

**D.K.M COLLEGE FOR WOMEN  
(AUTONOMOUS),**

**VELLORE-1**

**DEPARTMENT OF ENGLISH**



**B.A ENGLISH**

**SYLLABUS UNDER CBCS PATTERN**

**LEARNING OUTCOME BASED**

**CURRICULUM FRAME WORK**

**(LOCF)**

**FROM THE ACDEMIC YEAR 2024-2025**

**Department of English (UG)**

**With effect from 2023-2024**

**THE COURSE OF STUDY AND SCHEME OF EXAMINATIONS**

**Semester - I**

S. No	Part	Study components		Ins. Hrs/week	Credit	Title of the paper	Maximum marks		
		Course Title					CIA	Sem., Exam	Total
<b>SEMESTER I</b>									
1	I	Language	Paper I	6	3	Tamil - I /Other language	25	75	100
2	II	English	Paper I	6	3	English - I	25	75	100
3	III	Core	Paper I	5	5	Introduction to Literature	25	75	100
4	III	Core	Paper II	5	5	Indian writing in English	25	75	100
5	III	Generic Elective	Paper I	4	3	Social History of England - I	25	75	100
6	IV	SEC - I	Paper I	2	2	Public speaking	25	75	100
7		FOUNDATION COURSE		2	2	English for Communication			
Total				30	23				

**SEMESTER - II**

8	I	Language	Paper II	6	3	Tamil - II /Other language	25	75	100
9	II	English	Paper II	6	3	English - II	25	75	100
10	III	Core	Paper III	5	5	British Literature - I	25	75	100
11	III	Core	Paper IV	5	5	American literature	25	75	100
12	III	Generic Elective	Paper II	4	3	Social History of England - II	25	75	100
13	IV	SEC - II	Paper II	2	2	Digital Literacy and concepts	25	75	100
14		SEC III	Paper III	2	2	Entrepreneurial Skill	25	75	100
Total				30	23				

**SEMESTER - III**

15	I	Language	Paper II	6	3	Tamil - III /Other language	25	75	100
16	II	English	Paper II	6	3	English - III	25	75	100
17	III	Core	Paper V	5	5	British Literature - II	25	75	100
18	III	Core	Paper VI	5	5	Children's	25	75	100

						literature			
19	III	Generic Elective	Paper III	4	3	History of English literature - I	25	75	100
20	IV	SEC - IV	Paper IV	1	1	Interview Skills	25	75	100
21		SEC V	Paper V	2	2	English for Career	25	75	100
22		EVS	Paper I	1		EVS			
Total				30	22				

#### SEMESTER - IV

23	I	Language	Paper II	6	3	Tamil - IV/Other language	25	75	100
24	II	English	Paper II	6	3	English - IV	25	75	100
25	III	Core	Paper VII	5	5	World literature in Translation	25	75	100
26	III	Core	Paper VIII	5	5	Language and linguistics	25	75	100
27	III	Generic Elective	Paper IV	3	3	History of English literature - II	25	75	100
28	IV	SEC - VI	Paper VI	2	2	English for Business	25	75	100
29		SEC VII	Paper VII	2	2	Functional English	25	75	100
30		EVS	Paper II	1	2	EVS	25	75	100
Total				30	25				

#### SEMESTER - V

31	III	Core	Paper IX	5	4	Women's Writing	25	75	100
32	III	Core	Paper X	5	4	Introduction to Folk literature	25	75	100
33	III	Core	Paper XI	5	4	INDIAN Writing in Translation	25	75	100
34	III	Core Project	Paper XII	5	4	Project	25	75	100
35	III	Discipline Centric Elective	Paper V	4	3	Literary Forms	25	75	100
36	III	Discipline Centric Elective	Paper VI	4	3	Literature and Environment	25	75	100
37	IV	Value Education		2	2	Value Education	25	75	100
38		Summer Internship /Industrial Training			2	Summer Internship /Industrial Training			
Total				30	26				

#### Semester - VI

39	III	Core	Paper XIII	6	4	Literary Criticism	25	75	100
40	III	Core	Paper XIV	6	4	New literature in English	25	75	100
41	III	Core	Paper XV	6	4	Shakespeare	25	75	100
42	III	Discipline Centric Elective	Paper VII	5	3	English Language Teaching	25	75	100

43	III	Discipline Centric Elective	Paper VIII	5	3	Journalism and Mass communication	25	75	100
44	IV	Extension Activity			1	Extension Activity	25	75	100
		Professional Competency Skill - English for Competitive Examinations		2	2	Professional Competency Skill - English Literature for Competitive Examinations	25	75	100
				30	21				

Consolidated statement

Part	Subject	Papers	Hours	Credits	Total credits	Marks	Total marks
Part I	Language	4	24	3	12	100	400
Part II	English	4	24	3	12	100	400
Part III	Generic Elective	4	15	4x3=12	12	100	400
	Dis. Specific Elective	4	18	4x3=12	12	100	400
	Core Theory	8	73	8x5=40	68	100	800
		6		6x4=24		100	600
Core project	1	5	1x4=4	100		100	
Part IV	EVS	1	2	2		2	100
	VE	1	2	2	2	50	50
	SEC	7	13	6x2=12	12	100	700
				1x1=1	1		
	Foundation Course	1	2	2	2		
	Professional Competency Skill	1	2	2	2		
Part V	Internship	1		2	2		
	Extension Activity	1		1	1		
	Total		180		140		

## Under Graduate Programme

### Programme Outcomes:

PO1: Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

PO2: Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

PO3: Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

PO4: Analytical Reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.

PO5: Scientific Reasoning: Ability to analyse, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open minded and reasoned perspective.

PO6: Self-directed & Lifelong Learning: Ability to work independently, identify and manage a project. Ability to acquire knowledge and skills, including "learning how to learn", through self-placed and self-directed learning aimed at personal development, meeting economic, social and cultural objectives.

PO7: Reflective Thinking: Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society

PO8: Reading & Projects: Document their reading and interpretive practices in assignments, translation works, and independent projects.

PO9: Confidence & Effectiveness: Confidently and effectively articulate their literary and textual experiences.

PO 10: Social Skills & Empathetic Approach: Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self regulation.



**FIRST YEAR- SEMESTER I**  
**CORE I – INTRODUCTION TO LITERATURE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
<b>LO1</b>	To introduce the different forms of literature									
<b>LO2</b>	To provide learners with the background knowledge of literature									
<b>LO3</b>	To enable learners to understand the different genres of writing									
<b>LO4</b>	To examine the various themes and forms present in literature									
<b>LO5</b>	To create the ability of critically examining a text									
<b>UNIT</b>	<b>Details</b>									
<b>I</b>	Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Prose-Short Story, Novel, Prosody, Metre									
<b>II</b>	John Milton - When I Consider How my light is spent John Keats – Ode to Nightingale Thomas Gray–Elegy Written in a Country Churchyard									
<b>III</b>	Francis Bacon–Of Studies Stephen Leacock–The Financial Expert Jerome K Jerome–Uncle Podger hangs a picture									
<b>IV</b>	Lamb’s Tales from Shakespeare–A Midsummer Night’s Dream, Twelfth Night									
<b>V</b>	Jane Austen –Pride & Prejudice									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
CO1	Appreciate and analyses and the basic elements of poetry, including meter, rhyme, and theme.								PO1	
CO2	Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.								PO1, PO2	
CO3	Explore the features of literary language								PO4, PO6	
CO4	Use library resources to research and Develop arguments about literary works.								PO4, PO5, PO6	
CO5	Work skillfully within a team, respect coworkers, delegate work and contribute to a group project.								PO3, PO8	

<b>Text Books (Latest Editions)</b>	
1.	An Introduction to the study of English Literature. W.H. Hudson.
2.	Cecil, David. 'The Poetry of Thomas Gray'. Proceedings of the British Academy. London:1954.
3.	Jane Austen –Pride & Prejudice
4.	<a href="https://www.bartleby.com/lit-hub/tales-from-shakespeare/twelfth-night-or-what-you-will/">https://www.bartleby.com/lit-hub/tales-from-shakespeare/twelfth-night-or-what-you-will/</a>
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Austen, Jane. <i>Pride and Prejudice</i> . ed by Sicha, Frank, Jr [Boston, New York, etc. Ginn and company, 1917] Pdf. Retrieved from the Library of Congress, < <a href="http://www.loc.gov/item/18001222/">www.loc.gov/item/18001222/</a> >.  AUSTEN, Jane. <i>Pride and Prejudice</i> . London: Penguin Books Ltd, 1994. 299s. ISBN 0-14-062022-2
2.	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.
3.	Janice Campbell., Introduction to Literature: Excellence in Literature English, 4 <sup>th</sup> Ed, Everyday Education, LLC, January 2021.
<b>Web Resources</b>	
1.	<a href="https://www.routledge.com/An-Introduction-to-Poetic-Forms/Gill/p/book/9781032154015">https://www.routledge.com/An-Introduction-to-Poetic-Forms/Gill/p/book/9781032154015</a>
2.	<a href="https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent">https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent</a>  <a href="https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale">https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale</a>  <a href="https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard">https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard</a>

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3–Strong, 2–Medium, 1–Low**

### Mapping with Programme Specific Outcomes:

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to POs</b>	3.0	3.0	3.0	3.0	3.0

**FIRST YEAR - SEMESTER I CORE II- INDIAN WRITING IN ENGLISH**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.									
LO2	To help in understanding issues concerning Indian Writing in English such as there presentation of culture, identity, history, constructions of nation, (Post) national and gender politics, cross-cultural transformations.									
LO3	To create literary sensibility and critical response to the literary texts written in English									
LO4	To closely examine the various themes and methodologies existing In Indian Writing in English.									
LO5	To help learners apply the ideas encapsulated in Indian Aestheticsto literary texts									
<b>UNIT</b>	<b>Details</b>									
I	Introduction from K.R. Srinivasa Iyengar and C.D. Narasimaiah									
II	Rabindranath Tagore– Paper Boat Sarojini Naidu– The Village Song Toru Dutt – The Lotus A.K Ramanujam – Still another View of Grace R Parthasarathy – River Once									
III	Mahatma Gandhi– <i>Steal and Atonement</i> Sri Aurobindo – <i>Poetry</i> from “Early Cultural Writings” (Page 123-24) Vivekananda–Address at the final session (Complete works Vol I, Chapter I)									
IV	Ruskin Bond–The Eyes are not Here KA Abbas – Sparrows									
V	RK Narayan–The Man – eater of Malgudi									
<b>Course Outcomes</b>										
Course Outcomes	On completion of this course, students will;									
CO1	Appreciate the historical trajectory of various genre of Indian Writing in English from colonial times to ti the present								PO1	
CO2	Analyze Indian literary texts written in English interms of colonialism, postcolonialism, regionalism, and nationalism								PO1, PO2	
CO3	Explore the role of English as a medium for political awakening and the use of English in India for creative writing								PO4, PO6	
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study								PO4, PO5, PO6	
CO5	Evaluate critically the contributions of Major Indian English poets and dramatists								PO3, PO8	
<b>Text Books (Latest Editions)</b>										
1.	K.R. Srinivasa Iyengar, Indian Writing in English									

2	Sarojini Naidu – Select Poems. Turunbull, H.G, Dalway,Bombay: Oxford University Press, 1930
3	R.K. Narayan: TheMan – Eater of Malgudi. Library of SouthAsian Literature – Orient paper backs 2010.
4	<i>Gandhi, Mahatma, 1869-1948. The Collected Works of Mahatma Gandhi. New Delhi: Publications Division, Ministry of Information and Broadcasting, Govt. of India, 20002001.</i>
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Indian Poetry in English Ed. By Makar and Paranjape
2.	Contemporary Indian Poetry in English Ed. By Saleem Peeradina
3.	Dhananjay Kanse. Modern Indian Writing in English: Translation. A Multi lingual Anthology (World view criticaleditions) Jan 2016.
4.	Dr. A. K. Sharma: Fiction and Indian Writing in English
<b>Web Resources</b>	
1.	Poems <a href="https://www.poemhunter.com/a-k-ramanujan/poems/">https://www.poemhunter.com/a-k-ramanujan/poems/</a>
2.	<a href="https://www.poetrybyheart.org.uk/poems/paper-boats">https://www.poetrybyheart.org.uk/poems/paper-boats</a>
3.	<a href="https://allpoetry.com/Village-Song">https://allpoetry.com/Village-Song</a>

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

**3–Strong,2–Medium,1-Low**

### Mapping with Programme Specific Outcomes:

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to POs</b>	3.0	3.0	3.0	2.8	3.0

**FIRST YEAR- SEMESTER I**  
**SOCIAL HISTORY OF ENGLAND-I**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	<b>GENERAL ELECTIVE</b>	Y	Y	-	-	3	4	25	75	100
<b>Learning Objectives</b>										
LO1	To acquaint the students with back ground study of social conditions in England									
LO2	To introduce students to some of the major historical development of England									
LO3	To facilitate the students to focus on chronological narrative of events as on major issues trends, events and crisis of the period									
LO4	To make the students aware of the relation between socio political and socio religious events and literary works									
LO5	To expose the students' various trends and movements of England.									
<b>UNIT</b>	<b>Details</b>									
I	Landmarks in Early English History The Norman Conquest–Feudal System–Crusades–Magna Carta –Hundred Years War – 1348 – Black Death – 1381- Peasants Revolt – Lollards Movement – Wars of Roses									
II	The Renaissance The Reformation The Dissolution of the Monasteries									
III	Colonial Expansion The Tudor Navy and The Armada The Elizabethan Age & Theatre									
IV	The Origin and Growth of Political Parties in England									
V	Age of Queen Anne Coffee House Life in London.									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Gain knowledge of various features of social and political history of England								PO1	
<b>CO2</b>	Awareness of the relation between socio-religious events and socio- political works								PO1,PO2	
<b>CO3</b>	Compare history with Literature								PO4,PO6	
<b>CO4</b>	Enable to assess the emergence, reasons, development and the impact of social movements								PO4,PO5,PO6	
<b>CO5</b>	Assess the overall emergence of English society as a nation.								PO3,PO8	

<b>Text Books (Latest Editions)</b>	
1.	As a Briggs-Social History of England
2.	Louise Creighton –Social History of England

3.	G.M. Trevelyan: Social History of England
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Julia Crick and Elisabeth Van Houts Ed. – Social History of England (900-1200)
2.	Keith Wrightson -Social History of England (1500-1750)
3.	Francois Bedarida: A Social History of England 1851-1990, 2 <sup>nd</sup> ed
<b>WebResources</b>	
1.	<a href="https://www.literpretation.com/post/social-history-of-enland-6#">https://www.literpretation.com/post/social-history-of-enland-6#:</a>
2.	<a href="https://gacbe.ac.insematerial">https://gacbe.ac.insematerial</a>

### Mapping with Programme Outcomes:

#### Mapping of Course Outcomes to Program Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	AVERAGE
CO1	3	3	3	2	1	2.4
CO2	3	3	3	1	1	2.2
CO3	3	3	3	1	1	2.2
CO4	3	3	3	1	1	2.2
CO5	3	3	3	3	2	2.8

**TOTAL 11.8**  
**MEANT/5:2.36**

**KEY: Strongly correlated 3 Moderately Correlated – 2 Weakly Correlated – 1**

### Mapping with Programme Specific Outcomes:

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to POS</b>	3.0	3.0	3.0	2.8	3.0

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## PUBLIC SPEAKING SKILLS (SEC-I)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>										
LO1	To help students understand the goals and benefits of public speaking.									
LO2	To help them recognize communication apprehension and guide them on how to reduce it.									
LO3	To familiarize them with how public speaking can be used to advocate for or create change.									
LO4	To enable learners, recognize the social and historical contexts of speech, oratory, and rhetoric									
LO5	To help them think and speak imaginatively and critically									
<b>UNIT</b>	<b>Details</b>									
I	Definition, Need And Significance of Public Speaking									
II	Elements of Public Speaking Types of Public Speaking (Ceremonial, Demonstrative, Informative and Persuasive)									
III	Techniques for Effective Public Speaking									
IV	Methods of Public Speaking Advantages and Disadvantages of Public Speaking									
V	Students Activity – Choose a topic and speak in front of the Class.									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Demonstrate an understanding of the principles of public speaking								PO1	
<b>CO2</b>	Recognize barriers to public speaking and identify how to avoid them								PO1,PO2	
<b>CO3</b>	Understand how to give effective verbal and nonverbal feedback.								PO4,PO6	
<b>CO4</b>	Learn about planning speech organization for the intended audience.								PO4,PO5,PO6	
<b>CO5</b>	Practice effective group delivery and speech in a formal context.								PO3,PO8	
<b>Text Books (Latest Editions)</b>										

1.	Beebe, S.A., & Beebe, S.J. (2006). <i>Public Speaking: An audience - centred approach</i> (6th ed.). New York: Pearson
2.	Frleigh, D.M., & Tuman, J.S. (2009). <i>Speak up! An illustrated guide to Public speaking</i> . New York: Bedford/St. Martins

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	<i>Apple, W., Streeter, L.A. &amp; Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.</i>
Web Resources	
1.	<i>Learning Outcomes / Public Speaking(lumenlearning.com) lu03_public_speaking.pdf(indianhills.edu)</i>

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

**ENGLISH AND COMMUNICATION (SEC-II)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	FOUNDATION COURSE	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>										
LO1	To provide the students with anability to build and enrich their communication skills.									
LO2	To enable the learners to demonstrate effective communication skills -listening, speaking, reading and writing									
LO3	To help them think and write imaginatively and critically									
LO4	To equip students to build self – confidence with a focus on self - presentation									
LO5	To facilitate the learners to learn personal and professional development									
<b>UNIT</b>	<b>Details</b>									
I	Grammar Articles Parts of Speech Tenses Active Passive Voice Punctuation, Capitalization, Contractions and Collocations Proof Reading									
II	Verbal & Non-Verbal Greetings Formal & Informal									
III	Message Writing Agenda Minutes									
IV	Letters–Formal & Informal Email Report writing									
V	Interview Presentation Skills Resume									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Identify the basic principles of communication								PO1	
<b>CO2</b>	Analyze the various types of communication								PO1,PO2	
<b>CO3</b>	Make use of the essential principles of communication								PO4,PO6	

<b>CO4</b>	Identify the prominent methods and models of Communication.	PO4,PO5,PO6
<b>CO5</b>	Learn about the four skills of language and get familiarized with them.	PO3,PO8
<b>Text Books (Latest Editions)</b>		
1.	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.	
2.	Effective Technical Communication by MA shraf Rizvi, The Mc Graw-Hill companies.	
3.	Understanding Body Language by Alan Pease.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	A Communicative Grammar of English" by Geoffrey Leech and Ian Svartik	
<b>Web Resources</b>		
1.	(I) Subject: English Communication Skills (Theory) - Academia.edu	

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3		3	2	3	2
<b>CO2</b>	2	3	3	3	2		3	2	2	2
<b>CO3</b>	3	3	3	2	3		3	2	3	2
<b>CO4</b>	3	3	3	3	3		3	2	2	2
<b>CO5</b>	3	2	3	3	3		3	2	2	3

**3– Strong,2 –Medium ,1 - Low**

**Mapping with Programme Specific Outcomes:**

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentage ofCourseContributiontoPos</b>	3.0	3.0	3.0	2.8	3.0

**FIRST YEAR - SEMESTER II**  
**CORE III– BRITISH LITERATURE-I**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
LO1	To introduce British identity, periods, and other related forms.									
LO2	To increase the ability for students to intellectually assess the works of British writers.									
LO3	To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.									
LO4	To closely examine the various themes and methodologies present in British literature.									
LO5	To create an aptitude for critical probing through the text.									
<b>UNIT</b>	<b>Details</b>									
I	Thomas Gray – Elegy Written in a Country Churchyard Alexander Pope – On Solitude Robert Burns – A Red, Red Rose John Donne – Canonization									

II	Charles Lamb – Dissert ation upon a RoastPig Oliver Goldsmith – A City Night- Piece Sir Richard Steele – The Spectator Club Joseph Addison – Household Superstitions
III	John Webster–The White Devil
IV	Christopher Marlowe – Dr. Faustus
V	Jonathan Swift–Gulliver’s Travels

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	PO1
<b>CO2</b>	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation.	PO1, PO2
<b>CO3</b>	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth century.	PO4, PO6

<b>CO4</b>	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PO4, PO5, PO6
<b>CO5</b>	Critically appreciate literature using standard literary terminology and other literary conventions.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	The collected works of Charles Lamb and Mary Lamb by Charles Lamb, Mary Lamb.	
2.	The Spectator Club – Critical Appreciation by Richard Steele	
3.	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOKONDEMANDLTD, 2021.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	A Critical History of English Literature – David Daiches	
2.	Swift, Jonathan, et al. <i>Gulliver’s Travels</i> . Oxford University Press, 2019.	
<b>Web Resources</b>		
1.	<i>Ranger, Paul, “Technical Features.” By Oliver pp51-58., <a href="http://doi.org/10.1007/978-1-349-07664-2_5">http://doi.org/10.1007/978-1-349-07664-2_5</a>.</i>	

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3–Strong, 2–Medium, 1–Low**

**Mapping with Programme Specific Outcomes:**

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to POs</b>	3.0	3.0	3.0	2.8	3.0

**FIRST YEAR - SEMESTER II**  
**CORE IV – AMERICAN LITERATURE**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100

**Learning Objectives**

LO1	To identify the growth than development of American literature.
LO2	To critically examine how various genres developed and progressed.
LO3	Learn about prominent writers and famous works in American literature.
LO4	To closely examine the various themes and methodologies present in British literature
LO5	To create an aptitude of critical probing through the text

UNIT	Details
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I	Background: The First Frontier (Settlement of America) –The Puritans and the spread of Puritanism in America – Romanticism: Optimist and Pessimist – The Flowering of New England – The Transcendentalists – Writers of the South – Indian thought in Emerson, Thoreau and Whitman – Sacred Writings of the East.
II	Walt Whitman – O Captain, My Captain! Robert Frost – Birches Edgar Allan Poe – The Raven Emily Dickinson – Because I Could not stop for Death
III	Martin Luther King Jr. – I have a Dream Ralph Waldo Emerson – Self Reliance
IV	Tennessee Williams – The Glass Menagerie
V	Nathaniel Hawthorne – The Scarlet Letter

**Course Outcomes**

Course Outcomes	On completion of this course, students will;	
CO1	Analyze and discuss works of American literature from various genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).	PO1
CO2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.	PO1,PO2
CO3	Articulate ways that American literature reflects complex historical and cultural experiences.	PO4,PO6

<b>CO4</b>	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	PO4,PO5, PO6
<b>CO5</b>	Analyze and describe about American literature using standard literary terminology and other literary conventions.	PO3,PO8
<b>Text Books (Latest Editions)</b>		
1.	American Literature of the 19 <sup>th</sup> Century – Ed. Fisher Samuelson and Reninger Baid	
2.	A Brief History of American Literature by Richard Gray	
3.	Tennessee Williams: The Glass Menagerie	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.	
2.	Poe, Edgar Allan, etal. <i>Poetry for Young People: Edgar Allen Poe</i> . Sterling Pub. Co., 1995.	
<b>Web Resources</b>		
1.	<a href="https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams">https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams</a>	
2.	<a href="https://www.poetryfoundation.org/poems/48860/the-raven">https://www.poetryfoundation.org/poems/48860/the-raven</a>	

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to POs</b>	3.0	3.0	3.0	2.8	3.0

**FIRST YEAR- SEMESTER II**  
**SOCIAL HISTORY OF ENGLAND-II (ELECTIVE)**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	4	25	75	100
<b>Learning Objectives</b>										
LO1	Define the social history of England in a political perspective.									
LO2	Interpret literary and cultural texts in their historical, geographical, and cultural contexts. Explain socio-political history using literary and cultural texts.									
LO3	Identify main trends in the social history of England and their influence on literature.									
LO4	Analyze the critical ideas, values and themes that appear in literary and cultural texts of various genres									
LO5	To critically analyze the influence of history and cultural diversity on literature and language.									
<b>UNIT</b>	<b>Details</b>									
I	The union of England and Scotland The Agrarian Revolution The Industrial Revolution									
II	The Methodist movement Other Humanitarian Movements									
III	The American War of Independence England and Ireland French Revolution & Effects of the French Revolution									
IV	The Reform Bills The Victorian Age									
V	Development of Education in the Victorian England Means of transport and Communication World Wars I&II									
<b>Course Outcomes`</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
CO1	Recognize the milestones of British history from the 18th century to the modern age and relate how these movements influenced English society and literature of that period.								PO1	
CO2	Identify the various revolutions and movements of English society leading to form a crucial opinion for the benefit of humanity								PO1,PO2	
CO3	Examine the causes and consequences of the War of Americans and French.								PO4,PO6	
CO4	Evaluate the effects of the revolutions and their impacts on literature in a better perspective.								PO4,PO5,PO6	
CO5	To alyze the reforms and the development of education, transport,and communication in the modern era.								PO3,PO8	
<b>Text Books (Latest Editions)</b>										
1.	As a Briggs – Social History of England									
2.	Louise Creighton – Social History of England									
3.	G.M. Trevelyan: Social History of England									

<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Julia Crick and Elisabeth Van Houts Ed. – Social History of England (900-1200)
2.	Keith Wrightson – Social History of England(1500-1750)
3.	Francois Bedarida: A Social History of England 1851-1990, 2 <sup>nd</sup> ed
<b>Web Resources</b>	
1.	<a href="https://archive.org/stream/draketudornavywi02corbuoft/draketudornavywi02corbuoft_djvu.tt">https://archive.org/stream/draketudornavywi02corbuoft/draketudornavywi02corbuoft_djvu.tt</a> <a href="https://archive.org/details/clublifeflondon02timbuofthttps://www.britannica.com/biography/Anne-queen-of-Great-Britain-and-Ireland">https://archive.org/details/clublifeflondon02timbuofthttps://www.britannica.com/biography/Anne-queen-of-Great-Britain-and-Ireland</a>

**Mapping with Programme Outcomes:**

**Mapping of Course Outcomes to Program Specific Outcomes**

	PSO1	PSO2	PSO3	PSO4	PSO5	Average
<b>CO1</b>	3	3	2	2	3	2.6
<b>CO2</b>	2	2	3	2	3	2.4
<b>CO3</b>	3	3	3	2	2	2.6
<b>CO4</b>	3	3	3	3	2	2.8
<b>CO5</b>	2	3	2	3	3	2.6
<b>Total (T)</b>						<b>13/5</b>
<b>Mean (T/5)</b>						<b>2.6</b>

**Key: Strongly Correlated–3      Moderately Correlated–2      Weakly Correlated- 1**

**Mapping with Programme Specific Outcomes:**

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weightedpercentage ofCourseContributiontoPos</b>	3.0	3.0	3.0	2.8	3.0

### DIGITAL LITERACY AND CONCEPTS (SEC- III)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC	Y	Y	-	-	2	5	25	75	100
<b>Learning Objectives</b>										
LO1	To help the students to be introduced to digital literacy									
LO2	To elaborate on digital values, language, and culture.									
LO3	To explore digital literacy in terms of information, identity, and labeling.									
LO4	To discuss teacher's engagement in digital literacy									
LO5	To analyze socio-economic factors in digital literacy									
<b>UNIT</b>	<b>Details</b>									
I	Introduction to Digital Literacy and its types. Digitizing Information.									
II	Values and Ethics of Digital Literacy Significance of Digital Literacy Characteristics of Digital Literacy The role of Language in Digital Literacy									
III	Digital Media and its Types Email, vlog, blog, twitter, Facebook, E-book.									
IV	Digital Literacy in Education									
V	Challenges in Digital Literacy									
<p><b>The course outcomes are based on the learning objectives, with each course objective corresponding to a course outcome. This elucidates what the student will acquire once they complete that particular unit. There will be an equal number of learning objectives and course outcomes. The Bloom's Taxonomy verbs will be provided as a separate annexure for reference. Each course outcome should be mapped with the Program Outcomes (POs), and the mapping of each course outcome can be done with any number of POs.</b></p>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Gain knowledge of digital literacy.								PO1	
<b>CO2</b>	Acquire skills in text literacies and language.								PO1,PO2	
<b>CO3</b>	Acquire skills in information digital literacy.								PO4,PO6	
<b>CO4</b>	Build confidence in using digital literacy.								PO4,PO5,PO6	
<b>CO5</b>	Aware of the various type's socio- economic factors in digital literacy.								PO3,PO8	
<b>Text Books (Latest Editions)</b>										
1	Introduction to Digital Literacy(2ndEdition)-Mark Bowles.									
2	Popular Culture, New Media and Digital Literacy in Early Childhood–J. Marsh									
3	Digital Literacy: Different Cultures, Different Understandings–E. Helsper.									

<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Implementing Media Literacy: Empowerment, Participation and Responsibility –S. Livingston.
2.	Literacy: Reading the word and the word–P. Freire and P. Macedo.
3.	Media Literary in Schools: Practice, Production and Progression– A. Burnand J. Durran.
4.	Digital Literacy for Learning–A. Martinand D. Madigan Changing Literacies– C. Lankshear.

**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

<b>CO/PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

### ENTREPRENEURIAL SKILLS (SEC-IV)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>										
LO1	To introduce learners to various qualities required for entrepreneurship									
LO2	To discuss about various entrepreneurship models									
LO3	To help them think creatively and innovatively									
LO4	To enable them understand various schemes supporting entrepreneurship									
LO5	To discuss the steps in venture development and new trends in entrepreneurship.									
<b>UNIT</b>	<b>Details</b>									
I	Introduction to entrepreneurship, role of entrepreneurship, the entrepreneurial mindset, characteristics of entrepreneurship, traits of entrepreneurship.									
II	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills.									
III	Introduction to various types of entrepreneurship, strategic thinking and planning, technical skills, time management and organizational behavior, branding.									
IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export									
V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs.									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Understand the foundation of Entrepreneurship Development and its theories.							PO1		
<b>CO2</b>	Explore entrepreneurial skills and management function of a company.							PO1,PO2		
<b>CO3</b>	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.							PO4,PO6		
<b>CO4</b>	Understand various steps involved in starting a venture.							PO4,PO5,PO6		
<b>CO5</b>	Explore marketing methods & new trends in entrepreneurship.							PO3,PO8		
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>										
1.	Allen, K. R. (1999). Launching New Ventures: An Entrepreneurial Approach (2nd ed.). Houghton Mifflin Company: New York.									

<b>Web Resources</b>	
1.	<a href="#">6 Must - Have Entrepreneurial Skills</a>   <a href="#">HBS Online Mind Tools</a>   <a href="#">Home</a>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3– Strong, 2– Medium,1-Low

**Mapping with Programme Specific Outcomes:**

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**SECOND YEAR - SEMESTER III**  
**CORE V – BRITISH LITERATURE-II**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
LO1	To help learners analyze British Literature written from the late 18th Century to the present.									
LO2	To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.									
LO3	To help them infer relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period.									
LO4	To closely examine literary works using critical perspectives.									
LO5	To help them with applying appropriate formal conventions when writing about literature.									
<b>UNIT</b>	<b>Details</b>									
I	Alfred Lord Tennyson – Ulysses Robert Browning – My Last Duchess T.S. Eliot – The Waste Land – The Burial of the Dead W.H. Auden – The Unknown Citizen Mathew Arnold – Dover Beach									
II	G.K.Chesterton – Piece of Chalk William Hazlitt – Indian Jugglers									
III	R.B. Sheridan – The School for Scandal									
IV	Thomas Hardy – The Return of the Native									
V	James Joyce – The Dead Somerset Maugham – The Verger									

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.	PO1
<b>CO2</b>	Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature.	PO1,PO2

<b>CO3</b>	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	PO4,PO6
<b>CO4</b>	Respond to literature on important thematic consideration shaving to do with literary and historical milieu, culture, Human responsibility, morality, ethics, and the manner and causes by which humans interact with one another	PO4,PO5, PO6
<b>CO5</b>	Analyze and express about British literature using standard literary lexicon and other literary conventions.	PO3,PO8

<b>Text Books (Latest Editions)</b>	
1.	Renard, Virginie. <i>The Great War and Postmodern Memory: The First World War in Late 20 th -Century British Fiction (1985-2000)</i> . Peter Lang AG, Internationaler Verlag der Wissenschaften, 2013.
2	The School of Scandal and other plays by R.B. Sheridan
3	The return of the native by Native by Thomas Hardy, New York and London, Harper & Brothers publishers
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	The Dead, James Joyce – Analysis : <a href="http://www.eng-literature.com">www.eng-literature.com</a>
2.	Five Centuries of English Verse William Stebbing
3.	Winged words by David Greens
<b>Web Resources</b>	
1.	<a href="https://www.poetryfoundation.org/poems/43768/my-last-duchess">https://www.poetryfoundation.org/poems/43768/my-last-duchess</a>
2.	<a href="https://fullreads.com/essay/the-indian-jugglers/">https://fullreads.com/essay/the-indian-jugglers/;</a>
3.	<a href="https://essays.quotidiana.org&gt;piece-...">https://essays.quotidiana.org&gt;piece-...</a> “A Piece of Chalk by G.K. Chesterton- Quotidiana

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3

## CORE VI - CHILDREN'S LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
<b>Learning Objectives</b>										
LO1	To introduce and familiarize various genres and aspects of Children's Literature									
LO2	To promote ethical values through children's literature and appreciate the world of other cultures									
LO3	To gain comprehensive knowledge of Children's Literature by close reading									
LO4	To appreciate the works of various writers of Children's Literature									
LO5	To critically analyze Children's literature through discussion and Writing									
<b>UNIT</b>	<b>Details</b>									
I	Background Study: 1. Introduction: The World of Children's Literature Studies by Peter Hunt. 2. Essentials: What is Children's Literature? What is Childhood? By Karin Lesnik-Oberstein (From Understanding Children's Literature Edited by Peter Hunt)									
II	Poetry 1. Edward Lear – The Owl and the Pussy Cat 2. Shel Silverstein – Invitation 3. Robert Louis Stevenson – My Shadow 4. Naomi Shihab Nye – Mystery									
III	Fantasy Fiction J.K. Rowling – Harry Potter and the Philosopher's Stone									
IV	Realistic Fiction 1. R.K.Narayan – Swami and Friends									
V	Short Story 1. Mark Twain – The celebrated jumping Frog of Calaveras County 2. Hans Christian Andersen – The Princess and the Pea 3. Nathaniel Hawthorne – The Snow Image									

<b>Course Outcomes</b>		
Course Outcomes	On completion of this course, students will;	

CO1	Recognize the various genres of Children's Literature	PO1
CO2	Acquire values through their reading of the works of Children's Literature	PO1, PO2
CO3	Appreciate and Criticize the similarities and differences in cultural imaginations.	PO4, PO6
CO4	Recognize the themes and artistic style employed in Children's Literature	PO4,PO5,PO6
CO5	Critically evaluate the different approaches to Children's Literature in various countries.	PO3, PO8

**Text Books (Latest Editions)**

1.	Angelou, Maya, The Complete Poetry. Random House 2015. An Anthology of American Literature
2.	Understanding Children's Literature – Peter Hunt, 2nd ed.
3.	The Owl and Pussy cat: Edward Lear, Jan Brett.
4.	The snow – Image and other Twice – Told Tales by Nathaniel Hawthorne: Boston: Ticknor Reed and Fields.

**References Books**

(Latest editions, and the style as given below must be strictly adhered to)

1.	Lukens, Rebecca. A Critical handbook of Children's Literature
2.	The Owl and Pussy cat; the Duck and the Kangaroo by Edward Lear; with original Illustrations by William Foster – Scholar's Choice edition
3.	Hunt, Peter, Defining Children's Literature

4.	A critical study of R.K.Narayan's Swami and friends and the Guide" Ruby Roy
Web Resources	
1.	<a href="https://fdocuments.in/document/childrens-literature-55845ad6244ac.html">https://fdocuments.in/document/childrens-literature-55845ad6244ac.html</a>
2.	<a href="https://www.insaneowl.com/swami-and-friends-by-r-k-narayan-book-summary-and-analysis/">https://www.insaneowl.com/swami-and-friends-by-r-k-narayan-book-summary-and-analysis/</a>

**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage Of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**GENERIC ELECTIVE - HISTORY OF ENGLISH LITERATURE - I**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	<b>Generic Elective</b>	Y	Y	-	-	3	4	25	75	100
<b>Learning Objectives</b>										
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.									
LO2	To facilitate them understand the major literary movements and authors of England									
LO3	To enable students develop a comprehensive understanding of the Ages and their characteristics									
LO4	To identify the influence of social and cultural events through the works of the Writers									
LO5	To provide the man understanding of certain linguistic processes that have contributed to the development of the English Literature									
<b>UNIT</b>	<b>Details</b>									
I	<b>PROSE</b> Early Prose- Sidney, Bacon, The Authorized Version of the Bible Beginning of Modern English Prose - Addison, Steele, Johnson									
II	<b>POETRY</b> 14 <sup>th</sup> Century -Chaucer Elizabethan & Jacobean Poetry- Characteristics with reference to Spenser, Donne Age of Milton - Milton Neo-classical - Characteristics with reference to Dryden, Pope									
III	<b>EARLY DRAMA</b> Early Drama -Mystery, Miracle, Morality, Interludes Elizabethan & Jacobean Drama - Characteristics with reference to the University Wits									
IV	<b>LATER DRAMA</b> Restoration Drama – Characteristics with reference to Congreve, Wycherley Anti-sentimental comedy - Characteristics with reference to Goldsmith, Sheridan									
V	<b>NOVEL</b> 18 <sup>th</sup> Century Novel - Defoe, Fielding									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									

<b>CO1</b>	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are	PO1
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	Held to be their representatives of their times.	
<b>CO2</b>	Evaluate the way socio-cultural and historical phenomena influence the literary production of a Particular period	PO1,PO2
<b>CO3</b>	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4,PO6
<b>CO4</b>	Develop a critical appreciation of the literary stalwarts of the respective periods	PO4,PO5,PO6
<b>CO5</b>	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3,PO8
<b>Text Books (Latest Editions)</b>		
1.	W.H.Hudson – An Outline History of English Literature	
2.	Compton & Rickett - A History of English Literature	
3.	The Routledge History of Literature in English by Ronald Carter and John McRae	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	History of English Literature by Edward Albert A	
2.	Critical History of English Literature by David Daiches	
3.	The Concise Cambridge History of English Literature by George Sampson	
<b>Web Resources</b>		
1.	<a href="https://iac-cheyyar.com">https://iac-cheyyar.com</a> >pdf	

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

CO / PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15

<b>Weighted percentage Of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0
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### SKILL - INTERVIEW SKILLS (SEC-IV)

Subject Code	Category	L	T	I	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Skill	Y	Y			1	1	25	75	100
<b>Learning Objectives</b>										
LO1	To enable students understand the information needed to prepare for an interview									
LO2	To enable them to research company information before heading to an interview									
LO3	To familiarize them with how to handle Interview Questions									
LO4	To enable them to use comfortable vocabulary									
LO5	To help them think and speak imaginatively and critically									
<b>UNIT</b>	<b>Details</b>									
I	Definition of Interview-Essentials of Interview Skill									
II	Needs and Requirements of Interview skills									
III	Resume Preparation-Do's and Don'ts of an interview									
IV	Body language-gesture-attitude-facial expression-sound knowledge									
V	Mock Interview-Conducting a role play for students to understand the skills learnt as an interviewee.									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship Position description and employer.							PO1		
<b>CO2</b>	Identify appropriate verbal and non-verbal communication skills/techniques for an interview (E.g. eye contact, use of Filler words, hand gestures, and verbal pace).							PO1,PO2		
<b>CO3</b>	Demonstrate professional behavior(s) including Preparedness, professional attire, and respectful presentation.							PO4,PO6		
<b>CO4</b>	Develop confidence in relationship to their interviewing skills.							PO4,PO5,PO6		
<b>CO5</b>	Be able to identify, discuss, and implement key job interview skills.							PO3,PO8		
<b>Text Books (Latest Editions)</b>										
1.	Ros Jay (2002), Brilliant Interview, Prentice Hall									
2.	David Beckham (2013), The illustrated Book, Headline Publications									

<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)	
1.	<i>Elizabeth Harrin, eBooks, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.</i>
<b>Web Resources</b>	
1.	<i>Tips for a Successful Interview(ung.edu)</i>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 – Low

**Mapping with Programme Specific  
Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	.0	2.8	3.0

### SKILL - ENGLISH FOR CAREER (SEC-V)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Skill	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>										
LO1	To help students gain knowledge about the job search, application, and interview process									
LO2	Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals.									
LO3	Help them with strategies for identifying the jobs that match their interests and skills									
LO4	Help them to understand the job-seekers language for meeting new people, making small talk, and describing									
LO5	To enable learners to describe themselves and their experiences in a résumé									
<b>UNIT</b>	<b>Details</b>									
I	Definition of English Language-Characteristic Features									
II	Purposes of English Language									
III	Major Roles played by English Language in Education and various career choices									
IV	English language as a identity to popular culture									
V	The major developments happening in the contemporary world by using English language.									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Attain communicative competence so that they can use language accurately and appropriately							PO1		
<b>CO2</b>	Understand the basic features of communication and aim at improving language skills							PO1,PO2		
<b>CO3</b>	Gain useful letter/report writing tools, tips And techniques to effectively apply the skills to their everyday workplace correspondence.							PO4,PO6		
<b>CO4</b>	Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar.							PO4,PO5,PO6		
<b>CO5</b>	Make sure that the style, content and message is concise, correct and appropriate.							PO3,PO8		
<b>Text Books (Latest Editions)</b>										
1.	The English Language by C.L. Wren									
2.	An Outline History Of English Language by F.T.Wood									



<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)	
1.	Bose, D.M."J.C. Bose ". Dr. D.M. Bose Centenary Celebration Commemoration Volume 188 5-1985. Kolkata: Bose Institute, 1995. Print
<b>Web Resources</b>	
1.	<a href="https://www.researchgate.net/publication/344172814_English_For_Career_Development?Enrich_Id=rgrq-f03b840d2a167e34689a3348ec32dc12-XXX&amp;enrich_Source=Y292ZXJQYWdlOzM0NDU3Mjg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&amp;el=1_x_2&amp;_esc=publication">https://www.researchgate.net/publication/344172814_English_For_Career_Development?Enrich_Id=rgrq-f03b840d2a167e34689a3348ec32dc12-XXX&amp;enrich_Source=Y292ZXJQYWdlOzM0NDU3Mjg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&amp;el=1_x_2&amp;_esc=publication</a> Cover Pdf

### Mapping with Programme Outcome:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

**SEMESTER IV**  
**CORE VII - WORLD LITERATURE IN TRANSLATION**

Subject Code	Category	I	T	S	Credits	Inst. Hours	Marks		
							CIA	External	Total
	Core	Y	Y		5	5	25	75	100
<b>Learning Objectives</b>									
LO1	To familiarize the students with the ancient world classic literature.								
LO2	To expose students to the socioeconomic and cultural aspects reflected in different countries through various texts.								
LO3	To enable them to develop a comparative perspective to study the texts.								
LO4	To gain knowledge on the parallel growth of literature from ancient to modern periods.								
LO5	To critically appreciate the aesthetic and diverse aspects of world classics.								

UNIT	Details
<b>I</b>	Thiruvalluvar – Thirukkural – Iniavai Kooral – Chapter 10 Dante – Paradiso , Canto XXI: The Seventh Sphere, Saturn Johann Wolfgang Von Goethe – The Violet Victor Hugo – Tomorrow at Dawn
<b>II</b>	Ovid – Pyramus & Thisbe Alexander Pushkin – The Gypsies Horace – Satires Gabriel Okara – The Mystic Drum
<b>III</b>	Walter Benjamin – Unpacking My Library Montaigne – Of Friendship
<b>IV</b>	Luigi Pirandello – Six Characters in search of an Author
<b>V</b>	Herman Hesse – Siddhartha

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Gain an exposure to some classics in World Literature, both in theme and form.	PO1
<b>CO2</b>	Be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.	PO1,PO2
<b>CO3</b>	Gain an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions.	PO4,PO6
<b>CO4</b>	Pay attention to critical thinking and writing within a framework of cultural diversity.	PO4,PO5 , PO6
<b>CO5</b>	Appreciate and examine the literary, cultural and human significance of the works of the diverse literary traditions.	PO3,PO8
<b>Text Books (Latest Editions)</b>		
1.	Six characters in search of an author by Luigi Pirandello.	
2.	Tomorrow at Dawn by Victor Hugo; A poem Analysis by Study Cargi	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Benjamin Walter and Martin Jay. Unpacking My Library 2010.	
2.	Bercovici Konrad. The Story of the Gypsies. Pickle Partners Publishing 2017.	
<b>Web Resources</b>		
1.	<a href="https://www.coursehero.com/lit/Illuminations/unpacking-my-library-summary/">.https://www.coursehero.com/lit/Illuminations/unpacking-my-library-summary/</a>	

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium, 1 - Low Mapping**

**with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

## CORE - VIII LANGUAGE AND LINGUISTICS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100

### Learning Objectives

LO1	To help learners gain knowledge of origin, growth and development of English Language.
LO2	To highlight the impact of various socio, political, cultural and historical events on English Language.
LO3	To help them gain knowledge of the scientific study of English language and linguistics.
LO4	To enable the students to acquire a foundation of linguistic concepts. To inform them about the various external linguistic influences that have contributed to the making of the language.
LO5	To expose students to the analysis of literary texts using linguistic and discourse analytical tools.

### Details

UNIT	
I	Descent of English Language from the Indo European family
II	Old, Middle & Modern English Influence – Greek, Latin, Scandinavian, French, Indian
III	Change of Meaning
IV	Growth of Vocabulary
V	Phonology – Vowels, Consonants & Diphthongs

### Course Outcomes

Course Outcomes	On completion of this course, students will;
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<b>CO1</b>	Comprehend the essential link between language and culture. Gain in- depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	<b>PO1</b>
<b>CO2</b>	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	<b>PO1, PO2</b>
<b>CO3</b>	Evaluate the ways socio-cultural and historical phenomena influence the literary production of a particular period.	<b>PO4, PO6</b>
<b>CO4</b>	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages.	<b>PO4, PO5, PO6</b>
<b>CO5</b>	Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Linguistics.	<b>PO3, PO8</b>
<b>Text Books (Latest Editions)</b>		
1.	John Lyons, Language C Linguistics	
2.	T. Balasubramanian, A text book of English Phonetics for Indian students	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1	The English Language by C.L. Wren	
2	An Outline History Of English Language Ft Wood	
3	Modern Applied Linguistics: A introduction N. Krishnaswamy, S.K. Verma CIEFL, Hyderabad and N. Nagarajan, National College, Trichy	
4	Mark Hancock, English Pronouncing Dictionary	
5.	Charles F. Mayer, Introducing English Linguistics	

**Mappingwith Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mappingwith Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to POs</b>	3.0	3.0	3.0	3.0	3.0

**GENERIC ELECTIVE - HISTORY OF ENGLISH LITERATURE – II**

Subject Code	Category	L	T	I	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Generic Elective	Y	Y			3	3	25	75	100
<b>Learning Objectives</b>										
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.									
LO2	To facilitate them understand the major literary movements and authors of England									
LO3	To enable students develop a comprehensive understanding of the Ages and their characteristics									
LO4	To identify the influence of social and cultural events through the works of the writers									
LO5	To provide them an understanding of certain linguistic processes that have contributed to the development to the English Literature									
<b>UNIT</b>	<b>Details</b>									
I	<b>PROSE</b> Romantic Age- Lamb, Hazlitt Victorian Age- Ruskin, Arnold The Twentieth Century- Orwell, Huxley									
II	<b>POETRY</b> Romantic Poetry - Wordsworth, Coleridge, Shelley Victorian Poetry - Tennyson, Browning The Twentieth Century - Hopkins, T.S. Eliot, Yeats									
III	<b>DRAMA</b> Revival of Drama – Oscar Wilde The Twentieth Century – Various dramatic movements with reference to Shaw, T.S. Eliot, Beckett									

IV	<b>NOVEL</b> Romantic Age – Jane Austen, Walter Scott, Victorian Age - Dickens, Hardy The Twentieth Century - H.G. Wells, Golding
V	The Novel since 2000 - Irvin Welsh, Doris Lessing Poetry since 2000 – Seamus Heaney, Edwin Morgan Drama since 2000 – David Hare, David Edgar

### Course Outcomes

Course Outcomes	On completion of this course, students will;	
<b>CO1</b>	Gain extensive insight into the history of English literature, while laying special emphasis on various Literary movements, genres and writers that are held to be the representatives of their times.	PO1
<b>CO2</b>	Evaluate the way socio-cultural and historical phenomena influence the literary production of a Particular period	PO1, PO2
<b>CO3</b>	Familiarize themselves with the socio- cultural ambience and the discursive frameworks of various age	PO4, PO6
<b>CO4</b>	Develop a critical appreciation of the literary stalwarts of the respective periods.	PO4, PO5, PO6
<b>CO5</b>	Gain in- depth understanding on the growth of the English language under the influence of various other languages including Latin and French besides being mentored in the structural nitty-gritties of the language.	PO3, PO8
<b>Text Books (Latest Editions)</b>		
1.	W.H. Hudson–An Outline History of English Literature	
2.	Compton & Rickett- A History of English Literature	
3.	The Routledge History of Literature in English by Ronald Carter and John McRae	

**References Books**

**(Latest editions, and the style as given below must be strictly adhered to)**

- |    |   |
|----|---|
| 1. | History of English Literature by Edward Albert                        |
| 2. | A Critical History of English Literature by David Daiches             |
| 3. | The Concise Cambridge History of English Literature by George Sampson |

**Web Resources**

- |    |   |
|----|---|
| 1. | <a href="https://www.megaessays.com/viewpapers/38903.html">https://www.megaessays.com/viewpapers/38903.html</a> |
|----|---|

**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

## SEC-VI - ENGLISH FOR BUSINESS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Skill	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>										
LO1	To help students learn strategies and practical language to deal with real life situations.									
LO2	To help them improve on how to speak and write in order to keep communication going and always appear professional and competent									
LO3	To enable them to use the language flexibly and express in the suitable language for the context: for example in social, professional or academic contexts									
LO4	To help them strengthen their understanding of native speakers in real life situations by learning strategies and through practice, practice, practice!									
LO5	To help them to consistently develop a comprehensive vocabulary through real, authentic resources									
<b>UNIT</b>	<b>Details</b>									
I	Business English Definition and Difference									
II	Highlights/ Significance/Essentials of Business English									
III	Needs of Business English									
IV	The role of Business English in English language Learning-Education as an instrumental factor in learning Business English.									
V	Economic Development through Business English									
<b>Course Outcomes</b>										

<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Strengthen their language skills: writing, reading, listening ,speaking	PO1
<b>CO2</b>	Understand real speech patterns and learn pronunciation techniques in fluent speech	PO1, PO2
<b>CO3</b>	Improve their confidence and learn how to connect with people in English	PO4, PO6
<b>CO4</b>	Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency.	PO4, PO5, PO6
<b>CO5</b>	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues	PO3, PO8
<b>Text Books (Latest Edition)</b>		
1.	Nabila, H. (2015). English for Specific Business Purposes. University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English.	
2.	Hutchinson, T. C Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.	
<b>References Books</b>		
<b>(Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - Federal University of Technology - Paraná. Curitiba. 2015.	
<b>Web Resources</b>		
1.	<i>English language skills for the future / Cambridge English</i>	

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO G	PO1 0
<b>CO 1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO 2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO 3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO 4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO 5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low Mapping**

**with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

## SEC- VII -FUNCTIONAL ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Skill	Y	Y	-	-	2	2	25	75	100
<b>Learning Objectives</b>										
LO1	To enable learners use appropriate phrases for performing language functions									
LO2	To help them to edit, select and present information in a format/perspective									
LO3	To enable them to listen and reduce information to a point form									
LO4	To help them read and to expand from points to paragraph									
LO5	To enable them to predict, comprehend, infer and synthesize information									
<b>UNIT</b>	<b>Details</b>									
I	Definition of Functional English - Significance of Functional English. <b>Subject-Verb Agreement</b>									
II	<b>Four essentials of functional English: LSRW</b> <b>Writing letter for application, Apology and request letter.</b>									
III	<b>Grammar</b> <b>Prefix, Suffix, Prepositions, Parts of Subject</b>									
IV	Strategies to use functional English									
V	Provide a dramatic play to perform which gives the students to apply functional language									
<b>Course Outcomes</b>										
<b>Course Outcomes</b>	On completion of this course, students will;									
<b>CO1</b>	Learn to form words properly using prefixes/suffixes and make correct use of Concord or Subject-Verb Agreement							PO1		
<b>CO2</b>	Familiarize themselves in writing leave application, apology and request letters and points/ideas to write paragraphs							PO1, PO2		
<b>CO3</b>	Learn to introduce themselves and describe person, place or situation and gain knowledge of using prepositions of place, time, and direction correctly.							PO4, PO6		

<b>CO4</b>	Get practiced to skim and scan through a passage and read to get an overall idea, and comprehend the Passage	PO4, PO5, PO6
<b>CO5</b>	Cultivate the habit of newspaper reading	PO3, PO8

<b>Text Books (Latest Editions)</b>	
1.	Susan Thurman, <i>The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment</i> .2011
2.	Grant Barrett, <i>Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking</i> ,2013
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Jane Straus, Lester Kaufman, and Tom Stern, <i>The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes</i> ,2015
<b>Web Resources</b>	
1.	<i>BBC World Service. (2011) Learning English: Ø</i> <a href="http://www.bbc.co.uk/worldservice/learningenglish/language/ask_a_boutenglish/2_009/03/090210_aae_punc_apostrophe.shtm">http://www.bbc.co.uk/worldservice/learningenglish/language/ask_a_boutenglish/2_009/03/090210_aae_punc_apostrophe.shtm</a>

### Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO 2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO 3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO 4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO 5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

### Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3

<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

