5.3 Welcome Address 5.4 Vote of Thanks	18

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

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Determine their goals to achieve.	K1
CO2	Identify the value of integrity.	K2
CO3	Deal with emotions.	K3
CO4	Frame grammatically correct sentences	K4
CO5	Write cohesive reports.	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	3	3	3	3	3	3	3	3	3.0
CO2	2	3	3	3	2	3	3	3	3	3	2.8
CO3	3	3	3	2	3	3	3	3	3	3	2.9
CO4	3	3	3	3	3	3	3	3	3	3	3.0
CO5	3	2	3	3	3	3	3	3	3	3	2.9
Mean Overall Score											14.6/5= 2.92
Correlation											High

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

Recommended by. TANSICHE

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	Current Trends * (For CIA only) Seamus Heany - Digging Carol Ann Duffy - Text Simon Armitage - The Shout	

..... Self Study

Text Book(s):

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, 1st Edition, 1981.
5. Gunn, Thom. Collected Poems, Faber & Faber, 1994.
6. Jennings, Elizabeth, New Collected Poems, Carcanet Press Ltd, 2002.

Reference Book(s):

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.

Web Resource(s):

1. <https://www.poetryfoundation.org/>
2. <https://www.litcharts.com/>
3. <https://poemanalysis.com/>

Course Outcomes		
Upon successful completion of this course, the student will be able to:		
CO No.	CO Statement	Cognitive Level (K-Level)
CO1	Recognize poetry from a variety of cultures, languages and historic periods	K1
CO2	Understand and appreciate poetry as a literary art form	K2
CO3	Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.	K3
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.	K4
CO5	Recognize the rhythms, metrics and other musical aspects of poetry	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: 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	Current Trends (For CIA Only) The Spirit of Freedom The Nation	

..... Self Study

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

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

Text Book(s):
1. Yule, George. The Study of Language, Cambridge University Press, 2014. (Fifth Edition)
Reference Book(s):
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.
Web Resource(s):
1. http://examples.yourdictionary.com/examples-of-semantic.html 2. http://linguisticsunimet.wordpress.com/3-the-properties-of-language/

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

Text Book(s):
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
Reference Book(s):
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
Web Resource(s):
1. https://www.tandfonline.com/doi/full/10.1080/00358533.2018.1448342
2. https://www.intechopen.com/books/the-evolution-of-media-communication/online-journalism-current-trends-and-challenges
3. https://courses.lumenlearning.com/suny-massmedia/chapter/14-3-news-media-and-ethics/
4. https://onlinecourses.swayam2.ac.in/nou23_ge56/preview
5. https://onlinecourses.swayam2.ac.in/ugc19_hs42/preview

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

Text Book(s):
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.

Reference Book(s):
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
Web Resource(s):
1. https://www.managementstudyguide.com/delegation_of_authority.htm 2. https://www.fdmgroup.com/blog/essential-digital-skills/

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