

**LOGANATHA NARAYANASAMY GOVERNMENT
COLLEGE (AUTONOMOUS),
PONNERI – 601 204**

**B.A
ENGLISH**



SYLLABUS

**FROM THE ACADEMIC YEAR 2023 –
2024**



**LOGANATHA NARAYANASAMY
GOVERNMENT COLLEGE (AUTONOMOUS),
PONNERI – 601 204.**

POST GRADUATE DEPARTMENT OF ENGLISH BOARD OF STUDIES

Date: 04.09.2023

Venue: Department of English

Board of Studies for English was convened in the Department of English on 04th September, 2023 at 01.00 pm.

Minutes of the Meeting

1. The syllabus has been framed in accordance with the Guidelines of TANSCHES syllabus to keep abreast of the literary and linguistic needs.
2. All the papers (Major and Electives) of UG have two evaluating components namely CIA (Continuous Internal Assessment) and Semester Examinations.
3. For internship, UG students are advised to submit project report on the area of their interest.
4. The question patterns for all the papers have been included.
5. The enclosed syllabi have been approved for implementation from the academic year 2023 – 2024.
6. The Chairman of the English Board is entrusted to arrange the Board of Studies Meeting as and when required.

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Introduction

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

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

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

Under Graduate Programme

Programme Outcomes:

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

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

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

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

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

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

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

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

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

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

Highlights of the Revamped Curriculum:

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

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome/ Benefits
I	<p>Foundation Course</p> <p>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</p> <p>Gives rise to a new perspective.</p>	<ul style="list-style-type: none"> ➤ Instill confidence among students ➤ Create interest for the subject
I,II,III,IV	<p>Skill Enhancement papers (Discipline centric /Generic/Entrepreneurial)</p>	<ul style="list-style-type: none"> ➤ Industry ready graduates ➤ Skilled human resource ➤ Students are equipped with essential skills to Make them employable ➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world. ➤ Discipline centric skill will improve the Technical knowhow of solving real life problems.
III,IV,V& VI	<p>Elective papers</p>	<ul style="list-style-type: none"> ➤ Strengthening the domain knowledge ➤ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and interdisciplinary nature ➤ Emerging topics in higher education/industry/communication network/health sector etc. are introduced with hands-on-training.
IV	<p>Elective Papers</p>	<ul style="list-style-type: none"> ➤ Exposure to industry moulds students into solution providers ➤ Generates Industry ready graduates ➤ Employment opportunities enhanced
V Semester	<p>Elective papers</p>	<ul style="list-style-type: none"> ➤ Self-learning is enhanced ➤ Application of the concept to real situation is conceived resulting in tangible outcome
VI Semester	<p>Elective papers</p>	<ul style="list-style-type: none"> ➤ Enriches the study beyond the course. ➤ Developing a research framework and Presenting their independent and intellectual ideas effectively.

Extra Credits: For Advanced Learners/Honors degree	➤	To cater to the needs of peer learners/research Aspirants
Skills acquired from the Courses	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill	

Credit Distribution for BA Programme

Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H
Part 1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	5.1 Core Course –\CC IX	4	5	6.1 Core Course – CC XIII	4	6
Part.2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	5.2 Core Course – CC X	4	5	6.2 Core Course – CC XIV	4	5
1.3 Core Course – CC I	5	5	2..3 Core Course – CC III	5	5	3.3 Core Course – CC V	5	5	4.3 Core Course – CC VII Core Industry Module	5	5	5. 3.Core Course CC - XI	4	4	6.3 Core Course – CC XV	4	5
1.4 Core Course – CC II	5	5	2.4 Core Course – CC IV	5	5	3.4 Core Course – CC VI	5	5	4.4 Core Course – CC VIII	5	5	5. 4.Core Course –/ Project with viva-voce CC -XII	4	4	6.4 Elective -VII Generic/ Discipline Specific	3	5
1.5 Elective I Generic/ Discipline Specific	3	4	2.5 Elective II Generic/ Discipline Specific	3	4	3.5 Elective III Generic/ Discipline Specific	3	4	4.5 Elective IV Generic/ Discipline Specific	3	3	5.5 Elective V Generic/ Discipline Specific	3	4	6.5 Elective VIII Generic/ Discipline Specific	3	5
1.6 Skill Enhancement Course SEC-1	2	2	2.6 Skill Enhancement Course SEC-2	2	2	3.6 Skill Enhancement Course SEC-3, (Entrepreneurial Skill)	1	1	4.6 Skill Enhancement Course SEC-5	2	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement - (Foundation Course)	2	2		2	2	3.7 Skill Enhancement Course SEC-4	2	2	4.7	2	2	5.7 Value Education	2	2	6.7 Professional Competency Skill -7	2	2
												Skill Enhancement Course – SEC-6	2	2	Skill Enhancement Course SEC-8	2	2
						3.8 E.V.S.	-	1	4.8 E.V.S	2	1	5.8 Summer Internship /Industrial Training	2				
	23	30		21	30		19	30		25	30		28	30		23	30

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

First Year – Semester-I

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

Semester-II

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	15	16
Part-4	Skill Enhancement Course -SEC-2	2	2
		23	30

Second Year – Semester-III

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

Semester-IV

Part	List of Courses	Credit	No. of Hours
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses	15	15
Part-4	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific)	2	2
	E.V.S	2	1
		25	30

**Third Year
Semester-V**

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective Based	20	24
Part-4	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	2
	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
		26	30

Semester-VI

Part	List of Courses	Credit	No. of Hours
Part-3	Core Courses including Project / Elective Based	16	26
Part-4	Extension Activity	1	-
	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)	2	2
	Professional Competency Skill- SEC-8	2	2
		21	30

Consolidated Semester wise and Component wise Credit distribution

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	15	13	15	20	16	92
Part IV	4	2	3	4	6	5	24
Total	23	23	22	25	26	21	140

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

5. Illustration for B.A. English Curriculum Design

**I-YEAR
FIRST SEMESTER**

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

SECOND SEMESTER

Sl. No	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART I	LANGUAGE	3	3			3	6	25	75	100
2	PART II	ENGLISH	3	3			3	6	25	75	100
3	PART III CORE3	BRITISH LITERATURE-I	3	2			5	6	25	75	100
4	PART III CORE4	AMERICAN LITERATURE	3	2			5	5	25	75	100
5	PART III ELECTIVE II	SOCIAL HISTORY OF ENGLAND II	2	2			3	5	25	75	100
6	PART IV	SEC- 2- PUBLIC SPEAKING / NAAN MUDHALVAN COURSE	1	1			2	2	25	75	100
TOTAL							21	30			

**II YEAR
THIRD SEMESTER**

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART I	LANGUAGE	3	3			3	6	25	75	100
2	PART II	ENGLISH	3	3			3	6	25	75	100
3	PART III CORE 5	BRITISH LITERATURE-II	3	2			5	5	25	75	100
4	PART III CORE 6	CHILDREN'S LITERATURE	3	2			5	5	25	75	100
5	PART III ELECTIVE III	HISTORY OF ENGLISH LITERATURE I	2	2			3	4	25	75	100
6	PART IV	SEC 3- DIGITAL LITERACY AND CONCEPTS/ NAAN MUDHALVAN COURSE	1	0			1	1	25	75	100
		SEC-4- ENTREPRENEURIAL SKILL	1	1			2	2	25	75	100
		EVS	1	0				1	25	75	100
TOTAL							22	30			

FOURTH SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours/ Week	Marks		
			L	T	P	S			CI A	ES E	Total
1	PART I	LANGUAGE	3	3			3	6	25	75	100
2	PART II	ENGLISH	3	3			3	6	25	75	100
3	PART III CORE 7	WORLD LITERATURE IN TRANSLATION	3	2			5	5	25	75	100
4	PART III CORE 8	LANGUAGE AND LINGUISTICS	3	2			6	6	25	75	100
5	PART III ELECTIVE IV	HISTORY OF ENGLISH LITERATURE II	2	2			4	4	25	75	100
6	PART IV	SEC-5 INTERVIEW SKILL/ NAAN MUDHALVAN COURSE	1	1			2	2	25	75	100
		EVS									
TOTAL			1	0			23	1	25	75	100
							25	30			

**III YEAR
FIFTH SEMESTER**

Sl.NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART III CORE 9	WOMEN'S WRITING	3	2			4	4	25	75	100
2	PART III CORE 10	INTRODUCTION TO FOLK LITERATURE	3	2			3	4	25	75	100
3	PART III CORE 11	INDIAN WRITING IN TRANSLATION	3	2			4	5	25	75	100
4	PART III CORE 12	PROJECT/ MYTH AND LITERATURE	3	2			3	5	25	75	100
5	PART III ELECTIVE V	LITERARY FORMS	2	2			3	4	25	75	100
6	PART III NON-ELECTIVE VI	LITERATURE AND ENVIRONMENT	2	2			3	4	25	75	100
7	PART IV	VALUE EDUCATION	1	1			2	2	25	75	100
		SEC-6 ENGLISH FOR CAREERS/ NAAN MUDHALVAN COURSE	1	1			2	2	25	75	100
		SUMMER INTERNSHIP/INDUSTRIAL TRAINING	-	-	2		2				
TOTAL							26	30			

SIXTH SEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	Total Contact Hours /Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PART III CORE 13	LITERARY CRITICISM	3	3			3	5	25	75	100
2	PART III CORE 14	NEW LITERATURES IN ENGLISH	3	3			3	5	25	75	100
3	PART III CORE 15	SHAKESPEARE	3	3			4	6	25	75	100
4	PART III ELECTIVE VII	ENGLISH LANGUAGE TEACHING	3	2			3	5	25	75	100
5	PART III ELECTIVE VIII	JOURNALISM AND MASS COMMUNICATION	3	2			3	5	25	75	100
6	PART IV	EXTENSION ACTIVITY	-	-			1	2	25	75	100
		SEC-7 ENGLISH FOR BUSINESS / NAAN MUDHALVAN COURSE	1	1			2	2	25	75	100
		SEC-8 PROFESSIONAL COMPETENCY SKILL – ENGLISH FOR COMPETITIVE	1	1			2	2			

		EXAMINATIONS								
		TOTAL				21	30			

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

7A-MandatoryCoreAreasforB.AProgramme

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

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

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

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

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

D. (SKILL ENHANCEMENT COURSES)

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

B.A. ENGLISH
Core Component Model Syllabus

FIRST YEAR - SEMESTER I
CORE I – INTRODUCTION TO LITERATURE

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

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 forms present in literature
LO5	To create the ability of critically examining a text

Details

UNIT	
I	Introduction:Poetry-Differentformsofpoetry-Sonnet,Ode,Elegy,Prose-ShortStory,Novel,
II	William Shakespeare - <i>Sonnet 18</i> , John Milton – When I Consider How my light is spent William Wordsworth - Daffodils. John Keats – Ode to Nightingale
III	Francis Bacon – Of Studies Stephen Leacock – The Financial Expert Jerome K Jerome – Uncle Podger hangs a picture
IV	J.M. Barrie - The Admirable Crichton
V	Jane Austen – Pride & Prejudice

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Appreciate and analyse and the basic elements of poetry	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 skill fully with in a team, respect coworkers, delegate work and contribute to a group project.	PO3,PO8

Text Books (Latest Editions)

1.	An Introduction to the study of English Literature .W.H.Hudson.
2.	Cecil, David. ‘The Poetry of Thomas Gray’. Proceedings of the British Academy. London: 1954.
3.	Jane Austen – Pride & Prejudice
4.	https://www.bartleby.com/lit-hub/tales-from-shakespeare/twelfth-night-or-what-you-will/

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 Literatire English, 4 th Ed, Everyday Education, LLC, January 2021.
Web Resources	
1.	https://www.routledge.com/An-Introduction-to-Poetic-Forms/Gill/p/book/9781032154015
2.	https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
Learning Objectives										
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.									
LO2	To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, 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	Details									
I	Introduction from K.R.Srinivasa Iyengar and C.D.Narasimaiah									
II	Rabindranath Tagore – Paper Boat Sarojini Naidu – The Village Song Toru Dutt – The Lotus AK Ramanujam – Still another View of Grace R Parthasarathy – River Once									
III	Mahatma Gandhi – <i>Steal and Atonement</i> M.K. Gandhi – --Autobiography- Inspection Episode- Examination- from Part I Childhood Vivekananda – Address at the final session (Complete works Vol I, Chapter I)									
IV	Ruskin Bond – The Eyes are not Here KA Abbas – Sparrows									
V	RK Narayan – The Man-eater of Malgudi									
Course Out comes										
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	<i>Gandhi, Mahatma, 1869-1948. The Collected Works of Mahatma Gandhi. New Delhi :Publications Division, Ministry of Information and Broadcasting, Govt. of India, 20002001.</i>
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Indian Poetry in English Ed.by Makarand Paranjape
2.	Contemporary Indian Poetry in English Ed. By Saleem Peeradina
3.	Dhananjay Kanse. Modern Indian Writing in English: Translation. A Multilingual Anthology (Worldview critical editions) Jan 2016.
4.	Dr.A.K.Sharma: Fiction and Indian Writing in English
Web Resources	
1.	Poems https://www.poemhunter.com/a-k-ramanujan/poems
2.	https://www.poetrybyheart.org.uk/poems/paper-boats
3.	https://allpoetry.com/Village-Song

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	ELECTIVE	Y	Y	-	-	3	4	25	75	100

Learning Objectives

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

Details

UNIT	
I	Landmarks in Early English History The Norman Conquest – Feudal System – Crusades – Magna Carta – Hundred Years War – 1348 – Black Death – 1381- Peasants Revolt – Lollards Movement – Wars of Roses
II	The Renaissance The Reformation The Dissolution of the Monasteries
III	Colonial Expansion The Tudor Navy and The Armada The Elizabethan Age & Theatre
IV	The Origin and Growth of Political Parties in England
V	Age of Queen Anne Coffee House Life in London.

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Gain knowledge of various features of social and political history of England	PO1
CO2	Awareness of the relation between socio- religious events and socio- political works	PO1,PO2
CO3	Compare history with Literature	PO4,PO6
CO4	Enable to assess the emergence, reasons, development and the impact of social movements	PO4,PO5,PO6
CO5	Assess the overall emergence of English society as a nation.	PO3,PO8

Text Books (Latest Editions)

1.	Asa Briggs - Social History of England
	Louise Creighton – Social History of England

2.	
3.	G.M. Trevelyan: Social History of England
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Julia Crick and Elisabeth V an Houts Ed. - Social History of England (900-1200)
2.	Keith Wrightson - Social History of England (1500-1750)
3.	Francois Bedarida: A Social History of England 1851-1990, 2 nd ed
Web Resources	
1.	https://www.literpretation.com/post/social-history-of-enland-6# :
2.	https://gacbe.ac.insematerial

Mapping with Programme Outcomes:

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

TOTAL 11.8
MEAN T/5 : 2.36

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

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

ENGLISHAND COMMUNICATION (SEC- I)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	SEC	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To provide the students with an ability to build and enrich their communication skills.									
LO2	To enable the learners to demonstrate effective communication skills - listening, speaking, reading and writing									
LO3	To help them think and write imaginatively and critically									
LO4	To equip students to build self- confidence with a focus on self- presentation									
LO5	To facilitate the learners to learn personal and professional development									
Details										
UNIT										
I	Grammar, Articles, Parts of Speech, Tenses, Active Passive Voice Punctuation, Capitalization, Contractions and Collocations Proof Reading									
II	Verbal & Non Verbal, Greetings, Formal & Informal									
III	Message Writing, Agenda, Minutes									
IV	Letters – Formal & Informal, Email, Report writing									
V	Interview , Presentation Skills, Resume									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Identify the basic principles of communication								PO1	
CO2	Analyze the various types of communication								PO1,PO2	
CO3	Makeuseoftheessentialprinciplesof communication								PO4,PO6	
CO4	Identify the prominent methods and models of Communication.								PO4,PO5, PO6	
CO5	Learn about the four skills of language and get familiarized with them.								PO3,PO8	
Text Books(Latest Editions)										
1.	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.									
2.	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.									
3.	Understanding Body Language by Alan Pease.									
Reference Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.									
Web Resources										

1.	<i>(1)Subject: ENGLISH COMMUNICATION SKILLS (THEORY) goigalajjuna-Academia.edu</i>
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Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

**BRIDGE COURSE:
FUNDAMENTAL FRAMEWORK FOR READING ENGLISH
LITERATURE**

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

Learning Objectives		
LO1	To enable students to gain knowledge about Literature's relevance in Contemporary times.	
LO2	To provide a basic understanding of genres.	
LO3	To help students to convey creative and literary ideas effectively.	
LO4	To help develop the ability to practically appreciate literary pieces.	
LO5	To introduce students to world renowned writers across genres.	
UNITS	TOPICS	
I	Literature and Humanities – Understanding Literature and its relevance to life, Intersections with other disciplines	
II	Empathy and Ethics, Diversity, and Inclusivity – Writings across genres, gender, culture, community, boundaries and binaries.	
III	The Way with Words – Mastering Literary vocabulary – choosing the right words to convey ideas effectively, What to Read and How to Write	
IV	Basic Structure of a Genre – Reading and appreciation of a poem, a play, a short story, an essay	
V	The Notables – Nobel Laureates, Award winning Writers – An overview from classical to contemporary literary icons.	
Course Outcomes		
Course Outcomes	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
Any suitable, relevant sample writing can be chosen by the instructor for explaining each unit.		

References Books
(Latest editions, and the style as given below must be strictly adhered to)
1. Cholij, Mark, and Geetha Nagaraj. English Basics: A Companion to Grammar and Writing. Cambridge University Press, 2004.
2. Seth, Nidhi. Teaching Diversity Through Literature. Drizzle Publications, 2023.
Web Resources
1. https://archive.nptel.ac.in/courses/109/106/109106189/
2. https://www.preservearticles.com/essay/literature-and-life/3204
3. https://assignmentpoint.com/literature-in-life/
4. https://assignmentpoint.com/literature-in-life/
5. https://thoughtcatalog.com/angelo-lorenzo/2014/03/literature-is-powerful-literature-defines-humanity/
6. https://vimeo.com/552207344
7. https://lithub.com/teaching-literature-means-teaching-empathy
8. https://hbr.org/2020/03/the-case-for-reading-fiction
9. https://sites.bu.edu/summerliteracyinstitute/files/2015/05/YokotaJ-Learning-Through-Literature.pdf
10. https://libguides.williams.edu/literature-review/reading-the-literature
11. https://www.allearsenglish.com/improve-vocabulary-reading-books/
12. https://pressbooks.online.ucf.edu/strategies/chapter/reading-literary-works/
13. https://study.com/academy/topic/wi-foundations-of-reading-understanding-literary-texts.html
14. https://www.youtube.com/watch?v=ZH9e8pbg4gM&t=25s
15. https://www.masterclass.com/articles/how-to-analyze-poetry
16. https://brightspotcdn.byu.edu/f4/79/370b56414052ba04fcbd25f6335b/reading-short-story.pdf
17. https://auralcrave.com/en/2021/10/22/how-to-read-and-understand-classic-literature/
18. https://vimeo.com/552207344
19. https://nosweatshakespeare.com/literature/30-greatest-writers/
20. https://www.ranker.com/list/best-writers-of-all-time/ranker-books
21. https://www.gnomebookwriting.com/blog/top-most-famous-living-authors/

CORE III – BRITISH LITERATURE-I

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

Learning Objectives

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

Details

UNIT	
I	Thomas Gray – Elegy Written in a Country Churchyard Alexander Pope – On Solitude Robert Burns – A Red, Red Rose John Donne – Canonization
II	Charles Lamb – Dissertation upon a Roast Pig Oliver Goldsmith – A City Night- Piece Sir Richard Steele – The Spectator Club Joseph Addison – Sir Roger at Theatre
III	Ben Jonson – Volpone, The Fox
IV	Christopher Marlowe – Dr. Faustus
V	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 back drop 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.
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2.	The Spectator Club – Critical Appreciation by Richard Steele
3.	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOKONDEMAND LTD, 2021.
Reference 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.	Ranger, Paul, “Technical Features.” By Oliver pp51-58., http://doi.org/10.1007/978-1-349-07664-2_5 .

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

FIRST YEAR - SEMESTER II
CORE IV - AMERICAN LITERATURE

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

Learning Objectives

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

Details

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

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Analyze and discuss works of American literature from 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 to 1865.	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 th Century – Ed. Fisher Samuelson and Reninger Baid
2.	A Brief History of American Literature by Richard Gray
3.	Tennessee Williams: The Glass Menagerie
Reference Books (Latest editions, and the styles given below must be strictly adhered to)	
1.	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.
2.	Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allan Poe</i> . Sterling Pub. Co., 1995.
Web Resources	
1.	https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams
2.	https://www.poetryfoundation.org/poems/48860/the-raven

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

FIRST YEAR - SEMESTER II
ME 2– SOCIAL HISTORY OF ENGLAND-II (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	3	4	25	75	100
Learning Objectives										
LO1	Define the social history of England in a political perspective.									
LO2	Interpret literary and cultural texts of historical, geographical, and cultural contexts. Explain socio-political history with literary and cultural texts									
LO3	Identify main trends in the social history of England and their influence on literature									
LO4	Analyze the critical ideas, values and themes that appear in literary and cultural texts of various genres									
LO5	To critically analyze the influence of history and cultural diversity on literature and language.									
UNIT	Details									
I	The union of England and Scotland The Agrarian Revolution The Industrial Revolution									
II	The Methodist movement Other Humanitarian Movements									
III	The American War of Independence England and Ireland French Revolution & Effects of the French Revolution									
IV	The Reform Bills The Victorian Age									
V	Development of Education in the Victorian England Means of transport and Communication World Wars I & II									
Course Outcomes`										
Course Outcomes	On completion of this course, students will;									
CO1	Recognize the milestones of British History from 18 th 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 - Social History of England
2.	Louise Creighton – Social History of England
3.	G.M. Trevelyan: Social History of England
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Julia Crick and Elisabeth Van Houts Ed. - Social History of England (900-1200)
2.	Keith Wrightson - Social History of England (1500-1750)
3.	Francois Bedarida: A Social History of England 1851-1990, 2 nd ed
Web Resources	
1.	https://archive.org/stream/draketudornavywi02corbuoft/draketudornavywi02corbuoft_djvu.t https://archive.org/details/clublifeoflondon02timbuoft https://www.britannica.com/biography/Anne-queen-of-Great-Britain-and-Ireland

Mapping with Programme Outcomes:

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

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

Mapping with Programme Specific Outcomes:

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To help students understand the goals and benefits of public speaking									
LO2	To help them recognize communication apprehension and guide them on how to reduce it									
LO3	To familiarize them on how public speaking can be used to advocate or create change									
LO4	To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric									
LO5	To help them think and speak imaginatively and critically									
UNIT	Details									
I	Definition , Need And Significance of Public Speaking									
II	Elements of Public Speaking Types of Public Speaking(Ceremonial, Demonstrative, Informative and Persuasive)									
III	Techniques for Effective Public Speaking									
IV	Methods of Public Speaking Advantages and Disadvantages of Public Speaking									
V	Students Activity- Choose a topic and speak in front of the Class.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Demonstrate an understanding of the principles of public speaking								PO1	
CO2	Recognize barriers to public speaking and identify how to avoid them								PO1,PO2	
CO3	Understand how to give effective verbal and non verbal feedback								PO4,PO6	
CO4	Learn about planning speech organization for the intended audience								PO4, PO5 ,PO6	
CO5	Practice effective group delivery and speech informal context.								PO3,PO8	
Text Books (Latest Editions)										
1.	Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience -centred approach (6th ed.). New York: Pearson									
2.	Fraleigh, D.M., &Tuman, J.S.(2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins									

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

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

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

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.

Details

UNIT	
I	Alfred Lord Tennyson – Ulysses Robert Browning – My Last Duchess T.S.Eliot – The Waste Land – The Burial of the Dead W.H.Auden – The Unknown Citizen Mathew Arnold – Dover Beach
II	G.K.Chesterton – Piece of Chalk William Hazlitt – Indian Jugglers
III	R.B. Sheridan – The School for Scandal
IV	Thomas Hardy – The Return of the Native
V	James Joyce – The Dead Somerset Maugham – The Verger

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, Internationaler Verlag der Wissenschaften, 2013.
2	The School of Scandal and other plays by R.B. Sheridan
3	The return of the native by Thomas Hardy, New York and London, Harper & Brothers publishers
Reference Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	The Dead, James Joyce – Analysis : www.eng-literature.com
2.	Five Centuries of English Verse William Stebbing
3.	Winged words by David Greens
Web Resources	
1.	https://www.poetryfoundation.org/poems/43768/my-last-duchess
2.	https://fullreads.com/essay/the-indian-jugglers/;
3.	piece-...">https://essays.quotidiana.org>piece-... “A Piece of Chalk by G.K. Chesterton-Quotidiana

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:

O/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

SECOND YEAR - SEMESTER III
CORE VI –CHILDREN’S LITERATURE

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

CO4		PO4,PO5,PO6
CO5	Critically evaluate the different approaches to Children’s Literature in various countries.	PO3,PO8
Text Books (Latest Editions)		
1.	Angelou, Maya, The Complete Poetry. Random House 2015. An Anthology of American Literature	
2.	Understanding Children’s Literature – Peter Hunt, 2 nd 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.	
Reference 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 Ownland Pussy cat; the Duck and the Kangaroo by Edward Lear; with original Illustrations by William Foster – Scholar’s Choice edition	
3.	Hunt, Peter, Defining Children’s Literature	
4.	A critical study of R.K.Narayan’s Swami and friends and the Guide” Ruby Roy	
Web Resources		
1.	https://fdocuments.in/document/childrens-literature-55845ad6244ac.html	
2.	https://www.insaneowl.com/swami-and-friends-by-r-k-narayan-book-summary-and-analysis/	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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