MANONMANIAM SUNDARANAR UNIVERSITY

TIRUNELVELI – 12

B.A.ENGLISH SYLLABUS

FROM THE ACADEMIC YEAR 2023-2024

TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600005

CONTENTS

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 lists 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 earning 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 Thing: 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, account ability and self regulation.

B.A. ENGLISH

Programme Specific Outcomes:

PSO1: Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different area of English Language and Literature.

PSO2: Explore the avenues of World Literatures.

PSO3: To prepare the students who will demonstrate respectful engagement with other's ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.

PSO4: Developing a research framework and presenting their independent ideas effectively.

PSO5: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.

PSO6: Enabling a holistic perspective towards the socio-political inequalities and environmental issues.

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) can be carried out accordingly, assigning the appropriate level in the grids:

	Pos							PSOs		
	1	2	3	4	5	6	…	1	2	…
CLO1										
CLO2										
CLO3										
CLO4										
CLO5										

Highlights of the Revamped Curriculum:

❖ Student-centric, meeting the demands of society, incorporating skill enhancement modules, 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 the important historical and political milestones in English literature, from the early times to the present.

❖ The mandatory "Professional Competency Skill" introduced in the final semester

will enable the students to utilize the skills acquired through the programme.

❖ The curriculum is designed so as to provide more job opportunities for the students.

❖ The "Skill Enhancement Courses" provide scope for employability in fields of teaching, content writing, translating, communication and media.

❖ 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 application of conceptual knowledge to practical situations. Such innovative provisions of the 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 interdisciplinary nature are incorporated as Elective courses, covering conventional topics.

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 over view of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.	❖ Instill confidence among students ❖ Create interest for the subject
I, II, III, IV	**Skill Enhancement papers** (Discipline centric / Generic / Entrepreneurial)	❖ 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 to know how to solve real life problems.

III, IV, V & VI	Elective Papers	❖ Strengthening the domain knowledge ❖ Introducing the stake holders 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 Semester	Elective Papers	❖ Exposure to industry moulds students into solution providers ❖ Generates Industry ready graduates ❖ Employment opportunities enhanced
V Semester	Elective Papers	❖ Self-learning is enhanced ❖ Application of the concept to real situation is conceived resulting in tangible outcome
VI Semester	Elective Papers	❖ Enriches the study beyond the course. ❖ Developing are search 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

4. Credit Distribution for UG Programme in English

Sem I	Credit	Hr.	Sem II	Credit	Hr.	Sem III	Credit	Hr.	Sem IV	Credit	Hr.	Sem V	Credit	Hr.	Sem VI	Credit	Hr.
Part I Language - Tamil	3	6	Part I Language - Tamil	3	6	Part I Language - Tamil	3	6	Part I Language - Tamil	3	6	5.1. Core Course - CC IX	4	5	6.1 Core Course - CC XIII	4	6
Part II English	3	6	Part II English	3	6	Part II English	3	6	Part II 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 VII 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 - 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	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	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	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	18	28
Part-4	Extension Activity	1	-
	Professional Competency Skill	2	2
		21	**30**

5. **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

6. Illustration for B.A. English Curriculum Design

I YEAR

FIRST SEMESTER

Sl. NO.	Course Category	Course	L	T	P	S	Credits	Total Contact Hours/ Week	CIA	ESE	Total
			Credit Distribution						Marks		
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 I	SOCIAL HISTORY OF ENGLAND	2	2			3	4	25	75	100
6	Part-IV	SKILL ENHANCEMENT COURSE I	1	1			2	2	25	75	100
		SKILL ENHANCEMENT COURSE (FOUNDATION COURSE)	1	1			2	2			
		TOTAL					23	30			

SECOND SEMESTER

Sl. No	Course Category	Course	L	T	P	S	Credits	Total Contact Hours /Week	CIA	ESE	Total
1	PART I	LANGUAGE	3	3			3	6	25	75	100
2	PARTII	ENGLISH	3	3			3	6	25	75	100
3	PART III CORE 3	BRITISH LITERATURE–I	3	2			5	5	25	75	100
4	PART III CORE 4	AMERICAN LITERATURE	3	2			5	5	25	75	100
5	PART III ELECTIVE II	SOCIAL HISTORY OF ENGLAND II	2	2			3	4	25	75	100
6	PART IV	SKILL ENHANCEMENT COURSE-SEC- 2	1	1			2	2	25	75	100
		SKILL ENHANCEMENT COURSE-SEC-3	1	1			2	2	25	75	100
		TOTAL					23	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	SKILL ENHANCEMENT COURSE-SEC 4 (ENTREPRENEURIAL SKILL)	1	0			1	1	25	75	100
		SKILL ENHANCEMENT COURSE SEC-5	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			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 7	WORLD LITERATURE IN TRANSLATION	3	2			5	5	25	75	100
4	PART III CORE 8	LANGUAGE AND LINGUISTICS	3	2			5	5	25	75	100
5	PART III ELECTIVE IV	HISTORY OF ENGLISH LITERATUE II	2	2			3	3	25	75	100
6	PART IV	SKILL ENCHANCEMENT COURSE SEC-6	1	1			2	2	25	75	100
		SKILL ENCHANCEMENT COURSE SEC-7	1	1			2	2	25	75	100
		EVS	1	0			2	1	25	75	100
		TOTAL					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	5	25	75	100
2	PART III CORE 10	INTRODUCTION TO FOLK LITERATURE	3	2			4	5	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			4	5	25	75	100
5	PART III ELECTIVE V	LITERARY FORMS	2	2			3	4	25	75	100
6	PART III ELECTIVE VI	LITERATURE AND ENVIRONMENT	2	2			3	4	25	75	100
7	PART IV	VALUE EDUCATION	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			4	6	25	75	100
2	PART III CORE 14	NEW LITERATURES IN ENGLISH	3	3			4	6	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		25	75	100
		PROFESSIONAL COMPETENCY SKILL – ENGLISH FOR COMPETITIVE EXAMINATIONS	1	1			2	2			
		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 off beat situations, Discussion, Debating or Presentations	

7 A. Mandatory Core Areas for B.A. Programme

I Year Sem I Sem II	C1. Introduction to literature (5 credits)
	C2. Indian Writing in English (5 credits)
	C3. British Literature I (5 credits)
	C4. American Literature I (5 credits)
II Year Sem III Sem IV	C5. British Literature-II (5 credits)
	C6. Children's Literature (5 credits)
	C7. World Literature in Translation (4 credits)
	C8. Language and Linguistics (4 credits)

III Year Sem V Sem VI	C9. Women's Writing (4 credits)
	C10. Introduction to Folk Literature (4 credits)
	C11. Indian Writing in Translation (4 credits)
	C12. Project / Myth and Literature (4 credits)
	C13. Literary Criticism (5 credits)
	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 credits 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

FIRST YEAR – SEMESTER I

CORE I – INTRODUCTION TO 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 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. Prose – Short Story, Novel, Prosody, Metre.
II	John Milton – When I Consider How My Light is Spent John Keats - Ode to Nightingale Thomas Gray – Elegy Written in a Country Churchyard
III	Francis Bacon – Of Studies Stephen Leacock – The Financial Career Jerome K Jerome – Uncle Podger Hangs a Picture
IV	Lamb's Tales from Shakespeare – A Midsummer Night's Dream, Twelfth Night
V	Jane Austen – Pride and Prejudice

Course Outcomes		
COs	On completion of this course, students will;	**PO**
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 features of literary language	PO4, PO6
CO4	Use library resources to research and develop arguments	PO4, PO5, PO6

	about literary works.	
CO5	Work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	PO3, PO8

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

	References Books **(Latest editions, and the style as given below must be strictly adhered to)**
1.	Austen, Jane. *Pride and Prejudice*. 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/>.
2.	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.
3.	Janice Campbell., Introduction to Literature: Excellence in Literatire English, 4th Ed, Everyday Education, LLC, January 2021.
	AUSTEN, Jane. *Pride and Prejudice*. London: Penguin Books Ltd, 1994. 299. ISBN 0-14-062022-2

	Web Resources
1.	https://www.routledge.com/An-Introduction-to-Poetic-forms/Gill/p/book/ 9781032154015
2.	https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent
3.	https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale
4.	https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard

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 –*Steal and Atonement* Sri Aurobindo – *Poetry* from "Early Cultural Writings" (Page 123-24) Vivekananda – Address at the final session (Complete works Vol I, Chapter I)
IV	Ruskin Bond – The Eyes are not Here KA Abbas – Sparrows
V	RK Narayan – The Man-eater of Malgudi

	Course Outcomes	
COs	On completion of this course, students will;	**PO**
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	Explore the role of English as a medium for political awakening and the use of English in India for creative writing	PO4, PO6
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4, PO5, PO6
CO5	Evaluate critically the contributions of major Indian English poets and dramatists	PO3, PO8
Text Books (Latest Editions)		
1.	K.R. Srinivasa Iyengar, Indian Writing in English	
2	Sarojini Naidu-Select Poems. Turunbull, H.G, Dalway, Bombay: Oxford University Press, 1930	
3	R.K. Narayan: The Man-Eater of Malgudi. Library of South Asian Literature – Orient paper backs 2010.	
4	Gandhi, Mahatma, 1869-1948. The Collected Works of Mahatma Gandhi. New Delhi: Publications Division, Ministry of Information and Broadcasting, Govt. of India, 20002001.	
References Books		
(Latest editions, and the style as given below must be strictly adhered to)		
1.	Indian Poetry in English Ed.by Makar and Paranjape	
2.	Contemporary Indian Poetry in English Ed. By Saleem Peeradina	
3.	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

ME 1– 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.

UNIT	Details
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	
COs	On completion of this course, students will;	PO
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	
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, 2nded	
Web Resources		
1.	https://www.literpretation.com/post/social-history-of-enland-6#:	
2.	https://gacbe.ac.insematerial	

Mapping with Programme Outcomes

Mapping of Course Outcomes to Program Specific 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

FIRST YEAR – SEMESTER I

ENGLISH AND COMMUNICATION (SEC- I)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Skill Enhancement Course	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

UNIT	Details
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		
COs	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.	
Web Resources		
1.	(1) Subject: ENGLISH COMMUNICATION SKILLS (THEORY|goigalajijuna-Academia.edu	

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

FOUNDATION COURSE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	Foundation Course	Y	Y	-	-	2	2	-	-	-
Learning Objectives										
LO1	To teach the main elements of Grammar									
LO2	To enhance competence in the English Language									
LO3	To create academic and non-academic reports, write ups, etc.,									
LO4	To acquire the necessary linguistics skills to use the language effectively in conversation and writing.									
LO5	To convey ideas accurately and clearly.									
UNIT	**Details**									
I	The Sentence Subject and Predicate The Noun: Kinds of Noun The Noun: Gender									
II	Adjectives Comparison of Adjectives Pronouns Demonstrative, Indefinite, Interrogative, Distributive and Reciprocal Pronouns Relative Pronoun									
III	The Auxiliaries and Modal Auxiliaries Adverbs Prepositions Conjunction Interjections									
IV	Simple, Compound and Complex Synthesis of Sentence Clauses Transformation of Sentence Direct and Indirect Speech									

V	The Infinitive The Participle The Gerund The Interjection Question Tags

Course Outcomes		

COs	On completion of this course, students will;	PO
CO1	Recall the fundamentals of English Grammar	PO1
CO2	Understand the formal and informal usages to obtain proficiency	PO1, PO2
CO3	Analyze Sentence structure, synthesis and usages	PO4, PO6
CO4	Recognize and use of Auxiliary and module verbs in writing and speaking	PO4, PO5, PO6
CO5	Evaluate the Patterns of expression, basic structure and sentence pattern	PO3, PO8

Text Books	
1.	Green, David. *Contemporary English Grammar: Structures and Composition*. New Delhi: Trinity Press. 2016.
2.	Wren and Martin. *High School English Grammar and Composition*. S. Chanf & Company Ltd.

Reference Books	
(Latest editions, and the style as given below must be strictly adhered to)	
1.	Krishnaswamy, K. *Modern English*. Chennai: Macmillian. 2010.
2.	Wood, F.T. *Remedial English Grammar for foreign students*. New Delhi: Trinity Press. 2014.

Web Resources	
1.	https://surendranathcollege.ac.in/new/upload/JAHIRA_HOSSAIN2021-03-07English%20Grammar%20Wren%20and%20Martin.pdf

Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2

CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes

CO/PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	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 II
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 leaner's 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

UNIT	Details
I - Poem	Rudyard Kipling- IF Alexander Pope – On Solitude Robert Burns – A Red, Red Rose John Keats- Ode on a Grecian Urn
II- Prose	Charles Lamb – Dissertation upon a Roast Pig Oliver Goldsmith – A City Night- Piece Sir Richard Steele – The Spectator Club Joseph Addison –Household Superstitions
III- Play	Richard B. Sheridan- Rivals
IV- Drama	Christopher Marlowe – Dr. Faustus
V- Fiction	Zadie Smith – White Teeth

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.	Marlowe, Christopher. *Dr. Faustus*. BOOK ON DEMAND LTD, 2021.
2.	Sheridan, Richard Brinsely. The Rivals. Macmillian, New York, 1771.

References Books **(Latest editions, and the style as given below must be strictly adhered to)**	
1.	A Critical History of English Literature – David Daiches

Web Resources	
1.	*Ranger, Paul, "Technical Features." By Oliver pp51-58.,* *http://doi.org/10.1007/978-1-349-07664-2_5*.
2.	https://www.poetryfoundation.org/poems/46473/if---
3.	https://www.poetryfoundation.org/poems/44477/ode-on-a-grecian-urn
4.	https://www.poetryfoundation.org/poems/46561/ode-on-solitude
5.	https://www.poetryfoundation.org/poems/43812/a-red-red-rose
6.	https://www.gutenberg.org/files/43566/43566-h/43566-h.htm
7.	http://www.blupete.com/Literature/Essays/Best/GoldsmithCity.htm
8.	https://www.bartleby.com/lit-hub/hc/english-essays-from-sir-philip-sidney-to-macaulay/the-spectator-club/
9.	https://www.everywritersresource.com/household-superstitions-by-joseph-addison/

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
Weight age	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 work sin 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
UNIT	Details
I- Introduction	Background: The First Frontier (Settlement of America) – The Puritanss and the Spread of Puritanism in America – Romanticism: Optimist and Pessimist - The Flowering of New England – Writers of the South – Indian thought in Emerson, Thoreau and Whitman – Sacred Writings of the East.
II- Poem	Walt Whitman – O Captain, My Captain! Robert Frost – Birches Edgar Allan Poe – The Raven Emily Dickinson – Because I Could not stop for Death
III- Prose	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 to1865.	PO4, PO5, PO6
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.	PO3, PO8

Text Books(Latest Editions)	
1.	American Literature of the 19th Century – Ed. Fisher Samuelson and Reninger Baid
2.	A Brief History of American Literature by Richard Gray
3.	Tennessee Williams: The Glass Menagerie

References Books **(Latest editions, and the style as given below must be strictly adhered to)**	
1.	Dickinson, Emily, and Johanna Brownell. *Emily Dickinson: Poems*. Chartwell Books, 2015.
2.	Poe, Edgar Allan, etal. *Poetry for Young People: Edgar Allen Poe*. 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
3.	https://www.poetryfoundation.org/poems/45474/o-captain-my-captain
4.	https://www.poetryfoundation.org/poems/44260/birches
5.	https://www.poetryfoundation.org/poems/47652/because-i-could-not-stop-for-death-479
6.	https://www.btboces.org/Downloads/I%20Have%20a%20Dream%20by%20Martin%20Luther%20King%20Jr.pdf
7.	https://d1lexza0zk46za.cloudfront.net/history/am-docs/emerson-self-reliance.pdf
8.	https://www.britannica.com/topic/The-Scarlet-Letter-novel-by-Hawthorne

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
Weight age	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 18th century till the modern age and can relate how these movements influence the English society and Literatures of that period							PO1		
CO2	Identify the various revolutions and movements of English society leading to form a crucial opinion for the benefit of humanity							PO1,PO2		
CO3	Examine the causes and consequences of the war of Americans and French							PO4,PO6		

CO4	Evaluate the effects of the revolutions and their impacts in literature in a better perspective	PO4,PO5,PO6
CO5	Analyze the reforms and the development of education, transport and communication in the modern era.	PO3,PO8

	Text Books (Latest Editions)
1.	Asa Briggs - 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, 2nded

	WebResources
1.	https://archive.org/stream/draketudornavywi02corbuoft/draketudornavywi02corbuoft_djvu.tt https://archive.org/details/clublifeoflondon02timbuoft https://www.britannica.com/biography/Anne-queen-of-Great-Britain-and-Ireland

Mapping with Programme Outcomes:

Mapping of Course Outcomes to Program Specific 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
Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

PUBLIC SPEAKING SKILLS (SEC-III)

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 in formal context.	PO3,PO8

	Text Books (Latest Editions)
1.	Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience -centred approach (6th ed.). New York: Pearson
2.	Fraleigh, D.M., & Tuman, J.S.(2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins

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

Mapping with Programme Outcomes:

	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

Weight age	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

DIGITAL LITERACY AND CONCEPTS (SEC - IV)

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

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

UNIT	Details
I	Introduction to Digital Literacy and its types. Digitizing Information.
II	Values and Ethics of Digital Literacy Significance of Digital Literacy Characteristics of Digital Literacy The role of Language in Digital Literacy
III	Digital Media and its Types Email, vlog, blog, twitter, Facebook, E-book.
IV	Digital Literacy in Education
V	Challenges in Digital Literacy

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course Outcomes. The Blooms Taxonomy verbs will be given as a separate annexure for your reference. Each Course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Gain knowledge of digital literacy.	PO1
CO2	Acquire skills in text literacies and language.	PO1,PO2
CO3	Acquire skills in information digital literacy.	PO4,PO6
CO4	Build confidence in using digital literacy.	PO4,PO5,PO6
CO5	Aware of the various types socio-economic factors in digital literacy.	PO3,PO8

Text Books (Latest Editions)

1	Introduction to Digital Literacy (2ndEdition)-Mark Bowles.
2	Popular Culture, New Media and Digital Literacy in Early Childhood–J.Marsh
3	Digital Literacy: Different Cultures, Different Understandings– E. Helsper.
**References Books** **(Latest editions, and the style as given below must be strictly adhered to)**
1.	Implementing Media Literacy: Empowerment, Participation and Responsibility – S. Livingston.
2.	Literacy: Reading the word and the word –P. Freire and P. Macedo.
3.	Media Literary in Schools: Practice, Production and Progression –A. Burn and J. Durran.
4.	Digital Literacy for Learning– A. Martin and D. Madigan Changing Literacies –C. Lankshear.

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
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0