

**GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS)
KUMBAKONAM**

DEPARTMENT OF ENGLISH

B.A., ENGLISH

SYLLABUS

2023-2024

(For the students admitted from the academic year 2023-2024 onwards)

Based on TANSICHE Model Syllabus

GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS) KUMBAKONAM

(Curriculum – B.A, English– 2023 - 2024)

Department :English

Programme Code: UAEL

SEMESTER – I

Part	Course Type	Course Code	Title of the Course	Hrs/Week	Credits	Exam Hrs	CIA
I	LC	U231T1	LANGUAGE - Tamil	6	3	3	25
II	ELC	U231E1	ENGLISH	6	3	3	25
III	CC – I	U23ENC101	INTRODUCTION TO LITERATURE	5	5	3	25
III	CC – II	U23ENC102	INDIAN WRITING IN ENGLISH	5	5	3	25
III	EC - I	U23ENGE1	SOCIAL HISTORY OF ENGLAND	4	3	3	25
IV	NMSEC - 1	U231VE	VALUE EDUCATION	2	2	3	25
IV	FC	U23EN1FC	ENGLISH PRONUNCIATION FOR BEGINNERS	2	2	3	25
Total				30	23		

SEMESTER – II

Part	Course Type	Course Code	Title of the Course	Hrs/Week	Credits	Exam Hrs	CIA
I	LC	U232T2	LANGUAGE - Tamil	6	3	3	25
II	ELC	U232E2	ENGLISH	6	3	3	25
III	CC – III	U23ENC203	BRITISH LITERATURE–I	5	5	3	25
III	CC -IV	U23ENC204	AMERICAN LITERATURE –I	5	5	3	25
III	EC - II	U23ENGE2	HISTORYOF ENGLISH LITERATURE I	4	3	3	25
IV	NMSEC -II	U23EN2SE1	ENGLISH FOR COMMUNICATION	2	2	3	25
IV	SEC -I	U232ES	ENVIRONMENTAL STUDIES	2	2	3	25
Total				30	23		

Under Graduate Programme

Programme Outcomes:

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

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

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

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

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

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

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

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

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

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

FIRST YEAR - SEMESTER I
CORE I – INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23ENC101	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To introduce the different forms of literature									
LO2	To provide learners with the background knowledge of literature									
LO3	To enable learners to understand the different genres of writing									
LO4	To examine the various themes and methodologies present in literature									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	Poetry-Different forms of poetry-Sonnet, Ode, Elegy, Lyric, Ballad. Michael Drayton- <i>The Parting</i> , William Shakespeare- <i>Sonnet 18</i> John Milton- <i>When I Consider How My Light is Spent</i> , William Wordsworth- <i>Daffodils</i> . John Keats- <i>Ode to a Nightingale</i> , Thomas Gray- <i>Elegy Written in a Country Churchyard</i>									
II	Prose Charles Lamb- <i>A Dissertation Upon a Roast Pig</i> , John Ruskin- <i>King's Treasuries</i> , Aldous Huxley- <i>Snobbery</i>									
III	Short Story Saki- <i>The Open Window</i> , Katherine Mansfield- <i>Bliss</i> , Leo Tolstoy- <i>How much Land Does a man Need?</i>									
IV	Novella, Novel Cervantes- <i>Don Quixote-Tilting at the Windmills</i> .(Chapter 8), JeromeK. Jerome- excerpt from- <i>Three Men in a Boat-Packing</i>									
V	Drama-Comedy, Tragedy, Tragi-Comedy William Shakespeare- <i>Desdemona is Smothered</i> (From Othello, Act V Scene ii),Fitz Karinthy- <i>Refund</i>									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.								PO1	
CO2	Gain knowledge of the elements of fiction includingnarrativestructure, character analysisandcomparisonbetweendifferentbut related texts.								PO1,PO2	
CO3	Explore the dramaticstorytellingincludingplaystructure, monologues, dialogue, and scenesetting.								PO4,PO6	
CO4	Use library resources to research and develop arguments about literary works.								PO4,PO5,PO6	
CO5	Work skill fully within a team, respect coworkers, delegate work and contribute to a group project.								PO3,PO8	

TextBooks(LatestEditions)	
1.	BackpackLiterature:AnIntroductionto Fiction,Poetry,Drama,and Writing-X.J.Kennedy,byPearson,2016.
2.	PortableLiterature:Reading,Reacting,Writing-9thedition-LaurieKirszner,byCengageLearning,2016
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmust bstrictlyadheredto)	
1.	HennyHerawati,et al.,IntroductiontoLiterature,SanataDharmaUniversityPress,October2021.
2.	Michael Meyer,D. Quentin Miller,TheCompactBedfordIntroduction toLiteraturewith2021 MLAUpdate,Bedford/St.Martin's, August2021.
3.	JaniceCampbell.,IntroductiontoLiterature:Excellence inLiteratureEnglish1,4thEd, EverydayEducation,LLC,January2021.
4.	SubhenduMund.,TheMakingofIndianEnglishLiterature,Taylor& FrancisLtd.,2021.
5.	AdamsonH.D.LinguisticsandEnglishLiterature:AnIntroduction,Cambridge UniversityPress,2019.
6.	FelicityTitjen,et al. (ed),TeachingEnglishLanguageandLiterature,Taylor&Francis,2020
WebResources	
1.	ASIATIC:IITUMJournalofEnglishLanguage&Literature
2.	TheEnglishHistoricalReview(EHR)

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks
								CIA
U23ENC102	Core	Y	Y	-	-	4	5	25
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 (Post) national and gender politics, cross-cultural transformations.							
LO3	To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.							
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.							
LO5	To help learners apply the ideas encapsulated in Indian Aesthetic to literary texts							
UNIT	Details							
I	Poetry H.L.V. Derozio - 'Freedom to the Slave' 'The Orphan Girl' Kamala Das - 'Introduction' 'My Grandmother's House' Nissim Ezekiel - 'Enterprise' 'The Night of the Scorpion' Robin S. Ngangom - 'The Strange Affair of Robin S. Ngangom' 'A Poem for Mother'							
II	Prose Abdul Kalam- The Dream and the Message (from Ignited Minds) Swami Vivekananda- The Secret of Work							
III	Short Story Mulk Raj Anand 'Two Lady Rams' Salman Rushdie 'The Free Radio' Rohinton Mistry 'Swimming Lesson' Shashi Deshpande 'The Intrusion'							
IV	Fiction R. K. Narayan- The Man Eater of Malgudi							
V	Drama Nissim Ezekiel - Nalini :A Comedy in Three Acts Girish Karnad- Nagamandala							
Course Outcomes								
Course Outcomes		On completion of this course, students will;						
CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present						PO1	

CO2	Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism	PO1, PO2
CO3	Understand 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

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
SOCIAL HISTORY OF ENGLAND

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23ENGE1	Allied	Y	Y	-	-	4	5	25	75	100

Learning Objectives

LO1	To provide the students with a basic knowledge of the political and social history of England with reference to important incidents and movements in English history
LO2	To help students to understand the social and literary history of England from the Middle Age to the 20 th century.
LO3	To make learners aware of the relation socio-political and socio-religious events and literary works
LO4	To enable the students to analyze the chronicles of England and to be cognizant with their evolution
LO5	To make the students gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

UNIT

Details

I	Tudor England- The Renaissance & the Reformation Age of Stuarts- The Civil War, Puritanism
II	Restoration England The Age of Queen Anne The Agrarian Revolution
III	The Industrial Revolution The Effect of French Revolution The War of American Independence
IV	Methodist Movement, Humanitarian Movements, the Reform Bills
V	Victorian Age Twentieth Century England

Text:

Xavier.A.G., An Introduction to the Social History of England.Chennai: S.V.Publishers,2009.

Course Outcomes	On completion of this course, students will,	
CO1	Analyze the chronicles of England and to be cognizant with their evolution	PO1
CO2	Describe the social, economic and political background of England.	PO1,PO2
CO3	Interpret how the works of writer were influenced by their times living.	PO4,PO6
CO4	Aware of the relation socio-political and socio-religious events and literary works.	PO4,PO5,PO6
CO5	Gain historical perspective by placing their growing knowledge into different contexts	PO3,PO8

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

FIRST YEAR - SEMESTER I
FOUNDATION COURSE–ENGLISH PRONUNCIATION FOR BEGINNERS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23EN1FC	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To make the students be aware of the sound systems in English and enable them to utter speech with correct pronunciation.									
LO2	To make the students understand the system of sound and combinations in English(Phonology),									
LO3	To make the students understand how sounds are produced, how they are transmitted and how they are perceived (Phonetics),									
LO4	To enable the students distinguish Phonemes and allophones, and to know the different types of stress in English.									
LO5	To help the students develop the ability to identify and produce English key sounds as well as its basic rhythm, stress and intonation patterns in context									
UNIT	Details									
I	The Organs of Speech									
II	The Consonants of English									
III	The Vowels of English									
IV	Syllables, Stress									
V	Phonetic Transcription of words.									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Explain the major organs for speech production and demonstrate how they are involved in pronouncing each phoneme							PO1		
CO2	Produce the basic sounds (both vowels and consonants) without mother tongue influence							PO1,PO2		
CO3	Develop a neutral accent and speak globally-intelligible English							PO4,PO6		
CO4	Distinguish different word stresses, inflections, intonations and voice modulation.							PO4,PO5,PO6		

CO5	Understand how sounds are produced, how they are transmitted and how they are perceived	PO3,PO8
TextBooks (Latest Editions)		
1.	T.Balasubramaniam: A Textbook of English Phonetics for Indian Students.	

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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

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

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23ENC203	Core	Y	Y	-	-	4	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 world and their place in it.									
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 critically probing through the text									
UNIT	Details									
I	Robert Jamieson- Robinhood & The Monk Robert Edgar Burns-The Potter William Blake – The Chimney Sweeper John Keats – Endymion Book - I									
II	P.B.Shelly – Ode to the West Wind Lord Byron- She Walks In Beauty John Milton- Paradise Lost Book 4.									
III	Francis Bacon- Of Truth, Of Adversity Oliver Goldsmith- A City Night-Piece Joseph Addison and Sir Richard Steele - The Spectator Club, On Gratitude, On Giving Advice.									
IV	Christopher Marlowe - Dr. Faustus Oliver Goldsmith- She Stoops to Conquer									
V	Mary Shelly-Captain Walton's Continuation-Frankenstein Jonathan Swift-Voyage to Lilliput -Gulliver's Travels									
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	Write about literature using standard literary terminology and other literary conventions.							PO3, PO8		

Text Books(Latest Editions)	
1.	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.
References Books (Latest editions, and the styles as given below must be strictly adhered to)	
1.	Bacon, Francis, and Michel Leiris. <i>Francis Bacon</i> . Ediciones Poligrafa, 2008.
2.	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOKONDEMAND LTD, 2021.
3.	Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . CreateSpace, 2015.
4.	Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University Press, 2019.
Web Resources	
1.	Ranger, Paul. "Technical Features." <i>She Stoops to Conquer</i> by Oliver Goldsmith, 1985, pp. 51–68. https://doi.org/10.1007/978-1-349-07664-2_5 .
2.	Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008, https://doi.org/10.1093/owc/9780199536238.003.0047 .

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-I

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23ENC204	Core	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To Understand 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 critically probing through the text									
UNIT	Details									
I	E.M.Foster - <i>The Prologue</i> <i>Passage to India (Lines 1 - 68)</i> . Walt Whitman <i>O Captain, My Captain!</i> – Walt Whitman									
II	Sherman Alexie- <i>Crow Testament, Evolution</i> Edgar Allan Poe- <i>The Raven</i> Emily Dickinson- <i>Because I Could Not Stop for Death.</i>									
III	Edgar Allan Poe -The Philosophy of Composition Martin Luther King Jr-I have a Dream Abraham Lincoln- Gettysburg Address									
IV	Tennessee Williams-The Glass Menagerie Eugene O'Neill-Emperor Jones									
V	Harriet Beecher Stowe-Uncle Tom's Cabin Herman Melville-Billy Budd Washington Irving-The Legend of the Sleepy Hollow, Rip Van Winkle Leslie Marmon Silko-Ceremony									
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.).							PO 1		
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.	Levine, Robert S., et al. <i>The Norton Anthology of American Literature</i> . W. W. Norton & Company, 2022	
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.	Gould, Jean. <i>American Women Poets: Pioneers of Modern Poetry</i> . DODD, MEAD, 1980.	
3.	Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allan Poe</i> . Sterling Pub. Co., 1995.	
4.	Kallen, Stuart A., and Terry Boles. <i>The Gettysburg Address</i> . Abdo & Daughters, 1994.	
Web Resources		
1.	"Harriet Beecher Stowe's Uncle Tom's Cabin." 2003, https://doi.org/10.4324/9781315812113 .	
2.	Mason, Ronald. "Herman Melville and 'Billy Budd.'" <i>Tempo</i> , no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863	

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
HISTORY OF ENGLISH LITERATURE I**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23ENGE2	Allied	Y	Y	-	-	4	5	25	75	100
Learning Objectives										
LO1	To provide students a basic understanding of all the literary periods and its major writers.									
LO2	To provide them with the knowledge of political, economic, social and intellectual background so as to enable them to study the works as representative of the period									
LO3	To acquaint them with literary movement, favoured genres and the evolution and development of literary forms and also to encourage them for further reading so as to obtain a comprehensive view of the period.									
LO4	To make students familiar with the various literary forms of the period and specifically the forms of drama.									
LO5	To enable the students with the knowledge of socio-cultural background, literary and intellectual background and also the development of British drama and theatre.									
UNIT Details										
I	Pre-Chaucerian Period, The Age of Chaucer									
II	The Development of Drama ,The Age of Shakespeare									
III	The Age of Milton, The Age of Dryden									
IV	The Age of Pope									
V	The Age of Johnson									
Text: An Outline History of English Literature-W.H.Hudson										
Course Outcomes	On completion of this course, students will,									
CO1	Prepare for the competitive examinations as it gives the basic idea on English literature.								PO1	
CO2	Define the major writers and their works in chronological order								PO1,PO2	
CO3	Develop a view on how English literature has evolved through the centuries establishing a perception of its Literary History								PO4,PO6	
CO4	Discuss how social and political history of each period influence literature.								PO4,PO5,PO6	

CO5	Analyse how the religious, social and political history of England influences the English writers.	PO3,PO8
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3 – Strong, 2 – Medium , 1 – Low

	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

SKILL ENHANCEMENT COURSE-ENGLISH FOR COMMUNICATION (SEC-I)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
U23EN2SE1	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To enhance the level of literary and aesthetic experience of students and to help them respond creatively.									
LO2	To sensitize students to the major issues in the society and the world.									
LO3	To provide the students with an ability to build and enrich their communication skills.									
LO4	To equip students to utilize the digital knowledge resources effectively for their chosen fields of study									
LO5	To help them think and write imaginatively and critically									
UNIT	Details									
I	Communication: Basic Communication Styles- Passive, Aggressive, Assertive- Significance of communication.									
II	Types of communication- Verbal- Non-Verbal.									
III	Effective communication skills									
IV	Skills to be acquired in communication - Speaking/reading/writing/listening									
V	Application of learning									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Identify the basic principles of communication							PO1		
CO2	Analyze the various types of communication							PO1, PO2		
CO3	Make use of the essential principles of communication							PO4, PO6		
CO4	Identify the prominent methods and models of Communication.							PO4, PO5, PO6		
CO5	Learn about the four skills of language and get familiarized with them.							PO3, PO8		
Text Books (Latest Editions)										
1.	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.									
2.	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.									
3.	Understanding Body Language by Alan Pease.									
References Books (Latest editions, and the style as given below must be strictly adhered to)										
1.	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.									
1.	<i>(1) Subject: ENGLISH COMMUNICATION SKILLS (THEORY) goigalajjuna-Academia.edu</i>									

MappingwithProgrammeOutcomes:

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

3 – Strong, 2 – Medium , 1 - Low

MappingwithProgrammeSpecificOutcomes:

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