

ST. XAVIER'S COLLEGE (AUTONOMOUS)
PALAYAMKOTTAI - 627 002

(Recognized as "College with Potential for Excellence" by UGC)
(Accredited by NAAC at "A⁺⁺" Grade with a CGPA of 3.66 in IV Cycle)
(Star College Programme by DBT, Govt. of India.)
Affiliated to Manonmaniam Sundaranar University, Tirunelveli

SYLLABUS



*Preserve this copy of the syllabus until you complete the course, as it is
an important document of your present course of study.*

Name _____

B.A. ENGLISH LITERATURE

Choice Based Credit System (CBCS)

(w.e.f. June 2023-2024)

PROGRAMME NAME : ENGLISH LITERATURE

PROGRAMME CODE : UEL

Programme Specific Outcomes

- PSO1: Discern the process of communicating and interpreting human experience through literary representation
- PSO2: Perceive the range of periods of English literature, its genres, and the critical traditions
- PSO3: Understand how individuals in specific historical, cultural, and rhetorical circumstances represent their experience and ideas through the medium of language
- PSO4: Interpret texts with critical, aesthetic, and ethical sensitivity with an understanding of the relationship between the milieu and its literature
- PSO5: Comprehend the literary, cultural and socio-historical contexts in which literature is written and read
- PSO6: Develop an awareness of the depth and complexity of human existence, perceived across the boundaries of time, place, culture, race, ethnicity and gender
- PSO7: Become effective thinkers and communicators in the current information-intensive society
- PSO8: Attain a foundational understanding of humanities to identify and pursue higher studies
- PSO9: Utilize the professional skill set acquired to seek and find employment, and pursue life with conviction and confidence

B. A. ENGLISH LITERATURE – Programme
Pattern (With Effect from June 2023)

Sem.	Part	Status	Course Code	Title of the Paper	Hrs	Cdt
I	I	Lang	23UGTL11	General Tamil – I	6	3
	I	Lang	23UGHL11	Hindi - I		
	I	Lang	23UGFL11	French - I		
	II	Lang	23UGEL11/ 23UGEL13/ 23UGEL14	General English - I	6	3
	III	Core	23UELC11	Introduction to Literature	5	5
	III	Core	23UELC12	Indian Writing in English	5	5
	III	EC	23UELE11	Social History of England	4	3
		SEC1	23UELN11	Spoken English (NME)	2	2
	IV	FC	23UHER11/ 23UHEE11	Foundation Course: Religion - Catholic Doctrine / Ethics	2	2
				30	23	
II	I	Lang	23UGTL21	General Tamil – II	6	3
	I	Lang	23UGHL21	Hindi – II		
	I	Lang	23UGFL21	French - II		
	II	Lang	23UGEL22/ 23UGEL24/ 23UGEL25	General English - II	6	3
	III	Core	23UELC21	American Literature - I	4	3
	III	Core	23UELC22	Drama	5	5
	III	EC	23UELE21	Literary Genres and Terms (Allied)	5	5
	IV	SEC2	23UELN21	Essential English Grammar (NME)	2	2
	IV	SEC3	23UHEI21	Integrated Personality Development	2	2
				30	23	
III	I	Lang	23UGTL31	General Tamil – III	6	3
	I	Lang	23UGHL31	Hindi – III		
	I	Lang	23UGFL31	French - III		
	II	Lang	23UGEL33/ 23UGEL35/ 23UGEL36	General English - III	6	3
	III	Core	23UELC31	British Literature - I	5	5
	III	Core	23UELC32	American Literature - II	4	3
	III	EC	23UELE31	Grammar and Composition (Allied)	5	5
	IV	SEC4	23UHEL31	Life Issues & Entrepreneurial Skill Development	2	2
	IV	SEC5	23UELN31	Art of Public Speaking (NME)	2	2
				30	23	
IV	I	Lang	23UGTL41	General Tamil – IV	6	3
	I	Lang	23UGHL41	Hindi – IV		
	I	Lang	23UGFL41	French - IV		
	II	Lang	23UGEL44/ 23UGEL46/ 23UGEL47	General English - IV	6	3
	III	Core	23UELC41	British Literature - II	6	6
III	Core	23UELC42	An Introduction to Phonetics	4	4	

	III	EC	23UELE41	Spoken English	2	2
	IV	SEC6	23UELN41	English for Competitive Examinations (NME)	2	2
	IV	SEC7	23UELS41	Computer Literacy Programme	2	2
	IV	EVS	23UEVS41	Environmental Studies	2	2
					30	24
V	III	Core	23UELC51	British Literature – III	5	4
	III	Core	23UELC52	British Literature - IV	5	4
	III	Core	23UELC53	History of English Literature	6	5
	III	Core	23UELC54	Women’s Writing in English	6	5
	III	EC	23UELE51	Postcolonial Studies	6	4
	IV	VE	23UHEH51	Human Rights & Social Analysis	2	2
	IV	Int.	23UELI51	Internship	-	2
					30	26
VI	III	Core	23UELC61	Shakespeare	6	4
	III	Core	23UELC62	Literary Theory and Criticism	6	4
	III	Core	23UELC63	Project	2	2
	III	EC	23UELE61	Diaspora Literature	5	4
	III	EC	23UELE62	Fiction	6	4
	IV	SEC8	23UELS61	English for Career – Professional Competency Skills (Competitive Exams)	5	2
	V	Ext. Act.		STAND (Extension Activities)	-	1
					30	21
Additional Compulsory Courses						
I UG	Add-on	23UEL AO1	Professional English			2
		23UEL AO2	Listening Skills			
II UG	Value added	23UELCC1	Reading Skills			2
		23UELCC2	Skills of Interpretation of Poetry			
III UG	ECC (Any one)	23UEL EC1	Great Lives, Great Thoughts			2
		23UEL EC2	Devotional Literature			
		23UEL EC3	Indian Literature in English			
		23UEL EC4	British Fiction			
		23UEL EC5	Children’s Fiction			
		23UEL EC6	Literature of Nobel Laureates			
TOTAL					180	146

LEARNING OBJECTIVES: கற்றலின் நோக்கங்கள்

1. முதலாமாண்டு பட்ட வகுப்பு மாணவர்களுக்குத் தமிழ்மொழி இலக்கியங்களை அறிமுகம் செய்தல்.
2. தற்கால இலக்கியப் போக்குகளையும் இலக்கணங்களையும் மாணவர் அறியுமாறு செய்து அவர்களின் படைப்பாற்றலைத் தூண்டுதல்.
3. தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்.
4. மொழித்திறன்களை மாணவர்கள் அறிந்துகொள்ள தூண்டுதல்.
5. நவீன இலக்கிய வகைமைகளை அறிமுகம் செய்தல்.
6. சமூகச்சிந்தனைகளை உருவாக்க இலக்கியப்பாடுபொருள் காரணமாய் உள்ளது என்பதை அறியச் செய்தல்.

அலகு1: மரபுக்கவிதை

- | | |
|-------------------|--|
| 1. பெ. சுந்தரனார் | - தமிழ்த் தெய்வவணக்கம் |
| 2. பாரதிதாசன் | - சிறுத்தையே வெளியே வா |
| 3. கவிமணி | - புத்தரும் சிறுவனும் |
| 4. முடியரசன் | - மொழி உணர்ச்சி |
| 5. கண்ணதாசன் | - ஆட்டனத்தி ஆதிமந்தி (ஆதிமந்தி புலம்பல்) |
| 6. சுரதா | - துறைமுகம் (வினாத்தாள்) |
| 7. தமிழ் ஒளி | - கடல் |

அலகு2: புதுக்கவிதை

- | | |
|-----------------------|--|
| 1. அப்துல் ரகுமான் | - வீட்டுக்கொரு மரம் வளர்ப்போம் |
| 2. ஈரோடு தமிழன்பன் | - சென்றியூ கவிதைகள் (ஏதேனும் ஐந்து கவிதைகள்) |
| 3. வைரமுத்து | - பிற்சேர்க்கை |
| 4. மு.மேத்தா | - வாழைமரத்தின் சபதம் |
| 5. அறிவுமதி | - வள்ளுவம் பத்து |
| 6. நா. முத்துக்குமார் | - ஆனந்த யாழை மீட்டுகிறாய் |
| 7. சுகிர்தராணி | - சபிக்கப்பட்ட முத்தம் |
| 8. இளம்பிறை | - நீ எழுத மறுக்கும் எனது அழகு |

அலகு3: சிறுகதைகள்

- | | |
|--|--------------------------------------|
| 1. வாய்ச்சொற்கள் | - ஜெயகாந்தன் (மாலை மயக்கம் தொகுப்பு) |
| 2. கடிதம் | - புதுமைப்பித்தன் |
| 3. கரு | - உமா மகேஸ்வரி |
| 4. முள்முடி | - தி. ஜானகிராமன் |
| 5. சிதறல்கள் | - விழி. பா. இதயவேந்தன் |
| 6. காகிதஉறவு | - சு. சமுத்திரம் |
| 7. வீட்டின் மூலையில் சமையலறை- அம்பை | |
| 8. (மொழிப்பெயர்ப்புக் கதை) நாயக்காரர் சீமாட்டி - ஒரு குறும்புக்காரர் சிறுவன் | |

அலகு4: பாடம் சார்ந்த இலக்கிய வரலாறு

அலகு5 : மொழித்திறன் போட்டித் தேர்வு

1. பொருள் பொதிந்த சொற்றொடர் அமைத்தல்
2. ஓர் எழுத்து ஒரு மொழி
3. வேற்றுமை உருபுகள்
4. திணை, பால், எண், இடம்
5. கலைச்சொல்லாக்கம், மொழிபெயர்ப்பு

COURSE OUTCOMES: பயன்கள்

இப்பாடங்களைக் கற்பதால் மாணவர் பின்வரும் பயன்களைப் பெறுவர்.

CO1- பாரதியார் காலந்தொட்டு தற்காலப் புதுக்கவிதைகள் வரை கவிதையிலக்கியம் அறிமுகப்படுத்தப்படுவதால் படைப்பாற்றல் திறன் பெறுதல். (K1,K2)

CO2- புதுக்கவிதை வரலாற்றினை அறிந்துகொள்வர். (K2)

CO3- இக்கால இலக்கிய வகையினைக் கற்பதன் மூலம் படைப்பாக்கத் திறனைப் பெறுதல். (K4)

CO4- மொழி அறிவோடு சிந்தனைத் திறன் அதிகரித்தல். (K3)

CO5- தமிழ்மொழியைப் பிழையின்றி எழுதவும், புதிய கலைச் சொற்களை உருவாக்கவும் அறிந்துகொள்வர். (K4)

CO6- காலந்தோறும் சமூகச் சிந்தனைகள் மாறுவதை இலக்கிய வரலாற்றின் மூலம் அறிந்து கொள்ளுதல். (K6)

TEXT BOOKS (பாடநூல்கள்)

1. தமிழ்த்துறை வெளியீடு - தூய சவேரியார் தன்னாட்சிக் கல்லூரி, பாளையங்கோட்டை.
2. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு- எ.பி. பாக்கியமேரி

REFERENCE BOOKS (பார்வை நூல்கள்)

- தமிழ் இலக்கிய வரலாறு - சிற்.பி. பாலசுப்பிரமணியன்
- புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு – தமிழண்ணல்
- தமிழ் இலக்கிய வரலாறு – சேதுராமன்

WEB SOURCES (இணையதளங்கள்)

- Tamil Heritage Foundation- www.tamilheritage.org <<http://www.tamilheritage.org>>
- Tamil virtual University Library- www.tamilvu.org/library <http://www.virtualvu.org/library>
- Project Madurai - www.projectmadurai.org.
- Chennai Library- www.chennailibrary.com <<http://www.chennailibrary.com>>.
- Tamil Universal Digital Library- www.ulib.prg <<http://www.ulib.prg>>.
- Tamil E-Books Downloads- tamilebooksdownloads.blogspot.com
- Tamil Books on line- books.tamilcube.com
- Catalogue of the Tamil books in the Library of British Congress archive.org
- Tamil novels on line - books.tamilcube.com

பருவம்: 2	தாள்:மொழிப்பாடம்	Hrs: 6	Credits: 3
-----------	------------------	--------	------------

LEARNING OBJECTIVES: கற்றலின் நோக்கங்கள்

1. சமய இலக்கியங்களையும் சிற்றிலக்கியங்களையும் மாணவர்களுக்கு அறிமுகப்படுத்துதல்.
2. மொழித்திறனையும் சிறுகதை இலக்கிய வடிவத்தையும் மாணவர்களுக்கு உணர்த்துதல்.
3. தமிழ் இலக்கிய வரிசையில் சமய இலக்கியங்களின் முக்கியத்துவத்தை உணர்த்துதல்.
4. தமிழ் இலக்கிய வரிசையில் சிற்றிலக்கியங்களின் முக்கியத்துவத்தை அறிமுகம் செய்தல்.
5. தமிழ் இலக்கிய வளமைக்குப் பல்சமயங்கள் ஆற்றிய பங்கினை உணரச் செய்தல்.
6. சமய, சிற்றிலக்கியங்களின் இடத்தைத் தமிழ் இலக்கிய வரலாற்றின் வழி அறியச் செய்தல்.

அலகு 1:

- திருநாவுக்கரசர் - தேவாரம் - நாமார்க்கும் குடியல்லோம் எனத் தொடங்கும் பதிகம் (10 பாடல்கள்)
- ஆண்டாள் - திருப்பாவை (முதல் 20 பாசரம்)

அலகு 2 :

- வள்ளலார் - அருள் விளக்கமாலை (முதல் 10 பாடல்கள்)
- எச்.ஏ.கிருட்டிணப்பிள்ளை - இரட்சணியமனோகரம் - பால்ய பிராத்தனை
- குணங்குடி மஸ்தான் சாகிபு - பராபரக்கண்ணி (முதல் 10 கண்ணி)

அலகு 3:

- தமிழ் விடுதாது (முதல் 20 கண்ணி)
- திருக்குற்றாலக் குறவஞ்சி - குறத்தி மலைவளம் கூறுதல்
- முக்கூடற்பள்ளு - நாட்டு வளம்

அலகு 4: பாடம் தழுவிய இலக்கிய வரலாறு

(பல்லவர் காலம், நாயக்கர் காலம்)

அலகு 5 : மொழித்திறன் - போட்டித் தேர்வுத்திறன்

1. தொடர் வகைகள்
2. மரபுத்தொடர், பழமொழிகள்
3. பிறமொழிச் சொற்களைக் களைதல்
4. வழுச்சொற்கள் நீக்குதல்
5. இலக்கணக் குறிப்பு அறிதல்.

COURSE OUTCOMES - பயன்கள்

- CO1– பக்தி இலக்கியங்களைக் கற்பதன் மூலம் பக்தி நெறியினையும், சமய நல்லிணக்கத்தையும் தெரிந்து பின்பற்றுவர். (K1,K2)
- CO2– சிற்றிலக்கியங்களின் வழி இலக்கியச் சுவையினையும் பண்பாட்டு அறிவினையும் பெறுவர். (K2)
- CO3– பட்டப்படிப்பினைப் படிக்கும்போதே பெரும்பான்மையான தமிழ் இலக்கியங்கள் குறித்த அறிவினைப் பெறுவர். (K4)
- CO4– தமிழ்ச் சமூகப் பண்பாட்டு வரலாற்றினை இலக்கியங்கள் வாயிலாக அறிவர். (K3)
- CO5– போட்டித் தேர்வுகளில் வெற்றிப் பெறுவதற்குத் தமிழ்ப்பாடத்தினை பயன் கொள்ளும் வகையில் ஏற்ற பயிற்சி பெறுவர். (K4)
- CO6– பல்சமய இலக்கியங்களை அறிவதன் மூலம் பல்சமய உரையாடல்களின் முக்கியத்துவத்தை அறிவர். (K3)

TEXT BOOKS (பாட நூல்கள்)

1. தமிழ்த்துறை வெளியீடு, தூய சவேரியார் தன்னாட்சிக் கல்லூரி, பாளையங்கோட்டை.
2. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு– எ.பி. பாக்கியமேரி

REFERENCE BOOKS (பார்வை நூல்கள்)

- தமிழ் இலக்கிய வரலாறு - சிற்பி. பாலசுப்பிரமணியன்
- புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு – தமிழண்ணல்
- தமிழ் இலக்கிய வரலாறு – சி.சேதுராமன்

WEB SOURCES (இணையதளங்கள்)

- Tamil Heritage Foundation- www.tamilheritage.org <<http://www.tamilheritage.org>>
- Tamil virtual University Library- [www.tamilvu.org/ library](http://www.tamilvu.org/library) <http://www.virtualvu.org/library>
- Project Madurai - www.projectmadurai.org.
- Chennai Library- www.chennailibrary.com <<http://www.chennailibrary.com>>.
- Tamil Universal Digital Library- www.ulib.prg <<http://www.ulib.prg>>.
- Tamil E-Books Downloads- [tamilebooksdownloads. blogspot.com](http://tamilebooksdownloads.blogspot.com)
- Tamil Books on line- [books.tamil cube.com](http://books.tamilcube.com)
- Catalogue of the Tamil books in the Library of British Congress archive.org
- Tamil novels on line - books.tamilcube.com

பருவம்: 3

தாள்: மொழிப்பாடம்

Hrs: 6

Credits: 3

Learning objectives: கற்றலின் நோக்கங்கள்

1. காலந்தோறும் எழுந்த காப்பியங்களின் போக்கையும், புதினத்தின் இலக்கிய வடிவத்தையும் மாணவர்கள் உணருமாறு செய்தல்
2. காப்பியம், புதினம், ஆகிய படைப்பியல் வகைகளைப் பற்றிய பரந்து பட்டபுலமையைப் பெருக்குதல்.
3. தமிழ் இலக்கியங்களின் உள்ளடக்கம், வெளியீட்டுநெறி, படைப்பியல் கொள்கை ஆகியவற்றை அறியச் செய்தல்.
4. இலக்கியக் கொள்கைகளின் அடிப்படையில் இலக்கியங்களைத் திறனாய்வுச் செய்யப் பயிற்சி அளித்தல்.
5. படைப்புத் துறையிலும் ஊடகத் துறையிலும் கல்விப் புலத்திலும் அயல்நாடுகளிலும் வேலைவாய்ப்பினைப் பெறுதற்குத் துணைசெய்தல்.
6. மதிப்புரை, திறனாய்வு அறிமுகப்படுத்துவதன் மூலம் சிறந்த திறனாய்வுகளை அடையாளம் காணுதல்

அலகு: 1

சிலப்பதிகாரம் - வழக்குரைகாதை, மணிமேகலை - ஆதிரை பிச்சையிட்ட காதை, சீவகசிந்தாமணி - பூமகள் இலம்பகம், வளையாபதி

அலகு: 2

பெரியபுராணம் - பூசலார் புராணம், கம்பராமாயணம் - மந்தரை சூழ்ச்சிப் படலம், வில்லிபாரதம் - மற்போர் சருக்கம், சீறாப்புராணம் - புலி வசனித்த படலம்.

அலகு: 3

வஞ்சிமாநகரம் வரலாற்றுப் புதினம் - நா.பார்த்தசாரதி

அலகு: 4

பாடம் தழுவிய இலக்கிய வரலாறு

அலகு: 5

மொழித்திறன்

1. நூல் மதிப்புரை
2. திறனாய்வுசெய்தல்
3. கடிதம் வரைதல்
4. விண்ணப்பம் எழுதுதல்

Course outcomes: பயன்கள்

- CO1 - காப்பியங்களின் வழி வாழ்வியல் சிந்தனையைப் பெறுதல். (K1,K2)
- CO2 - காப்பியங்கள் அறிமுகப் படுத்தப்படுவதால் தமிழ் மொழியின் உயர்வையும், சிறப்பையும் உணர்தல். (K2)
- CO3 - தமிழ் புதினங்கள் வழி சமகாலப் படைப்புகளின் வாழ்வியல் சிந்தனைகளை அறிதல் (K4)
- CO4 - நாவல் இலக்கியம் அறிமுகப்படுத்தப்படுவதால் சிந்தனை ஆற்றல், படைப்பாற்றல், கற்பனைத் திறன் வளர்தல் (K3)
- CO5 - தமிழ் இலக்கியம் சார்ந்தபோட்டித் தேர்வுகளை எதிர்கொள்ளும் ஆற்றல் பெறுதல் (K4)
- CO6 - கடிதம், விண்ணப்பம் எழுதும் முறைகளை அறிதல் (K6)

பாடநூல்கள் :

தமிழ்த்துறை வெளியீடு
பார்வை நூல்கள்
1. தமிழ் இலக்கியவரலாறு- சிற்பிபாலசுப்பிரமணியன்

இணையதளம்

1. Tamil Heritage Foundation – www.tamilheritage.org<<http://www.tamilheritage.org>>.
2. Tamil Virtual University Library – www.tamilvu.org/library<http://www.virtualvu.org/library>
3. Project Madurai – www.projectmadurai.org
4. Chennai Library – www.chennailibrary.com<<http://www.chennailibrary.com>>
5. Tamil Universal Library- www.ulib.prg<<http://www.ulib.prg>>
6. Tamil E-books downloads – tamilbooksdownloads.blogspot.com
7. Tamil Books online – books.tamilcube.com
8. Catalogue of the Tamil Books in the library of British congress archive.org
9. Tamil novels.online – books.tamil.cube.com

Learning objectives: கற்றலின் நோக்கங்கள்

1. இலக்கியங்களின் சிறப்பினை உணர்த்துதல்
2. சங்க இலக்கியத்தின் மும் வாழ்வியல் நெறிகள் உணர்தல்
3. தமிழ் இலக்கியங்களின் உள்ளடக்கம், வெளியீட்டுநெறி, படைப்பியல் கொள்கை ஆகியவற்றை அறியச் செய்தல்.
4. அகத்திணை, புறத்திணை இலக்கணங்களை மாணவர்கள் அறியச் செய்தல்
5. மொழிபெயர்ப்புத் திறனை வளர்த்தல்
6. நாடக இலக்கியங்களின் அமைப்பு முறையை அறிதல்

அலகு: 1

நற்றிணை 10, 14, 16, குறுந்தொகை - 16, 17, 19, 20, 25, 29, 38, 44, கலித்தொகை - 38, 51, அகநானூறு - 15, 33, 55, புறநானூறு - 37, 86, 112, பரிபாடல் - 55

அலகு: 2

நெடுநல்வாடை- நக்கீரர்

அலகு: 3

சபாபதிநாடகம் - பம்மல் சம்பந்த முதலியார்

அலகு: 4

பாடம் தழுவிய இலக்கியவரலாறு

அலகு: 5

மொழித்திறன்

1. மொழிபெயர்ப்புகலைச்சொற்கள்
2. கொடுக்கப்பட்டுள்ள ஆங்கிலப் பகுதியைத் தமிழில் மொழிபெயர்த்தல்
3. அலுவலகக் கடிதம்- தமிழில் மொழிபெயர்த்தல்

Course outcomes: பயன்கள்

- CO1 – சங்க இலக்கியங்களில் காணப்படும் வாழ்வியல் சிந்தனைகளை அறிதல் (K1,K2)
CO2 – தமிழின் தொன்மையையும் செம்மொழித் தன்மையையும் உணர்தல் (K2)
CO3 – நாடக இலக்கியம் மூலம் நடிப்பாற்றலையும் கலைத்தன்மையையும் வளர்த்தல் (K4)
CO4 – நாடக இலக்கியம் அறிமுகப்படுத்தப்படுவதால் சிந்தனை ஆற்றல், படைப்பாற்றல், கற்பனைத் திறன் வளர்த்தல் (K4)
CO5 – தமிழிலிருந்து அலுவலகக் கடிதங்களை மொழிபெயர்க்கும் அறிவைபெறுதல் (K3)
CO6 - மொழி அறிவோடு வேலைவாய்ப்பினையும் பெறுதல். (K4)

பாடநூல்கள் :

தமிழ்த்துறை வெளியீடு

பார்வை நூல்கள்

2. தமிழ் இலக்கிய வரலாறு- சிறப்பிபாலசுப்பிரமணியன்

இணையதளம்:

1. Tamil Heritage Foundation – www.tamilheritage.org<<http://www.tamilheritage.org>>.
2. Tamil Virtual University Library – www.tamilvu.org/library<http://www.virtualvu.org/library>
3. Project Madurai – www.projectmadurai.org
4. Chennai Library – www.chennailibrary.com<<http://www.chennailibrary.com>>
5. Tamil Universal Library- www.ulib.pig7<<http://www.ulib.pig7>>
6. Tamil E-books downloads – tamilbooksdownloads.blogspot.com
7. Tamil Books online – books.tamilcube.com
8. Catalogue of the Tamil Books in the library of British congress archive.org
9. Tamil novels.online – books.tamil.cube.com

DEPARTMENT OF ENGLISH

UG – PART II - GENERAL ENGLISH

(The Seven-Tier Pattern recommended by UGC Curriculum Development Centre and Identified as Best Practice by NAAC)

	Stream A (For learners of high entry level proficiency)	Stream B (For learners of average entry level proficiency)	Stream C (For learners of low entry level proficiency)
Courses in Semester I	IV 23UGEL14	III 23UGEL13	I 23UGEL11
Courses in Semester II	V 23UGEL25	IV 23UGEL24	II 23UGEL22
Courses in Semester III	VI 23UGEL36	V 23UGEL35	III 23UGEL33
Courses in Semester IV	VII 23UGEL47	VI 23UGEL46	IV 23UGEL44

GENERAL COURSE OUTCOMES

- CO1 Acquire the four language skills (Listening, Speaking, Reading and Writing)
- CO2 Develop the skill of independent reading and interpreting of graded texts
- CO3 Expand and consolidate active and passive vocabulary
- CO4 Acquire the skills needed to participate in a conversation that builds knowledge collaboratively
- CO5 Acquire a clear understanding of English Grammar to facilitate accuracy of communication
- CO6 Develop the skills of formal written communication to be used in academic and career related contexts

TEXTS

- Course I - *Spotlight I*
- Course II - *Spotlight II*
- Course III - *Spotlight III*
- Course IV - *Spotlight IV*
- Course V - *Spotlight V*
- Course VI - *Spotlight VI*
- Course VII - William Shakespeare's *Julius Caesar* & Charles Dickens' *Oliver Twist*
- All Courses - *Active English Grammar and Composition* by the Board of Editors

EXTERNAL EXAMINATION

- ❖ External Examination has two components.
1) Written Examination and 2) Viva Voce
- ❖ A three-hour written examination will be conducted for 100 marks for all General English papers and the scores will be converted to 40 marks, with a pass minimum of 16 marks
- ❖ At the end of every semester, **Spoken English Viva Voce** will be conducted for all the students for 100 marks (four components) and the scores will be converted to 10 marks, with a required pass minimum of 4 marks
- ❖ To pass in any General English paper, a student must secure the pass minimum of 40 out of 100

Distribution of marks:	Written Exam (100 marks)	Converted to 40 marks
	Viva voce (100 marks)	Converted to 10 marks
	TOTAL (40+10)	50 marks

INTERNAL ASSESSMENT

- ❖ Two Internal Examinations shall be conducted for 50 marks each along with the Continuous Internal Assessments for the Core and Allied courses.
- ❖ The internal assessment for the courses may include assignments, seminars, projects, tests, viva (any oral presentation), communication activities etc., focusing on skill development or / and the course content

**GENERAL ENGLISH
COURSE – I**

Hours: 6

Course Code: 23UGEL11

Credits: 3

LEARNING OUTCOMES

- LO1** To provide an ambience to acquire the basic language skills, listening, speaking, reading and writing
LO2 To make the learners learn the basic elements of grammar
LO3 To enable them to involve in basic communicative activities
LO4 To develop basic vocabulary
LO5 To help the learners comprehend and respond in English
LO6 To build confidence in using English to communicate

UNIT	TOPICS	
I	POETRY Maya Angelou Hilaire Belloc	“Poor Girl” “The Justice of Peace”
II	PROSE A. P. J. Abdul Kalam Madhavan Kutty	“My Early Days” “I Won’t Let Him Go!”
III	SHORT STORIES Oscar Wilde Mulk Raj Anand	“The Selfish Giant” “The Lost Child”
IV	LANGUAGE COMPETENCY 1. Use of Verbs: Verb Grid (Positive, Negative & Question), Regular Verbs, Irregular Verbs & Modals 2. Tenses: Active Voice Tenses & Passive Voice Tenses 3. Use of Nouns: Forms of Personal Pronouns, Use of Nouns as Subject, Object, Complement and Object of the Preposition 4. Sentence Patterns: SV, SVO, SVC, SVA, SVOA, SVIODO 5. Punctuation and Capitalisation 6. Reading Comprehension (5 Anecdotes and 5 Wisdom Stories)	
V	SPOKEN ENGLISH 1. Reading Aloud (From the text) 2. Introducing oneself 3. Describing a place (With hints) 4. Describing a picture(With hints)	

COURSE OUTCOMES

- CO1** Use grammatical structures in meaningful constructions
CO2 Use oral communication for day-to-day activities
CO3 Use simple sentences for oral and written communication
CO4 Use punctuation and capitalisation accurately
CO5 Comprehend what they listen to, and respond to it at the primary level
CO6 Read and appreciate simple stories and anecdotes

TEXTBOOKS

1. Board of Editors. *Spotlight I*. India: Ponnasai Publishers & Distributors, 2015.
2. *Oxford Elementary Learner's Dictionary*. Ed. Angela Crawley. Phonetics Ed. Michael Ashby. United Kingdom: Oxford University Press, 2021.
3. Board of Editors. *Active English Grammar and Composition*. India: Trinity Press, 2022.

REFERENCE

- Bhatnagar, R. P. ,*English for Competitive Examinations*, India: Trinity Press, 2017.
- Joseph K. V. , *A Textbook of English Grammar & Usage*, India: McGraw Hill Education 2015.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

S. No.	QUESTION PATTERN	Marks
I	3 Short essays (200 words each) out of 6 from Units I, II & III (3X10)	30
II	5 Match the following from Units I, II & III	05
III	5 Stating True or False from Units I, II & III	05
IV	Verb Grid (Positive, Negative & Question)	20
V	Tense Grid (Active & Passive)	10
VI	Noun as subject, object, complement & object of the preposition	10
VII	Sentence pattern	10
VIII	Punctuation & Capitalization	05
IX	Reading comprehension	05
	Total	100

GENERAL ENGLISH

COURSE – II

Hours: 6

Course Code: 23UGEL22

Credits: 3

LEARNING OUTCOMES

- LO1 To provide an ambience to acquire the basic language skills, listening, speaking, reading and writing
- LO2 To make the learners frame questions and answers
- LO3 To enable them to involve in basic communicative activities
- LO4 To develop a comprehensible use of adjectives and adverbs
- LO5 To help the learners comprehend and respond in English
- LO6 To develop oral communication for day-to-day activities

UNIT	TOPICS	
I	POETRY Rabindranath Tagore Gieve Patel	“Leave this Chanting and Singing” “ On Killing a Tree”
II	PROSE Leslie W. Leavitt Sister Nivedita	“Mahatma Gandhi” “The Judgement Seat of Vikramaditya”
III	SHORT STORIES O. Henry Stephen Leacock	“After Twenty Years” “With the Photographer”
IV	LANGUAGE COMPETENCY 1. Use of Adjectives 2. Use of Adverbs 3. Use of Conditional ‘If’ (Probable & Improbable Conditions) 4. Use of ‘who’, ‘which’, ‘where’ & ‘that’ in combining sentences 5. Framing questions – ‘Wh -’ & ‘Yes’ / ‘No’ Questions 6. Prefixes and Suffixes 7. Developing Hints into a Paragraph	
V	SPOKEN ENGLISH 1. Reading Aloud (from the Prescribed Text) 2. Introducing Others 3. Describing a Personality (from Hints) 4. Narrating a Story(from Hints)	

COURSE OUTCOMES

- CO1 Use grammatical structures in meaningful contexts
- CO2 Use oral communication for day-to-day activities
- CO3 Use simple sentences for oral and written communication
- CO4 Use enhanced vocabulary
- CO5 Comprehend and respond to what they listen to at the secondary level
- CO6 Read and appreciate simple pieces of fiction and non-fiction

TEXTBOOKS

1. Board of Editors. *Spotlight II*. India: Ponnasai Publishers & Distributors, 2015.

2. *Oxford Elementary Learner's Dictionary*. Ed. Angela Crawley. Phonetics Ed. Michael Ashby. United Kingdom: Oxford University Press, 2021.
3. Board of Editors. *Active English Grammar and Composition*. India: Trinity Press, 2022.

REFERENCE

- Bhatnagar, R. P., *English for Competitive Examinations*. India: Trinity Press, 2017.
- Joseph K. V. *A Textbook of English Grammar & Usage*, India: McGraw Hill Education, 2015.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

S. No.	QUESTION PATTERN	Marks
I	3 Short Essays from Unit I, II and III	30
II	5 True or False (Units I, II and III)	05
III	5 Match the Following (Unit I, II and III)	05
IV	Adding appropriate adjectives	10
V	Adding appropriate adverbs	10
VI	Framing Probable & Improbable Conditional Sentences	10
VII	Combining Sentences with 'who', 'where', 'which' & 'that'	10
VIII	Framing 'Wh' & 'Yes/No' Qns.	10
IX	Prefixes & Suffixes	05
X	Developing Hints to a Paragraph (100 words)	05
	Total	100

GENERAL ENGLISH

COURSE - III

Hours: 6

Course Code: 23UGEL13, 23UGEL 33

Credits: 3

LEARNING OUTCOMES

- LO1** To involve the learners in reading and interpreting English in poetry and prose (Fiction and Non-fiction)
- LO2** To enable learners to write about prescribed literature
- LO3** To help learners develop vocabulary register
- LO4** To help learners learn the appropriate use of articles, prepositions and adverbs
- LO5** To facilitate in learners, the ability to create a narration based on hints
- LO6** To build confidence in the learners to speak English for specific purposes

UNIT	TOPICS	
I	POETRY William Shakespeare P. B. Shelley Oliver Goldsmith	“All the World’s a Stage” “Ozymandias” “The Village Schoolmaster”
II	SHORT STORIES A. J. Cronin Stephen Leacock Ernest Hemingway	“Two Gentlemen of Verona” “The Conjuror’s Revenge” “A Day’s Wait”
III	PROSE & SHORT STORIES C. L. N. Prakash O. Henry Natsume Soseki	“Rethink Your Thinking” “The Gift of the Magi” “I am a Cat”
IV	LANGUAGE COMPETENCY 1. Homonyms, Homophones, Homographs 2. Articles 3. Prepositions 4. Adverbs 5. Constructing a story using hints	
V	SPOKEN ENGLISH 1. Reading aloud 3. Describing a picture 2. Describing a process 4. Personal Conversation (Habits, Hobbies, Future Plan)	

COURSE OUTCOMES

- CO1** Read and understand English in poetry and prose (Fiction and Non-Fiction)
- CO2** Write coherent essays about prescribed literature
- CO3** Use words from acquired vocabulary register
- CO4** Use articles, prepositions and adverbs appropriately
- CO5** Create a narration from hints

CO6 Speak English confidently in a descriptive as well as expository style

TEXTBOOKS

1. Board of Editors. *Spotlight III*, India: Ponnasai Publishers & Distributors, 2015.
2. Board of Editors. *Active English Grammar and Composition*. India: Trinity Press, 2022.

REFERENCE

- Bhatnagar, R. P. *English for Competitive Examinations*. India: Trinity Press, 2017.
- Joseph. K. V, *A Textbook of English Grammar & Usage*, India:McGraw Hill Education, 2015
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

S. No.	QUESTION PATTERN	Marks
I	1 Short Essay (200 words) out of 2 from Unit I	10
II	1 Essay (300 words) out of 2 from Unit II	15
III	1 Essay (300 words) out of 2 from Unit III	15
IV	5 passages with 2 Qns. each (from Units I,II &III)	10
V	Homonyms, Homophones, Homographs	10
VI	Articles	10
VII	Prepositions	10
VIII	Adverbs	10
IX	Constructing a story	10
	Total	100

- CO3** Use the various tense forms accurately with proper subject - verb agreement
CO4 Write descriptive paragraphs with unity of sense
CO5 Identify common errors in the usage of Tenses and Concord
CO6 Speak English fluently with confidence in an expository as well as analytical style

TEXTBOOKS

1. Board of Editors. *Spotlight IV*. India: Ponnasai Publishers & Distributors, 2015.
2. Board of Editors. *Active English Grammar and Composition*. India: Trinity Press, 2022.

REFERENCE

- Bhatnagar, R. P. *English for Competitive Examinations*. India: Trinity Press, 2017.
- Joseph K. V. *A Textbook of English Grammar & Usage*, India: McGraw Hill Education, 2015
- Sinha, R. P. *Current English Grammar and Usage with Composition*, India: Oxford University Press, 2018.

S. No.	QUESTION PATTERN	Marks
I	1 Short Essay (200 words) out of 2 from Unit I	10
II	1 Essay (300 words) out of 2 from Unit II	15
III	1 Essay (300 words) out of 2 from Unit III	15
IV	5 passages with 2 Qns. each (from Units I, II & III)	10
V	Tenses	10
VI	Concord	10
VII	Describing a thing / a place / an event	10
VIII	Spotting Errors	10
IX	Letter Writing	10
	Total	100

GENERAL ENGLISH

COURSE – V

Hours: 6	Course Code: 23UGEL25, 23UGEL35	Credits: 3
-----------------	--	-------------------

LEARNING OUTCOMES

- LO1** To introduce learners to intermediate level of English through prescribed literature
- LO2** To make learners read, interpret and write about prescribed pieces of literature
- LO3** To make learners learn complex language structures and appropriate use of conjunctions
- LO4** To help learners become familiar with the accurate use of language with an awareness of common errors in language use
- LO5** To make learners understand the logical sequence of ideas within a paragraph
- LO6** To make learners speak English fluently with confidence and accuracy for specific purposes

UNIT	TOPICS	
I	POETRY William Wordsworth Robert Frost Mina Assadi H.W. Longfellow Philip Larkin	“The Solitary Reaper” “The Road Not Taken” “A Ring to Me Is Bondage” “A Slave’s Dream” “Next Please”
II	PROSE, DRAMA AND SHORT STORY	
II	Dr. Radhakrishnan Collins & Lapiere Oscar Wilde Somerset Maugham A. A. Milne	“Humanities Vs Sciences” “The Second Crucifixion” “The Model Millionaire” “The Ant and the Grasshopper” “The Boy Comes Home”
III	LANGUAGE COMPETENCY (Grammar & Vocabulary) 1. Words often confused 2. Synonyms and Antonyms 3. Synthesis and Transformation of Sentences (Simple, Compound & Complex) 4. Conjunctions 5. Active - Passive Voice	
IV	LANGUAGE COMPETENCY (Composition) 1. Expansion of Ideas / Proverbs 2. Sentence Arrangement 3. Dialogue Writing	
V	SPOKEN ENGLISH 1. Reading and Interpreting 2. Turncoat 3. Expand a Proverb 4. Issue Based Conversation	

COURSE OUTCOMES

- CO1** Read, interpret and analyse poetic English to understand open possibility of inferences
- CO2** Write logically planned essays to address specific questions concerning prescribed literature
- CO3** Understand the forms and structural differences in different types of sentences and their specific purposes
- CO4** Use complex language structures with appropriate conjunctions
- CO5** Use vocabulary actively with an awareness of homonyms, homophones, synonyms and antonyms
- CO6** Use Spoken English fluently with confidence and accuracy for specific purposes such as analytical, argumentative and expository talks

TEXT BOOKS

1. Board of Editors. *Spotlight V*, India:Ponnasai Publishers & Distributors, 2015.
2. Board of Editors. *Active English Grammar and Composition*. India:Trinity Press, 2022.

REFERENCE

- Bhatnagar, R. P. *English for Competitive Examinations*, India: Trinity Press, 2017.
- Joseph K. V. *A Textbook of English Grammar & Usage*, India: McGraw Hill Education, 2015
- Sinha, R. P. *Current English Grammar and Usage with Composition*, India: Oxford University Press, 2018

S. No.	QUESTION PATTERN	Marks
I	1 Short Essay (200 words) out of 2 from Unit I	10
II	1 Essay (300 words) out of 2 from Unit II	15
III	5 passages with 2 Qns. each (from Units I, II & III)	10
IV	Vocabulary	15
V	Synthesis of sentences	10
VI	Transformation of sentences	05
VII	Active - Passive Voice	10
VIII	Conjunction	05
IX	Expansion of Ideas / Proverbs (2x5=10)	10
X	Sentence Arrangement	05
XI	Dialogue Writing	05
	Total	100

GENERAL ENGLISH

COURSE - VI

Hours: 6

Course Code: 23UGEL36, 23UGEL46

Credits: 3

LEARNING OUTCOMES

- LO1** To introduce learners to advanced level of poetic English through representative pieces, to make them understand oblique use of language
- LO2** To make them read and understand modern English prose through samples of biography, autobiography, short story and one act play
- LO3** To familiarise them with advanced language structures and the use of idioms and phrasal verbs
- LO4** To make them understand and use different degrees for comparison and use language for reporting speech
- LO5** To acquaint them with the skills of expanding or developing, and condensing ideas
- LO6** To make them speak English fluently and accurately for specific purposes

UNIT	TOPICS	
I	POETRY Edwin Arnold Sylvia Plath John Keats John Donne Maya Angelou	“Siddhartha” “The Mirror” “La Belle Dame Sans Merci” “Death Be Not Proud” “I Know Why the Caged Bird Sings”
II	PROSE, SHORT STORY & DRAMA Anne Frank C.P. Snow Chinua Achebe Hugh Chesterton	“The Diary of a Young Girl” “Hardy and Ramanujan” “Marriage is a Private Affair” “The Pie and the Tart”
III	LANGUAGE COMPETENCY (Grammar and Vocabulary) 1. Degrees of Comparison 2. Direct- Indirect Speech 3. Cloze Test. 4. Idioms and Phrasal verbs 5. Spotting Errors	
IV	LANGUAGE COMPETENCY (Composition) 1. Précis Writing 2. Essay Writing	
V	SPOKEN ENGLISH 1. Reading and Interpretation 2. Issue Based Conversation 3. Public Speaking on subject topic 4. Extempore	

COURSE OUTCOMES

- CO1 Read and interpret the oblique language of poetry and write appreciative essays on the prescribed literature
- CO2 Read, interpret and write analytical essays about prescribed prose pieces
- CO3 Use advanced grammar structures to report speech and use the three degrees of comparison for intended emphasis
- CO4 Use advanced nuances of language such as idioms and phrasal verbs
- CO5 Write reflective, descriptive, expository and imaginative essays with appropriate content, and condense material to a précis
- CO6 Use English fluently and accurately for public speaking, extempore and other specific purposes

TEXT BOOKS

- Board of Editors. *Spotlight VI*, India: Ponnasai Publishers & Distributors, 2016.
- Board of Editors. *Active English Grammar and Composition*, India: Trinity Press, 2022

REFERENCE

- Bhatnagar, R. P. *English for Competitive Examinations*, India: Trinity Press, 2017.
- Joseph K. V. *A Textbook of English Grammar & Usage*, India: McGraw Hill Education, 2015
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

S. No.	QUESTION PATTERN	Marks
I	1 short essay (200 words) out of 2 from Unit I	10
II	1 essay (300 words) out of 2 from Unit II	15
III	5 Passages with 2 Qns. each (from Units I & II)	10
IV	Degrees of Comparison	05
V	Direct Indirect Speech	10
VI	Making sentences – Idioms	05
VII	Phrasal verbs	05
VIII	Spotting errors (Multiple Choice)	10
IX	Correcting the errors (Rewriting)	05
X	Cloze Test	05
XI	Precis Writing	10
XII	Essay Writing	10
	Total	100

GENERAL ENGLISH

COURSE - VII

Hours: 6

Course Code: 23UGEL47

Credits: 3

LEARNING OBJECTIVES

- LO1** To facilitate learners' reading advanced English through representative pieces of Literature
- LO2** To help learners infer and interpret prescribed literature and write coherent, Analytical essays
- LO3** To help learners acquire the advanced use of English for professional purposes
- LO4** To help learners prepare resume and CVs for professional use
- LO5** To encourage learners in using English skillfully and creatively to discuss, brainstorm or debate a topic, through active practice
- LO6** To equip learners with the soft skills necessary for employability

I	DRAMA William Shakespeare <i>Julius Caesar</i>
II	FICTION Charles Dickens <i>Oliver Twist</i>
III	SOFT SKILLS 1 (Theory and Practice) 1. Interview skills* 2. Group Discussion* 3. Debate 4. Interpersonal Skills * Included for Spoken English Viva Voce also
IV	SOFT SKILLS 2 (Theory and Practice) 1. Time Management 2. Problem Solving Techniques 3. Teamwork 4. Leadership
V	APPLICATION & RESUME 1. Chronological Resume. 2. Functional Resume 3. Responding to the given advertisement

COURSE OUTCOMES

- CO1** Read and understand advanced forms of English in Literature
- CO2** Interpret and write analytical essays on topics concerning prescribed pieces of literature
- CO3** Speak English fluently and accurately in professional contexts
- CO4** Prepare application with appropriate Resume structure for employment
- CO5** Use English effectively and creatively for interview, group discussion etc.,
- CO6** Behave, react and handle situations connected to employability, using the acquired knowledge of soft skills

TEXT BOOKS

- Shakespeare, William. *Julius Caesar*, United Kingdom: Oxford University Press, 2008.
- Dickens, Charles. *Oliver Twist*, United Kingdom: Penguin Classics, 2003

REFERENCE

- Bhatnagar, R. P. *English for Competitive Examinations*. India: Trinity Press, 2017.
- Joseph K. V. *A Textbook of English Grammar & Usage*, India: McGraw Hill Education, 2015
- Sinha, R. P. *Current English Grammar and Usage with Composition*, India: Oxford University Press, 2018.

S. No.	QUESTION PATTERN	Marks
I	5 Multiple Choice Questions from Unit I	05
II	5 Multiple Choice Questions from Unit II	05
III	1 Essay (400 words) out of 3 from Unit I	15
IV	1 Essay (400 words) out of 3 from Unit II	15
V	2 Annotations out of 3 from Unit I	10
VI	2 Paragraphs out of 3 from Unit II	10
VII	1 Essay out of 2 from Unit III	15
VIII	1 Essay out of 2 from Unit IV	15
IX	Responding to the given Advertisement	10
	Total	100

DEPARTMENT OF HUMAN EXCELLENCE**St. Xavier's College (Autonomous), Palayamkottai****Courses offered**

Semester	Category	Course Code	Course Title
I	FC	23UHER11/ 23UHEE11	Religion: Catholic Doctrine / Ethics
II	SEC3	23UHEI21	Integrated Personality Development
III	SEC4	23UHEL31	Life Coping and Entrepreneurial Skills Management
IV	EVS	23UEVS41	Environmental Studies
V	VE	23UVEH51	Human Rights and Social Analysis

NME

Semester	Category	Course Code	Course Title
I	Library	23ULBN11	Foundations of Library Science
I	XRF	23UXRN11	Traditional Knowledge of Indian Medicinal Systems
II	Library	23ULBN21	Information Resources
II	XRF	23UXRN21	Indian Traditional Medicinal Foods
III	XRF	23UXRN31	Food Microbiology
IV	XRF	23UXRN41	Herbal Resources and Their Conservation
IV	MAX Forum	23UMXN41	Society, Economy and Politics in Contemporary India

Common Question Pattern**Internal Test**

Part A	Answer ALL the questions in one or two lines	5 x 2 = 10
Part B	Answer ALL the questions, each in a paragraph	3 x 5 = 15
Part C	Write an essay on the following	1 x 10 = 10

Semester Exam

Part A	Answer ALL the questions in one or two lines	10 x 3 = 30
Part B	Answer ALL the questions, each in a paragraph	5 x 8 = 40
Part C	Write an essay on each the following	2 x 15 = 30

RELIGION: CATHOLIC DOCTRINE
(23UHER11)

SEMESTER: I	VE	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
--------------------	-----------	-----------------	-------------------	------------------------

Course Outcomes:

Upon completion of the course the students will be able to

1. Recite the Sacraments(K1)
2. Identify the challenges of the present day church(K1)
3. Associate Old and New testaments of the bible(K2)
4. Explain the Church history(K2)
5. Discuss the Marian worship (K2)
6. Summarize the catholic social teachings(K2)

Unit I: Introduction to Bible (6 Hours)

Bible as a Word of God, its inspiration, the Canon - Old and New Testaments and their interconnectedness - Traditional and modern interpretations

Unit II: Introduction to the Church history (6Hours)

The beginnings of the Church - Medieval period and its challenges - The importance of the Second Vatican Council and their decrees - Synodality

Unit III: Introduction to the Sacraments (6Hours)

The origin of the seven sacraments - Their practices and meanings - History of the sacraments

Unit IV: Introduction to Mariology (6Hours)

Mary, Mother of God and Jesus - Mary, our Mother and in the Gospels - Mariology in the history of the Church – Mary as a Prophet of revolution

Unit V: Church in the Contemporary World (6Hours)

The challenges of the present day Church – Casteism and Same sex marriage – Ecumenical unity and Inter Religious harmony - Catholic Social Teachings

REFERENCES:

1. Paul C. Jesuraj, Growing in Your Faith, July 2022.
2. Second Vatican Council Documents

ETHICS
(23UHEE11)

SEMESTER: I	VE	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
--------------------	-----------	-----------------	-------------------	------------------------

Course Outcomes :

Upon completion of the course the students will be able to

- Describe the Ethical foundations and human history (K1)
- Identify Ethics and its relationship with Religions (K1)
- List the personal ethical codes to be practices in day to day life (K1)
- Associate ethics in family and society (K2)
- Summarize modern ethical issues and problems (k2)
- Discuss bio and environmental ethics (k2)

Unit I : Introduction to Ethics **(6 Hours)**

Meaning, Nature and Scope of Ethics - Challenges and Importance of ethics - Basic Ethical Foundations

Unit II : Ethics in Religions **(6 Hours)**

Ethical foundations and meanings in big and small traditions - Ethics and its relationship with Religions

Unit III : Personal Ethics **(6 Hours)**

Moral precepts - Dynamics of personal morality - Moral Conscience - Ethical aspects of Thirukural – Evils of Corruption – Gandhi's Seven Deadly Sins.

Unit IV : Family Ethics and Social Ethics **(6 Hours)**

Role of Family in ethical formulations- Respecting persons - Peace and Justice - Human Duties

Unit V : Modern Ethical Issues **(6 Hours)**

Bio Ethics - Media Ethics - Environmental Ethics –Cyber Ethics

REFERENCES:

1. Ethics prepared by School of Interdisciplinary and Trans-disciplinary Studies, Indira Gandhi National Open University (MPYE 002)
2. Course material prepared by the Department of Human Excellence.

INTEGRATED PERSONALITY DEVELOPMENT
(23UHEI21)

SEMESTER: II	SEC3	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
---------------------	-------------	-----------------	-------------------	------------------------

Course Outcomes:

Upon completion of the course the students will be able to

- Identify personal strengths and weaknesses (K1)
- Identify the means of self-esteem (K1)
- Identify the means of improving personal performance(K1)
- Explain the techniques of self-management(K2)
- Describe coping strategies of learning (K2)
- Discuss the traits of personal competence(K2)
- Summarize different dimensions of Personality (K2)

UNIT I: Self – Knowledge **(6 Hours)**

Exploring habits, attitudes, preferences and experience –SWOC analysis – Johari Window – Enhancing one’s self image, self-esteem, self confidence

UNIT II: Self-Management **(6 Hours)**

Understanding of life story - Focusing on Internal narratives - Managing change, confusion and uncertainty –Goal setting – Personal Vision and Mission statements

UNIT III: Personal Competence and Maturity **(6 Hours)**

Motivation - Developing rapport - Giving and receiving constructive criticism - Assertiveness and negotiation skills – Leadership – Type of Leadership – Qualities of a good leader

Unit IV: Dimensions of Personality Development **(6 Hours)**

Recognizing the gradual growth in different dimension of one’s personality such as (a) Physical (b) Intellectual (c) Emotional (d) Moral (e) Social and (f) Spiritual - Learning the Development process; Tools and Skills - Helping to maximize one’s potentials

Unit IV: Academic Learning Strategies **(6 Hours)**

Memory - Art of generative listening, learning and writing - Note making - Presentation skills - Time management - Receptive skills - Classroom etiquettes - Cyber knowledge

REFERENCE BOOKS:

1. Dr. Xavier Alphonse S.J., We Shall Overcome, ICRDEC Publications, Chennai, 2004.
2. Personality Development, Harold R. Wallace and L. Ann Masters, South-Western, Cengage Learning India PL, New Delhi, 2006.
3. Course material prepared by the Department of Human Excellence

LIFE COPING AND ENTREPRENEURIAL SKILLS MANAGEMENT
(23UHEL31)

SEMESTER: III	SEC4	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
----------------------	-------------	-----------------	-------------------	------------------------

Course Outcomes :

Upon completion of the course, the students will be able to

1. Identify the various challenges faced in adolescence (K1)
2. Tabulate healthy habits and lifestyle (K1)
3. Identify problem solving strategies (K1)
4. Discuss family and professional relationship(K2)
5. Explain cognitive, emotional and behavioural perspectives (K2)
6. Describe evils of addiction and the remedies available (K2)

Unit I: Physical AND Mental Wellbeing (6 Hours)

Adolescent Health and Holistic Health - Understand and appreciate physical Self - Personal hygiene and grooming - Balanced diet - Healthy habits and lifestyle - Sound body and mind - Nurturing health at home, in campus –Definition of Health - Women health – various medicine systems

Unit II: Interpersonal and Social Wellbeing (6 Hours)

Family Relationship: Values in family relationship, Nuclear, Joint Family, Dependence, Overdependence, Happy family, Broken Family - Caring Elders - Rapport Building with Peers/ Friends, Strangers, Transgenders - Professional Relationship : Officials, Mentors, Staff & Service Personnel- Other centeredness and others point of view and Empathy

Unit III: Problem-solving and Decision making skills (6 Hours)

Decision making processes - Lateral Thinking and problem-solving strategies - Select and apply problem-solving strategies to more complex tasks and problems - Gain familiarity with concepts such as performance indicators and benchmarking – Counseling.

Unit IV: Coping Strategies (6 Hours)

Conflict/Crisis Management –Stress Management – Emotional Management - Team, Task and Resource Management – Ignatian Discernment Process

Unit V: Overcoming Addiction (6 Hours)

Various stages of addiction- Gadgets addiction - Substance abuse - Media addiction – Internet addiction – Impact, prevention and remedies.

REFERENCE BOOKS:

1. Dr. Xavier Alphonse S.J., We Shall Overcome, ICRDEC Publications, Chennai, 2004.
2. Covey Sean, Seven Habits of Highly Effective Teens, New York, Fireside Publishers, 1998.
3. Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998.
4. Course Material prepared by the Department of Human Excellence.

ENVIRONMENTAL STUDIES
(23UEVS41)

SEMESTER: IV	EVS	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
---------------------	------------	-----------------	-------------------	------------------------

Course objective:

To cater to students from diverse disciplinary backgrounds and to sensitise them about the commitment of our nation towards achieving sustainable development goals and addressing global environmental challenges.

Course outcomes:

The student will be able to:

1. Describe various natural resources and the need for sustainable development (K1).
2. Relate biodiversity and its conservation approaches (K2).
3. Solve the environmental issues of concern and discover prevention strategies (K3).
4. Sensitize and categorize the adverse health impacts of pollution (K3).
5. Assess environmental quality and risks for climate change mitigation (K4 & K5).
6. Recognize the major treaties to safeguard Earth's environment and resources (K2).

Unit I: Natural Resources and Sustainable Development (6 hours)

Overview of natural resources: definition, classification. Biotic resources: major types, status and challenges. Water resources: types, over-exploitation, issues, challenges, water scarcity, conflicts. Soil and mineral resources: important minerals, problems, soil as a resource. Energy resources: sources, conventional and non-conventional, implications. Introduction to sustainable development: SDGs, targets and indicators, challenges and strategies.

Unit II: Conservation of Biodiversity and Ecosystems (6 hours)

Biodiversity and its distribution: Levels and types, India and world, hotspots, threat categories. Ecosystems and ecosystem services: major types in India, basic characteristics, significance. Threats to biodiversity and ecosystems: land use, commercial exploitation of species and invasive species. Major conservation policies: in situ, ex situ, protected areas, traditional knowledge, community based conservation, gender and conservation.

Unit III: Environmental Pollution and Health (6 hours)

Understanding disaster and pollution: definitions, natural and man-made, point source and non-point source, kinds. Air and water pollution: criteria pollutants, sources, and adverse effects, quality standards. Soil and noise pollution: sources and health effects. Thermal and radioactive pollution: sources and impact on health and ecosystems.

Unit IV: Climate Change: Impacts, Adaptation and Mitigation (6 hours)

Understanding climate change: structure of atmosphere, natural and anthropogenic variations, importance of 1.5 °C and 2.0 °C limits to global warming, projections of climate change in Indian subcontinent. Impacts, vulnerability and adaptation to climate change. Mitigation of climate change: GHG reduction vs. sink enhancement, concept of carbon intensity, energy intensity and carbon neutrality; policy instruments, carbon capture and storage, climate justice.

Unit V: Environmental Treaties and Legislation

(6 hours)

Overview of instruments of international cooperation: bilateral, multilateral, conventions and protocols, COPs. Major International Environmental Agreements: CBD, CITES, UNCCD, UNFCCC. Major Indian Environmental Legislations: acts, rules, sites, areas, zones and judgements. Major International organisations and initiatives: UNEP, IUCN, WCED, UNESCO, IPCC, MAB.

Reference books

1. Singh, J.S., Singh, S.P., Gupta, S.R. (2006). Ecology, Environment and Resource Conservation. Anamaya Publications.
2. Harris, Frances (2012). Global Environmental Issues, 2nd Edition. Wiley- Blackwell.
3. Krishnamurthy, K.V. (2003). Textbook of Biodiversity, Science Publishers, Plymouth, UK.
4. Ahluwalia, V. K. (2015). Environmental Pollution, and Health. The Energy and Resources Institute (TERI).
5. Pittock, Barrie (2009). Climate Change: The Science, Impacts and Solutions. 2nd Edition. Routledge.
6. Ministry of Environment, Forest and Climate Change (2019). A Handbook on International Environment Conventions & Programmes.
7. KanchiKohli, Manju Menon (2021). Development of Environment Laws in India, Cambridge University Press.

HUMAN RIGHTS AND SOCIAL ANALYSIS
(23UVEH51)

SEMESTER: V	VE	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
--------------------	-----------	-----------------	-------------------	------------------------

Course Outcomes :

Upon completion of the course, the students will be able to

- Describe Indian social scenario (K1)
- List the different kinds of fundamental rights (K1)
- Discuss major social problems in India (K2)
- Analyze critically society and its network of relationships (K4)
- Analyze local and global social problems (K4)
- Describe redressal mechanisms for human rights violations (K6)

Unit I: World trends today and Indian Scenario **(6 Hours)**

Some basic data – Globalization - World Social Forum vs World Economic Forum - The North South divide – Democracy - Types of Governance in the world – Demography and Basic Data of India

Unit II: Indian Social System **(6 Hours)**

Social Analysis - Social system and its components - Interdependence of human being and society - A land of cultural linguistic and religious diversity - secularism-communalism-fundamentalism-Indian politics and religion-problems of the minority.

Unit III: Major Social Problems I **(6 Hours)**

Indian Economic inequality and Poverty; Manifestation and Measurement; Incidence and Magnitude; Causes, problems of poor and pains of poverty; the remedy - Ignorance in Governance and corruption: The Concept; Causes and Impact of Corruption; Combating Corruption - Illiteracy: Magnitude, Causes and Consequences

Unit IV: Major Social Problems II **(6 Hours)**

Caste Discrimination: caste discrimination and process of exclusion, Honour Killing, Untouchability, Caste Politics, Reservation policy – Dalit Empowerment - Child abuse, child labour - Effects of Abuse on Children - Violence against women: Harassment; Nature, Extent and Characteristics – Empowerment of Women - LGBTQIA+ – Currently pressing issues.

Unit V: Human Rights, Indian Constitutions and Empowerment **(6 Hours)**

Universal Human Rights: The concept – Evolution – Organizations and Recent Developments – Indian Constitutions: Preamble - Political and Civil fundamental rights and duties. Empowerment Models: Communitarian and Local Models – Social Reformers: Ambedkar, Gandhi, Muthulakshmi Reddy and Periyar - Dreams and hopes for better India.

REFERENCE BOOKS:

1. P.N. Sharma, “Social problems and issues in India”, Bharat Book Centre, 2014
2. New India, The Reality Reloaded, Gurjot S. Kaler, Chandigarh, India, 2018
3. Course Material Prepared by the Department of Human Excellence

FOUNDATIONS OF LIBRARY SCIENCE
(23ULBN11)

SEMESTER: I	NME	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
--------------------	------------	-----------------	-------------------	------------------------

COURSE Outcomes: At the end of the course the students will be able to

- CO1. Comprehend the Evolution, Significance, and Fundamental Operations of Libraries. (K2)
- CO2. Develop Effective Reading Strategies and Critical Thinking Skills. (K3)
- CO3. Differentiate and grasp the distinct roles and functions of various types of libraries. (K4)
- CO4. Explore Modern Library Services and the Impact of Digital Resources. (K4)
- CO5. Recognize the potential of VR, AI, and chatbots in enhancing user support within library environments. (K5)

UNIT 1 (6 Hours)

INTRODUCTION TO LIBRARY

The history and evolution of libraries - Need - Purpose - Functions - Five Laws of Library Science.

UNIT 2 (6 Hours)

TYPES OF LIBRARY

Public – Academic – Special - National. (Definition, purpose and functions of each type of library.

UNIT 3 (6 Hours)

LIBRARY SERVICES AND COLLECTION DEVELOPMENT

Reference services and reader advisory- Collection development and Management - E-books - E-journals Database - Bulletin Boards.

UNIT 4 (6 Hours)

EMERGING TECHNOLOGIES IN LIBRARIES

Virtual reality and augmented reality in libraries - AI and chatbots for user support - Internet of Things (IoT) applications in libraries.

UNIT 5 (6 Hours)

READING CULTURE FOR LIBRARY PRACTITIONERS

Value of Reading in Professional Development - Exploring Diverse Reading Materials - Effective Reading Techniques - Critical Thinking and Reflection.

Text Book

Kumar P S G, Foundations of Library and Information Science B. R. Publishing Corporation

Reference

1. Khanna J K, Library and Society, Kurukshetra University, Kurukshetra
2. Kumar P S G, Foundation of Library and Information Science Paper 1 of UGC Model Curriculum, B.R. Publishing Corporation

**TRADITIONAL KNOWLEDGE OF INDIAN MEDICINAL SYSTEMS
(23UXRN11)**

SEMESTER: I	NME	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
--------------------	------------	-----------------	-------------------	------------------------

Course outcomes: At the end of the course the students will be able to

CO1: Understand the concepts of ethno botany and its branches (K1).

CO2: Provide a strong foundation in the principles of ethno medicine and its applications (K2 & K4).

CO3: Inculcate knowledge and make the students aware of the commercial value of medicinal plants (K2 & K3).

CO4: Give an insight into the edible and medicinal plants in tribal medicine (K3).

CO5: Comprehend the advances made in the field of plant biotechnology in conservation of medicinal plant resources (K4).

CO6: Understand ethno botany of the Western Ghats, their medicinal and commercial values and conservation (K1- K4).

Unit I: Ethnobotany (6 hours)

History of Ethnobotany, concept, scope and objectives. The relevance of ethnobotany in the present context. Major ethnic groups in Tamil Nadu.

Unit II: Traditional medicines (6 hours)

Medicinal plants used by Tribals. Ethnobotanical formulations; Ethnobotanical uses of selected medicinal plants with a) *Azadirachthaindica* b) *Ocimumtenuiflorum* c) *Vitexnegundo*. d) *Gloriosasuperba* e) *Tribulusterrestris* f) *Pongamiapinnata* g) *Senna auriculata* h) *Indigoferatinctoria*. Importance and scope of medicinal plants used by *Paliyans*.

Unit III: Commercial value of traditional medicinal plants (6 hours)

Raw drugs from ethnomedicinal plants - Economic potentials of selected ethnomedicinal plants. Ethnobotany as a source of important drugs a) Reserpine b) Artemisin c) Gugulipid d) Cathranthin e) Strychnine. Export of medicinal plants and their products.

Unit IV: Collection, Utilization and Conservation of Traditional Medicinal Plants (6 hours)

The significance of wild medicinal plants – Collection and utilization of medicinal plants – Therapeutics uses of wild medicinal plants. Role of ethnic groups in the conservation of plant genetic resources. Participatory forest management.

Unit V: Conventional and modern aspects of medicinal plant propagation (6 hours)

Plant Propagation; Methods of propagation – conventional - vegetative cutting, layering grafting etc., Modern methods- Tissue culture; Micropropagation, isolation of secondary metabolites from *in vitro* culture

Textbooks:

1. P.C. Trivedi, Dr. Pravin Chandra 2011. Text Book of Ethnobotany, Pointer Publishers.
2. Bir Bahadur, K. V. Krishnamurthy, T. Pullaiah. 2021. Ethnobotany of India, 5-Volume Set. Apple Academic Press
3. Jain, A. and Jain, S.K. 2016. Indian Ethno botany - Bibliography of 21st Century Scientific Publishers (India).
4. Cunningham, A. B. (2001). Applied Ethnobotany. Earthscan publishers Ltd. London & Sterling
5. Indian Medicinal Plants -An Illustrated Dictionary-C.P. Khare (Ed.) 2019, ©Springer Science+Business Media, LLC.

Reference Books

1. Paul E. Minnis 2000. Ethnobotany: A Reader. University of Oklahoma Press
2. Gary J. Martin, 2014. Ethnobotany A Methods Manual. Springer US.
3. T. Pullaiah, Bir Bahadur, K. V. Krishnamurthy. 2016. Ethnobotany of India Western Ghats and West Coast of Peninsular India. Apple Academic Press
4. Ministry of Environment and Forests. 1994. Ethno biology in India. A Status Report. All India Coordinated Research Project on Ethno biology. Ministry of Environment and Forests. New Delhi
5. Albuquerque, U.P., Ramos, M.A., Júnior, W.S.F., and De Medeiros, P.M. 2017. Ethnobotany.

Web Resources

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2816487/>
- https://www.wipo.int/edocs/pubdocs/en/wipo_pub_tk_6.pdf
- <https://main.ayush.gov.in/ayush-systems/ayurveda/faq>
- <https://www.who.int/news>
- <https://www.csir.res.in/documents/tkdl>
- <https://www.meity.gov.in/content/national-digital-library>

INFORMATION RESOURCES
(23ULBN21)

SEMESTER: II	NME	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
---------------------	------------	-----------------	-------------------	------------------------

Course Outcomes: Upon completion of the course, the students will be able to

- CO1. learn all kinds of Secondary Sources. (K1)
- CO2. Learn electronic reference materials. (K1)
- CO3. Understand the concept and importance of Primary, Secondary and Tertiary sources (K2)
- CO4. Analyze the different Non Documentary Sources (K4)
- CO5. Assess electronic information sources, including e-books and e-journals. (K4)

UNIT-I : Introduction to Information Sources (6 Hours)

Definition, Type, Characteristics - Primary, Secondary, Tertiary –Evaluation of print Reference Sources

UNIT-II: Secondary Sources (6 Hours)

Definition, Types- Dictionaries, Encyclopedia, Directories, Manuals and Handbooks, Bibliographic sources

UNIT-III : Non – Documentary Source (6 Hours)

Formal and Informal – Human Sources, Institutional Information Sources, Technological Gate Keepers and Invisible Colleges.

UNIT-IV : Electronic Information Sources (6 Hours)

Meaning- Characteristics- Research database Open Access Resources-Audio resources

UNIT-V: Online Publishers (6 Hours)

Detailed study of E-books (Amazon, Sage Publication), E-journals (Springer, Verlog), Database (PROQUEST, EBSCO), Evaluation of E-Resources.

Reference Books:

- Singh, G. (2011).Digital libraries and digitization. EssEss Publications.
- 2. Baby M.D. (2000) Peter Clayton, G. E. Gorman. Managing Information Resources in Libraries. Cambridge Publishers.

**INDIAN TRADITIONAL MEDICINAL FOODS
(23UXRN21)**

SEMESTER: II	NME	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
---------------------	------------	-----------------	-------------------	------------------------

Course outcomes: At the end of the course the students will be able to

- CO1:** Know the foundational principles of health supplements such as functional foods, nutraceuticals, superfoods, etc., and assess their potential within the market context (K1).
- CO2:** Understand the core principles of nutrition, including carbohydrates, proteins, lipids, vitamins, minerals, health-enhancing phytochemicals, and antinutritional factors (K2).
- CO3:** Get knowledge about the origins, traditional uses, nutritional composition, and health advantages of selected plant-based foods (K1).
- CO4:** Know the scientific rationale underlying the health benefits and potential adverse effects of various food substances (K3).
- CO5:** Identify the indigenous wild edible plants found in the Southern Western Ghats and their role in enhancing food security (K1).
- CO6:** Comprehend the fundamental concepts related to food and its significance in promoting health, specifically addressing contemporary health challenges, and demonstrate the ability to apply this knowledge in daily life (K1-K3).

Unit I: FOOD CULTURE (6 Hours)

Concept of food and its medicinal value - Food and health in Indian traditional medicine - Effect of globalization on food culture - Fast foods, Junk foods and their impact on the health of children and youth population - Emerging trends in health supplements

Unit II: MACRONUTRIENTS (6 Hours)

Carbohydrates and their role in health - Cereals, Millets, and Pseudo - Cereals - Proteins and their importance on health - Pulses and their health benefits - Lipids and their health impacts - Nuts and oil seeds

Unit III: MICRONUTRIENTS (6 Hours)

Vitamins, minerals and their health impacts - Hidden hunger - Greens, Vegetables and Fruits

Unit IV: PHYTOCHEMICALS (6 Hours)

Health promoting phytochemicals and antinutritional factors - Spices, and beverages - Lower plants as food sources - Mushrooms and their health benefits

Unit V: WILD EDIBLES & FOOD SECURITY (6 Hours)

Tribal knowledge of food plants - Seasonal foods and wild edible plants of *Kanikaran* and *Paliyan* tribes of Tamil Nadu - Sustainability, Food Security, and Health

Text books:

1. Begum, R.M. 2008. A Textbook of Foods, Nutrition & Dietetics, Sterling Publishers Pvt. Ltd.
2. Mudambi, S.R., Rajagopal, M.V. 2007. Fundamentals of foods, nutrition and diet therapy. New Age International.

References:

1. Gopalan, C., Sastri, B.V.R., Balasubramanian, S.C. 2014. Nutritive Value of Indian Foods, National Institute of Nutrition, Hyderabad
2. Dietary Guidelines for Indians – A Manual (English), National Institute of Nutrition, Hyderabad

FOOD MICROBIOLOGY
(23UXRN31)

SEMESTER: III	NME	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
----------------------	------------	-----------------	-------------------	------------------------

Course outcomes: Upon successful completion of this course, students should be able to:

CO1: Understand the fundamental principles of food microbiology and its importance in the food industry; Apply laboratory techniques for microbial analysis in food samples (K1).

CO2: Identify and characterize common food borne pathogens and their sources (K2).

CO3: Evaluate methods for food spoilage prevention and preservation (K2).

CO4: Describe the role of fermentation in food production and its health implications (K2).

CO5: Analyze emerging trends and ethical considerations in food microbiology; Apply regulatory guidelines and best practices for ensuring food safety and quality (K3).

CO6: Communicate effectively about food microbiology topics in both written and oral formats; Demonstrate critical thinking and problem-solving skills in food safety and quality assurance (K1-4).

Unit 1: Introduction to Food Microbiology (6 hours)

Overview of Food Microbiology; Historical Perspective; Microbial Classification and Taxonomy; Microbial Growth and Factors Affecting Growth; Laboratory Techniques in Food Microbiology

Unit 2: Food borne Pathogens (6 hours)

Common Food borne Pathogens (e.g., *Salmonella*, *Escherichia coli*, *Listeria*, *Campylobacter*); Sources of Food borne Pathogens; Detection and Control Strategies; Food borne Illness Outbreaks and Investigations; Food Safety Regulations

Unit 3: Food Spoilage Microorganisms (6 hours)

Types of Food Spoilage Microorganisms; Factors Influencing Food Spoilage; Spoilage Detection and Prevention; Food Preservation Methods; Food Packaging and Shelf-Life Extension

Unit 4: Food Fermentation (6 hours)

Fermentation in Food Production; Microorganisms Used in Fermentation; Fermented Food Products (e.g., yogurt, cheese, bread); Health Benefits of Fermented Foods; Quality Control in Fermentation

Unit 5: Food Safety and Quality Assurance (6 hours)

Food Safety Management Systems (HACCP); Good Manufacturing Practices (GMPs); Food Testing and Analysis; Risk Assessment and Management; Emerging Trends in Food Safety

Reference Books:

1. Food Microbiology: An Introduction by Thomas J. Montville and Karl R. Matthews, 2017
2. Foodborne Pathogens: Microbiology and Molecular Biology by Pina M. Fratamico, Arun K. Bhunia, and James L. Smith, 2005
3. Food Microbiology: Fundamentals and Frontiers by Michael P. Doyle, Robert L. Buchanan, and Vijay K. Juneja, 2019
4. Fermented Foods and Beverages of the World by Jyoti Prakash Tamang, 2010
5. Food Safety Management: A Practical Guide for the Food Industry by Yasmine Motarjemi and Huub Lelieveld, 2014

HERBAL RESOURCES AND THEIR CONSERVATION
(23UXRN41)

SEMESTER: IV	NME	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
---------------------	------------	-----------------	-------------------	------------------------

Course outcomes: At the end of the course the students will be able to

CO1: Understand the concepts in herbalism, medicinal plant trade and National policies (K2)

CO2: Recognize the threats and importance of conserving the medicinal plant resources (K2)

CO3: Explore the important medicinal plant resources of India, their scientific rationale and applications (K3)

CO4: Learn the good agricultural and collection practices of medicinal plants (K1)

CO5: Know the cultivation and post-harvest processing of selected medicinal plants cultivated Tamil Nadu (K2)

CO1: Understand the role of plant resources in global healthcare and its conservation (K1-K3)

Unit I: SCENARIO OF HERBALISM (6 Hours)

History of herbalism - Herbalism across the globe - Trade of herbals in ancient and contemporary India - Global herbal market and India's position

Unit II: UNSUSTAINABLE USE OF HERBAL RESOURCES (6 Hours)

Basics of endemism, IUCN categories of threat and CITES - Market demand - Negative impacts of collection from wild resources - Overexploited medicinal plants of India - *In situ* and *ex situ* conservation

Unit III: HIGHLY USED HERBALS OF INDIA (6 Hours)

Botany, identification, chemistry and applications of *Aswagandha*, *Seenthil*, *Nilavembu*, *Brahmi*, *Garcinia*, *Glycyrrhiza*, *Amla*, *Vilvam*, *KeelanelliandSatavari*

Unit IV: CULTIVATION & POST-HARVEST PROCESSING (6 Hours)

Good agricultural practices - Good collection practices - Storing medicinal plants – Post-harvest methods and value addition

Unit V: CULTIVATION OF SELECTED MEDICINAL PLANTS (6 Hours)

Good agricultural and collection practices for *Senkanthal*, *Senna*, *Vinca*, *Tulsi* and *Asogu*- Government schemes for cultivation of medicinal plants - Kitchen and home herbal gardens

Text book:

Wallis, T.E. 2018. Textbook of Pharmacognosy (Reprinted edition), CBS Publishers, New Delhi.

References:

1. Anonymous, Agro-techniques of selected medicinal plants Vols. I-III. 2014. National Medicinal Plants Board, Government of India.
2. Anonymous, WHO guidelines on good agricultural and collection practices (GACP) for medicinal plants. 2003. WHO, Geneva.
3. Ravikumar, K., Ved, D.K. 2000. Illustrated Field Guide to 100 Red Listed Medicinal Plants of Conservation Concern in southern India, FRLHT, Bangalore.
4. Ved, D.K., Goraya, G.S. 2007. Demand and Supply of Medicinal Plants in India. NMPB, New Delhi & FRLHT, Bangalore.

**SOCIETY, ECONOMY AND POLITICS IN CONTEMPORARY INDIA
(23UMXN41)**

SEMESTER: IV	NME	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
---------------------	------------	-----------------	-------------------	------------------------

Course Outcome:

On completion of the course, the students will be able to

- CO1: Relate the concept of state and government (K1)
- CO2: Understand and evaluate different types of societies in India (K2 & K5)
- CO3: Identify and compare role of market in different types of economy (K3)
- CO4: Examine and compare ideas of Ambedkar with other social, economic and political reformers (K4 & K5).
- CO5: Analyse and formulate the casteless society in India.

UNIT I: STATE AND GOVERNMENT (6 Hours)

State and Government: Meaning and concepts – Features, characteristics and Nature of State and its dynamics in India

UNIT II: DYNAMICS OF SOCIETY (6 Hours)

Society: concept, meaning and basic characteristics of society – different types of societies – stratification of societies in India – Rural-Urban Structures and social Institutions.

UNIT III: ECONOMY AND MARKET (6 Hours)

Economy and Market: Meaning and concept, basic characteristics and types of economies – dynamics of economy and market in new economic policy era.

UNIT IV: SOCIAL, ECONOMIC AND POLITICAL THINKERS IN INDIA (6 Hours)

Jyotirao Phule, Periyar, Gandhi, Ambedkar and Amartya Sen on interaction of society, economy and politics and its dynamics.

UNIT V: BUILDING CASTELESS SOCIETY (6 Hours)

Annihilation of Caste: Meaning and concept - Meaning of sati, childhood marriage, endogamous and exogamy of marriage - Status of Dalit and women in Indian society – Dalit and women emancipation.

References:

1. Jodhka, S. S. (2002). Nation and village: Images of rural India in Gandhi, Nehru and Ambedkar. *Economic and political weekly*, 3343-3353.
2. Jodhka, S. S. (2010). Dalits in business: Self-employed scheduled castes in North-West India. *Economic and Political Weekly*, 41-48.
3. Jodhka, S. S. (2016). Ascriptive hierarchies: Caste and its reproduction in contemporary India. *Current Sociology*, 64(2), 228-243.
4. Jodhka, S. S., & Fazal, T. (2021). Religion and Politics in South Asia. *Sociological Bulletin*, 70(4), 447–452. <https://doi.org/10.1177/00380229211062752>
5. Mitra, S. K. (1993). Caste, democracy and the politics of community formation in India. *The Sociological Review*, 41(1_suppl), 49-71.

6. Mosse, D. (2020). The modernity of caste and the market economy. *Modern Asian Studies*, 54(4), 1225-1271.
7. Nayyar, D. (1998). Economic development and political democracy: interaction of economics and politics in independent India. *Economic and Political Weekly*, 3121-3131.
8. Robinson, R. (2014). Planning and economic development: Ambedkar versus Gandhi. *Invoking Ambedkar: Contributions, Receptions, Legacies*, 59-71.
9. Singh, A. (2014). Gandhi and Ambedkar: Irreconcilable Differences? *International Journal of Hindu Studies*, 18(3), 413-449.
10. Stiglitz, J. E. (2016). *The state, the market, and development* (No. 2016/1). WIDER Working Paper.
11. Vikas, R. M., Varman, R., & Belk, R. W. (2015). Status, caste, and market in a changing Indian village. *Journal of Consumer Research*, 42(3), 472-498.

COURSE OUTCOMES

- CO1 Perceive the fictional nature of literature and its implications
- CO2 Discern the basic elements of poetry, its form, themes and language
- CO3 Identify the elements of fiction such as narrative structure, character and perspective
- CO4 Understand the dynamics of drama such as plot, theme, dialogue and setting
- CO5 Use secondary sources to understand and interpret prescribed literature
- CO6 Write descriptive essays and analyses on prescribed literature, keeping in mind the nuances of specific genres

QUESTION PATTERN

	Marks
I MCQs (5 from each of the Units II, III, IV & V)	20
II 1 Essay out of 3 from Unit II	15
III 2 Essays out of 5 from Units III, IV and V	30
IV 4 Short Notes out of 6 from Unit I	20
V Answer 3 out of 6 (3 ERCs from Unit II and 3 Paragraphs from Units III, IV & V)	15
Total	<hr/> 100

REFERENCE

- Abrams, M. H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. United Kingdom: Cengage Learning, 2015.
- Adamson, H.D., *Linguistics and English Literature: An Introduction*. United Kingdom: Cambridge University Press, 2019.
- Kennedy, X. L. et al. *Literature: An Introduction to Fiction, Poetry, and Drama*. United Kingdom: Pearson Longman, 2016.
- Kirsznner, Laurie et al. *Portable Literature: Reading, Reacting, Writing*. 9th ed., United Kingdom: Cengage Learning, 2016.
- Prasad, B. *A Background to the Study of English Literature*. India: Macmillan Pub., 2009.

INDIAN WRITING IN ENGLISH

(Course Code: 23UELC12)

SEMESTER - I	CORE - 2	HOURS - 5	CREDITS - 5
--------------	----------	-----------	-------------

LEARNING OBJECTIVES

- LO1 To introduce the emergence and growth of Indian Writing in English
- LO2 To understand the portrayal of plurality of Indian cultural identity in literature
- LO3 To perceive the history-literature interface in India
- LO4 To enable appreciation of the dynamic, inventive use of English in Indian writing
- LO5 To read the representation of the myriad dimensions of Indian consciousness
- LO6 To identify and discuss the themes compassed in Indian Writing in English

UNIT I POETRY

- Toru Dutt "The Lotus"
- Sri Aurobindo "The Tiger and the Deer"
- Sarojini Naidu "The Village Song"

UNIT II POETRY

- A. K. Ramanujan "Still Another View of Grace"
- Shiv K. Kumar "Indian Women"
- Nissim Ezekiel "Poet, Lover, Birdwatcher"

UNIT III PROSE

- Ruskin Bond "Boy Scouts Forever"
- M. K. Gandhi "Inspection Episode-Examination"
(from "Part I: Childhood", *An Autobiography*)
- Dr. A.P.J Abdul Kalam "My Vision for India"

UNIT IV SHORT STORIES

- Vishnu Sharma "The Story of Mother Shandili"
(from "Winning Friends", *Panchatantra*)
- A. K. Ramanujan "Brother's Day" (from *Folktales from India*)
- K. A. Abbas "Sparrows"

UNIT V PLAY & NOVELLA

- Rabindranath Tagore *Mukhtadhara*
- Joginder Paul *Sleepwalkers* (Non-detailed)

COURSE OUTCOMES

- CO1 Identify the wide range of themes in Indian Writing in English
- CO2 Learn the dimensions of plurality, diversity and complexity of “Indianness”
- CO3 Understand the cultural history and heritage of India through literary texts
- CO4 Analyse how the sociological, historical, cultural and political contexts impacted the texts selected for study
- CO5 Perceive the impact of colonialism on Indian literary representation and vice versa
- CO6 Re-imagine the socio-cultural matrix of India through representative works

QUESTION PATTERN

	Marks
I MCQs from All Units (except Non-Detailed Piece)	20
II 1 Essay out of 3 from Units I & II	15
III 1 Essay out of 3 from Units III & IV	15
IV 1 Essay out of 3 from Unit V (Detailed Piece)	15
V 5 Annotations out of 7 from All Units (except Non-Detailed Piece)	25
VI 2 Paragraphs from Unit V (Non-Detailed piece)	10
TOTAL	100

TEXTBOOKS

- Tagore, Rabindranath. *Three Plays*. Ed. Ananda Lal. India: Oxford University Press, 2001.
- Paul, Joginder. *Sleepwalkers*. Ed. Keerti Ramachandra. India: Katha Perspectives, 2000.

REFERENCE

- Agarwal, Beena and Neelam Srivastava. *Tagore's Muktdhara: Critical Spectrum*. India: Aadi Publications, 2022.
- Iyengar, Srinivasa, K.R. *Indian Writing in English*. India: Sterling Publishers Private Limited, 2009.
- Mehrotra, Arvind Krishna, Ed. *An Illustrated History of Indian Literature in English*. India: Orient Blackswan, 2013.
- Naik, M. K. *A History of Indian English Literature*. India: Sahitya Akademi, 2009.

SOCIAL HISTORY OF ENGLAND

(Course Code: 23UELE11)

SEMESTER - I	EC - 1	HOURS - 4	CREDITS - 3
---------------------	---------------	------------------	--------------------

LEARNING OBJECTIVES

- LO1** To introduce students to the socio-cultural history of England
- LO2** To perceive the dynamics of the culture and politics and their impact on each other
- LO3** To discern the various influences on the people and their lives over the ages
- LO4** To learn to identify the developmental influences of the English language
- LO5** To understand the evolution of life and society through the periods
- LO6** To obtain a comprehensive idea of the influence of the milieu on life and literature

UNIT I

The Renaissance and its impact on England

The Reformation - causes and effects

UNIT II

The Restoration

Coffee-Houses and their social relevance

UNIT III

The Agrarian Revolution

The Industrial Revolution

Impact of the French Revolution on the English Society

UNIT IV

The Reform Bills

Social Impact of the Two World Wars

UNIT V

- | | |
|--|-------------------------------------|
| 1. The English Feudal system | 2. Black Death |
| 3. The Divine Right Theory of Kingship | 4. The Cavaliers and the Roundheads |
| 5. The Clarendon Code | 6. The Whigs and the Tories |
| 7. Puritanism | 8. The Enclosure Movement |
| 9. Agricultural Improvers | 10. The Anti – Slavery Movement |
| 11. The Bastille Prison | 12. Public Schools in England |
| 13. The Welfare State | 14. The Cold War |

COURSE OUTCOMES

- CO1 Get introduced to the socio - political movements that shaped and influenced the history and identity of England
- CO2 Evaluate the way socio-cultural and historical phenomena influence the literary production of particular periods
- CO3 Understand the interaction between Politics, Economy and Natural Environment in producing a milieu
- CO4 Trace the evolution of England as a society and a nation, through periods of change, revolution and development
- CO5 Identify the interaction between personal motives and influences, and political contexts, and their resultant social changes
- CO6 Scale the major movements and critical moments of history and their influences, and the consequent evolution of contemporary England

QUESTION PATTERN

	Marks
I 20 MCQs (5 from Units I, II, III & IV)	20
II 1 Essay (300 words) out of 2 (from Unit 1)	15
III 1 Essay (300 words) out of 2 (from Unit II)	15
IV 1 Essay (300 words) out of 2 (from Unit III)	15
V 1 Essay (300 words) out of 2 (from Unit IV)	15
VI 10 short notes out of 12 (from Unit V)	20

Total **100**

TEXTBOOK

- Xavier, A.G., *The Social History of England*. Viswanathan, S., Printers and Publishers, 2009.

REFERENCE

- Ashok, Padmaja. *The Social History of England*. New Delhi: Orient Blackswan, 2011.
- Bédarida, François. *A Social History of England: 1851-1990*. London: Routledge, 1991.
- Trevelyan, G. M. *English Social History: A Survey of Six Centuries - Chaucer to Queen Victoria*. India: Booksway, 2014.

SPOKEN ENGLISH
Course Code: 23UELN11

SEMESTER - I	SEC - 1	NME	HOURS - 2	CREDITS - 2
---------------------	----------------	------------	------------------	--------------------

LEARNING OBJECTIVES

- LO1 To initiate learners in speaking English
- LO2 To instil confidence in using English for oral communication
- LO3 To help attain fluency in speaking English and overcome communication barriers
- LO4 To sensitise the learners to the Phonemes and their articulation
- LO5 To make the learners participate in interpersonal conversations and active discussion
- LO6 To involve the learners in continuous practice to promote confident, prolonged speech production in English

UNIT I SITUATIONAL COMMUNICATION

At the railway station - At the restaurant - At the bank – At the cinema – At the bookshop –
At the doctor’s – At the market – At the tailor’s – At the post office – In the library –
Buying a computer – Planning a vacation

UNIT II PRONUNCIATION PRACTICE

Consonants

Vowels

Diphthongs

UNIT III COMMUNICATION ACTIVITIES

Speaking on given topics

Role play

Debate

Panel Discussion

UNIT IV NARRATION SKILLS

Reporting an event or incident

Narrating life experience

Narrating a story

UNIT V GROUP DISCUSSION SKILLS

Importance of personality manifestation

How to overcome personal / physical / semantic barriers

Practical suggestions for success in group discussion

COURSE OUTCOMES

- CO1 Develop fluency in English through practice
- CO2 Develop the confidence to use English for different purposes in different contexts
- CO3 Learn the right way to pronounce sounds in English
- CO4 Overcome inhibitions and feel comfortable with using English
- CO5 Learn specific methods for oral presentation or narration
- CO6 Learn to overcome barriers in communication in specific situations

REFERENCE

- Balan, Jeyashree. *Spoken English*. New Delhi: Tata McGraw Hill Education, 2008.
- Carnegie, Dale. *The Quick and Easy Way to Effective Speaking*. New York: Simon & Schuster, 1990.
- Gangal, J.K. *Practical Course in Spoken English*. PHI Publication, 2012.
- Sankar, Paila Ravi. *How to speak fluent English*. Chennai: Notion Press, 2021. Reid, Alison. *Spoken English*. New Delhi: Goodwill Publishing House, 2019.
- Xiao, Ken. *Talk English: The Secret to Speak English Like a Native in 6 Months for Busy People*. India: Fluent English Publishing, 2016.

Note: Spoken Assessment should be conducted on the following components:

S. No.	ASSESSMENT COMPONENTS	Marks
1.	Issue based conversation / Speaking on the given topic	25
2.	Reading Aloud	25
3.	Narration of an Event / an Experience / a Story	25
4.	Group discussion / Debate / Panel Discussion	25
	TOTAL	100

AMERICAN LITERATURE - I

(Course Code: 23UELC21)

SEMESTER - II	CORE - 3	HOURS - 4	CREDITS - 3
----------------------	-----------------	------------------	--------------------

LEARNING OBJECTIVES

- LO1 To read and perceive the characteristic features of American literature
- LO2 To trace the social, historical, literary and cultural elements in American literature
- LO3 To examine the various themes dealt with, in the literature
- LO4 To understand the composite American identity resulting from the cultural variety and history of the American people
- LO5 To inculcate a rhetorical approach to study the texts and the conceptions, generalisations, myths and beliefs depicted in American cultural history
- LO6 To interpret and appreciate the pieces of literature, their uniqueness and significance

UNIT I POETRY

- Emily Dickinson "Because I Could Not Stop For Death"
- Ralph Waldo Emerson "The Problem"
- Sylvia Plath "Lady Lazarus"

UNIT II PROSE

- Martin Luther King Jr. "I have a Dream"
- Abraham Lincoln "Gettysburg Address"

UNIT III SHORT STORIES

- O. Henry "Mammon and the Archer"
- Mark Twain "The Five Boons of Life"

UNITS IV & V DRAMA

- Tennessee Williams *The Glass Menagerie*

COURSE OUTCOMES

- CO1 Acquire an overview of the range of American Literature
- CO2 Understand the variety of themes represented and the language used
- CO3 Read and interpret the dominant tropes used in the text
- CO4 Analyse the text against the background of their socio-historical contexts
- CO5 Appreciate the cultural diversity as well as uniqueness alongside the universality of human predicament portrayed
- CO6 Present a comprehensive assessment of the prescribed texts from critical perspectives

TEXTBOOK

- Williams, Tennessee. *The Glass Menagerie*. India: Penguin Classics, 2009.

- **REFERENCE**

- Bronson, Walter Cochrane. *A History of American Literature*. United States: Heath, 1919.
- Boynton, Percy Holmes. *A History of American Literature*. United States: AMS Press, 1970.
- Gray, Richard. *A History of American Literature*. 2nd Ed. India: Wiley Blackwell, 2012.
- Pattee, Fred Lewis. *A History of American Literature Since 1870*. India: MJP Publisher, 2021.

QUESTION PATTERN

	Marks
I 20 Multiple Choice Questions (5 each from Units I, II & III, 5 from Units IV & V)	20
II 2 Essays out of 5 from Units I, II & III	30
III 1 Essay out of 3 from Units IV & V	15
IV 4 Annotations out of 7 from Units I, IV & V (4x5)	20
V 3 Paragraphs out of 5 from Units II, III, IV & V (3x5)	15
TOTAL	100

DRAMA
(Course Code: 23UELC22)

SEMESTER - II	CORE - 4	HOURS - 5	CREDITS - 5
----------------------	-----------------	------------------	--------------------

LEARNING OBJECTIVES

- LO1 To get introduced to drama as a genre through representative texts
- LO2 To discern the different elements in a drama like character, dialogue, setting etc.
- LO3 To learn to perceive the themes and style used and their connection to the milieu
- LO4 To facilitate the understanding of the cultural setting and values, and their diversity
- LO5 To help identify the social standards, ideologies and stereotypes portrayed
- LO6 To learn to appreciate the form and content of drama against the background of the cultural context and on stage production

UNITS I & II

Bernard Shaw *Pygmalion*

UNITS III & IV

Vijay Tendulkar *Silence! The Court Is in Session*

UNIT V

Eugene O’Neil “The Dreamy Kid”

Floyd Dell “Sweet and Twenty”

COURSE OUTCOMES

- CO1 Learn the defining features and nuances of drama
- CO2 Understand the dimensions of representation in drama
- CO3 Identify trends and techniques used
- CO4 Perceive the themes and the voice of narration, if any
- CO5 Read and interpret drama independently as well as set against the context of milieu and production
- CO6 Comprehend the mechanics of theatre production to imagine and reinvent the genre creatively

TEXTBOOKS

- Shaw, Bernard. *Pygmalion: A Romance in Five Acts*. New Delhi: Orient Blackswan, 2020
- Tendulkar, Vijay. *Silence! The Court Is in Session*. New Delhi: Oxford University Press, 2017.

REFERENCE

- Dell, Floyd. *King Arthur's Socks and Other Village Plays*. USA: Blackmask Publishing House, 2002.
- Gupta, Monika. *The Plays of Eugene O'Neill: A Critical Study*. India: Atlantic Publishers, 2001.
- Letwin and David, et. Al., *The Architecture of Drama: Plot, Character, Theme, Genre and Style*. USA: Scarecrow Press, 2008.

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (8 from Units I & II, 6 from Units III & IV, 6 from Unit V)	20
II	1 Essay (400 Words) out of 3 from Units I & II	15
III	1 Essay (400 Words) out of 3 from Units III & IV	15
IV	1 Essay (400 Words) out of 3 from Unit V	15
V	4 Annotations out of 7 (from all Units) (4x5)	20
VI	3 Paragraphs (100 Words) out of 5 from all Units (3x5)	15
	TOTAL	100

LITERARY GENRES AND TERMS

Course Code: 23UELE21

SEMESTER - II	EC - 2 ALLIED	HOURS - 5	CREDITS - 5
----------------------	----------------------	------------------	--------------------

LEARNING OBJECTIVES

- LO1 To introduce learners to the nature and characteristics of literature
- LO2 To introduce the fundamental forms of English literature
- LO3 To acquaint them with the characteristic features of the various genres and sub-genres
- LO4 To abet the ability to identify characteristic features of literary forms and elements
- LO5 To familiarize learners with the poetic devices, stylistic elements and literary concepts used in literature
- LO6 To help them comprehend the various major and minor components that come together to make the various genres of literature

UNIT I GENRE: POETRY

Epic	Ode
Sonnet	Elegy

UNIT II GENRE: PROSE

Novel	Short Story
Biography	Autobiography

UNIT III GENRE: DRAMA

Dramatic Art	Tragedy
Comedy	Tragicomedy

UNIT IV LITERARY TERMS

Image, Symbol, Simile, Metaphor, Personification, Paradox, Oxymoron, Exaggeration, Alliteration, Rhyme, Rhythm, Dramatic monologue, Character, Plot, Flashback, Chorus, Aside, Soliloquy

UNIT V LITERARY TERMS

Hamartia, Denouement, One-act play, Farce, Melodrama, Epilogue, Anecdote, Irony, Allegory, Genre, Parable, Fable, Myth, Pathos, Poetic Justice, Satire, Theme, Utopia

COURSE OUTCOMES

- CO1 Identify literature as a discipline and examine its nature and fundamental components
- CO2 Identify the characteristic features of literature and its kinds
- CO3 Understand the broad categories of genre such as poetry, prose and drama
- CO4 Comprehend the nuances of the various sub-genres
- CO5 Learn the history, evolution and context of the various forms of literature
- CO6 Comprehend the dimensions and techniques of creativity in literature in literary forms

TEXTBOOK

- Prasad, B. *A Background to the Study of English Literature*. India: Macmillan Pub., 2009.

REFERENCE

- Abrams, M. H. and Geoffrey Galt Harpham. *A Handbook of Literary Terms*. United Kingdom: Cengage Learning, 2015.
- Rees R.J. *English Literature: An Introduction for Foreign Readers*. New Delhi: Macmillan Publishers, 1973.

QUESTION PAPER PATTERN

Marks

I	20 Multiple Choice Questions (5 each from Units I, II & III, 5 from Units IV & V)	= 20
II	1 Essay (300 Words) out of 3 from Unit I	= 15
III	1 Essay (300 Words) out of 3 from Units II	= 15
IV	1 Essay (300 Words) out of 3 from Units III	= 15
V	7 Short Notes (50 words) from Unit IV & V (7x5)	= 35
	TOTAL	100

ESSENTIAL ENGLISH GRAMMAR

(Course Code: 23UELN21)

SEMESTER - II	SEC - 2	NME	HOURS - 2	CREDITS - 2
---------------	---------	-----	-----------	-------------

LEARNING OUTCOMES

- LO1** To introduce learners to the parts of the speech and their usage
LO2 To introduce learners the basic components of a sentence
LO3 To acquaint learners with the basic rules of Grammar regarding tenses and voices
LO4 To acquaint learners with the nuances of word usage
LO5 To provide learners with a clear understanding of usage of language structure according to grammar rules
LO6 To help learners use knowledge of language usage in competitive examinations

UNIT I

Use of Prepositions with Nouns, Adjectives and Verbs

UNIT II

Nouns used as Subjects, Objects, Complements and Objects of Prepositions

UNIT III

Tenses and Voices

UNIT IV

Formation of Adjectives and Degrees of Comparison

UNIT V

Subordinating and Coordinating Conjunctions

COURSE OUTCOMES

- CO1** Acquire the basic knowledge of the parts of speech and their usage
CO2 Perceive the basic components of sentence structures
CO3 Understand the appropriate use of tense with subject – verb agreement
CO4 Understand and use words as different parts of speech
CO5 Be aware of language usage with the knowledge of rules of Grammar
CO6 Use the knowledge of Grammar in Competitive examinations

REFERENCE

- Pillai, Radhakrishna G. *English Grammar and Composition*. India: Emerald Publishers, 2002.
- Martin, Wren. *High School English Grammar and Composition*. New Delhi: Blackie ELT Books, 1935

QUESTION PAPER PATTERN

	Marks
I Questions from Unit I	= 20
II Questions from Unit II	= 20
III Questions from Unit III	= 20
IV Questions from Unit IV	= 20
V Questions from Unit V	= 20

TOTAL 100

TEXTBOOKS

- Marlowe, Christopher. *Doctor Faustus*. Ed. Bhaskara Menon. USA: Trinity Press, 1976.
- Webster, John. *The Duchess of Malfi*. Ed. R. Sundara Raju. USA: Trinity Press, 1980.

REFERENCE

- Bacon, Francis and Michel Leiris. *Francis Bacon*. London: Thames and Hudson, 1988.
- Marlowe, Christopher. *Doctor Faustus*. Germany: Book On Demand Ltd., 2021.

S. No.	QUESTION PATTERN	Marks
I	20 Multiple Choice Questions (6 from Units I & II, 7 from Unit III, 7 from Units IV & V)	20
II	1 Essay (300 Words) out of 3 from Units I & II	15
III	1 Essay (300 Words) out of 3 from Unit III	15
IV	1 Essay (300 Words) out of 3 from Units IV& V	15
V	3 Paragraphs (100 Words) out of 5 (1 from each Unit) (3x5)	15
VI	4 Annotations out of 7 (from All Units) (4x5)	20
	TOTAL	100

AMERICAN LITERATURE - II

(Course Code: 23UELC32)

SEMESTER - III	CORE - 6	HOURS - 4	CREDITS - 3
-----------------------	-----------------	------------------	--------------------

LEARNING OBJECTIVES

- LO1 To explore distinct literary characteristics of American literature and analyse literary works of eminent American writers
- LO2 To trace the social, historical, literary and cultural elements in American literature
- LO3 To examine the various themes dealt with, in the literature
- LO4 To understand the composite American identity resulting from the cultural variety and history of the American people
- LO5 To inculcate a rhetorical approach to study the texts and the conceptions, generalisations, myths and beliefs about American cultural history
- LO6 To interpret and appreciate the pieces of literature, their uniqueness and significance

UNIT I POETRY

Walt Whitman "Out of the Cradle Endlessly Rocking"
e e cummings what if a much of a which of a wind

UNIT II POETRY

E. A. Poe "The Raven"
Robert Frost "After Apple Picking"

UNITS III & IV DRAMA

Arthur Miller *All My Sons*

UNIT V FICTION

Ernest Hemingway *The Old Man and the Sea*

COURSE OUTCOMES

- CO1 Acquire an overview of the range of American Literature
- CO2 Study the distinctive aspects of American Literature against the universal literary context
- CO3 Appreciate, interpret and analyse the representative works of American writers
- CO4 Grasp the philosophy of life through a critical examination of texts belonging to different periods and cultures
- CO5 Appreciate the cultural diversity as well as uniqueness alongside the universality of human predicament portrayed
- CO6 Present a comprehensive assessment of the prescribed texts from critical perspectives

TEXTBOOKS

- Miller, Arthur. *All My Sons*. United Kingdom: Heinemann Educational Books, 1971.

REFERENCE

- Carruth, Hayden. Ed. *The Voice That Is Great within Us: American Poetry of the Twentieth Century*. USA: Bantam Books, 1970.
- Roberts, Neil. Ed. *A Companion to Twentieth-Century Poetry*. USA: Wiley, 2008.

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (4 question from each unit)	= 20
II	1 Essay (300 Words) out of 3 from Units I & II	= 15
III	1 Essay (300 Words) out of 3 from Units III & IV	= 15
IV	1 Essay (300 Words) out of 3 from Unit V	= 15
V	4 Annotations out of 7 from Units I, II, III & IV (4x5)	= 20
VI	3 Paragraphs (100 Words) out of 5 from all Units (3x5)	= 15
	TOTAL	= 100

GRAMMAR AND COMPOSITION

(Course Code: 23UELE31)

SEMESTER - III	EC - 3	HOURS - 5	CREDITS - 5
-----------------------	---------------	------------------	--------------------

LEARNING OBJECTIVES

- LO1 To introduce the functions of grammar in a language
- LO2 To gain knowledge of the rules of grammar to use the language structures accurately
- LO3 To learn to outline, organise ideas and write an essay
- LO4 To learn the different types of letters and their structures
- LO5 To acquire an advanced use of English for professional writing
- LO6 To use the language accurately and skillfully with style

UNIT I

- Tenses
- Active and Passive Voice

UNIT II

- Degrees of Comparison
- Direct and Indirect speech

UNIT III

- Phrases and Clauses
- Simple, Complex, Compound Sentences (Clause Analysis)

UNIT IV

- Transformation of sentences (Simple, Compound, Complex)
- Question Tags

UNIT V

- Essay Writing
- Letter Writing
- Reading Comprehension
- Report Writing (Event, Programme)

COURSE OUTCOMES

- CO1 Comprehend the theory and practice of basic English Grammar
- CO2 Comprehend how grammatical structures are systematically related to meaning
- CO3 Understand and learn the functions and structures of the various kinds of sentences
- CO4 Perceive the variations in the sentence meaning depending on emphasis and sentence structures
- CO5 Use different kinds of sentences with the consciousness of grammar
- CO6 Write effective essays, letters and reports

TEXTBOOK

- Green, David. *Contemporary English Grammar Structures and Composition*. India: Bengaluru Trinity Press, 2019.

REFERENCE

- Deshpande, L. S. *Modern English Grammar*. India: Creative Publications, 2017

QUESTION PAPER PATTERN

	Marks
I Tenses (10 x1)	= 10
II Voice Transformation (10 x1)	= 10
III Degrees of comparison (5 x1)	= 05
IV Direct - Indirect Speech (10 x1)	= 10
V Clause Analysis (5 x2)	= 10
VI Simple, Compound Complex – Transformation (15x1)	= 15
VII Question Tags (5 x1)	= 05
VIII Essay	= 10
IX Letter Writing	= 10
X Reading Comprehension (5 x2)	= 10
XI Report Writing	= 05
TOTAL	= 100

THE ART OF PUBLIC SPEAKING

(Course Code: 23UELN31)

SEMESTER - III	SEC - 5	HOURS - 2	CREDITS - 2
-----------------------	----------------	------------------	--------------------

LEARNING OBJECTIVES

- LO1 To initiate the learners to use English for Public speaking
- LO2 To practice intensely to attain desirable fluency in English
- LO3 To think and plan outlines for public addresses
- LO4 To become acquainted with stylistic and rhetoric devices for effective speaking
- LO5 To present and modify content to suit occasion, purpose and audience
- LO6 To develop confidence and style in public speaking

UNIT I

- Basic knowledge of oratorical skills
- Useful Vocabulary for Speeches

UNIT II

- Intonation
- Voice modulation

UNIT III

- Famous speeches from India
- Famous speeches from abroad

UNIT IV

- Speaking on specific occasions:
- Delivering Welcome Address
- Proposing Vote of Thanks
- Master of Ceremonies

UNIT V

- Speaking on given topics
- Extempore

COURSE OUTCOMES

- CO1 Learn the techniques that may be used in public speaking
- CO2 Gain proficiency in using figures of speech and rhetorical devices
- CO3 Acquire a basic knowledge of phonetics and intonation
- CO4 Train in articulation and voice modulation through practice
- CO5 Understand rhetorical nuances by listening to great speeches
- CO6 Speak with confidence in public occasions

REFERENCE

O’Neal, Katherine Pabley. *Public Speaking: A Student Guide*. Kami, Provin.
Public Speaking: Spoken Words Rule the World. Wren and Martin. *High School English Grammar and Composition*. Chambers. *50 Famous Speeches That Made the Modern World*.

EXTERNAL EXAMINATION

Theory (1 hour)	=	50 marks
Speaking on the given topic	=	50 marks
TOTAL		100 marks

BRITISH LITERATURE - II

(Course Code: 23UELC41)

SEMESTER – IV	CORE – 7	HOURS - 6	CREDITS - 6
---------------	----------	-----------	-------------

LEARNING OBJECTIVES

- LO1 To introduce British Literature from the Age of Milton to the Pre-Romantic period
- LO2 To help them interpret literature in relation to its historical, cultural, and/or political contexts
- LO3 To provide them with an understanding of relationships between society and the literature of the period
- LO4 To help them closely examine literary works using critical perspectives
- LO5 To orient them in applying appropriate formal conventions when writing about literature
- LO6 To help them interpret and appreciate the uniqueness and significance of literary pieces

UNIT I POETRY

John Milton *Paradise Lost*
(Book IV, Lines 31-70, 205-324, 411-491, 720-735)

UNIT II POETRY

John Donne “A Valediction Forbidding Mourning”
John Dryden “Alexander’s Feast”
William Blake “The Tyger”

UNIT III PROSE

Joseph Addison and Richard Steele “Sir Roger at Home
Of the Club”

UNIT IV DRAMA

Oliver Goldsmith *She Stoops to Conquer*

UNIT V FICTION

Daniel Defoe *Robinson Crusoe*

COURSE OUTCOMES

- CO1 Acquire the knowledge of the important features of the literature from the Age of Milton to the Pre-Romantic Period
- CO2 Study the representative works during the 17th and 18th centuries
- CO3 Understand the leading trends of the specific periods of literature
- CO4 Perceive the dominant influences inspiring and shaping the literature of the different periods
- CO5 Sketch the transition of literature through various historical contexts
- CO6 Identify the environment leading in stages to the evolution of the Romantic movement

TEXTBOOKS

- Defoe, Daniel. *Robinson Crusoe*. United Kingdom: Penguin Classics, 2013.
- Goldsmith, Oliver. *She Stoops to Conquer*. New Delhi: Peacock Books, 2023.
- Rexroth, Kenneth. *The New British Poets: An Anthology*. Italy: Osmania University, 1976.

REFERENCE

- Ranger, Paul. "Technical Features." *She Stoops to Conquer* by Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5.
- Severin, Tim. *In search of Robinson Crusoe*. New York: Basic Books, 2002. ISBN0-465-07698-X

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (4 questions from each unit)	= 20
II	1 Essay (300 Words) out of 3 from Unit I	= 15
III	1 Essay (300 Words) out of 3 from Units II & III	= 15
IV	1 Essay (300 Words) out of 3 from Unit IV	= 15
V	1 Essay (300 Words) out of 3 from Unit V	= 15
VI	4 Annotations out of 7 from Units I, II, III & IV (4x5)	= 20
	TOTAL	= 100

AN INTRODUCTION TO PHONETICS

(Course Code: 23UELC42)

SEMESTER - IV	CORE - 8	HOURS - 4	CREDITS - 4
----------------------	-----------------	------------------	--------------------

LEARNING OUTCOMES

- LO1 To comprehend the different components and aspects of phonetics
- LO2 To understand and practice the different types of sounds in the English Language
- LO3 To differentiate between vowel and consonants sounds
- LO4 To increase reading fluency through syllabification
- LO5 To apply the rules of stress and Intonation in everyday conversations
- LO6 To pronounce English using RP

UNIT I

Organs of Speech, Cardinal Vowels along with the Quadrilateral, Introduction to the Phonetic Alphabet

UNIT II

Place and Manner of Articulation- Pure vowels – Long vowels – Short vowels –Diphthongs – Vowel Quadrilateral

UNIT III

Place and Manner of Articulation – Consonant sounds – Consonant Chart – Three term labels of consonants

UNIT IV

Minimal Pairs– Consonant Clusters – Strong forms and Weak forms – Syllable Division

UNIT V

Stress - Primary Stress and Secondary Stress – Complex Word Stress: Prefixes and Suffixes - Rising Intonation and Falling Intonation

COURSE OUTCOMES

- CO1 Introduce the essential features of Phonetics
- CO2 Understand the production and, articulation of British English sounds
- CO3 Gain Fundamental knowledge of pronouncing the English language according to RP
- CO4 Perceive the differences between British and other accents
- CO5 Familiarise the concept and types of syllabification
- CO6 Learn word Stress and Intonation of sentences

TEXTBOOKS

- Balasubramanian T. *A Textbook of English Phonetics for Indian Students*. India: Macmillan Publishers, 1981.
- Jones, Daniel. *Cambridge English Pronouncing Dictionary*. United Kingdom: Cambridge University Press, 1917.

REFERENCE

- Gimson, A.C. *An Introduction to the Pronunciation of English*. New York: Chapman and Hall, 1989.
- O'Conner, T.D. *Phonetics*. United Kingdom: Penguin Books, 1991.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. United Kingdom: Cambridge University Press, 2009.
- Shyamala, V. *A Textbook of English Phonetics and Structure for Indian Students*. India: Sharatha Ganga Publications, 1992.
- Wells, J.C. *Pronunciation Dictionary*. United Kingdom: Longman, 1990.

CIA I Components (50 marks)

- | | |
|---|------------|
| 1) Organs of Speech (or) Cardinal Vowel Quadrilateral | = 5 marks |
| 2) Table of English Consonants | = 5 marks |
| 3) Transcription of Words (15 x 1) | = 15 marks |
| 4) Transcription to Words (20 x 1/2) | = 10 marks |
| 5) Short Answers | = 15 marks |

CIA II Components (50 marks)

- | | |
|---------------------------------------|------------|
| 1) Sentence to Transcription (10 x 2) | = 20 marks |
| 2) Transcription to Sentences (5 x 1) | = 5 marks |
| 3) Syllable division (5 x 1) | = 5 marks |
| 4) Stress marking | = 5 marks |
| 5) Short answers | = 15 marks |

Topics for Short Answers: Place and Manner of Articulation for vowels / Consonants, Three term label with transcribed examples, Consonants Clusters, Minimal Pairs, Strong and weak forms, Stress, Stress shift, Syllable, Intonation, Prefixes and Suffixes

Semester Examination (100 marks)

QUESTION PAPER PATTERN

- | | Marks |
|---|-------|
| 1) Organs of Speech or Cardinal Vowel Quadrilateral | = 5 |
| 2) Table of English Consonants/Vowel Quadrilaterals | = 5 |
| 3) Words to Transcription (20x1) | = 20 |
| 4) Sentence to Transcription (10 x 2) | = 20 |
| 5) Transcription to Sentences (10 x 1) | = 10 |
| 6) Syllable division (5 x 1) | = 5 |
| 7) Marking stress in the given words (5 x 1) | = 5 |
| 8) Making Intonation | = 5 |
| 9) Short answers | = 25 |

TOTAL = 100

SPOKEN ENGLISH
(Course Code: 23UELE41)

SEMESTER - IV	EC - 4	HOURS - 2	CREDITS - 2
----------------------	---------------	------------------	--------------------

LEARNING OUTCOMES

- LO1 To build confidence in using English for speaking
- LO2 To use English with accurate pronunciation for communication
- LO3 To learn to read with appropriate stress and intonation
- LO4 To use the language appropriately in different contexts of speaking
- LO5 To use English accurately for public speaking
- LO6 To speak English with fluency, accuracy and confidence

UNIT I

Conversation Public Speaking

UNIT II

Turn Coat Declamation

UNIT III

Debate Group Discussion

UNIT IV

Plural Realisation Past Tense Realisation

UNIT V

Reading sentences with stress and intonation
Reading transcribed passages

COURSE OUTCOMES

- CO1 Become confident in using English for oral communication
- CO2 Understand the production, articulation and variation of sounds
- CO3 Perceive and use the different sounds in English
- CO4 Read with appropriate stress and intonation
- CO5 Pronounce English according to RP
- CO6 Use appropriate English in various practical situations, for academic and professional purposes

TEXTBOOKS

- Balasubramanian T. *A Textbook of English Phonetics for Indian Students*. India: Macmillan Publishers, 1981.
- Jones, Daniel. *Cambridge English Pronouncing Dictionary*. United Kingdom: Cambridge University Press, 1917.

REFERENCE

- Gimson, A.C. *An Introduction to the Pronunciation of English*. New York: Chapman and Hall, 1989.
- O'Conner, T.D. *Phonetics*. United Kingdom: Penguin Books, 1991.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. United Kingdom: Cambridge University Press, 2009.
- Shyamala, V. *A Textbook of English Phonetics and Structure for Indian Students*. India: Sharatha Ganga Publications, 1992.
- Wells, J.C. *Pronunciation Dictionary*. United Kingdom: Longman, 1990.

CIA I Components (50 marks)

- | | |
|-----------------------|------------|
| 1) Conversation | = 5 marks |
| 2)Declamation | = 10 marks |
| 3)Public Speaking | = 10 marks |
| 4)News Reading | = 10 marks |
| 5)Debate | = 10 marks |
| 6) Plural Realisation | = 5 marks |

CIA II Components (50 marks)

- | | |
|---|------------|
| 1. Past Tense Realisation | = 5 marks |
| 2. Word Stress | = 5 marks |
| 3. Reading sentences with stress & Intonation | = 10 marks |
| 4. Reading Transcribed Passages | = 10 marks |
| 5. Turn Coat | = 10 marks |
| 6. Group Discussion | = 10 marks |

SEMESTER PRACTICAL EXAMINATION (100 marks)

ASSESSMENT

- | | |
|-----------------------------------|------------|
| 1) Conversation / Public Speaking | = 20 marks |
| 2) Turn Coat / Declamation | = 20 marks |
| 3) Debate / Group Discussion | = 20 marks |
| 4) Plural & Past Endings | = 20 marks |
| 5) Stress & Intonation | = 20 marks |

ENGLISH FOR COMPETITIVE EXAMINATIONS

(Course Code: 23UELN41)

SEMESTER - IV	SEC - 6	NME	HOURS - 2	CREDITS - 2
----------------------	----------------	------------	------------------	--------------------

LEARNING OBJECTIVES

- LO1 To develop the language competency essential for competitive exams
- LO2 To get acquainted with grammar rules to understand grammatical appropriateness
- LO3 To become able to identify grammatical errors in sentences
- LO4 To understand the dynamics of comprehending passages to deduce inferences
- LO5 To enrich passive vocabulary
- LO6 To develop confidence and accuracy in taking competitive exams through practice

UNIT I

Grammar: Articles, Prepositions, Tenses, Concord

UNIT II

Spotting Errors (Multiple Choice type and Sentence Correction)

UNIT III

Reading Comprehension

UNIT IV

Vocabulary (Synonyms & Antonyms)

UNIT V

One Word Substitution

COURSE OUTCOMES

- CO1 Acquire language competency essential for competitive exams
- CO2 Comprehend passages to understand inferences
- CO3 Use Grammar rules to spot errors in Language constructions
- CO4 Enrich passive vocabulary for use in exams
- CO5 Become confident with language usage for competitive exams
- CO6 Appear for competitive exams with an awareness of nuances in the language

TEXTBOOKS

- Bhatnagar, R.P, and Rajul Barghava. *English for Competitive Examinations*. United Kingdom: Macmillan Education, 2008.
- Wood, F. T. *A Remedial Grammar for Foreign Students*. United Kingdom: Macmillan Education, 2017.

REFERENCE

- Bhardwaj, A. P. *General English for Competitive Examinations*. India: Pearson Education India, 2013.
- Gupta, S C. *General English for All Competitive Examinations*. New Delhi: Arihant Publications, 2016.
- Mathew, Joseph. *Fine Tune Your English*. New Delhi: Orient Blackswan Pvt. Ltd, 2010.
- Prasad, Hari Mohan and Uma Rani Sinha. *Objective English for Competitive Examinations*. USA: McGraw Hill, 2017.
- Sidhu, C. D., Prem Nath and Kapil Kapoor. *Comprehensive English Grammar and Composition*. New Delhi: Khosla Publishing House, 2004.
- Sinha, Kumar Sanjay. *The King's Grammar*. New Delhi: Blackie ELT Books, 2008.

S. No.	QUESTION PATTERN	Marks
I	Questions from Unit I	20
II	Questions from Unit II	20
III	Questions from Unit III	20
IV	Questions from Unit IV	20
V	Questions from Unit V	20
	TOTAL	100

COMPUTER LITERACY PROGRAMME

(Course Code: 23 UELS41)

SEMESTER - IV	SEC - 7	HOURS - 2	CREDITS - 2
----------------------	----------------	------------------	--------------------

LEARNING OBJECTIVES

- LO1 To acquire the digital skills essential for employability
- LO2 To get to know the basics of Computer usage and applications
- LO3 To safely use internet for official communication and networking
- LO4 To learn to work with Microsoft and Google applications
- LO5 To learn to design use designing applications
- LO6 To acquire a basic command of computer usage for personal and professional purposes

UNIT I INTRODUCTION

Introduction to computer	Difference between man and machine
How to maintain a computer	Operating System and Interface
Hardware & Software	Networking
Enemies of a computer	Memory organisation
Desktop icons	

UNIT II WINDOWS APPLICATIONS

File, Folders and Directories	Shortcut keys (30)
MS Word, Excel, Power Point	Making a video

UNIT III INTERNET AND INTERNET BASED ACTIVITIES

Internet	Browser & Search Engines
Cyber Security	Internet for Education
Classroom, Sheets, Documents & Others	Copyright

UNIT IV INTERNET BASED APPLICATIONS

Google Classroom, Forms, Sheets, Documents & Others

UNIT V DESIGNING

Introduction to Designing (CorelDraw, Canva)

SUGGESTED ACTIVITIES

During the course, the students shall complete 20 assigned practical tasks based on the syllabus

COURSE OUTCOMES

- CO1 Gain a working knowledge of computers
- CO2 Use Microsoft applications for content management and presentation
- CO3 Use internet for academic and research purposes safely
- CO4 Become familiar with Google applications for academic purposes
- CO5 Use computer applications for designing
- CO6 Use computer applications to produce media content

REFERENCE

- Bahga, Arsheep and Vijay Madiseti. *Internet of Things - A Hands-on Approach*. New Delhi: Orient Blackswan Private Limited, 2015.
- Bangia, R. *Learning MS Office 2007*. New Delhi: Khanna Publications, 2011.
- Bernstein, James. *Google Apps Made Easy*. London: Productivity Apps Made Easy, 2019.
- Jain Satish et al. *Basic Computer Course Made Simple*. India: BPB Publications, 2016.
- Jhangra Surendra, *Basics of Internet and Web*. New Delhi: JBC Press, 2013.
- Kadia, Dharmendra B. *Basic Knowledge of Computer*. India: Shanti Prakashan, 2010.
- Kumar, Bittu. *Mastering Ms Office: Computer Skill Development - Be Future Ready*. New Delhi: V&S Publishers, 2017.
- Rajaraman, V., & Adabala, N. *FUNDAMENTALS OF COMPUTERS*. New Delhi: PHI Learning Pvt. Ltd.

SEMESTER EXAMINATION

- Theory = 50 marks (The answers should be typed by the students)
- Practical = 50 marks
- TOTAL** = 100

BRITISH LITERATURE - III

(Course Code: 23UELC51)

SEMESTER - V	CORE - 9	HOURS - 5	CREDITS - 4
--------------	----------	-----------	-------------

LEARNING OBJECTIVES

- LO1 To get introduced to that period of British Literature termed the “Romantic period”
- LO2 To gain an understanding of the characteristic features of the literature through representative pieces
- LO3 To perceive the literature against its historical, cultural, and political contexts
- LO4 To identify the choice of subjects, themes, philosophy, language and portrayal that identified the literature of the period
- LO5 To appreciate the pieces of literature, their uniqueness and significance
- LO6 To perceive the impact of the Romantic movement on the evolution of British Literature

UNIT I POETRY

- William Wordsworth “Tintern Abbey”
- Samuel Taylor Coleridge “The Rime of the Ancient Mariner”

UNIT II POETRY

- John Keats “Ode on a Grecian Urn”
- Percy Bysshe Shelley “Ode to the West Wind”
- George Gordon Byron “She Walks in Beauty”

UNIT III PROSE

- Charles Lamb “Dream Children: A Reverie”
“The Praise of Chimney Sweepers”
- William Hazlitt “On Going a Journey”

UNIT IV FICTION

- Walter Scott *Kenilworth*

UNIT V FICTION

- Jane Austen *Pride and Prejudice*

COURSE OUTCOMES

- CO1 Perceive the themes and socio-psychological dimensions of life portrayed in the literature
- CO2 Identify the change in ideology, perspective, and thought reflected in the works prescribed
- CO3 Recognize the influence of personal inspiration on literature and nature's integration with human consciousness and creativity
- CO4 Read how literature engages with the past, portrays the corresponding present and influences the future
- CO5 Understand the language, forms and themes of literature and their significance
- CO6 Analyze and appreciate the uniqueness and import of the literature

TEXTBOOKS

- Austen, Jane. *Pride and Prejudice*. United Kingdom: Fingerprint Publishing, 2013.
- Scott, Walter. *Kenilworth*. California: Mint Editions, 2021.

REFERENCE

- Lamb, Charles. *Dream Children: A Reverie*. United Kingdom: Reed Pale Press, 1928.
- Wordsworth, Jonathan. *The New Penguin Book of Romantic Poetry*. United Kingdom: Penguin Classics, 2005.

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (4 questions from each unit)	= 20
II	1 Essay (300 Words) out of 3 from Units I, II & III	= 15
III	1 Essay (300 Words) out of 3 from Unit IV	= 15
IV	1 Essay (300 Words) out of 3 from Unit V	= 15
V	4 Annotations out of 7 from Units I, II & III (4x5)	= 20
VI	3 Paragraphs (100 Words) out of 5 from all Units (3X5)	= 15
	TOTAL	100

BRITISH LITERATURE - IV

(Course Code: 23UELC52)

SEMESTER - V	CORE - 10	HOURS - 5	CREDITS - 4
--------------	-----------	-----------	-------------

LEARNING OBJECTIVES

- LO1 To get acquainted with British Literature written from the Victorian Age to the present
- LO2 To learn to read literature as it relates to its historical, cultural and/or political contexts
- LO3 To understand the difficult transition of the English society through Industrial Revolution to the twentieth century as represented in literature
- LO4 To study the impact of the World wars and the consequent philosophic evolution on literature
- LO5 To closely examine the themes, prominent tropes and ideologies reflected
- LO6 To assess and understand the major phase of experimentation of form and content

UNIT I POETRY

Alfred Tennyson	“ Ulysses”
Robert Browning	“ The Last Ride Together”
Matthew Arnold	“ The Forsaken Merman”

UNIT II POETRY

Wilfred Owen	“ Anthem for Doomed Youth”
W. H. Auden	“ The Unknown Citizen”
Ted Hughes	“ Jaguar”

UNIT III PROSE

A. G. Gardiner	“ On the Rule of the Road”
A. J. Cronin	“ The Best Investment I Ever Made”
C. E. M. Joad	“ A Dialogue on Civilization”

UNIT IV DRAMA

T. S. Eliot	<i>Murder in the Cathedral</i>
-------------	--------------------------------

UNIT V FICTION

Charles Dickens	<i>Great Expectations</i>
-----------------	---------------------------

COURSE OUTCOMES

- CO1 Study the important features in literature from the Victorian Age to the Early 20th Century
- CO2 Understand the major trends and tendencies in literature of the periods
- CO3 Identify the influences of the past and the continuity as well as breach of tradition

- CO4 Perceive the phases of experimentation, growth and change influenced by the socio-political moments in the milieu like the Industrial Revolution, Expansion of Colonial Power and the World Wars
- CO5 Trace the evolution of moral, social and philosophical domains in England as evident in Literature
- CO6 Evaluate the significance of the literature of the period through appreciation of the prescribed texts

TEXTBOOKS

- Dickens, Charles. *Great Expectations*. United Kingdom: Peter Harrington Press, 1861.
- Eliot, T.S. *Murder in the Cathedral*. United Kingdom: Faber, 1935.

REFERENCE

- Bloom, Harold. *Charles Dickens*. New York: Chelsea House, 1987.
- Borgohain, Pradipta. *Victorian Literature*. India: Orient Blackswan, 2017.
- Miles, Rosie. *Victorian Poetry in Context*. London: Bloomsbury Academic, 2013.
- Bevis, Matthew. Ed. *The Oxford Handbook of Victorian Poetry*. United Kingdom: Oxford University Press, 2013.

QUESTION PAPER PATTERN

QUESTION PAPER PATTERN		Marks
I	20 Multiple Choice Questions (4 question from each unit)	= 20
II	1 Essay (300 Words) out of 3 from Units I & II	= 15
III	1 Essay (300 Words) out of 3 from Unit III& V	= 15
IV	1 Essay (300 Words) out of 3 from Units IV	= 15
V	4 Annotations out of 7 from Units I, II, III & IV	= 20
VI	3 Paragraphs (100 Words) out of 5 from Units IV & V	= 15
TOTAL		= 100

HISTORY OF ENGLISH LITERATURE

(Course Code: 23UELC53)

SEMESTER - V	CORE - 11	HOURS - 6	CREDITS - 5
---------------------	------------------	------------------	--------------------

LEARNING OBJECTIVES

- LO1 To get acquainted with an overview of the history of English literature from the Old English times to the twentieth century
- LO2 To gain reference to the major literary movements and their characteristic features
- LO3 To get familiar with the influence and works of representative writers and their impact
- LO4 To get to know the major cultural influences on the English language and literature
- LO5 To understand the evolution of literary trends and their being catalysed by the changing milieu
- LO6 To reckon the society-literature interface and analyse its implications

UNIT I

Geoffrey Chaucer	Literary characteristics of the Elizabethan Age
Edmund Spenser	University Wits**
Ben Jonson**	

UNIT II

John Milton	The Metaphysical poets
John Bunyan**	Literary Characteristics of the Neo-classical age
John Dryden	Alexander Pope**
Samuel Johnson	Samuel Richardson**
Henry Fielding **	Oliver Goldsmith **
Joseph Sheridan**	

UNIT III

The Romantic Movement	William Wordsworth
S. T. Coleridge **	John Keats
P.B. Shelley	George Byron**
Charles Lamb	Walter Scott
Jane Austen	

UNIT IV

Literary characteristics of the Victorian Age	Alfred Tennyson
Robert Browning	Matthew Arnold**
The Pre-Raphaelite Movement	George Eliot **
The Bronte Sisters**	Thomas Hardy
John Ruskin **	Thomas Carlyle**

UNIT V

Trends in Twentieth Century Literature	T. S. Eliot
**War Poets (Wilfred Owen, W.H.Auden, Stephen Spender)	
Virginia Woolf	D.H. Lawrence **
H.G.Wells **	James Joyce **
Bernard Shaw	John Galsworthy**

**Topics are meant only for paragraph questions.

COURSE OUTCOMES

- CO1 Get a comprehensive view of English Literature from the Age of Chaucer to the twentieth century
- CO2 Perceive the important movements in various ages of English Literature and their salient features
- CO3 Learn to contextualize literature against the corresponding milieu
- CO4 Understand the various political, social and environmental factors influencing writers and their works
- CO5 Comprehend the dominant tendencies, shared tastes and trends which determine and define the various periods of literature
- CO6 Appreciate the influence of contiguity across time affecting one another, resulting in an evolution of human emotional sensibility, philosophy, experience and creativity

TEXTBOOK

- Long, William J. *English Literature: Its History and its Significance for the life of the English Speaking World*. India: ARB Publications, 2024.

REFERENCE

- Albert, Edward. *History of English Literature*. New Delhi: Oxford University Press, 1979.
- Carter, Ronald & Mc Rae, John. *The Routledge History of Literature in English: Britain & Ireland*. United Kingdom: Routledge, 1997
- Compton-Rickett, Arthur. *A History of English Literature from Earliest Times to 1916*. India: UBS Publishers, 2015.
- Daiches, David. *A Critical History of English Literature, Volume I: From the Beginnings to the Sixteenth Century*. New Delhi: Random House, 2007.
- Daiches David, *A Critical History of English Literature, Volume II: The Restoration to the Present Day*. New Delhi: Random House, 2007.
- Hudson, W. H. *An Outline History of English Literature*. India: Atlantic Publishers, 2008.
- Legouis, Émile and Louis Francois Cazamian. *History of English Literature*. Macmillan, 1981.

- Peck, John & Martin Coyle. *A Brief History of English Literature*. New Delhi: Palgrave Macmillan, 2002. Poplawski, Paul. *English Literature in Context*. New Delhi: Cambridge University Press, 2008.
- Saintsbury, George. *A Short History of English Literature*. BI Publications, 2000.
- Sampson, George. *The Concise Cambridge History of English Literature*. 3rd Ed. New Delhi: Cambridge University Press, 2016.
- Sanders, Andrew. *The Short History of English Literature*. United Kingdom: Oxford University Press, 1976.

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (4 questions from each unit)	= 20
II	1 Essay (400 Words) out of 3 from Units I & II	= 15
III	1 Essay (400 Words) out of 3 from Unit III	= 15
IV	1 Essay (400 Words) out of 3 from Unit IV	= 15
V	1 Essay (400 Words) out of 3 from Unit V	= 15
VI	4 Paragraphs (100 Words) out of 7 from all Units	= 20
	TOTAL	= 100

WOMEN'S WRITING IN ENGLISH

(Course Code: 23UELC54)

SEMESTER - V	CORE - 12	HOURS - 6	CREDITS - 5
---------------------	------------------	------------------	--------------------

LEARNING OBJECTIVES

- LO1 To introduce how experiences of women vary on gender, society, culture and milieu
- LO2 To read the variety of representations of life by women in literature
- LO3 To identify the play of power in women's writing
- LO4 To understand the obliqueness of language and its heterogeneity
- LO5 To comprehend the politics and identity composite of genders in texts
- LO6 To read and interpret voice and silence in contexts of marginalisation

UNIT – I POETRY

Edith Sitwell	“Still Falls the Rain”
Maya Angelou	“Still I Rise”
Nimah Nawwab	“The Longing”

UNIT – II PROSE

Virginia Woolf	“Professions for Women”
----------------	-------------------------

UNIT – III SHORT STORY

Mahasweta Devi	“Draupadi”
Nadine Gordimer	“A Beneficiary”
Maya Angelou	“Mrs. Flowers”

UNIT – IV NOVEL

Charlotte Bronte	<i>Jane Eyre</i>
------------------	------------------

UNIT – V NOVEL

Margaret Atwood	<i>Surfacing</i>
-----------------	------------------

COURSE OUTCOMES

- CO1 Get acquainted with different influences, dimensions and phases in Women's Writing and Feminist movements
- CO2 Become aware of the extent, dimensions and implications of marginalisation of women in the society through their literature
- CO3 Identify patriarchy, a power structure institutionalised to marginalise women and simultaneously consolidate the power of men against other genders
- CO4 Understand the history and trajectory of emancipation of women through representative literature
- CO5 Perceive literature as a voice and expression and hence a fundamental right, and comprehend the value of being a narrator to assimilate the power of voice

CO6 Comprehend female consciousness through its manifestations in literature

TEXTBOOKS

- Atwood, Margaret. *Surfacing*. Canada: McClelland and Stewart, 1972.
- Bronte, Charlotte. *Jane Eyre*. Ed. Christel R. Devadawson. New Delhi: Macmillan, 2000.
- Devi, Mahesweta. *Five Plays: Mother of 1084, Aajir, Bayen, Urvashi O Johnny and Water*. India: Seagull Books, 1986.

REFERENCE

- Gilbert, Sandra M., and Susan Gubar. *The Mad Woman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination*. London: Yale University Press, 2000.
- Gilbert, Sandra M., and Susan Gubar. *The Norton Anthology of Literature by Women: The Traditions in English*. United Kingdom: W. W. Norton, 2007.
- Jain, Jasbir and Avadhesh Kumar Singh. *Indian Feminisms*. India: Creative Books, 2001.
- Olson, S. Douglas. *The "Homeric Hymn to Aphrodite" and Related Texts*. Germany: Walter de Gruyter, 2012.
- Showalter, Elaine. *A Literature of their Own: British Women Writers from Charlotte Bronte to Dorris Lessing*. United Kingdom: Princeton, 2009.
- Woolf, Virginia. *A Room of One's Own*. United Kingdom: Renard Press Ltd, 2020.

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (4 from each Unit)	= 20
II	2 Short Essays (200 Words) out of 3 from Units I & II	= 20
III	1 Essay (400 Words) out of 3 from Unit III	= 15
IV	1 Essay (400 Words) out of 3 from Unit IV	= 15
V	1 Essay (400 Words) out of 3 from Unit V	= 15
VI	3 Paragraphs (100 Words) with alternate choice from Units III, IV & V	= 15
	TOTAL	= 100

POSTCOLONIAL STUDIES

(Course Code: 23UELE51)

SEMESTER - V

EC - 5

HOURS - 6

CREDITS - 4

LEARNING OBJECTIVES

- LO1 To get introduced to the impact of colonialism on culture and literature
- LO2 To read the influence of power structures to understand hegemony
- LO3 To read and critically analyse the influence of cultures on each other and the process of hybridisation
- LO4 To discuss the possibility and extent of decolonisation
- LO5 To perceive the impact of colonialism on language and culture
- LO6 To facilitate dialogue on the plurality, constitution and dynamism of cultures

UNIT I POETRY

Dilip Chitre	“Father Returning Home”
Margaret Atwood	“This Is a Photograph of Me”
Gabriel Okara	“The Mystic Drum”
Robert Kroetch	“I Am Getting Old Now”
John Pepper Clark	“The Casualties”

UNIT II PROSE

Salman Rushdie	“Imaginary Homelands” (pp. 226 - 231, <i>Literature in the Modern World: Critical Essays and Documents</i>)
----------------	--

UNIT III DRAMA

Wole Soyinka	<i>The Lion and the Jewel</i>
--------------	-------------------------------

UNIT IV NOVEL

Chinua Achebe	<i>Things Fall Apart</i>
---------------	--------------------------

UNIT V NOVEL

Arundhati Roy	<i>The God of Small Things</i>
---------------	--------------------------------

COURSE OUTCOMES

- CO1 Understand the extent of colonial influences on the cultures with a colonial past
- CO2 Study the interaction between the colonial impact and the native cultures and the resulting positions of hybridity and culture conflicts
- CO3 Perceive retracing and reconstruction of identities on reckoning the postcolonial context
- CO4 Identify resistance against power in various forms
- CO5 Appreciate new literatures in English and their positions at the nexus

CO6 Discover the various themes presented

TEXTBOOKS

- Achebe, Chinua. *Things Fall Apart*. United Kingdom: Penguin Books Limited, 2013.
- Roy, Arundhati. *The God Small Things*. United Kingdom: Harper Perennial, 1998.
- Soyinka, Wole. *The Lion and the Jewel*. United Kingdom: Oxford University Press, 1973.
- Walder, Dennis. *Literature in the Modern World: Critical Essays and Documents*. United Kingdom: Oxford University Press, 2003.

REFERENCE

- Loomba, Ania. *Colonialism/Postcolonialism*. United Kingdom: Taylor & Francis, 2015.
- McLeod, John. *The Routledge Companion to Postcolonial Studies*. Routledge, 2007.
- Nayar, Pramod K. and David A. Jasen. *Postcolonialism: A Guide for the Perplexed*. United Kingdom, Bloomsbury Academic, 2010.
- Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981-1991*, United Kingdom, Random House, 2012.
- Tiffin, Helen, et al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. United Kingdom: Taylor & Francis, 2003.

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (6 from Units I & II, 6 from Unit III, 4 from Unit IV & 4 from Unit V)	= 20
II	1 Essay (400 Words) out of 3 from Units II & III	= 15
III	1 Essay (400 Words) out of 3 from Unit IV	= 15
IV	1 Essay (400 Words) out of 3 from Unit V	= 15
V	4 Annotations out of 7 from Units I, II & III	= 20
VI	3 Paragraphs (100 Words) out of 5 (From Unit I)	= 15
	TOTAL	= 100

SHAKESPEARE
(Course Code: 23UELC61)

SEMESTER - VI CORE - 13 HOURS - 6 CREDITS - 4

LEARNING OBJECTIVES

- LO1 To get introduced to the world of Shakespearean theatre through representative works
- LO2 To learn to identify the characteristic features of Shakespearean drama
- LO3 To learn to appreciate the inventiveness and style of Shakespeare's language
- LO4 To perceive the influence of Shakespeare's milieu on his plays and vice versa
- LO5 To read and interpret the plays from a textual as well as performance perspective
- LO6 To discern the plays and their dimensions from contemporary critical perspectives

UNIT – I

Twelfth Night

UNIT – II

Macbeth

UNIT – III

Antony and Cleopatra

UNIT – IV

Theatre and Audience
Sources
Songs and music

UNIT – V

Supernatural elements
Fools and Villains
Soliloquies

COURSE OUTCOMES

- CO1 Perceive the characteristic features of the Shakespearean theatre through the prescribed texts
- CO2 Read the plays of Shakespeare against the Elizabethan and contemporary contexts
- CO3 Estimate Shakespeare's language for its inventiveness and suggestiveness
- CO4 Comprehend the dynamics of Shakespearean drama as texts as well as performances
- CO5 Identify and study the themes, tropes, characters, features of thought and production that constitute the drama, and their relevance
- CO6 Analyse and appreciate the drama in all its dimensions

TEXTBOOKS

- Shakespeare, William. *Antony and Cleopatra*. United Kingdom: Wordsworth Classics, 1993.
- Shakespeare, William. *Macbeth*. United Kingdom: Pan Macmillan, 2016.
- Shakespeare, William. *Twelfth Night*. United Kingdom: Wordsworth Classics, 1992.

REFERENCE

- Bradley, A. C. *Shakespearean Tragedy*. United Kingdom: Macmillan Education UK, 2018.
- Dowden, Edward. *Shakespeare: A Critical Study of His Mind and Art*. Premier Publishers & Booksellers, 1998.
- Hopkins, Lisa. *Beginning Shakespeare*. Manchester University Press, 2005.
- Iyengar, Srinivasa K. R. and Kodaganallur Ramaswami. *Shakespeare: His World and His Art*. Sterling Publishers, 1986.
- Sengupta, Subodh Chandra. *Aspects of Shakespearean Tragedy*. OUP, 1972.
- Stephen, Martin, & Philip Franks. *Studying Shakespeare*. Longman, 1984.
- Rosenblum, Joseph. Ed. *The Greenwood Companion to Shakespeare: The Comedies*. Greenwood Press, 2005.
- Wells, Stanley & Lena Cowen Orlin. Ed. *Shakespeare: An Oxford Guide*. OUP, 2003.

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (6 from Unit I, 6 from Unit II, 8 from Unit III)	= 20
II	1 Essay (400 Words) out of 3 from Unit I	= 15
III	1 Essay (400 Words) out of 3 from Unit II	= 15
IV	1 Essay (400 Words) out of 3 from Unit III	= 15
V	4 Annotations out of 6 from Units I, II & III	= 20
VI	3 Paragraphs (100 Words) out of 5 from Units IV & V (3X5)	= 15
	TOTAL	100

LITERARY THEORY AND CRITICISM

(Course Code: 23UELC62)

SEMESTER - VI	CORE - 14	HOURS - 6	CREDITS - 4
----------------------	------------------	------------------	--------------------

LEARNING OBJECTIVES

- LO1 To get introduced to the theories of literary production, interpretation and criticism
- LO2 To perceive the evolution of critical thought and the influences through the ages
- LO3 To comprehend the connection between inspiration, intellect, creativity, reading, interpretation and criticism
- LO4 To understand and assess the concepts and contribution of the critics
- LO5 To estimate the interconnectedness between milieu and thought
- LO6 To facilitate the young minds towards appreciation, critical thinking and critical analysis

UNIT I

Plato Aristotle Philip Sidney

UNIT II

John Dryden William Wordsworth S. T. Coleridge

UNIT III

Matthew Arnold T. S. Eliot Cleanth Brooks

UNIT IV

Preface to Shakespeare by Samuel Johnson

Excerpts pertaining to

- i) Shakespeare as a poet of Nature
- ii) Faults of Shakespeare

UNIT V

- 1. Structuralism & Post-structuralism 2. Modernism
- 3. Postmodernism 4. Feminism
- 5. Marxism 6. Postcolonialism
- 7. New Historicism 8. Ecocriticism

COURSE OUTCOMES

- CO1 Perceive the trends of prescriptive and critical literary principles through representative thinkers
- CO2 Glean the principles of literary criticism shaping the various genres
- CO3 Assess the contribution of various thinkers, schools and ages in shaping literature and how it is read

- CO4 Trace the development of critical thought through time and across space
- CO5 Fathom the relationship between thought and milieu and their mutual impact
- CO6 Develop critical sensibility to analyse and understand literary texts using principles and methods of literary theory and criticism

TEXTBOOK

- Prasad, Birjadish. *An Introduction to English Criticism*. New Delhi: Macmillan, 2009.

REFERENCE

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed. United Kingdom: Manchester University Press 2017.
- Dobie, Ann B. *Theory into Practice: An Introduction to Literary Criticism*. Australia: Wadsworth Cengage Learning, 2009.
- Fry, Paul H. *Theory of Literature*. New Haven: Yale University Press, 2013.
- Habib, M. A. R. *A History of Literary Criticism and Theory: From Plato to the Present*. USA: Wiley-Blackwell Pub., 2011.
- Habib M. A. R. *Literary Criticism from Plato to the Present: An Introduction*. USA: Wiley-Blackwell, 2011.
- Nagarajan M. S. *English Literary Criticism and Theory: An Introductory History*. India: Orient Longman, 2006.
- Saintsbury, George. *A History of Criticism and Literary Taste in Europe: From the Earliest Texts to the Present Day*. India: Nabu Press, 2011
- Waugh, Patricia. Ed. *Literary Theory and Criticism: An Oxford Guide*. New Delhi: OUP, 2006
- Wimsatt, William K. & Cleanth Brooks. *Literary Criticism: A Short History*. United Kingdom: Taylor and Francis, 2021.
- Wolfreys, Julian. *Introducing Literary Theories: A Guide and Glossary*. Scotland: Edinburgh UP, 2001.

QUESTION PAPER PATTERN

QUESTION PAPER PATTERN		Marks
I	20 Multiple Choice Questions (5 questions from Units I to IV)	= 20
II	1 Essay (400 Words) out of 2 from Unit I	= 15
III	1 Essay (400 Words) out of 2 from Unit II	= 15
IV	1 Essay (400 Words) out of 2 from Unit III	= 15
V	1 Essay out of 2 from Unit IV	= 15
VI	5 Paragraphs (100 Words) out of 7 from all Unit V	= 20
TOTAL		100

DIASPORA LITERATURE

(Course Code: 23UELE61)

SEMESTER - VI	EC - 6	HOURS - 5	CREDITS - 4
---------------	--------	-----------	-------------

LEARNING OUTCOMES

- LO1 To understand diaspora in its various dimensions and related complexities
- LO2 To understand ecology and its relevance to humanity as expressed in literature,
- LO3 To comprehend the man-nature interconnectedness and interface
- LO4 To absorb contexts of inter-culture encounter, influence, hybridisation and compromise
- LO5 To reflect on the themes of home, power, nation, inclusion and exclusion, rootedness versus homelessness in the contemporary milieu, in relation to the prescribed texts
- LO6 To perceive the techniques of narration employed in the novels, and discern the symbols, images and themes to make a complete appreciation of the texts

UNIT I

Derek Walcott	“The Sea Is History”
Meena Alexander	“Illiterate Heart”
Meena Kandasamy	“Mulligatawny Dreams”

UNIT II & III

Salman Rushdie	<i>Midnight's Children</i>
----------------	----------------------------

UNIT IV

Amitav Ghosh	<i>The Hungry Tide</i>
--------------	------------------------

UNIT V

<i>Kiran Desai</i>	<i>The Inheritance of Loss</i>
--------------------	--------------------------------

COURSE OUTCOMES

- CO1 Understand the dimensions of diasporic consciousness
- CO2 Discern the significance of home, environment and identity in human lives through literature
- CO3 Perceive the socio-psychological impact of migration for different causes across history and culture and their influence on individual and collective identity
- CO4 Identify the themes of diaspora in the prescribed works
- CO5 Analyse the impact of diaspora on creativity
- CO6 Frame critical assessment of creative expression of the diasporic predicament

TEXT BOOKS

- Desai, Kiran. *The Inheritance of Loss*. India: Penguin, 2016.
- Ghosh, Amitav. *The Hungry Tide*. United Kingdom: Harper Collins, 2016.
- Rushdie, Salman. *Midnight's Children*. India: Vintage, 2013.

REFERENCE

- Agarwal, Nilanshu Kumar. Ed. *Salman Rushdie's Midnight's Children*. India: Roman Books, 2013.
- Biswas, Sarbojit. Ed. *Indian English Fiction: A Reader*. India: Books Way, 2009
- Sharrad, Paul. *Postcolonial Literary History and Indian English Fiction*. United Kingdom: Cambria Press, 2008.

QUESTION PAPER PATTERN		Marks
I	20 Multiple Choice Questions (4 questions from each unit)	= 20
II	1 Essay (400 Words) out of 3 from Units II & III	= 15
III	1 Essay (400 Words) out of 3 from Unit IV	= 15
IV	1 Essay (400 Words) out of 3 from Unit V	= 15
V	2 Short Essays (250 words) out of 3 from Unit I (2x10)	= 20
VI	3 Paragraphs (150 Words) out of 6 from Units II to V (3x5)	= 15
TOTAL		100

FICTION
(Course Code: 23UELE62)

SEMESTER - VI	EC - 7	HOURS - 6	CREDITS - 4
----------------------	---------------	------------------	--------------------

LEARNING OUTCOMES

- LO1 To get introduced to the genre fiction, its characteristics and nuances
- LO2 To read some representative pieces of fiction from different backgrounds and periods, across time and cultural space
- LO3 To perceive the plot, narrative, conception of time, themes, characterisation and language
- LO4 To associate the characters and themes in the works with the socio - cultural milieu and the historical log of the time of production
- LO5 To appreciate how the various aspects of a novel work together to communicate
- LO6 To critically interpret and fathom the nature of fictionality

UNITS I & II BRITISH FICTION

Thomas Hardy *The Mayor of Casterbridge*

UNIT III AMERICAN FICTION

Nathaniel Hawthorne *The Scarlet Letter*

UNIT IV INDIAN ENGLISH FICTION

R. K. Narayan *The Guide*

UNIT V FICTION IN TRANSLATION

M. T. Vasudevan Nair *Kaalam*

COURSE OUTCOMES

- CO1 Develop the skill of reading novels with focus on portrayal of theme, characterisation, structure and stylistic devices
- CO2 Perceive what distinguishes fiction from fact or falsehood
- CO3 Comprehend the distinguishing features of the genre, novel
- CO4 Identify the narrative elements to understand the art of narration
- CO5 Evaluate the art of novel writing across cultures and time
- CO6 Discuss the themes, characters and narration using critical perspectives

TEXT BOOKS

- Narayan, R. K. *The Guide*. India: Indian Thought Publications, 2007.
- Hawthorne, Nathaniel. *The Scarlet Letter: A Romance*. 2nd. Ed. United Kingdom: Vintage, 2018.
- Hardy, Thomas. *The Mayor of Casterbridge*. United Kingdom: Penguin, 2003.
- Nair, Vasudevan. *Kaalam*. Trans. Gita Krishnankutty. India: Orient Black Swan, 1998.

REFERENCE

- Forster, E.M. *Aspects of the Novel*. Australia: Rosettabooks. 2002.
- Hawthorn, Jeremy. *Studying the Novel*. 8th Ed. United Kingdom: Bloomsbury Publishing, 2022.
- Shakil, Albeena. *Understanding the Novel: A Theoretical Overview*. India: Primus Books, 2015.

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (4 from each Unit)	= 20
II	1 Essay (400 Words) out of 3 from Units I & II	= 15
III	1 Essay (400 Words) out of 3 from Unit III	= 15
IV	1 Essay (400 Words) out of 3 from Unit IV	= 15
V	1 Essay (400 Words) out of 3 from Unit V	= 15
VI	4 Paragraphs (100 Words) out of 7 from all Units (4x5)	= 20
	TOTAL	= 100

ENGLISH FOR CAREER

(Course Code: 23UELS61)

SEMESTER - VI	SEC - 8	HOURS - 5	CREDITS - 2
---------------	---------	-----------	-------------

LEARNING OBJECTIVES

- LO1 To acquire a working knowledge of the use of English to take up competitive exams
- LO2 To enable the right use of English in terms of grammar and vocabulary
- LO3 To acquire the consciousness of grammar rules and usage
- LO4 To be certain in comprehensively applying the rules of grammar in sentences
- LO5 To advance continuous language learning, especially in terms of vocabulary
- LO6 To become confident in the knowledge of the language to ace competitive exams

UNIT I

Reading Comprehension, Cloze test

UNIT II

Spotting Errors

UNIT III

Prepositions and Prepositional Phrases, Sentence Arrangement

UNIT IV

Vocabulary: Synonyms, Antonyms & One word substitution

UNIT V

Idioms and Phrases, Analogy

COURSE OUTCOMES

- CO1 Acquire a working knowledge of English usage to ace competitive exams
- CO2 Learn the nuances of English Grammar and usage
- CO3 Acquire an enhanced vocabulary for use in competitive exams
- CO4 Get an exposure to competitive examination models (TNPSC, UPSC, SET, NET, Entrance Exams), through practice tests
- CO5 Develop confidence in applying rules of language usage through practice
- CO6 Gain confidence and accuracy in language use in competitive exams

TEXTBOOK

- Prasad, Hari Mohan & Uma Rani Sinha. *Objective English for Competitive Examinations*. New Delhi: Macmillan, 2017.

REFERENCE

- Bakshi, SP. *Objective General English*. India: Arihant Publications, 2002.
- Thorpe, Edgar and Showick Thorpe. *Objective English*. New Delhi: Mc Graw Hill, 2017.

QUESTION PATTERN		Marks
I	Reading Comprehension	10
II	Cloze Test	10
III	Spotting the Errors	20
IV	Prepositions & Prepositional phrases	10
V	Sentence Arrangement	10
VI	Synonyms	10
VII	Antonyms	05
VIII	One word substitution	05
IX	Idioms and phrases	10
X	Analogy	10
TOTAL		100

ADD ON COURSE
PROFESSIONAL ENGLISH
(Course Code: 23UELA01)

SEMESTER - I - II	HOURS - 30	CREDITS - 2
--------------------------	-------------------	--------------------

LEARNING OBJECTIVES

- LO1 To assist learners in acquiring communication skills.
- LO2. To insist on continuous practice in order to attain desirable fluency in English.
- LO3 To learn the language professionally so as to get prepared for a higher level of fluency.
- LO4 To help the learners speak confidently in English.
- LO5 To linguistically prepare oneself for placement and other career opportunities.
- LO6 To make the learners participate in group discussions and interpersonal conversations.

UNIT I LIFE SKILLS

Communication: Process, barrier, Types- Goal Setting -Career planning- time management- Stress management- problem solving

UNIT II LISTENING SKILLS

Active listening- Introduction to Indian, British and American accents- Listening to short stories, news passages, Instruction, Processes-Listening to Subject experts.

UNIT III SPEAKING SKILLS

Brain Storming - Narration – Conversation - Speaking on prompts- Presentation- Group Discussion

UNIT IV READING SKILLS

Reading methods - Skimming & Scanning- Analytical reading& Inferential Reading- Note making- Précis writing- Reading Tables & Charts

UNIT V WRITING SKILLS

Types of Writing: Descriptive, Expository, Argumentative, Persuasive & Narrative – Paragraph writing: Compare, Contrast, Expansion of definitions – Essay Writing, Summarising, Report Writing, Creative Writing

COURSE OUTCOMES

- CO1 Acquire basic communication skills
- CO2 Become fluent in the practical usage of the language
- CO3 Learn the functions of the language in specifically professional contexts
- CO4 Develop confidence and a positive attitude through training in soft skills
- CO5 Acquire the basic skill set to participate in placement interviews and group discussion

CO6 Apply the language skills for general life situations and special professional purposes

SUGGESTED ACTIVITIES

Mind mapping technique- mock interview.

Listen& do- gap filling-matching-true or false- comprehension activities.

Explaining the cue cards- extempore-impromptu- GD.

Interpreting the tables & charts – Comprehension of passages.

REFERENCE

- Alex, D. *Soft Skills: Know Yourself & Know the World*. New Delhi: S Chand and Company Ltd, 2009.
- Dash, Bipin Bihari. *Professional English*. Delhi: JTS Publications, 2021.
- Dhanavel, S.P. *English And Soft Skills*. India: Orient Blackswan, 2010.
- Gupta, S.C. *Conversation Skills for All Occassions*. India: Arihant Publications, 2022.
- Raman, Meenakshi & Sangeeta Sharma. *Professional English*. United Kingdom: Oxford University Press, 2018.

ASSESSMENT

CIA

Theory = 50 marks (from **Units I, IV & V**)

Short questions 5x4= 20

Essay question 3x10= 30

SEMESTER EXAMINATIONS: (100 marks)

Theory = 50 marks (from **Units I, IV & V**)

Short questions 5x4= 20

Essay question 3x10= 30

Practical = 50 marks (from **Unit II & III**)

Listening = 25 marks

GD = 25 marks

LISTENING SKILLS
(Sub. Code: 23UELAO2)

SEMESTER-I-II

HOURS -30

CREDITS -02

LEARNING OUTCOMES

- LO1 To get introduced to the first basic language skill, Listening
- LO2 To get used to listening to different kinds of content
- LO3 To learn to listen and understand content under different contexts
- LO4 To learn to decipher material listened to and make inferences
- LO5 To follow different accents and comprehend
- LO6 Get an introduction to prepare for tests like TOEFL and IELTS

COURSE PLAN

The learners will be required to listen to passages in neutral accent in the initial stages and then to passages in native accents. They will be given practice in multiple sub-skills involved in listening. They will work with response sheets throughout the course. The passages they listen to will be culled from the most relevant knowledge areas. Importance will be given to promoting vocabulary and register building.

UNIT I	Listening to comprehend
UNIT II	Listen and do tasks
UNIT III	Making intelligent guesses
UNIT IV	Listening and Channel Conversion Tasks
UNIT V	Listening and note taking

COURSE OUTCOMES

- CO1 *Get acquainted with Spoken English in both neutral and native accents*
- CO2 *Understand all kinds of spoken forms of English*
- CO3 *Learn to respond to the spoken word*
- CO4 *Learn to take notes while listening*
- CO5 *Assimilate correct pronunciation and intonation*
- CO6 *Learn to speak in English by way of imitation*

Ref.: Course Material

EVALUATION

Internal Exam (10 Tests)	100 marks
External Exam (1 hr)	100 marks

VALUE ADDED COURSE
READING SKILLS
(Course Code :23UELA01)

SEMESTER - III - IV	HOURS – 30	CREDITS - 2
----------------------------	-------------------	--------------------

LEARNING OBJECTIVES

- LO1 To gain a practical, hands on training in Reading skills
- LO2 To train students in reading different kinds of print communication
- LO3 To learn to read continuous prose and learn to perceive the salient points
- LO4 To learn to skim and scan for information
- LO5 To learn to read and discern the literal meaning and the implied meaning in literary texts
- LO6 To learn to take notes or hints and summarise and interpret content

UNIT I READING FOR INFORMATION

Advertisements (Commercial & job related), Recipes, Manuals, Announcements, Dictionary entry, Encyclopedia entry

UNIT II PROSE/ NON-FICTION

News Reports, Articles, Book Reviews

UNIT III READING GRAPHIC PRESENTATIONS

Maps, Pie Charts, Graphs

UNIT IV READING FICTION

Excerpts from literary fiction (prose and poetry)

UNIT V SELF STUDY

One book of fiction/ non-fiction

COURSE OUTCOMES

- CO1 Read and discern data from every day communication in print
- CO2 Read and understand graphic representation of data
- CO3 Take notes / hints from reading material
- CO4 Read and follow narrative
- CO5 Summarise content
- CO6 Interpret written/printed communication at literal and implied levels

QUESTION PATTERN

I	Comprehension (2 sets of 5 questions each) (Objective type questions from Units I and III)	10 marks
II	Comprehension (Answer in a sentence from Units II and IV)	10 marks
III	Note taking (From Units II & IV)	10 marks
IV	Summarising (From Units II & IV)	10 marks
V	Paragraph writing (2 out of 4 from Unit V)	10 marks
TOTAL		50 marks

SKILLS OF INTERPRETATION OF POETRY

(Course Code :23UELA02)

SEMESTER - III - IV

HOURS – 30

CREDITS - 2

LEARNING OBJECTIVES

- LO1 To acquire the skills to understand poetry
- LO2 To appreciate the nature of language used in poetry
- LO3 To perceive the nuances of literary devices
- LO4 To identify the themes used in poetry
- LO5 To read and interpret different kinds of poetry
- LO6 To analyse and appreciate the philosophy of poetry

UNIT I

William Shakespeare	Let Me Not (Sonnet 116)
Edith M. Thomas	Talking In Their Sleep

UNIT II

Robert Burns	A Red, Red Rose
e e cummings	in Just-

UNIT III

Walt Whitman	O Captain! My Captain!
Robert Frost	Stopping by Woods on a Snowy Evening

UNIT IV

Wole Soyinka	Telephone Conversation
Chinua Achebe	Refugee Mother and Child

UNIT V

Sarojini Naidu	The Gift of India
Jayanta Mahapatra	Dawn At Puri

COURSE OUTCOMES

- CO1 Understand the nature of poetry and its identification from prose
- CO2 Learn to read and appreciate poetry
- CO3 Acquire the skill of analysing language used in poetry
- CO4 Identify figures of speech, rhythm and structures
- CO5 Study rhetorical patterns and themes
- CO6 Experience how poetry communicates in unique patterns

REFERENCE

Eagleton, Terry. *How to Read a Poem*. USA: Wiley – Blackwell Publications, 2006.

Wolosky, Shira. *The Art of Poetry: How to Read a Poem*. USA, Oxford University Press, 2006.

Wainwright, Jeffrey. *Poetry: The Basics*. UK: Routledge, 2011.

Cavanagh, Dermot et al., *The Edinburgh Introduction to Studying English Literature*. UK: Edinburgh University Press, 2010.

QUESTION PATTERN

I	4 short notes in 100 words each out of 6 (4×10)	40 marks
II	3 Annotations out of 5 (3×10)	30 marks
III	2 passages with 2 or 3 questions for each (5×2)	10 marks
IV	Interpretation of an unseen poem (250 words)	20 marks
	TOTAL	100 marks

EXTRA CREDIT COURSES
SELF STUDY PAPERS
GREAT LIVES, GREAT THOUGHTS

COURSE CODE: 23UELEC1	SEMESTER - I	CREDITS - 3
------------------------------	---------------------	--------------------

COURSE OUTCOMES

- CO1 To get an exposure to sublime thoughts translated from the lives of great people
- CO2 To understand holistic development through biographies and autobiographies
- CO3 To get inspired by the benevolence and humanitarianism to build a compassionate society
- CO4 To be encouraged to strive towards the extraordinary and the untrodden paths
- CO5 To know the influences and personal experiences behind historical moments
- CO6 To learn to appreciate biographies and autobiographies as literature

UNIT I

Navin Chawla - *Mother Teresa* (Ch. 7 – Brothers and Co-Workers)

UNIT II

Jawaharlal Nehru - “Tryst with Destiny”
The Discovery of India
 1. The War for Democracy
 2. India’s Strength and Weakness

UNIT III

A. P. J. Abdul Kalam - *The Wings of Fire* (Ch. 1. Orientation)

UNIT IV

Hellen Keller - *The Story of My Life* (Chapter - 4)
 F. T. Miller - “Poverty to Independence”
 (From *Contemporary English Prose* Ed. K.P.K. Menon)

UNIT V

Martin Luther King - “I have a dream” –
 Abraham Lincoln - “Gettysburg Address”
 Chimamanda Ngozi Adichie - “The Danger of a Single Story”

QUESTION PAPER PATTERN

	Marks
I 1 essay (300 words) out of 3 from Units I & II	= 20
II 1 essay (300 words) out of 3 from Units III & IV	= 20
III 1 essay (300 words) out of 3 from Unit V	= 20
IV 4 Short Essays (150 words) out of 7 from all the Units	= 40
Total	= 100

DEVOTIONAL LITERATURE

COURSE CODE: 23UELEC2

SEMESTER - II

CREDITS - 3

COURSE OUTCOMES

- CO1 To learn to appreciate the devotional literature as a genre
CO2 To fathom the dimensions of the genre across time and geography through samples
CO3 To recognise the significance of devotional poetry across languages, time and cultures
CO4 To learn to appreciate the aesthetics of genre outside the constraints of religion
CO5 To learn to identify the common spirituality inherent amidst texts of various religions
CO6 To compare and contrast the human-divine paradigm reflected in devotional texts with the human-human paradigm of general literary texts

UNIT I

King David -- *Psalms* (23, 62, 63, 91,120, 121, 124,127, 137,138, 140)

UNIT II

Rabindranath Tagore -- *Gitanjali* (1,2,5,13,36, 39, 40,43, 49, 52, 67, 68, 76, 78, 79, 102, 103)

UNIT III

Thiruvalluvar -- *Thirukkural* : Chapter 1 (Praise of God) Trans. G.U. Pope

Maanikka Vachagar -- “Operations of Supreme”, “40 Epithets”
Thiruvaasagam, Hymn-3: “Thiruvandapahudi”
(Lines 13 -28, 29 - 65)

Mahakavi Bharathi -- “Nalathoru Veenai Seithen” (Trans.)

UNITS IV & V

Francis of Assisi -- “Make Me a Channel of Your Peace”

Jalal-ad-din Muhammad Rumi -- “XXXVI” *The Divani Shamsi Tabriz*

Henry Cardinal Newman -- “Lead Kindly Light”

Khalil Gibran -- “On Prayer” *The Prophet*

QUESTION PAPER PATTERN

	Marks
I 1 essay (300 words) out of 3 from Unit I & II	= 20
II 1 essay (300 words) out of 3 from Unit III	= 20
III 1 essay (300 words) out of 3 from Unit IV	= 20
IV 1 essay (300 words) out of 3 from Unit V	= 20
V 2 Short Notes (150 words) out of 4 from all the Units	= 20
Total	= 100

INDIAN LITERATURE IN ENGLISH

COURSE CODE: 23UELEC3

SEMESTER: III

CREDITS: 3

COURSE OUTCOMES

- CO1 To get a multidimensional perspective of Indian Literature in English
CO2 To understand the plurality, diversity and complexity of that which is identified as
“Indianness” through representative works
CO3 To trace the evolution of language and stylistic techniques across different periods
CO4 To perceive the historical and sociological background behind the individual texts
CO5 To identify the western and eastern influences present in each work
CO6 To be able to appreciate Indian Literature in English as a composite literary paradigm

UNIT I

Nissim Ezekiel	“Night of the Scorpion”
Sarojini Naidu	“Song of a Dream”
Kamala Das	"An Introduction”
Vikram Seth	“The Frog and the Nightingale”
Jayanta Mahapatra	“Freedom”

UNIT II

R. K. Narayan	“The Gateman’s Gift” “Better Late” “Engine Trouble” (From <i>Malgudi Days</i>)
Prem Chand	“Resignation”

UNIT III

Kushwanth Singh	<i>Train to Pakistan</i>
-----------------	--------------------------

UNITS IV & V

Chitra Banerjee Divakaruni	<i>Palace of Illusions</i>
----------------------------	----------------------------

QUESTION PAPER PATTERN

	Marks
I 1 essay (300 words) out of 3 from Unit I & II	= 20
II 1 essay (300 words) out of 3 from Unit III	= 20
III 1 essay (300 words) out of 3 from Units IV & V	= 20
IV 4 short notes out of 7 from all units (4 x 10)	= 40
Total	= 100

TEXTS

- Divakaruni, Chitra Banerjee. *The Palace of Illusions: A Novel*. United States: Knopf Doubleday Publishing Group, 2009.
- Singh, Khushwant. *Train to Pakistan*. India: Penguin Books, 2009.

BRITISH FICTION

COURSE CODE: 23UELEC54	SEMESTER - IV	CREDITS - 3
-------------------------------	----------------------	--------------------

COURSE OUTCOMES

- CO1 To perceive the dimensions of British Fiction as a literary paradigm
- CO2 To explore iconic texts and their significance and uniqueness
- CO3 To learn the socio-political background and influences that shaped the texts
- CO4 To learn to identify the characteristic features pertaining to the culture and the period
- CO5 To identify the continuance of tradition as well as the innovation in the works
- CO6 To understand the distinctive themes and techniques used in the texts

UNITS I & II

Mary Shelley *Frankenstein*

UNITS III & IV

George Eliot *The Mill on the Floss*

UNIT V

Joseph Conrad *Heart of Darkness*

QUESTION PAPER PATTERN

	Marks
I 1 essay (300 words) out of 3 from Units I & II	= 20
II 1 essay (300 words) out of 3 from Units III & IV	= 20
III 1 essay (300 words) out of 3 from Unit V	= 20
IV 4 Short Essays (150 words) out of 7 from all the Units	= 40
Total	= 100

TEXTS

- Conrad, Joseph. *The Heart of Darkness*. Charlottesville, Va.: University of Virginia Library, 1996.
- Eliot, George. *The Mill on the Floss*. United Kingdom: Wordsworth editions, 1997.
- Shelley, Mary. *Frankenstein*. United Kingdom: Ladybird, 1984.

LITERATURE OF NOBEL LAUREATES

COURSE CODE: 23UELEC6

SEMESTER - VI

CREDITS - 3

COURSE OUTCOMES

- CO1 To get an exposure to world literature through the works of Nobel Laureates
CO2 To perceive the universality of the concepts dealt with by Nobel Laureates
CO3 To identify the remarkable features for which each author was awarded the prize
CO4 To appreciate noteworthy techniques and substance of the works
CO5 To get an insight into great literary minds from around the world and their influences
CO6 To estimate the relevance of literature in its contemporary society as recognised by the Nobel Prize

UNIT I

POETRY

- W. B. Yeats "Among School Children"
Jaroslav Seifert "To Be a Poet"
Seamus Heaney "Oysters"
Octavio Paz "As One Listens to the Rain"

UNIT II

DRAMA

- Samuel Beckett *Waiting for Godot*

UNIT III

DRAMA

- John Galsworthy *The Silver Box*

UNITS IV & V

FICTION

- Toni Morrison *Beloved*

QUESTION PAPER PATTERN

	Marks
I 2 short essays out of 4 from Unit I (2 x 10)	= 20
II 1 essay out of 3 from Unit II	= 20
III 1 essay out of 3 from Unit III	= 20
IV 1 essay out of 3 from Units IV & V	= 20
V 2 short essays out of 4 from Units II to V (2 x 10)	= 20
Total	= 100

TEXTS

- Beckett, Samuel. *Waiting for Godot: A Tragicomedy in Two Acts*. United States: Grove Atlantic, 2011.
- Galsworthy, John. *The Silver Box: A Comedy in Three Acts*. Czechia: Good Press, 2021.
- Morrison, Toni. *Beloved*. United Kingdom: Vintage, 1997.

EXTRA CREDIT COURSES
CERTIFICATE COURSE
FILM AND LITERATURE
(Course Code: 23UELEC7)

SEMESTER - V - VI	ECC	HOURS - 30	CREDITS - 3
--------------------------	------------	-------------------	--------------------

COURSE OUTCOMES

CO1 Learn the basics of Cinema and its production

CO2 Learn the techniques of narration and portrayal in cinema

CO3 Understand the mechanics of adaptation across media and the factors influencing the adaptation

CO4 Perceive the horizons of creativity and expression possible in films in contrast with other media

CO5 Discover the possibility of inversion of narration or story from different points of view

CO6 Understand the specificity and scope of different genres in films and their limitations

UNIT I

Introduction to cinema – Genres and Sub-genres (Narrative film, Avant Garde, Documentary, film noir, silent movie)

Adaptation (Chapter I “Introduction” from Linda Hutcheon’s *Beginning to Theorise Adaptation*)

UNIT II

Film Narrative: Title - Story - Plot – Narration (Restricted/Omniscient) - Screenplay - Duration - Motivation - Motif – Character – Cause and Effects – Exposition – Climax - Point of view Film

Review: Background information, condensed synopsis, argument/ analysis, evaluation, opinion

UNIT III

My Fair Lady (Adaptation of George Bernard Shaw’s *Pygmalion*)

Ang Lee’s *Sense and Sensibility*

Rajiv Menon’s *Kandukondaen Kandukondaen*

UNIT IV

Maleficent (Adaptation of “Sleeping Beauty in the Woods”)

Tangled (Adaptation of “Rapunzel” by Brothers Grimm)

Enola Holmes (Inspired by Arthur Conan Doyle’s *Sherlock Holmes*)

UNIT V

Steven Spielberg’s *Schindler’s List*

Christopher Nolan’s *Inception*

David Fincher’s *The Curious Case of Benjamin Button*

For Further Study:

Alejandro Agresti's *Lake House*

David Yates' *Fantastic Beasts: The Crimes of Grindelwald*

Reference:

- Dix, Andrew. *Beginning Film Studies*. United Kingdom: Manchester University Press, 2016.
- Kupsc, Jarek. *The History of Cinema for Beginners*. United Kingdom: Writers and Readers Ltd, 1998.

Internal and External Examinations will be Media Lab based

QUESTION PAPER PATTERN		Marks
I	20 multiple choice questions	= 20
II	4 Paragraphs (100 Words) out of 10 from Units I & II	= 25
III	2 Essays (300 Words) out of 5 from Units III, IV & V	= 30
IV	1 Essay (250 words) based on unseen filmstrip	= 25
TOTAL		= 100

