



**THIRUVALLUVAR UNIVERSITY
SERKKADU, VELLORE-632115**

B. A. English

SYLLABUS

**FROM THE ACADEMIC YEAR
2023 – 2024**

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Introduction

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

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

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

Under Graduate Programme

Programme Outcomes:

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

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

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

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

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

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

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

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

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

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

Highlights of the Revamped Curriculum:

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

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome / Benefits
I	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.	<ul style="list-style-type: none"> ➤ Instill confidence among students ➤ Create interest for the subject
I, II, III, IV	Skill Enhancement papers (Discipline centric / Generic / Entrepreneurial)	<ul style="list-style-type: none"> ➤ Industry ready graduates ➤ Skilled human resource ➤ Students are equipped with essential skills to make them employable
		<ul style="list-style-type: none"> ➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.
		<ul style="list-style-type: none"> ➤ Discipline centric skill will improve the Technical knowhow of solving real life problems.
III, IV, V & VI	Elective papers	<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 inter disciplinary nature ➤ Emerging topics in higher education/ industry/ communication network / health sector etc. are introduced with hands-on-training.

IV	Elective Papers	<ul style="list-style-type: none"> ➤ Exposure to industry moulds students into solution providers ➤ Generates Industry ready graduates ➤ Employment opportunities enhanced
V Semester	Elective papers	<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	Elective papers	<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		<ul style="list-style-type: none"> ➤ 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 UG Programmes

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

Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System for all UG courses including Lab Hours

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 [in Total]	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 including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course -SEC-2	2	2
	Skill Enhancement Course -SEC-3 (Discipline / Subject Specific)	2	2
		23	30

Second Year – Semester-III

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

Semester-IV

Part	List of Courses	Credit	No. of Hours
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	13
Part-4	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2

	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)	2	2
	E.V.S	2	1
		25	30

**Third Year
Semester-V**

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

Semester-VI

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

Consolidated Semester wise and Component wise Credit distribution

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

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

**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 - Tamil	3	3			3	6	25	75	100
2	Part – II	ENGLISH	3	3			3	6	25	75	100
3	Part – III CORE 1	INTRODUCTION TO LITERATURE	3	2			5	5	25	75	100
4	Part – III CORE 2	INDIAN WRITING IN ENGLISH	3	2			5	5	25	75	100
5	Part – III ELECTIVE	SOCIAL HISTORY OF ENGLAND (ELECTIVE I)	2	2			3	4	25	75	100
6	Part – IV	Skill Enhancement Course SEC-1 ENGLISH FOR COMMUNICATION (SEC -I)	1	1			2	2	25	75	100
		FOUNDATION COURSE	1	1			2	2	25	75	100
		TOTAL					23	30	175	525	700

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		

A. Mandatory Core Areas for B.A Programme

I Year	C1. Introduction to literature (5 credits)
	C2. Indian Writing in English (5 credits)
Sem I	C3. British Literature I (5 credits)
Sem II	C4. American Literature I (5 credits)
II Year	C5. British literature - II (5 credits)
	C6. American literature - II (5 credits)
Sem III	C7. World literature in translation(4 credits)
Sem IV	C8. Aspects of Lang Linguistics (4 credits)
III Year	C9. Authors in Focus (4 credits)
	C 10. Women's Writing in English and in Translation(4 credits)
Sem V	C11. Indian Literature in Translation (4 credits) C 12. Project (4 credits)
Sem VI	C13. Introduction to literary Theory and Criticism(4 credits) C14. C15.

B - Suggested Non Mandatory Core Areas for B.A Programme**Semester VI (any 2 may be opted (C14 & C15 (4 credits each))**

III Year Sem VI	CNM1. Biographies, Auto-biography & Memoirs
	CNM2. Shakespeare Studies
	CNM3. Literary Criticism
	CNM4. Culture Study through Film (India and America)
	CNM5. Media, Communication & Publication
	CNM 6. Modern English Grammar and Composition
	CNM7. ELT and Computer Assisted Language Learning
	CNM8. Creative Writing
	CNM 9. English at Work Place CNM 10. Travel Writing

C- Mandatory Elective Areas for B.A Programme

I Year	ME 1. Social History of England (3 credits)
	ME 2. History of English Literature (3 credits)
II Year	ME 3. Literary Genres and Terms (3 credits)
	ME 4.

D- Suggested Non Mandatory Elective (Allied) Areas for B.A Programme (any five may be opted- 3 credits each)

Sem IV (1 to be opted) ELECTIVE 4	NME 1. Myth and Literature
	NME 2. Film and Literature
	NME 3. English Teaching Methods and Materials
	NME 4. Translation: Basic Concepts and Practice.
Sem V (2 to be opted) ELECTIVE 5,6	NME 1. English for Competitive Examinations
	NME 2. Introduction to Comparative Literature
	NME 3. Fundamentals of Academic Writing
	NME 4. Mass Communication and Journalism
	NME 5. Film Studies
Sem VI (2 to be opted) ELECTIVE 7,8	NME 1. Art & Literary Aesthetics
	NME 2. Communicative English
	NME 3. Writing for the Web / English for Internet
	NME 4. Digital Literacy and Concepts
	NME 5. Technical Writing

(SKILL ENHANCEMENT COURSES)

- a. ENGLISH FOR COMMUNICATION
- b. ENTREPRENEURIAL SKILL
- c. PUBLIC SPEAKING
- d. ENGLISH FOR CAREER
- e. ENGLISH FOR BUSINESS

B.A. ENGLISH
Core Component Model Syllabus

FIRST YEAR - SEMESTER I
CORE I – INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Marks		
						CIA	External	Total
	Core	Y	Y	-	-	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	Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad.Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.							
II	Michael Drayton - <i>The Parting</i> . William Shakespeare - <i>Sonnet 18, Sonnet 116</i> . John Milton - <i>When I Consider How My Light is Spent</i> , William Wordsworth - <i>Daffodils</i> . John Keats - <i>Ode to Nightingale</i> . Thomas Gray - <i>Elegy Written in a Country Churchyard</i> . Robert Frost - <i>Mending Wall</i> Theodore Roethke – <i>The Meadow Mouse</i>							
III	J.M. Barrie - <i>The Admirable Crichton</i> . Lady Gregory - <i>The Rising of the Moon</i> .							
IV	Manohar Malgonkar - <i>Spy in Amber</i> . Don Quixote - <i>Tilting at the Windmills</i> . <i>A Dill Pickle, The Escape</i> from Katherine Mansfield - <i>Bliss</i> and other stories.							
V	Saki - <i>The Open Window</i> Robert Lynd – <i>Sweet</i> Jerome K. Jerome - excerpt from - <i>Three Men in a Boat – (Packing Episode)</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 including narrative structure, character analysis and comparison between different but related texts.	PO1, PO2
CO3	Explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	PO4, PO6
CO4	Use library resources to research and develop arguments about literary works.	PO4, PO5, PO6
CO5	Work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	PO3, PO8

Text Books (Latest Editions)	
1.	Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing- X. J. Kennedy, by Pearson, 2016.
2.	Portable Literature: Reading, Reacting, Writing - 9th edition–LaurieKirschner, by Cengage Learning, 2016
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.
2.	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St. Martin's, August 2021.
3.	Janice Campbell., Introduction to Literature: Excellence in Literature English1, 4th Ed, Everyday Education, LLC, January 2021 .
4.	Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021.
5.	Adamson H. D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019.
6.	Felicity Titjen et al.(ed), Teaching English Language and Literature, Taylor & Francis, 2020

Web Resources	
1.	<i>ASIATIC: IITUM Journal of English Language & Literature</i>
2.	<i>The English Historical Review (EHR)</i>

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

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

Subject Code	Category	L	T	P	S			Marks		
								CIA	External	Total
	Core	Y	Y	-	-			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 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 Aesthetics to literary texts									
UNIT	Details									
I	<i>Winning of Friends (Panchathantra) – Vishnu Sharma (there are four stories to choose from)</i> <i>Hachiko – Pamela S. Turner</i> <i>Brother’s Day from Folktales – A.K. Ramanujan</i> <i>Handful of Nuts, Night Train to Deoli from Ruskin Bond</i> <i>Sparrows - K.A. Abbas</i>									
II	Rabindranath Tagore - Khabhuliwala. India through a Traveller’s Eye excerpt from My Several Worlds - Pearl S Buck. <i>The School Among the Pines, Boy Scouts Forever, Uncle Ken’s Rumble in the Jungle from School Days - Ruskin Bond</i> Inspection Episode-Examination- from Part I Childhood – M.K. Gandhi -Autobiography Science, Humanities and Religion									
III	The Lotus - Toru Dutt The Tiger and the Deer - Sri Aurobindo									
IV	Sarojini Naidu- The Village Song A.K. Ramanujam - Still Another View of Grace Shiv K Kumar - Indian Women Mirza Ghalib - It is not Love, it is Madness									
V	Rabindranath Tagore - Mukhthadhara. The Window, Sentry’s Lantern - Five Plays - Harindranath Chattopadhyay Nalini: A Comedy in Three Acts – Three Plays - Nissim Ezeikel Joginder Paul - Sleepwalkers.									
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
Text Books (Latest Editions)		
1.	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.	
References Books (Latest editions, and the style 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> . BOOK ON DEMAND 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.	<i>Ranger, Paul. "Technical Features." She Stoops to Conquer by Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5.</i>	
2.	Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008, https://doi.org/10.1093/owc/9780199536238.003.0047 .	

 **INCORRECT TEXTS & REFERENCES**

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	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

SOCIAL HISTORY OF ENGLAND (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	4	25	75	100
Learning Objectives										
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages									
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era									
LO3	To help them develop an understanding of the structural development of the English language									
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language									
LO5	To create the ability of critically examining a text									
UNIT	Details									
I	The Renaissance And Its Impact On England, The Reformation - Causes And Effects									
II	The Commonwealth Of Nations, The Restoration, Coffee - Houses And Their Social Relevance									
III	Impact Of The Industrial, Agrarian And The French Revolutions On The English Society, Humanitarian Movements In England									
IV	The Reform Bills And The Spread Of Education- Social Impact Of The Two World Wars, The Labour Movement, The Welfare State									
V	The Cold War (1985-1991)- The Falkland War (1981)-The Gulf War (1991).									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.							PO1		
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period							PO1, PO2		
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages							PO4, PO6		
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.							PO4, PO5, PO6		
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.							PO3, PO8		

Text Books (Latest Editions)	
1.	Ed. Keith Wrightson, A Social History of England, 1500- 1750, 2018, Norton Press.
2.	Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900-1200, 2012, Cambridge University Press.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012, Cambridge University Press
Web Resources	
1.	<i>A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive</i>

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

ENGLISH FOR COMMUNICATION (SEC -I)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	25	75	100
Learning Objectives										
LO1	To 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 goiga la jjuna - Academia.edu</i>
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Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

FIRST YEAR -SEMESTER I**PART IV**

FOUNDATION COURSE - ORIENTATION/BRIDGE COURSE

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

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

TextBooks(LatestEditions)	
1.	Raymond Murphy-Englishgrammar in use-Cambridge University Course (2003)
2.	A.J. Thomson- A Practical English Grammar-Oxford university Press
3.	Michael swan Catherine Walter oxford English Grammar Course
ReferencesBooks (Latesteditions,andthestyleasgivenbelowmust bestrictlyadheredto)	
1.	Hewings, Martin. Advanced English Grammar. New Delhi: Cambridge University Press, 1999.
2.	John Eastwood Oxford Guide to English Grammar.
3.	Wren & Martin High School English Grammar & Composition.
4.	Longman Grammar of Spoken and Written English
5.	A Senior English Grammar and Composition, N.K.Aggarwala, Goyal Brothers Prakashan.

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

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