

# **SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS)**

**Reaccredited with 'B++' Grade by NAAC**

**(Affiliated to Periyar University)**

**SALEM- 16**



**PG & RESEARCH DEPARTMENT OF ENGLISH**

**Outcome Based Syllabus**

**B.A.ENGLISH**

**(From the Academic Year  
2025-2026 onwards)**

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**

**PG AND RESEARCH DEPARTMENT OF ENGLISH**

**B.A.ENGLISH**

**Programme Structure under CBCS**

**(For the students admitted from 2025-2026 onwards)**

**Total Credits: 140 + Extra Credits (Maximum 28)**

<b>TANSICHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR UNDERGRADUATE EDUCATION</b>	
<b>Programme:</b>	<b>B.A. English</b>
<b>Programme Code:</b>	
<b>Duration:</b>	<b>3 years for UG</b>
<b>Programme Outcomes:</b>	<b>PO1: Disciplinary Knowledge:</b> Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
	<b>PO2: Critical Thinking:</b> 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.
	<b>PO3: Problem Solving:</b> 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.
	<b>PO4: Analytical Reasoning:</b> 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.
	<b>PO5: Scientific Reasoning:</b> 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.
	<b>PO6: Self-directed &amp; Life-long Learning:</b> 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
	<b>PO7: Reflective Thinking:</b> Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

	<b>PO8: Reading &amp; Projects:</b> Document their reading and interpretive practices in assignments, translation works, and independent projects.
	<b>PO9: Confidence &amp; Effectiveness:</b> Confidently and effectively articulate their literary and textual experiences.
	<b>PO 10: Social Skills &amp; Empathetic Approach:</b> Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation.

<b>Programme Specific Outcomes:</b>	<b>PSO1:</b> Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different areas of the specific discipline of study.
	<b>PSO2:</b> Understand, formulate, and develop arguments logically to address issues arising in social sciences, business and other context /fields.
	<b>PSO3:</b> To prepare the students who will demonstrate respectful engagement with other's ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.
	<b>PSO4:</b> Developing a search framework and presenting their independent ideas effectively.
	<b>PSO5:</b> Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.
	<b>PSO6:</b> Enabling a holistic perspective towards the socio-political inequalities and environmental issues

### Credit Distribution for UG Programme in English

[illegible]

**Sri Sarada College For Women (Autonomous), Salem-16**  
**PG and Research Department of English**  
**B.A English Programme Structured Under CBCS**  
**(For The Students Admitted From 2025-2026 Onwards)**

**Total Credits: 140+ Extra Credits (Maximum 28)**

**SEMESTER - I**

<b>PART</b>	<b>COURSE</b>	<b>COURSE TITLE</b>	<b>CODE</b>	<b>TOTAL CONTACT HOURS/ WEEK</b>	<b>CREDITS</b>
PART I	Language	Tamil-I	25ULTC1	6	3
		Hindi-I	25ULHC1		
		Sanskrit-I	25ULSC1		
PART II	English	English-I	25ULEC1	6	3
PART III	Core Course- I	Introduction to Literature	25UENCC1	5	5
	Core Course- II	Indian Writing in English	25UENCC2	5	5
	Elective – I : Discipline Specific	Social History of England- I	25UENDSEC1	4	3
PART IV	Skill Enhancement Course(NME I)			2	2
	Skill Enhancement (Foundation Course)	Public Speaking Skills	25UENSEFC	2	2
		<b>TOTAL</b>		<b>30</b>	<b>23</b>
Extra Skills	Society Connect Activity	Group Project based on Society Connect Activity			

- Articulation and Idea Fixation Skills
- Physical Fitness Practice -35 hours per semester
- Advanced Diploma in Professional English
- Level-1: Certificate Course (Spoken English)100 hours per year

Non-Major Elective–I For Students other than B.A. English	English and Communication	25UENSEC1
---	---------------------------	-----------

## SEMESTER- II

PART	COURSE	COURSE TITLE	CODE	TOTAL CONTACT HOURS/ WEEK	CREDITS
PART I	Language	Tamil -II Hindi -II Sanskrit -II	25ULTC2 25ULHC2 25ULSC2	6	3
PART II	English	English -II	25ULEC2	6	3
PART III	Core Course - III	British Literature -I	25UENCC3	5	5
	Core Course- IV	American Literature	25UENCC4	5	5
	Elective-II (Discipline Specific)	Social History of England - II	25UENDSEC2	4	3
PART IV	Skill Enhancement Course II (NME-II)			2	2
	Skill Enhancement Course III	Entrepreneurial Skills	25UENSEC3	2	2
		<b>TOTAL</b>		<b>30</b>	<b>23</b>
Extra Skills	Society Connect Activity	Group Project based on Society Connect Activity			

- Articulation and Idea Fixation Skills
- Physical Fitness Practice-35 hours per semester
- Advanced Diploma in Professional English
- Level-1: Certificate Course (Spoken English)100 hours per year
- Extra Credits are given for extra skills and courses qualified in MOOC/NPTEL

Non-Major Elective – II For Students other than B.A English (Indian Knowledge System)	Digital Literacy and Concepts	25UENSEC2
---	-------------------------------	-----------

### SEMESTER - III

Part	Course	Course Title	Code	Total Contact Hours / Week	Credits
Part-I	Language	Tamil – III Hindi – III Sanskrit-III	25ULTC3 25ULHC3 25ULSC3	6	3
Part-II	English	English-III	25ULEC3	6	3
Part-III	Core Course– V	British Literature– II	25UENCC5	5	5
	Core Course– VI	Children’s Literature	25UENCC6	5	5
	Elective-III (DS)	History of English Literature - I	25UENDSEC3	4	3
Part-IV	SEC – 4	Interview Skills	25UENSEC4	1	1
	SEC – 5 – Discipline / Subject specific	English for Careers	25UENSEC5	2	2
	E.V.S	Environmental Studies.	25UEVSC	1	-
		Health and Wellness		-	1
			<b>Total</b>	<b>30</b>	<b>23</b>
Extra Skills	Society Connect Activity Life Skill Courses	Group Project based on Society Connect Activity Course I: Communication Skills			

- Articulation and Idea Fixation Skills
- Physical Fitness Practice–35 hours per Semester
- Advanced Diploma in Professional English
- Level-2:Diploma Course (Essential English for Competitive Examinations)  
100 hours per year
- Extra credits are given for extra skills and courses qualified in MOOC/NPTEL

### SEMESTER –IV

Part	Course	Course Title	Code	Total Contact Hours / Week	Credits
Part-I	Language	Tamil-IV Hindi – IV Sanskrit- IV	25ULTC4 25ULHC4 25ULSC4	6	3
Part-II	English	English-IV	25ULEC4	6	3
Part-III	Core Course-VII	World Classics in Translation	25UENCC7	5	5
	Core Course-VIII	Language and Linguistics	25UENCC8	5	5
	Elective-IV (DS)	History of English Literature - II	25UENDSEC4	3	3
Part-IV	SEC-6	English for Business	25UENSEC6	2	2
	SEC-7– Discipline / Subject specific	English Literature For Competitive Examinations	25UENSEC7	2	2
	E.V.S	Environmental Studies	25UEVSC	1	2
			<b>Total</b>	<b>30</b>	<b>25</b>
Extra Skills	Society Connect Activity Life Skill Courses	Group Project based on Society Connect Activity Course II: Professional Skills			

- Articulation and Idea Fixation Skills
- Physical Fitness Practice –35 hours per Semester
- Advanced Diploma in Professional English
- Level-2:Diploma Course (Essential English for Competitive Examinations)  
100 hours per year
- Extra credits are given for extra skills and courses qualified in MOOC/NPTEL



<b>Course Title</b>	<b>INTRODUCTION TO LITERATURE</b>			
<b>Course Type</b>	Core -I	<b>Course Code</b>	25UENCC1	
<b>Year</b>	I B.A	<b>Semester</b>	I	
<b>Credits</b>	5	<b>Hours</b>	5/Week	<b>Total: 75</b>

### Learning Objectives

<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 methodologies present in literature
<b>LO5</b>	To create the ability of critically examining a text

#### Unit–I

**No. of Hours: 15**

Introduction: Poetry- Different forms of poetry-Sonnet, Ode, Elegy,  
Prose-Short Story, Novel, Prosody, Metre

#### Unit–II

**No. of Hours: 15**

John Milton – When I Consider How my light is spent  
John Keats – Ode to Nightingale  
Thomas Gray – Elegy Written in a Country Churchyard

#### Unit–III

**No. of Hours:15**

Francis Bacon – Of Studies  
Stephen Leacock – My Financial Career  
Jerome K Jerome – Uncle Podger Hangs a Picture

#### Unit–IV

**No. of Hours: 15**

Lamb’s Tales from Shakespeare – A Midsummer Night’s Dream, Twelfth Night

#### Unit–V

**No. of Hours: 15**

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.	<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>
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, < <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. 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 <sup>th</sup> Ed, Everyday Education, LLC, January 2021.

Web Resources	
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
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

Course Title	INDIAN WRITING IN ENGLISH			
Course Type	Core -II	Course Code	25UENCC2	
Year	I B.A	Semester	I	
Credits	5	Hours	5/Week	Total: 75

### Learning Objectives

<b>LO1</b>	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
<b>LO2</b>	To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (Post) national and gender politics, cross-cultural transformations.
<b>LO3</b>	To create literary sensibility and critical response to the literary texts written in English
<b>LO4</b>	To closely examine the various themes and methodologies existing in Indian Writing in English
<b>LO5</b>	To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts

### UNIT – I

**No. of Hours: 15**

Introduction from K.R. Srinivasa Iyengar and C.D. Narasimaiah

### UNIT – II

**No. of Hours: 15**

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

### UNIT – III

**No. of Hours: 15**

Mahatma Gandhi –*Steal and Atonement*  
 Sri Aurobindo –*Poetry* from “Early Cultural Writings”(Page123-24) Vivekananda–  
 Address at the final session (Complete works Vol I, Chapter I)

### UNIT – IV

**No. of Hours: 15**

Ruskin Bond –The Eyes are not Here  
 K A Abbas– Sparrows

### UNIT – V

**No. of Hours: 15**

R K 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, post colonialism, 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	Gandhi,Mahatma,1869-1948.The Collected Works of Mahatma Gandhi. New Delhi: Publications Division, Ministry of Information and Broadcasting, Govt. of India, 20002001.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Indian Poetry in English Ed.by Makar and Paranjape
2.	Contemporary Indian Poetry in English Ed. By Saleem Peeradina
3.	DhananjayKanse.ModernIndianWritinginEnglish:Translation.AMultilingualAnthology(Worldviewcriticaleditions)Jan2016.
4.	Dr.A.K.Sharma: Fiction and Indian Writing in English
Web Resources	
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	PO 2	PO 3	PO 4	PO5	PO 6	PO 7	PO8	PO 9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	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

<b>Course Title</b>	<b>ELECTIVE I - SOCIAL HISTORY OF ENGLAND - I</b>			
<b>Course Type</b>	<b>Elective I – Discipline Specific</b>	<b>Course Code</b>	25UENDSEC1	
<b>Year</b>	I B.A	<b>Semester</b>	I	
<b>Credits</b>	3	<b>Hours</b>	4/Week	<b>Total: 60</b>

### Learning Objectives

<b>LO1</b>	To acquaint the students with background study of social conditions in England
<b>LO2</b>	To introduce students to some of the major historical development of England
<b>LO3</b>	To facilitate the students to focus on chronological narrative of events as on major issues trends, events and crisis of the period
<b>LO4</b>	To make the students aware of the relation between socio political and socio religious events and literary works
<b>LO5</b>	To expose the students various trends and movements of England.

#### Unit–I

**No. of Hours: 12**

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

#### Unit–II

**No. of Hours: 12**

The Renaissance

The Reformation

The Dissolution of the Monasteries

#### Unit–III

**No. of Hours: 12**

Colonial Expansion

The Tudor Navy and The Armada

The Elizabethan Age & Theatre

#### Unit–IV

**No. of Hours: 12**

The Origin and Growth of Political Parties in England

#### Unit–V

**No. of Hours: 12**

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	Be aware of the relation between socio- religious events and socio- political works	PO1, PO2
CO3	Compare history with Literature	PO4, PO6
CO4	Be enabled 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
Text Books (Latest Editions)		
1.	Asa Briggs – A Social History of England	
2.	Louise Creighton – Social History of England	
3.	G.M. Trevelyan - English Social History	
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 – A Social History of England (1500-1750)	
3.	Francois Bedarida: A Social History of England 1851-1990, 2 <sup>nd</sup> ed	
Web Resources		
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:**

	<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

<b>Course Title</b>	<b>ENGLISH AND COMMUNICATION</b>			
<b>Course Type</b>	Skill Enhancement Course NME I	<b>Course Code</b>	25UENSEC1	
<b>Year</b>	I B.A	<b>Semester</b>	I	
<b>Credits</b>	2	<b>Hours</b>	2/Week	<b>Total: 30</b>

### Learning Objectives

<b>LO1</b>	To provide the students with an ability to build and enrich their communication skills.
<b>LO2</b>	To enable the learners to demonstrate effective communication skills - listening, speaking, reading and writing
<b>LO3</b>	To help them think and write imaginatively and critically
<b>LO4</b>	To equip students to build self- confidence with a focus on self- presentation
<b>LO5</b>	To facilitate the learners to learn personal and professional development

### Unit–I

**No. of Hours: 6**

Grammar  
Articles  
Parts of Speech  
Tenses  
Active Passive Voice  
Punctuation, Capitalization, Contractions and Collocations  
Proof Reading

### Unit–II

**No. of Hours:6**

Verbal & Non Verbal Greetings Formal & Informal

### Unit–III

**No. of Hours:6**

Message Writing  
Agenda  
Minutes

### Unit–IV

**No. of Hours:6**

Letters – Formal & Informal Email Report writing

### Unit–V

**No. of Hours:6**

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 M Ashraf Rizvi, The McGraw-Hill companies.	
3.	Understanding Body Language by Alan Pease.	
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.	
<b>Web Resources</b>		
1.	<i>(1)Subject: ENGLISH COMMUNICATION SKILLS(THEORY/goigalajijuna-Academia.edu</i>	

**MappingwithProgrammeOutcomes:**

	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**

**MappingwithProgrammeSpecificOutcomes:**

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>WeightedpercentageofCourse Contribution toPos</b>	3.0	3.0	3.0	2.8	3.0

<b>Course Title</b>	<b>PUBLIC SPEAKING SKILLS</b>			
<b>Course Type</b>	Skill Enhancement (Foundation Course)	<b>Course Code</b>	25UENSEFC	
<b>Year</b>	I B.A	<b>Semester</b>	I	
<b>Credits</b>	2	<b>Hours</b>	2/Week	<b>Total : 30</b>

## Learning Objectives

<b>LO1</b>	To help students understand the goals and benefits of public speaking
<b>LO2</b>	To help them recognize communication apprehension and guide them on how to reduce it
<b>LO3</b>	To familiarize them on how public speaking can be used to advocate or create change
<b>LO4</b>	To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric
<b>LO5</b>	To help them think and speak imaginatively and critically

### Unit-I

**No. of Hours: 6**

Definition, Need and Significance of Public Speaking

### Unit-II

**No. of Hours: 6**

Elements of Public Speaking Types of Public Speaking (Ceremonial, Demonstrative, Informative and Persuasive)

### Unit-III

**No. of Hours: 6**

Techniques for Effective Public Speaking

### Unit-IV

**No. of Hours: 6**

Methods of Public Speaking Advantages and Disadvantages of Public Speaking

### Unit-V

**No. of Hours: 6**

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 nonverbal 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.	Frleigh, 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.	Apple, W.,Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rateon personal attributions. Journal of Personality and Social Psychology, 37, 715-727.
	Web Resources	
	1.	Learning Outcomes  Public Speaking(lumenlearning.com) lu03_public_speaking.pdf(indianhills.edu)

**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

<b>Course Title</b>	<b>BRITISH LITERATURE - I</b>			
<b>Course Type</b>	Core -III	<b>Course Code</b>	25UENCC3	
<b>Year</b>	I B. A	<b>Semester</b>	II	
<b>Credits</b>	5	<b>Hours</b>	5/Week	<b>Total: 75</b>

### Learning Objectives

<b>LO1</b>	To introduce British Identity, Periods and other related forms.
<b>LO2</b>	To increase the ability for students to intellectually assess the works of British writers
<b>LO3</b>	To enable learners to understand that British literature is at the foundation of English-speaking peoples 'culture.
<b>LO4</b>	To closely examine the various themes and methodologies present in British literature
<b>LO5</b>	To create an aptitude of critical probing through the text

#### Unit-I

**No. of Hours: 15**

Thomas Gray – Elegy Written in a Country Churchyard  
 Alexander Pope – On Solitude  
 Robert Burns – A Red, Red Rose  
 John Donne – Canonization

#### Unit-II

**No. of Hours: 15**

Charles Lamb – Dissertation upon a Roast Pig  
 Oliver Goldsmith – A City Night- Piece  
 Sir Richard Steele – The Spectator Club  
 Joseph Addison –Household Superstitions

#### Unit-III

**No. of Hours: 15**

John Webster – The White Devil

#### Unit-IV

**No. of Hours: 15**

Christopher Marlowe – Dr. Faustus

#### Unit-V

**No. of Hours: 15**

Jonathan Swift –Gulliver's Travels



Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	PO1
CO2	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation.	PO1, PO2
CO3	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
CO4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PO4, PO5, PO6
CO5	Critically appreciate literature using standard literary terminology and other literary conventions.	PO3, PO8
Text Books(Latest Editions)		
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> . BOOK ON DEMAND LTD, 2021	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	A Critical History of English Literature – David Daiches.	
2.	Swift, Jonathan, et al. <i>Gulliver’s Travels</i> . Oxford University Press, 2019	
Web Resources		
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	PO 3	PO4	PO5	PO 6	PO7	PO8	PO 9	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

<b>Course Title</b>	<b>AMERICAN LITERATURE</b>			
<b>Course Type</b>	Core IV	<b>Course Code</b>	25UENCC4	
<b>Year</b>	I B.A	<b>Semester</b>	II	
<b>Credits</b>	5	<b>Hours</b>	5/Week	<b>Total: 75</b>

## Learning Objectives

<b>L01</b>	To identify the growth and development of American literature.
<b>L02</b>	To critically examine how various genres developed and progressed
<b>L03</b>	To Learn about prominent writers and famous works in American literature
<b>L04</b>	To closely examine the various themes and methodologies present in American literature
<b>L05</b>	To create an aptitude of critical probing through the text

### UNIT – I

**No. of Hours: 15**

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

### UNIT – II

**No. of Hours: 15**

Walt Whitman–O Captain, My Captain!

Robert Frost – Birches

Edgar Allan Poe–The Raven

Emily Dickinson– Because I Could Not Stop for Death

### UNIT – III

**No. of Hours: 15**

Martin Luther King Jr.–I Have a Dream

Ralph Waldo Emerson–Self-Reliance

### UNIT – IV

**No. of Hours: 15**

Tennessee Williams–The Glass Menagerie

### UNIT – V

**No. of Hours: 15**

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 a range of 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
CO4	Produce a mix of critical, creative, and/or reflective works About American literature to1865.	PO4,PO5, PO6
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.	PO3,PO8
Text Books (Latest Editions)		
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	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books,2015.	
2.	Poe,EdgarAllan,et al. <i>Poetry for Young People: Edgar Allen Poe</i> . Sterling Pub .Co., 1995.	
Web Resources		
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:**

	<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

<b>Course Title</b>	<b>ELECTIVE I - SOCIAL HISTORY OF ENGLAND – II</b>			
<b>Course Type</b>	Elective II – Discipline Specific	<b>Course Code</b>	25UENDSEC2	
<b>Year</b>	I B.A	<b>Semester</b>	II	
<b>Credits</b>	3	<b>Hours</b>	4/Week	<b>Total: 60</b>

## Learning Objectives

<b>LO1</b>	Define the social history of England in a political perspective.
<b>LO2</b>	Interpret literary and cultural texts of historical, geographical, and cultural contexts. Explain socio-political history with literary and cultural texts
<b>LO3</b>	Identify main trends in the social history of England and their influence on literature
<b>LO4</b>	Analyze the critical ideas, values and themes that appear in literary and cultural texts of various genres
<b>LO5</b>	To critically analyze the influence of history and cultural diversity on literature and language.

### Unit – I

The Union of England and Scotland

The Agrarian Revolution

The Industrial Revolution

**No. of Hours: 12**

### Unit – II

The Methodist movement

Other Humanitarian Movements

**No. of Hours: 12**

### Unit – III

The American War of Independence

England and Ireland French

Revolution & Effects of the French Revolution

**No. of Hours: 12**

### Unit – IV

The Reform Bills

The Victorian Age

**No. of Hours: 12**

### Unit – V

Development of Education in the Victorian England

Means of transport and Communication

World Wars I & II

**No. of Hours: 12**

Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	Recognize the milestones of British History from 18th century till the modern age and can relate how these movements influence the English society and Literatures 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 in literature in a better perspective	PO4, PO5, PO6
CO5	Analyze the reforms and the development of education, transport and communication in the modern era	PO3, PO8
Text Books (Latest Editions)		
1.	Asa Briggs - A Social History of England	
2.	Louise Creighton – Social History of England	
3.	G.M. Trevelyan - English Social History	
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 – A Social History of England (1500-1750)	
3.	Francois Bedarida: A Social History of England 1851-1990, 2 <sup>nd</sup> ed	
WebResources		
1.	<a href="https://archive.org/stream/draketudornavywi02corbuoft/draketudornavywi02corbuoft_djvu.t t">https://archive.org/stream/draketudornavywi02corbuoft/draketudornavywi02corbuoft_djvu.t t</a>	
2.	<a href="https://archive.org/details/clublifeoflondon02timbuoft">https://archive.org/details/clublifeoflondon02timbuoft</a> <a href="https://www.britannica.com/biography/Anne-queen-of-Great-Britain-and-Ireland">https://www.britannica.com/biography/Anne-queen-of-Great-Britain-and-Ireland</a>	

**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO 6</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



<b>Course Title</b>	<b>DIGITAL LITERACY AND CONCEPTS</b>			
<b>Course Type</b>	Skill Enhancement Course II (NME II)	<b>Course Code</b>	25UENSEC2	
<b>Year</b>	I B.A	<b>Semester</b>	II	
<b>Credits</b>	2	<b>Hours</b>	2/ Week	<b>Total:30</b>

### Learning Objectives

<b>LO1</b>	To help the students to be introduced to digital literacy
<b>LO2</b>	To elaborate on digital values, language and culture
<b>LO3</b>	To explore digital literacy in terms of information, identity and labeling.
<b>LO4</b>	To discuss teacher's engagement in digital literacy
<b>LO5</b>	To analyze socio-economic factors in digital literacy

### Unit-I

Introduction to Digital Literacy and its types.

Digitizing Information.

**No. of Hours: 6**

### Unit-II

Values and Ethics of Digital Literacy

Significance of Digital Literacy

Characteristics of Digital Literacy

The Role of Language in Digital Literacy

**No. of Hours: 6**

### Unit-III

Digital Media and its Types

Email, vlog, blog, twitter, Facebook, E-book.

**No. of Hours: 6**

### Unit-IV

Digital Literacy in Education

**No. of Hours: 6**

### Unit-V

Challenges in Digital Literacy

**No. of Hours: 6**

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.

The blooms 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. Course Outcomes

CourseOutcomes	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 (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.

#### 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.Freireand P.Macedo.
3.	Media Literary in Schools: Practice, Production and Progression – A.Burnand J. Durran.
4.	Digital Literacy for Learning–A.Martin and 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>PO 6</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

<b>Course Title</b>	<b>ENTREPRENEURIAL SKILLS</b>			
<b>Course Type</b>	Skill Enhancement Course III	<b>Course Code</b>	25UENSEC3	
<b>Year</b>	I B.A	<b>Semester</b>	II	
<b>Credits</b>	2	<b>Hours</b>	2/Week	<b>Total: 30</b>

### Learning Objectives

<b>LO1</b>	To introduce learners to various qualities required for entrepreneurship
<b>LO2</b>	To discuss various entrepreneurship models
<b>LO3</b>	To help them think creatively and innovatively
<b>LO4</b>	To enable them to understand various schemes supporting entrepreneurship
<b>LO5</b>	To discuss the steps in venture development and new trends in entrepreneurship

#### Unit-I

**No. of Hours: 6**

Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship

#### Unit-II

**No. of Hours: 6**

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

#### Unit-III

**No. of Hours: 6**

Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding

#### Unit-IV

**No. of Hours: 6**

Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export

#### Unit-V

**No. of Hours: 6**

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	
Web Resources		
1.	Must-Have Entrepreneurial Skills   HBS Online Mind Tools   Home	

### Mapping with Programme Outcomes:

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO 6</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

Course Title	BRITISH LITERATURE-II			
Course Type	Core -V	Course Code	25UENCC5	
Year	II B.A	Semester	III	
Credits	5	Hours	5/Week	Total: 75

## LEARNING OBJECTIVES

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

### UNIT– I

**No. of Hours: 15**

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

### UNIT– II

**No. of Hours: 15**

G.K. Chesterton – Piece of Chalk  
 William Hazlitt – Indian Jugglers

### UNIT– III

**No. of Hours: 15**

R.B. Sheridan – The School for Scandal

### UNIT– IV

**No. of Hours: 15**

Thomas Hardy – The Return of the Native

### UNIT– V

**No. of Hours: 15**

James Joyce – The Dead  
 Somerset Maugham – The Verger

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.	PO1
CO2	Demonstrate an understanding of periodization, theme, genre, motif, and so on ,in British literature.	PO1,PO2
CO3	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	PO4,PO6
CO4	Respond to literature on important thematic considerations having 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
CO5	Analyze and express about British literature using standard literary lexicon and other literary conventions.	PO3,PO8
Text Books (Latest Editions)		
1.	Renard, Virginie. <i>The Great War and Postmodern Memory: The First World War in Late 20Th –Century British Fiction (1985- 2000)</i> . Peter Lang AG, International erVerlag 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	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
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	



Web Resources	
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> “APieceofChalkbyG.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
<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

<b>Course Title</b>	<b>CORE VI- CHILDREN'S LITERATURE</b>			
<b>Course Type</b>	<b>CORE VI</b>	<b>Course Code</b>	<b>25UENCC6</b>	
<b>Year</b>	II B.A.	<b>Semester</b>	III	
<b>Credits</b>	5	<b>Hours</b>	5/Week	<b>Total:75</b>

### Learning Objectives

<b>LO1</b>	To introduce and familiarize various genres and aspects of Children's Literature
<b>LO2</b>	To promote ethical values through children's literature and appreciate the world of other cultures
<b>LO3</b>	To gain comprehensive knowledge of Children's Literature by close reading
<b>LO4</b>	To appreciate the works of various writers of Children's Literature
<b>LO5</b>	To critically analyze Children's literature through discussion and Writing

#### UNIT– I

**No. of Hours:15**

##### 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- Oberatein (From Understanding Children's Literature Edited by Peter Hunt)

#### UNIT– II

**No. of Hours:15**

##### 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

#### UNIT– III

**No. of Hours: 15**

##### Fantasy Fiction

1. J.K.Rowling–Harry Potter and the Philosopher's Stone

#### UNIT– IV

**No. of Hours: 15**

##### Realistic Fiction

- 1.R.K.Narayan– Swami and Friends

**UNIT– V****No. of Hours: 15****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

Course Outcomes		
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,TheCompletePoetry.RandomHouse2015.An Anthology of American Literature	
2.	UnderstandingChildren’sLiterature–PeterHunt,2 <sup>nd</sup> ed.	
3.	The Owl and Pussycat: 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, J.Rabecca. A Critical handbook of Children’s Literature	

2.	The Owl and Pussycat; 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
<b>Web Resources</b>	
1.	<a href="https://documents.in/document/childrens-literature-55845ad6244ac.html">https://documents.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:

	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

<b>Course Title</b>	<b>HISTORY OF ENGLISH LITERATURE -I</b>			
<b>Course Type</b>	ELECTIVE - III	<b>Course Code</b>	25UENDSEC3	
<b>Year</b>	II B.A.	<b>Semester</b>	III	
<b>Credits</b>	3	<b>Hours</b>	4/Week	<b>Total: 60</b>

## LEARNING OBJECTIVES

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 of the English Literature

### UNIT– I

**No. of Hours:12**

#### PROSE

Early Prose- Sidney, Bacon, The Authorized Version of the Bible

Beginning of Modern English Prose- Addison, Steele, Johnson

### UNIT– II

**No. of Hours:12**

#### POETRY

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

### UNIT– III

**No. of Hours:12**

#### EARLY DRAMA

Early Drama -Mystery, Miracle, Morality, Interludes

Elizabethan & Jacobean Drama - Characteristics with reference to the University Wits

**UNIT– IV****No. of Hours:12****LATER DRAMA**

Restoration Drama – Characteristics with reference to Congreve, Wycherley

Anti-sentimental comedy - Characteristics with reference to Goldsmith, Sheridan

**UNIT– V****No. of Hours:12****NOVEL**18<sup>th</sup> Century Novel - Defoe, Fielding

Course Outcomes		
Course Outcomes	On completion of this course, students will	
CO1	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
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a Particular period	PO1, PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
CO4	Develop a critical appreciation of the literary stalwarts of the respective periods	PO4, PO5, PO6
CO5	Gaining-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
Text Books (Latest Editions)		
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 Mc Rae	
References Books		
(Latest editions and the style as given below must be strictly adhered to)		
1	Lukens, J.Rabecca. A Critical handbook of Children’s Literature	
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://iac-cheyyar.com">https://iac-cheyyar.com</a> >pdf.	
.		

**Mapping with Programme Outcomes: 3–Strong, 2–Medium, 1-Low**

	<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>
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

**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

<b>Course Title</b>	<b>INTERVIEW SKILLS</b>			
<b>Course Type</b>	SEC-IV	<b>Course Code</b>	25UENSEC4	
<b>Year</b>	II B.A	<b>Semester</b>	III	
<b>Credits</b>	2	<b>Hours</b>	2/Week	<b>Total: 30</b>

## **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 – I**

**No. of Hours: 6**

Definition of Interview - Essentials of Interview Skill

### **Unit – II**

**No. of Hours: 6**

Needs and Requirements of Interview skills

### **Unit – III**

**No. of Hours: 6**

Resume Preparation- Do's and Don'ts of an interview

### **Unit – IV**

**No. of Hours: 6**

Body language-gesture-attitude-facial expression-sound knowledge

### **Unit – V**

**No. of Hours: 6**

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.	Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.	
Web Resources		
1.	Tips for a Successful Interview (ung.edu)	

### Mapping with Programme Outcomes:

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</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>C01</b>	3	3	3	3	3
<b>C02</b>	3	3	3	2	3
<b>C03</b>	3	3	3	3	3
<b>C04</b>	3	3	3	3	3
<b>C05</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

<b>Course Title</b>	<b>SKILL ENHANCEMENT COURSE – ENGLISH FOR CAREERS</b>			
<b>Course Type</b>	SEC-V	<b>Course Code</b>	25UENSEC5	
<b>Year</b>	II B.A.	<b>Semester</b>	III	
<b>Credits</b>	2	<b>Hours</b>	2/Week	<b>Total:30</b>

### Learning Objectives

<b>LO1</b>	To help students gain knowledge about the job search, application, and interview process
<b>LO2</b>	Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals.
<b>LO3</b>	Help them with strategies for identifying the jobs that match their interests and skills
<b>LO4</b>	Help them to understand the job-seekers language for meeting new people, making small talk, and describing
<b>LO5</b>	To enable learners to describe themselves and their experiences in a résumé

#### UNIT – I

**No. of Hours: 6**

Definition of English Language-Characteristic Features

#### UNIT – II

**No. of Hours: 6**

Purposes of English Language

#### UNIT – III

**No. of Hours: 6**

Major Roles played by English Language in Education and various career Choices

#### UNIT – IV

**No. of Hours: 6**

English language as a identity to popular culture

#### UNIT – V

**No. of Hours: 6**

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;

CO1	Attain communicative competence 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.	<a href="https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&amp;enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&amp;el=1_x_2&amp;_esc=publication">https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&amp;enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&amp;el=1_x_2&amp;_esc=publication</a> Cover Pdf	

Mapping with Programme Outcomes:

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

<b>Course Title</b>	<b>WORLD CLASSICS IN TRANSLATION</b>			
<b>Course Type</b>	Core -VII	<b>Course Code</b>	25UENCC7	
<b>Year</b>	II B.A	<b>Semester</b>	IV	
<b>Credits</b>	5	<b>Hours</b>	5/Week	<b>Total: 75</b>

### LEARNING OBJECTIVES

LO1	To familiarize the students with the ancient world classic literature
LO2	To expose students to the socio economic 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- I

**No. of Hours: 15**

Thiruvalluvar – Thirukkural – IniavaiKooral – Chapter 10

Dante – Paradiso , Canto XXI: The Seventh Sphere,

Saturn Johann Wolfgang Von Goethe – The Violet

Victor Hugo – Tomorrow at Dawn

### UNIT- II

**No. of Hours: 15**

Ovid – Pyramus & Thisbe

Alexander Pushkin–The Gypsies

Horace – Satires

Gabriel Okara– The Mystic Drum

### UNIT- III

**No. of Hours: 15**

Walter Benjamin–Unpacking My Library

Montaigne– Of Friendship

### UNIT- IV

**No. of Hours: 15**

Luigi Pirandello–Six Characters in search of an Author

### UNIT- V

**No. of Hours: 15**

Herman Hesse – Siddartha

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain an exposure to some Classics in World Literature, both in theme and form.	PO1
CO2	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
CO3	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
CO4	Pay attention to critical thinking and writing within a frame work of cultural diversity	PO4,PO5 PO6
CO5	Appreciate and examine the literary, cultural and human significance of the works of the diverse literary traditions.	PO3,PO8
Text Books (Latest Editions)		
1.	Six characters in search of an author by Luigi Pirandello.	
2.	Tomorrow at Dawn by Victor Hugo; A poem Analysis by Study Cargi	
References Books (Latest editions ,and the style as given below must be strictly adhered to)		
1.	BenjaminWalterandMartinJay.UnpackingMyLibrary2010.	
2.	Bercovici Konrad. The Story of the Gypsies. Pickle Partners Publishing2017.	
Web Resources		
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:**

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



<b>Course Title</b>	<b>Core-VIII-LANGUAGE &amp; LINGUISTICS</b>			
<b>Course Type</b>	Core-VII	<b>Course Code</b>	<b>25UENCC8</b>	
<b>Year</b>	II B.A.	<b>Semester</b>	IV	
<b>Credits</b>	5	<b>Hours</b>	5/Week	<b>Total:75</b>

### Learning Objectives

<b>LO1</b>	To help learners gain knowledge of origin, growth and development of English Language
<b>LO2</b>	To highlight the impact of various socio, political, cultural and historical events on English Language
<b>LO3</b>	To help them gain knowledge of the scientific study of English language and linguistics
<b>LO4</b>	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
<b>LO5</b>	To Expose students to the analysis of literary texts using linguistic and discourse Analytical tools

### UNIT – I

**No. of Hours: 15**

Descent of English Language from the Indo European family

### UNIT – II

**No. of Hours: 15**

Old, Middle & Modern English

Influence–Greek, Latin, Scandinavian, French, Indian

### UNIT – III

**No. of Hours: 15**

Growth of Vocabulary

### UNIT – IV

**No. of Hours: 15**

Change of Meaning

### UNIT – V

**sNo. of Hours: 15**

Phonology–Vowels, Consonants & Diphthongs

Course Outcomes		
<b>Course Outcomes</b>	On completion of this course, students will	
<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.	PO1
<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.	PO1, PO2

CO3	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO4,PO6
CO4	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4,PO5,P06
CO5	Applycriticalthinking,independentjudgment,interculturalsensitivity and regional ,national and global perspectives to identify and solve Problems in English Language and Linguistics	PO3,PO8
Text Books(Latest Editions)		
1.	John Lyons, Language& Linguistics	
2.	T.Balasubramanian, A text book of English Phonetics for Indian students	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1.	ModernAppliedLinguistics:AintroductionN.Krishnaswamy,S.K.VermaCIEFL, Hyderabad and N. Nagarajan, National College, Trichy	
2.	Mark Hancock, English Pronouncing Dictionary	
3.	Charles F.Mayer, Introducing English Linguistics	

### Mapping with Programme Outcomes:

	<b>P O 1</b>	<b>P O2</b>	<b>P O 3</b>	<b>P O 4</b>	<b>P O5</b>	<b>P O6</b>	<b>P O 7</b>	<b>P O8</b>	<b>P O9</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
<b>CO3</b>	3	3	3		3
<b>CO4</b>	3	3	3		3
<b>CO5</b>	3	3	3		3
<b>Weightage</b>	15	15	15		15
<b>Weighted percentage of Course Contribution to POs</b>	3.0	3.0	3.0	3.0	3.0

<b>Course Title</b>	<b>HISTORY OF ENGLISH LITERATURE -II</b>			
<b>Course Type</b>	ELECTIVE - IV	<b>Course Code</b>	25UENDSEC4	
<b>Year</b>	II B.A.	<b>Semester</b>	IV	
<b>Credits</b>	3	<b>Hours</b>	3/Week	<b>Total: 45</b>

### LEARNING OBJECTIVES

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 understanding of certain linguistic processes that have contributed to the development of English Literature

#### UNIT -I

No. of. Hours: 9

##### PROSE

Romantic Age- Lamb, Hazlitt

Victorian Age- Ruskin,Arnold

The Twentieth Century - Orwell, Huxley

#### UNIT – II

No. of. Hours: 9

##### POETRY

Romantic Poetry - Wordsworth, Coleridge, Shelley

Victorian Poetry - Tennyson, Browning

The Twentieth Century - Hopkins, T.S. Eliot, Yeats

#### UNIT – III

No. of. Hours: 9

##### DRAMA

Revival of Drama – Oscar Wilde

The Twentieth Century – Various dramatic movements with reference to Shaw, T.S. Eliot, Beckett

#### UNIT – IV

No. of. Hours: 9

## NOVEL

Romantic Age – Jane Austen, Walter Scott,

Victorian Age - Dickens, Hardy

The Twentieth Century - H.G.Wells, Golding

## UNIT – V

No. of. Hours: 9

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	
CO1	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
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1,PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4,PO6
CO4	Develop a critical appreciation of the literary stalwarts of the respective periods.	PO4,PO5,PO6
CO5	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
Text Books (Latest Editions)		
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	
Reference Books (Latest editions ,and the style as given below must be strictly adhered to)		
1.	History of English Literature by Edward Albert	

2. 3.	A Critical History of English Literature by David Daiches The Concise Cambridge History of English Literature by George Sampson
	<b>Web Resources</b>
1.	<a href="https://www.megaessays.com/viewpapers/38903.html">https://www.megaessays.com/viewpapers/38903.html</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	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

<b>Course Title</b>	<b>ENGLISH FOR BUSINESS</b>			
<b>Course Type</b>	SEC VI	<b>Course Code</b>	25UENSEC6	
<b>Year</b>	II B.A	<b>Semester</b>	IV	
<b>Credits</b>	2	<b>Hours</b>	2/Week	<b>Total: 30</b>

### Learning Objectives

<b>LO1</b>	To help students learn strategies and practical language to deal with real life situations.
<b>LO2</b>	To help them improve on how to speak and write in order to Keep communication going and always appear professional and competent
<b>LO3</b>	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
<b>LO4</b>	To help them strengthen their understanding of native speakers in real life situations by learning strategies and through practice, practice, practice!
<b>LO5</b>	To help them to consistently develop a comprehensive vocabulary through real, authentic resources

#### Unit-I

Business English Definition and Difference

**No. of Hours: 6**

#### Unit-II

Highlights/Significance/ Essentials of Business English

#### Unit-III

Needs of Business English

**No. of Hours: 6**

**No. of Hours: 6**

#### Unit-IV

The role of Business English in English language Learning-Education as an instrumental factor in learning Business English.

**No. of Hours: 6**

#### Unit-V

Economic Development through Business English

**No. of Hours: 6**

<b>Course Outcomes</b>		
Course Outcomes	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 influent 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 Editions)</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. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.
<b>References Books</b> (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.
<b>Web Resources</b>		
	1.	<b>English language skills for the future  Cambridge English</b>



**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

<b>Course Title</b>	<b>ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS</b>			
<b>Course Type</b>	SEC VII	<b>Course Code</b>	25UENSEC7	
<b>Year</b>	II B.A	<b>Semester</b>	IV	
<b>Credits</b>	2	<b>Hours</b>	2/Week	<b>Total: 30</b>

### Learning Objectives

<b>LO1</b>	To build the knowledge of literary terms and theory in students.
<b>LO2</b>	To enable the students to specialize in the fundamentals of English literature
<b>LO3</b>	To improve the learning skills of students through various modes of testing.
<b>LO4</b>	To enhance the ability to succeed in competitive exams.
<b>LO5</b>	To provide an understanding of professional, ethical and social responsibilities.

#### Unit-I

**No. of Hours: 6**

Literature of the Absurd, Aestheticism, Allegory, Beat Writers, Black Arts Movement, Bloomsbury Group, Burlesque.

#### Unit-II

**No. of Hours: 6**

Canons of Literature, Comedy, Confessional Poetry, Didactic Literature, Dissociation of Sensibility, Dream Vision.

#### Unit-III

**No. of Hours: 6**

Elegy, Epithet, Expressionism, Figurative Language, Gender Criticism, Great Chain of Being

#### Unit-IV

**No. of Hours: 6**

Haiku, Heroic Couplet, Human rights literature, Irony, Imagism Ivory

#### Unit-V

**No. of Hours: 6**

Jeremiad, Linguistics Criticism, Marxist Criticism, Modernism and Post Modernism, Myth

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.	<a href="https://onlinecourses.nptel.ac.in/noc20_hs19/preview">https://onlinecourses.nptel.ac.in/noc20_hs19/preview</a>
	2	<a href="http://www.luminarium.org/">http://www.luminarium.org/</a>
	3	<a href="https://poemanalysis.com/genre/absurd/">https://poemanalysis.com/genre/absurd/</a>
	4	<a href="https://www.bl.uk/medieval-literature/articles/dream-visions">https://www.bl.uk/medieval-literature/articles/dream-visions</a>
	5	<a href="https://www.britannica.com/topic/Great-Chain-of-Being">https://www.britannica.com/topic/Great-Chain-of-Being</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>	S	S	S	S	S	S	S	M	S	M
<b>CO2</b>	M	S	S	S	M	S	S	M	M	M
<b>CO3</b>	S	S	S	M	S	S	S	M	S	M
<b>CO4</b>	S	S	S	S	S	S	S	M	M	M
<b>CO5</b>	S	M	S	S	S	S	S	M	M	S

**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