

SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS)

Reaccredited with “B++” Grade by NAAC

(Affiliated to Periyar University)

SALEM – 16



DEPARTMENT OF ENGLISH

CHOICE BASED CREDIT SYSTEM (CBCS)

LEARNING OUTCOME BASED CURRICULUM FRAMEWORK

(LOCF)

B.A. ENGLISH

2026-2029 BATCH

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INTRODUCTION

The B.A. English programme offers students a detailed and thorough grounding in English language and literature. The curriculum is meticulously crafted to provide a holistic understanding of the subject, preparing students for both higher studies and diverse career paths. The primary goal is to introduce students to a broad spectrum of literary works from different eras and cultures, including British, American, Indian, and world literature. This exposure helps them develop strong analytical and interpretative skills.

The curriculum places a significant emphasis on enhancing students' communication skills. Courses are designed to improve proficiency in spoken and written English, including grammar, vocabulary, and effective communication strategies for professional environments.

Students are encouraged to engage with texts critically, understand different literary theories, and evaluate the social, historical, and cultural contexts that influence literary works. The syllabus is structured not only to build strong foundational knowledge but also to equip students with practical skills relevant to the modern job market.

LEARNING OUTCOME -BASED CURRICULUM FRAMEWORK GUIDELINES BASED REGULATIONS FOR UNDERGRADUATE PROGRAMME	
Programme:	B.A. English
Programme Code:	UENG
Duration:	3 years [UG]
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: Communication Skills: Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups. PO3: 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. PO4: 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. PO5: 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. PO6: Research-related skills: A sense of inquiry and capability for asking relevant/appropriate questions, problem arising, synthesising and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

	PO7: Cooperation/Team work: Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team PO8: 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. PO9: Reflective thinking: Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society. PO10 Information/digital literacy: Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data. PO 11 Self-directed learning: Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion. PO 12 Multicultural competence: Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups. PO 13: Moral and ethical awareness/reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work. PO 14: Leadership readiness/qualities: Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way. PO 15: Lifelong learning: Ability to acquire knowledge and skills, including, learning how to learn, that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.
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Programme Specific Outcome	PSO1: Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different areas of the specific discipline of study. PSO2: Understand, formulate, and develop arguments logically to address issues arising in social sciences, business and other contexts /fields. PSO3: To prepare the students who will demonstrate respectful engagement with other's ideas, behaviours, 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 skills that will facilitate startups and high potential organizations. PSO4: Developing a search framework and presenting their independent ideas effectively. PSO5: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills. PSO6: Enabling a holistic perspective towards the socio-political inequalities and environmental issues.
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Highlights of the Revamped Curriculum

The revamped B.A. English programme is designed with the following highlights:

- The curriculum includes foundational courses designed to bridge the gap between school and college-level studies.
- The programme integrates courses that build professional skills like communication, critical thinking, and specific competencies needed in the workplace.
- The new syllabus encourages students to explore subjects outside of their primary discipline through elective courses from various fields. This interdisciplinary approach provides a holistic education and equips students with a versatile skill set, making them adaptable to different industries.
- The curriculum incorporates hands-on projects, internships, and research opportunities.
- The programme includes courses on value education and environmental studies, which are designed to cultivate well-rounded individuals who are aware of their role in society.
- Digital literacy and competency are ensured using ICT enabled learning environment.

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome / Benefits
I	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.	• Instill confidence among students • Create interest for the subject
I, II, III, IV	Skill Enhancement Course (Discipline-centric / Generic / Entrepreneurial)	• Industry ready graduates • Skilled human resources • Students are equipped with essential skills to make them employable • Training on language and communication skills enable the students to gain knowledge and exposure in the competitive world. • Inculcating Indian Knowledge System to gain insight into ancient wisdom.
III	Elective course	• Strengthening the domain knowledge • Introducing the stakeholders to the State-of Art techniques that are multi-disciplinary, cross-disciplinary and interdisciplinary. • Emerging topics in higher education/ industry/ communication network / health sector, etc., are introduced with hands-on-training.
IV	Elective course	• Exposure to industry moulds students into solution providers • Generates Industry ready graduates • Employment opportunities enhanced
V	Elective course	• Self-learning is enhanced Application of the concept to a real situation is conceived resulting in a tangible outcome
VI	Elective course	• Enriches the study beyond the course. • Developing a research framework and presenting their independent and intellectual ideas effectively.

Extra Credits: For Advanced Learners	• To cater to the needs of peer learners / research aspirants.
Skills acquired from the Courses	• Knowledge, Problem Solving, ability, Professional Competency, Professional Communication and Transferable Skill.

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	6	4	3	25
Total	23	23	23	25	26	21	141

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

Total Credits: 141

EXTRA CREDITS FOR EXTRA SKILLS

Total Extra Credits -28 (20% of the total credits)

B.A. English
CURRICULUM DESIGN AND SCHEME OF EXAMINATION
(APPLICABLE TO STUDENTS ADMITTED DURING THE ACADEMIC
(YEAR 2026-27)

SEMESTER-I

Part	Course Code	Course Title	Course Type	Hrs. / Week L/T/P	Credits	CIA	ESE	TOTAL
I	26ULTC1/ 26ULHC1/ 26ULSC1	Tamil/Hindi/ Sanskrit –I	Language	6	3	30	70	100
II	26ULEC1	English – I	English	6	3	30	70	100
III	26UENCC1	Introduction to Literature	Core Course	5	5	30	70	100
	26UENCC2	Indian Writing in English	Core Course	5	5	30	70	100
	26UENDSEC1	Social History of England- I	Discipline Specific	4	3	30	70	100
IV	26UENSEC1	English and Communication	Skill Enhancement Course-NME I	2	2	30	70	100
	26UENSEFC	Public Speaking Skills	Foundation Course	2	2	30	70	100
Total				30	23			
*Extra Skills (Out of College Hours)						*Credits	*Marks	
Articulation and Idea Fixation						-	-	
Physical Fitness Practice						-	-	
Society Connect Activity						-	-	

***Extra credits are given for extra skills and courses qualified in MOOC / NPTEL**

PEDAGOGICAL APPROACHES

TEACHING LEARNING STRATEGIES

- a) Chalk and talk
- b) Group -Learning and Teaching
- c) Individual Learning /Self-Study
- d) Game Based Learning
- e) Technology-Based Learning
- f) Peer Teaching
- g) Learning Through Problem-solving
- h) Project-Based Learning

METHODS OF EVALUATION AND ASSESSMENT

Methods of Evaluation-Theory		
Internal Evaluation	Continuous Internal Assessment Test	30 Marks
	Assessment Components	
	Model Examination and Attendance	
External Evaluation	End Semester Examination	70 Marks
	Total	100 Marks
REVISED BLOOMS LEVEL		
BL1	Exhibits memory of previously learned material by recalling fundamental facts, terms, basic concepts and answers about the selection.	
BL2	Demonstrate understanding of parts and idea-free organising, comparing, translating, interpreting, giving descriptors and stating main ideas.	
BL3	Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in different or new ways.	
BL4	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	
BL5	Present and depend o n opinion by making judgement about information, validity of ideas or quality of work based on a set of criteria.	
BL6	Compile information together into a different way by combining elements in a new pattern or proposing alternative solutions.	

Evaluation Pattern

An academic year is divided into two semesters. The first semester is from June/July to November/December and the second semester is from November/December to April/May. A semester consists of 90 working days.

Evaluation consists of both Continuous Internal Assessment (CIA) and End Semester Examinations (ESE). The entire Undergraduate and Postgraduate Programmes offered by our college have various assessments for continuous internal evaluation. Relevant types of internal assessment are developed suiting the needs and requirements of each specific course. The various assessment components are quiz, snap test, viva-voce, seminar, listening comprehension, reading comprehension, problem solving, map reading, group discussion, panel discussion, assignment, field visit, poster presentation, open book test, writing composition, case study, online test, Book Review, Projects etc.

The CIA marks are read out and signed by the students in the respective classes on the day specified in the calendar. CIA is mandatory for all the students.

Internal Assessment Modes (Theory Course)

Any six of the assessment components	15 marks
Cycle Test(2)	5 marks
Model Examination	5 marks
Attendance	5 marks
Total	30 marks

Society Connect Project (UG & PG)

Project Assessment	10 marks
Presentation and feedback from the society	10 marks
Participation in discussion	10 marks
Total	30 marks

Internal Assessment Modes (Project)

Project Assessment	15 marks
Participation in discussion	10 marks
Presentation	5 marks
Total	30 marks

PASSING MINIMUM

The candidate shall be declared to have passed the examination if the candidates secure not less than 28 marks out of 70 marks in the semester examination in each theory course and in total (CIA mark + Theory ESE) not less than 40 marks.

Theory Course (Revised Bloom's Taxonomy)

Question Paper Model for UG

Intended Learning Skills	Maximum 70 marks Passing Minimum :40% Duration: Three hours
Memory Recall/ Example/ Counter Example/Knowledge about the Concept/ Understanding	Part- A ($20 \times 1 = 20$ marks) Answer ALL questions Each question carries 1 mark
	Four questions from each UNIT
	Question no.1 to Questions 20
Description/Application (problem)	Part- B ($5 \times 4 = 20$ marks) Answer ALL questions Each question carries 4 marks
	Either-or-Type Both parts of each question from the same Unit
	Questions 21(a) or 21 (b) to Questions 25(a) to 25(b)
Analysis/ Create/Evaluation	Part- C ($3 \times 10 = 30$ marks) Answer ANY THREE questions Each question carries 10 marks
	There shall be FIVE questions covering all the five units
	Question no.26 to Question 30

Each question should carry course outcomes and cognitive level

For instance:

1. [CO1 : BL₂] Question xxxx
2. [CO3 : BL₁] Question xxxx

Semester Wise Index

Semester	Course	Course Code	Page No
I	Introduction to Literature	26UENCC1	17
I	Indian Writing in English	26UENCC2	21
I	Social History of England- I	26UENDSEC1	24
I	English and Communication	26UENSEC1	27
I	Public Speaking Skills	26UENSEFC	30

Course Title	INTRODUCTION TO LITERATURE		
Course Type	Core -I	Course Code	26UENCC1
Year	I B.A	Semester	I
Credits	5	Hours/ Week	5

Learning Objectives

LO1	To introduce the different forms of literature
LO2	To provide learners with the background knowledge of literature
LO3	To enable learners to understand the different genres of writing
LO4	To examine the various themes and methodologies present in literature
LO5	To develop 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

Romantic Period

Jane Austen as a Novelist

No. of Hours: 15

Jane Austen – *Pride & Prejudice*

Effective prompts to analyse *Pride and Prejudice* through AI

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/
Reference 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 Literature English, 4 th Ed, Everyday Education, LLC, January 2021.
4.	Selvalakshmi A . AI -Powered Education. New Century Book House(P) Ltd., Chennai,2026.
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
3	https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale
4	https://www.poetryfoundation.org/poems/44299/elegy-written-in-a- country- churchyard
5	https://www.bl.uk
6	https://litlab.stanford.edu
7	https://poe.com
8	AI tools : ChatGPT, Gemini, Claude

Course Outcomes (CO): On completion of this course, students will be able to:

CO Number	Course Outcome Statement	Knowledge Level
CO1	Explain the forms and features of poetry and prose.	K1
CO2	Interpret themes and poetic devices in selected English poems.	K2
CO3	Apply critical reading to analyse selected prose texts.	K3
CO4	Analyze themes and characterization in Shakespearean adaptations.	K4
CO5	Evaluate Romantic literary ideals and create AI-assisted literary interpretations.	K5 / K6

Mapping with Programme Outcomes:

COs/ POs	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 /PSO	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 PSOs	3.0	3.0	3.0	3.0	3.0

Course Title	INDIAN WRITING IN ENGLISH		
Course Type	Core -II	Course Code	26UENCC2
Year	I B.A	Semester	I
Credits	5	Hours/ Week	5

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, constructions of nation, (Post) national and gender politics, cross-cultural transformations.
- LO3 To create literary sensibility and critical response to the literary texts written in English
- LO4 To closely examine the various themes and methodologies existing in Indian Writing in English.
- LO5 To help learners apply the ideas encapsulated in Indian 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” (Page 123-24)

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

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.	Dhananjay Kanse. Modern Indian Writing in English: Translation. A Multilingual Anthology (World view critical editions) Jan2016.
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

Course Outcomes (CO): On completion of this course, students will be able to

CO Number	Course Outcome Statement	Knowledge Level
CO1	Explain the evolution and characteristics of Indian Writing in English through foundational literary perspectives.	K1
CO2	Interpret poetic themes and apply literary appreciation to selected Indian English poems.	K2
CO3	Apply philosophical and nationalist ideas reflected in selected Indian English prose writings.	K3
CO4	Analyze narrative techniques and human values portrayed in selected Indian English short stories.	K4
CO5	Evaluate and design research-based interpretations of Indian Society through critical study of Indian English Fiction	K5/K6

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 PSOs	3.0	3.0	3.0	2.8	3.0

Course Title	ELECTIVE I - SOCIAL HISTORY OF ENGLAND – I		
Course Type	Elective I – Discipline Specific	Course Code	26UENDSEC1
Year	I B.A	Semester	I
Credits	3	Hours/ Week	4

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–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

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 nd ed
Web Resources	
1.	https://www.literpretation.com/post/social-history-of-enland-6# :
2.	https://gacbe.ac.insematerial

CO Number	Course Outcome Statement	Knowledge Level
CO1	Describe the major landmarks that shaped early English history and medieval society.	K1
CO2	Explain the impact of the Renaissance and Reformation on English religious and cultural transformation.	K2
CO3	Analyze the influence of colonial expansion on the political and cultural development of England.	K4
CO4	Evaluate the evolution of political parties and their contribution to parliamentary democracy in England.	K5
CO5	Design a critical presentation on Queen Anne's Age and London's coffeehouse culture.	K5/K6

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/PSO	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 PSOs	3.0	3.0	3.0	2.8	3.0

Course Title	ENGLISH AND COMMUNICATION		
Course Type	Skill Enhancement Course NME I	Course Code	26UENSEC1
Year	I B.A	Semester	I
Credits	2	Hours/ Week	2

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–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

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>Subject: ENGLISH COMMUNICATION SKILLS(THEORY goigalajijuna-Academia.edu</i>

CO Number	Course Outcome Statement	Knowledge Level
CO1	Define and explain fundamental grammar rules to produce accurate and effective written communication.	K1/K2
CO2	Apply appropriate verbal and non-verbal greeting etiquette in formal and informal situations.	K3
CO3	Analyze and prepare structured meeting documents using agenda and minutes effectively.	K4
CO4	Evaluate and compose professional letters, emails, and reports for effective workplace communication.	K5
CO5	Design professional career documents and deliver confident presentations for interview success.	K5/K6

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/PSO	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 PSOs	3.0	3.0	3.0	2.8	3.0

Course Title	PUBLIC SPEAKING SKILLS		
Course Type	Skill Enhancement (Foundation Course)	Course Code	26UENSEFC
Year	I B.A	Semester	I
Credits	2	Hours/ Week	2

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-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.

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). <i>Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology</i> , 37, 715-727.	
Web Resources		
1.	Learning Outcomes Public Speaking(lumenlearning.com) lu03_public_speaking.pdf(indianhills.edu)	

CO Number	Course Outcome Statement	Knowledge Level
CO1	Identify and explain the definition, need, and significance of public speaking in diverse communication contexts.	K1/K2
CO2	Demonstrate appropriate public speaking types for different audiences and communication purposes.	K3
CO3	Analyze and apply effective public speaking techniques to enhance speech delivery and audience engagement.	K4
CO4	Evaluate public speaking methods to justify effective communication strategies in varied situations.	K5
CO5	Design and deliver an effective public speech on a selected topic with confidence.	K5/K6

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/PSO	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 PSOs	3.0	3.0	3.0	2.8	3.0