



**THIRUVALLUVAR UNIVERSITY
SERKKADU, VELLORE-632115**

B.A. English

SYLLABUS

**FROM THE ACADEMIC YEAR
2023 – 2024**

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Introduction

The undergraduate programme BA English, aims for students to leverage their knowledge of the English Language for analyzing literature, history, and its modern aspects through the core subjects. In addition, the course explores the intricacies of the English Language and its implementation in diverse fields. Moreover, the subjects in a BA English course are composed by detail-oriented educators, providing a weighty syllabus related to diverse aspects of English literature and the language world.

The BA English subjects list's most significant and initial subject is the English Language. Initiating the three-year journey with the basics of English is necessary to further understand the in-depth concepts, complex language, and intricacies of world literature. The subject deals with a basic understanding of English grammar, with its origin, evolution, advancement, and further change with the modern world. The English language is also necessary to proceed toward complex study slowly. It also narrates the history of English, which can be very engaging and insightful for English learners. The subject allows learning the historical beginning and significance of English literature. Since the richness of English literature is heavily reliant on its history; therefore, this subject gathers the core English history modules covering the details of literature from different regions of the world. English literature also projects societal and cultural changes through the centuries that are reflected through its written works. As a student proceeds ahead, fields and specifications clear a lot better by possessing the knowledge and base of English literature, which is in its history.

A language's most significant trait is to communicate, and this BA course English subject is added to the syllabus with the same intention. Communication in BA English grants students the depth of using English as a communication medium. Fundamentals, theories, and communication tools are provided to the students to further enhance their English skills and make them more accomplishable. Communication subject also comprises the study of creative writing and public relations, helping students get enrolled in communication-based courses with the right foundation.

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.

Highlights of the Revamped Curriculum:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome/ Benefits
I	<p>Foundation Course To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.</p>	<p>Instill confidence among students Create interest for the subject</p>
I, II, III, IV	<p>Skill Enhancement papers (Discipline centric / Generic / Entrepreneurial)</p>	<p>Industry ready graduates Skilled human resource Students are equipped with essential skills to make them employable</p> <p>Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.</p> <p>Discipline centric skill will improve the Technical knowhow of solving real life problems.</p>
III, IV, V & VI	<p>Elective papers</p>	<p>Strengthening the domain knowledge Introducing the stakeholder to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and interdisciplinary nature Emerging topics in higher education/industry/communication network/health sector etc. are introduced with hands-on-training.</p>

IV	ElectivePapers	Exposuretoindustrymouldsstudentsinto solutionproviders GeneratesIndustryreadygraduates Employmentopportunitiesenhanced
VSemester	Electivepapers	Self-learningisenhanced Applicationoftheconceptto realsituationi s conceivedresulting intangibletoutcome
VISemester	Electivepapers	Enrichesthestudybeyondthe course. Developingaresearchframeworkand presentingtheir independentand intellectualideaseffectively.
ExtraCredits: ForAdvancedLearners/Honorsdegree		To catertothe needsofpeerlearners/resear ch aspirants
SkillsacquiredfromtheCourses		Knowledge,ProblemSolving,Analytical ability,ProfessionalCompetency,ProfessionalCommunic ationandTransferrable Skill

Credit Distribution for UG Programmes

Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H
Part 1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	5.1 Core Course – \CC IX	4	5	6.1 Core Course – CC XIII	4	6
Part.2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	5.2 Core Course – CC X	4	5	6.2 Core Course – CC XIV	4	6
1.3 Core Course – CC I	5	5	2..3 Core Course – CC III	5	5	3.3 Core Course – CC V	5	5	4.3 Core Course – CC VII Core Industry Module	5	5	5. 3.Core Course –CC -XI	4	5	6.3 Core Course – CC XV	4	6
1.4 Core Course – CC II	5	5	2.4 Core Course – CC IV	5	5	3.4 Core Course – CC VI	5	5	4.4 Core Course – CC VIII	5	5	5. 4.Core Course –/ Project with viva-voce CC -XII	4	5	6.4 Elective -VII Generic/ Discipline Specific	3	5
1.5 Elective I Generic/ Discipline Specific	3	4	2.5 Elective II Generic/ Discipline Specific	3	4	3.5 Elective III Generic/ Discipline Specific	3	4	4.5 Elective IV Generic/ Discipline Specific	3	3	5.5 Elective V Generic/ Discipline Specific	3	4	6.5 Elective VIII Generic/ Discipline Specific	3	5
1.6 Skill Enhancement Course SEC-1	2	2	2.6 Skill Enhancement Course SEC-2	2	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	1	4.6 Skill Enhancement Course SEC-6	2	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement -(Foundation Course)	2	2	2.7 Skill Enhancement Course –SEC-3	2	2	3.7 Skill Enhancement Course SEC-5	2	2	4.7 Skill Enhancement Course SEC-7	2	2	5.7 Value Education	2	2	6.7 Professional Competency Skill	2	2
						3.8 E.V.S.	-	1	4.8 E.V.S	2	1	5.8 Summer Internship /Industrial Training	2				
	23	30		23	30		22	30		25	30		26	30		21	30
Total – 140 Credits																	

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System - UG

First Year – Semester-I

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	14
Part-4	Skill Enhancement Course SEC-1	2	2
	Foundation Course	2	2
		23	30

Semester-II

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	14
Part-4	Skill Enhancement Course -SEC-2	2	2
	Skill Enhancement Course -SEC-3 (Discipline / Subject Specific)	2	2
		23	30

Second Year – Semester-III

Part	List of Courses	Credit	No. of Hours
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	14
Part-4	Skill Enhancement Course -SEC-4 (Entrepreneurial Based)	1	1
	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific)	2	2
	E.V.S	-	1
		22	30

Semester-IV

Part	List of Courses	Credit	No. of Hours
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	13	13
Part-4	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)	2	2
	E.V.S	2	1
		25	30

**Third Year
Semester-V**

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective Based	22	26
Part-4	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	2
		26	30

Semester-VI

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective Based	18	28
Part-4	Extension Activity	1	-
	Professional Competency Skill	2	2
		21	30

Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	13	13	22	18	92
Part IV	4	4	4	5	4	3	24
Total	23	23	23	24	26	21	140

***Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. Part IV has to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree**

5. Illustration for B.A. English Curriculum Design

**I-YEAR
FIRST SEMESTER**

Sl. No	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	Part-I	LANGUAGE	3	3			3	6	25	75	100
2	Part-II	ENGLISH	3	3			3	6	25	75	100
3	Part-III CORE1	INTRODUCTION TO LITERATURE	3	2			5	5	25	75	100
4	Part-III CORE2	INDIAN WRITING IN ENGLISH	3	2			5	5	25	75	100
5	Part-III ELECTIVE-I	SOCIAL HISTORY OF ENGLAND I	2	2			3	4	25	75	100
6	Part-IV	SKILL ENHANCEMENT COURSE I	1	1			2	2	25	75	100
		SKILL ENHANCEMENT COURSE (FOUNDATION COURSE)	1	1			2	2	25	75	100
		TOTAL					23	30			

Methods of Evaluation		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
	Total	100 Marks
Methods of Assessment		
Recall (K1)	Simple definitions, MCQ, Recall steps, Concept definitions	
Understand/Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, Short summary or overview	
Application (K3)	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain	
Analyze (K4)	Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge	
Evaluate (K5)	Longer essay/Evaluation essay, Critique or justify with pros and cons	
Create (K6)	Check knowledge in specific or off-beat situations, Discussion, Debating or Presentations	

7A-Mandatory Core Areas for B.A Programme

I Year Sem I	C1. Introduction to literature (5 credits)
	C2. Indian Writing in English (5 credits)
	C3. British Literature I (5 credits)
	C4. American Literature I (5 credits)
II Year Sem III	C5. British Literature - II (5 credits)
	C6. Children's Literature (5 credits)
Sem IV	World Literature in Translation (4 credits)
	Language and Linguistics (4 credits)
II Year Sem V	C9. Women's Writing (4 credits)
	C10. Introduction to Folk Literature (4 credits)
	C11. Indian Writing in Translation (4 credits)
	C12. Project / Myth and Literature (4 credits)
	C13. Literary Criticism (5 credits)
Sem VI	C14. New Literatures in English (5 credits)
	C15. Shakespeare (4 credits)

B. Mandatory Electives for B.A Programme Semester I to V

Semester I to V	Social History of England I
	Social History of England II
	History of English Literature I
	History of English Literature II
	Literary Forms

C. Suggested Non Mandatory Electives for B.A Programme Semester V & VI**(4 credit each)**

Semester V and VI	CNM1. Literature and Environment
	CNM2. English Language Teaching
	CNM3. Journalism and Mass Communication
	CNM4. Film Studies

D. (SKILLENHANCEMENT COURSES)

- 1. ENGLISH AND COMMUNICATION**
- 2. PUBLIC SPEAKING**
- 3. DIGITAL LITERACY AND CONCEPTS**
- 4. ENTREPRENEURIAL SKILL**
- 5. INTERVIEW SKILLS**
- 6. ENGLISH FOR CAREER**
- 7. ENGLISH FOR BUSINESS**
- 8. ENGLISH FOR COMPETITIVE EXAMS**

B.A. ENGLISH
Core Component Model Syllabus

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
Learning Objectives										
LO1	To introduce the different forms of literature									
LO2	To provide learners with the background knowledge of literature									
LO3	To enable learner to understand the different genres of writing									
LO4	To examine the various themes and forms present in literature									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Prose-Short Story, Novel, Prosody, Metre									
II	John Milton – When I Consider How my light is spent John Keats – Ode to Nightingale Thomas Gray – Elegy Written in a Country Churchyard									
III	Francis Bacon – Of Studies Stephen Leacock – The Financial Expert Jerome K Jerome – Uncle Podger hangs a picture									
IV	Lamb’s Tales from Shakespeare – A Midsummer Night’s Dream, Twelfth Night									
V	Jane Austen – Pride & Prejudice									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Appreciate and analyse 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

Text Books (Latest Editions)	
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.	https://www.bartleby.com/lit-hub/tales-from-shakespeare/twelfth-night-or-what-you-will/
References Books (Latest editions, and the style as given below must be strictly adhered to)	
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, < www.loc.gov/item/18001222/ >. AUSTEN, Jane. <i>Pride and Prejudice</i> . London : Penguin Books Ltd, 1994. 299 s. 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 Literatire English, 4 th Ed, Everyday Education, LLC, January 2021.

Web Resources	
1.	https://www.routledge.com/An-Introduction-to-Poetic-Forms/Gill/p/book/9781032154015
2.	https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard

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	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POs	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
Learning Objectives										
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 the representation of culture, identity, history, construction 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 Aesthetic to literary texts									
UNIT	Details									
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 AK 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									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
	CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present						PO1		
	CO2	Analyze Indian literary texts written in English in terms 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
Text Books (Latest Editions)		
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: The Man-Eater of Malgudi. Library of South Asian 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>	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Indian Poetry in English Ed.by Makarand Paranjape	
2.	Contemporary Indian Poetry in English Ed. By Saleem Peeradina	
3.	Dhananjay Kanse. Modern Indian Writing in English: Translation. A Multilingual Anthology (Worldview critical editions) Jan 2016.	
4.	Dr.A.K.Sharma: Fiction and Indian Writing in English	
Web Resources		
1.	Poems https://www.poemhunter.com/a-k-ramanujan/poems/	
2.	https://www.poetrybyheart.org.uk/poems/paper-boats	
3.	https://allpoetry.com/Village-Song	

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
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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

MappingwithProgrammeSpecificOutcomes:

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
Weightage	15	15	15	14	15
Weightedpercentage ofCourseContributiontoPOs	3.0	3.0	3.0	2.8	3.0

FIRST YEAR - SEMESTER I
SOCIAL HISTORY OF ENGLAND-I (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	To acquaint the students with background 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.									
UNIT	Details									
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.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain knowledge of various features of social and political history of England							PO1		
CO2	Awareness of the relation between socio- religious events and socio- political works							PO1,PO2		
CO3	Compare history with Literature							PO4,PO6		
CO4	Enable to assess the emergence, reasons, development and the impact of social movements							PO4,PO5,PO6		
CO5	Assess the overall emergence of English society as a nation.							PO3,PO8		

TextBooks(LatestEditions)

1.	Asa Briggs - Social History of England
2.	Louise Creighton – Social History of England
3.	G.M. Trevelyan: Social History of England
References Books (Latest editions, and the style as given below must be strictly adhered to)	
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 nd ed
Web Resources	
1.	https://www.literpretation.com/post/social-history-of-enland-6# :
2.	https://gacbe.ac.insematerial

MappingwithProgrammeOutcomes:

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
MEAN T/5 : 2.36

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

MappingwithProgrammeSpecificOutcomes:

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
Weightage	15	15	15	14	15
Weightedpercentage ofCourseContributiontoPos	3.0	3.0	3.0	2.8	3.0

ENGLISH AND COMMUNICATION (SEC- I)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To provide the students with an ability 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									
UNIT	Details									
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									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Identify the basic principles of communication								PO1	
CO2	Analyze the various types of communication								PO1, PO2	
CO3	Make use of the essential principles of communication								PO4, PO6	

CO4	Identify the prominent methods and models of Communication.	PO4,PO5,PO6
CO5	Learn about the four skills of language and get familiarized with them.	PO3,PO8
Text Books (Latest Editions)		
1.	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.	
2.	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.	
3.	Understanding Body Language by Alan Pease.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.	
Web Resources		
1.	<i>(1) Subject: ENGLISH COMMUNICATION SKILLS (THEORY) goigalajjuna-Academia.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	2	3
CO3	3	3	3	3	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

PUBLIC SPEAKING SKILLS(SEC-II)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
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 on how public speaking can be used to advocate 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									
UNIT	Details									
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.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate an understanding of the principles of public speaking							PO1		
CO2	Recognize barriers to public speaking and identify how to avoid them							PO1, PO2		
CO3	Understand how to give effective verbal and non-verbal feedback							PO4, PO6		
CO4	Learn about planning speech organization for the intended audience							PO4, PO5, PO6		
CO5	Practice effective group delivery and speech in formal context.							PO3, PO8		
Text Books(Latest Editions)										

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

DIGITAL LITERACY AND CONCEPTS (SEC - III)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	ME	Y	Y	-	-	2	5	25	75	100
Learning Objectives										
LO1	To help the student 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									
UNIT	Details									
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>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.</p> <p>The bloom's taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.</p> <p style="text-align: center;">Course Outcomes</p>										
Course Outcomes	On completion of this course, students will;									
CO1	Gain knowledge of digital literacy.								PO1	
CO2	Acquire skills in text literacies and language.								PO1, PO2	
CO3	Acquire skills in information digital literacy.								PO4, PO6	
CO4	Build confidence in using digital literacy.								PO4, PO5, PO6	
CO5	Aware of the various types socio-economic factors in digital literacy.								PO3, PO8	
Text Books (Latest Editions)										
1	Introduction to Digital Literacy (2nd Edition) - Mark Bowles.									
2	Popular Culture, New Media and Digital Literacy in Early Childhood - J. Marsh									
3	Digital Literacy: Different Cultures, Different Understandings - E. Helsper.									

References Books (Latest editions, and the style as given below must be strictly adhered to)	
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 Literacy in Schools: Practice, Production and Progression – A. Burn and J. Durran.
4.	Digital Literacy for Learning – A. Martin and D. Madigan Changing Literacies – C. Lankshear.

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	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	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
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
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.									
UNIT	Details									
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.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Understand the foundation of Entrepreneurship Development and its theories.							PO1		
CO2	Explore entrepreneurial skills and management function of a company.							PO1, PO2		
CO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.							PO4, PO6		
CO4	Understand various steps involved in starting a venture.							PO4, PO5, PO6		
CO5	Explore marketing methods & new trends in entrepreneurship.							PO3, PO8		
References Books										
(Latest editions, and the style as given below must be strictly adhered to)										
1.	Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York									

WebResources	
1.	6 Must-Have Entrepreneurial Skills HBS Online MindTools Home

MappingwithProgrammeOutcomes:

	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

MappingwithProgrammeSpecificOutcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
WeightedpercentageofCourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

INTERVIEWSKILLS(SEC-V)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
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									
UNIT	Details									
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.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer.								PO1	
CO2	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	
CO3	Demonstrate professional behavior(s) including preparedness, professional attire, and respectful presentation.								PO4, PO6	
CO4	Develop confidence in relationship to their interviewing skills.								PO4, PO5, PO6	
CO5	Be able to identify, discuss, and implement key job interview skills.								PO3, PO8	
Text Books (Latest Editions)										
1.	Ros Jay (2002), Brilliant Interview, Prentice Hall									
2.	David Beckham (2013), The illustrated Book, Headline Publications									

References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	<i>Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.</i>
Web Resources	
1.	<i>Tips for a Successful Interview (ung.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	2	3
CO3	3	3	3	3	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 FOR CAREERS(SEC-VI)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
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 learner to describe themselves and their experiences in a résumé									
UNIT	Details									
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 development shappinging in the contemporary world by using English language.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Attain communicative competences so that they can use language accurately and appropriately							PO1		
CO2	Understand the basic features of communication and aim at improving language skills							PO1, PO2		
CO3	Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence.							PO4, PO6		
CO4	Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar.							PO4, PO5, PO6		
CO5	Make sure that the style, content and message is concise, correct and appropriate.							PO3, PO8		
Text Books (Latest Editions)										
1.	The Waterfall. The English Writings of Rabindranath Tagore. Ed. Sisir Kumar Das. Vol. II. New Delhi: Sahitya Academy, 1966. 163-208. Print									
2.	Geddes, Patrick. The Life and Work of J. C. Bose. London: Longman's Green and Co., 1920. Print									
References Books										

(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 1885-1985. Kolkata: Bose Institute, 1995. Print
Web Resources	
1.	https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf

Mapping with Programme Outcome:

	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
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

ENGLISH FOR BUSINESS(SEC-VII)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
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									
UNIT	Details									
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									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Strengthen their language skills: writing, reading, listening & speaking							PO1		
CO2	Understand real speech patterns and learn pronunciation techniques in fluent speech							PO1, PO2		
CO3	Improve their confidence and learn how to connect with people in English							PO4, PO6		
CO4	Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move out towards English proficiency.							PO4, PO5, PO6		
CO5	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues							PO3, PO8		
Text Books (Latest Editions)										

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. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
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.
Web Resources	
1.	<i>English language skills for the future</i> Cambridge English

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

**SEC VIII - PROFESSIONAL COMPETENCY COURSE- ENGLISH LITERATURE FOR
COMPETITIVE EXAMINATIONS**

Course Code Year/ Semester	Course Name	C a t e g o r y	L	T	P	O	C r e d i t s	I n s t r u c t i o n a l H o u r s	Marks			
									C I A	E x t e r n a l	T o t a l	
	ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS	Core	Y	Y	-	-	2	2	25	75	100	
I YEAR/ I SEMESTER												
Learning Objectives												
LO1	To build the knowledge of literary terms and theory in students.											
LO2	To enable the students to specialize in the fundamentals of English literature											
LO3	To improve the learning skills of students through various modes of testing.											
LO4	To enhance the ability to succeed in competitive exams.											
LO5	To provide an understanding of professional, ethical and social responsibilities.											
Details												
<p>UNIT I - Literature of the Absurd, Aestheticism, Allegory, Beat Writers, Black Arts Movement, Bloomsbury Group, Burlesque.</p> <p>UNIT II - Canons of Literature, Comedy, Confessional Poetry, Didactic Literature, Dissociation of Sensibility, Dream Vision.</p> <p>UNIT III – Elegy, Epithet, Expressionism, Figurative Language, Gender Criticism, Great Chain of Being</p> <p>UNIT IV – Haiku, Heroic Couplet, Human rights literature, Irony, Imagism Ivory Tower</p> <p>UNIT V – Jeremiad, Linguistics Criticism, Marxist Criticism, Modernism and Post Modernism, Myth</p>												
Course Outcomes												
Course Outcomes	On completion of this course, students will;											
CO1	Remember the literary terms forms and theories							PO2				
CO2	Recognize the different periods of English literature							PO1, PO2				
CO3	Identify the various trends and culture and its influence on English Literature							PO3, PO6				
CO4	Aware of the social, political and cultural issues and its reflections in literature.							PO4, PO5, PO6				
CO5	Interpret any literary piece of work							PO7, PO8				
Text Books (Latest Editions)												

1.	A Glossary of Literary Terms, Abrams, M.H (Publishers :Harcourt Asia PTE Ltd or Thomson Asia Pte Ltd)
2.	The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)

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

1.	A Dictionary of Literary Terms ,Cuddon.A (Penguin)
2.	The Post –Colonial Studies .The Key Concepts, Bill Ashcroft, Griffiths and Helen Tiffin (Routledge)
Web Resources	
1.	https://onlinecourses.nptel.ac.in/noc20_hs19/preview
2.	http://www.luminarium.org/
3.	https://poemanalysis.com/genre/absurd/
4.	https://www.bl.uk/medieval-literature/articles/dream-visions
5.	https://www.britannica.com/topic/Great-Chain-of-Being

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S	S	M	S	M
CO2	M	S	S	S	M	S	S	M	M	M
CO3	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	S	M	M	M
CO5	S	M	S	S	S	S	S	M	M	S

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- I)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100

Learning Objectives

LO1	To provide the students with an ability 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

Details

UNIT	
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

Course Outcomes

Course Outcomes	
	On completion of this course, students will;
CO1	Identify the basic principles of communication
CO2	Analyze the various types of communication
CO3	Make use of the essential principles of communication

PO1

PO1, PO2

PO4, PO6

CO4	Identify the prominent methods and models of Communication.	PO4,PO5,PO6
CO5	Learn about the four skills of language and get familiarized with them.	PO3,PO8
Text Books (Latest Editions)		
1.	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.	
2.	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.	
3.	Understanding Body Language by Alan Pease.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.	
Web Resources		
1.	<i>(1) Subject: ENGLISH COMMUNICATION SKILLS (THEORY) goigalajijuna-Academia.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	2	3
CO3	3	3	3	3	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

SKILL ENHANCEMENT COURSE (FOUNDATION COURSE) (ORIENTATION/BRIDGE COURSE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2			
Learning Objectives										
LO1	Students will be able to understand the basics of Grammar.									
LO2	To understand how to use Grammar correctly.									
LO3	To learn to be confident in using advanced Grammar									
LO4	To write English without grammatical errors.									
LO5	To gain confidence in learning English.									
UNIT	Details									
I	1. Nouns: Countable, Un-countable, Common, Proper-Noun, Concrete, Abstract Properties of Noun: Gender, Number, Person, Case 2. Pronouns 3. Articles									
II	4. Adjectives 5. Prepositions 6. Verbs: Regular, Irregular, Transitive, Intransitive, Finite, Nonfinite, Gerunds, Participles, Infinitives, Tenses									
III	7. Adverbs 8. Conjunctions and Interjections									
IV	The Sentence: Subject and Predicate 10.Types of Sentences 11.Sentence Patterns									
V	12.Idioms and Phrases 13.Figures of Speech									

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Students will be able to understand the basics of Grammar.	PO1
CO2	To understand how to use Grammar correctly.	PO1, PO2, PO3
CO3	To learn to be confident in using advanced Grammar.	PO4, PO6
CO4	To write English without grammatical errors.	PO4, PO5, PO6
CO5	To gain confidence in learning English	PO3, PO8

Text Books (Latest Editions)	
1.	Raymond Murphy-English grammar in use-Cambridge University Course (2003)
2.	A.J. Thomson- A Practical English Grammar-Oxford university Press
3.	Michael swan Catherine Walter oxford English Grammar Course
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Hewings, Martin. Advanced English Grammar. New Delhi: Cambridge University Press, 1999.
2.	John Eastwood Oxford Guide to English Grammar.
3.	Wren & Martin High School English Grammar & Composition.
4.	Longman Grammar of Spoken and Written English
5.	A Senior English Grammar and Composition, N.K.Aggarwala, Goyal Brothers Prakashan.

Web Resources	
1.	https://www.englishgrammar.org
2.	https://learnenglish.britishcouncil.org/grammar/english-grammar-reference
3.	https://www.englishgrammar101.com
4.	https://www.ircambridge.com/books/The-Good-Grammar-Book-with%20answers.pdf

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	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	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15

Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0
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