B.A.ENGLISH

SYLLABUS

FROMTHEACADEMICYEAR2 023-2024

TAMILNADUSTATECOUNCILFORHIGHEREDUCATION,C HENNAI-600005

CONTENTS

Introduction

The undergraduate programme BA English, aims for students to leverage their knowledgeof the English Language for analyzing literature, history, and its modern aspectsthrough the coresubjects.Inaddition,thecourseexplorestheintricaciesoftheEnglishLanguage anditsimplementationindiversefields.Moreover,thesubjectsinaBAEnglishcoursearecomposedby detail-orientededucators,providingaweighty syllabusrelatedtodiverseaspectsof Englishliteratureandthelanguageworld.

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 thein-depthconcepts,complexlanguage,andintricaciesofworldliterature.Thesubjectdealswithabasic understanding of English grammar, with its origin, evolution, advancement, and furtherchangewiththemodernworld.TheEnglishlanguageisalsonecessarytoproceedtowardcompl exstudyslowly.ItalsonarratesthehistoryofEnglish,whichcanbeveryengagingandinsightfulforEnglis h learners. The subject allows learning the historical beginning and significance of Englishliterature. Since the richness of English literature is heavily reliant on its history; therefore, thissubject gathers the core English history modules covering the details of literature from differentregions of the world. English literature also projects societal and cultural changes through thecenturies that are reflected through its written works. As a student proceeds ahead, fields andspecificationsclearalotbetterbypossessingtheknowledgeandbaseofEnglishliterature,whichis in itshistory.

A language's most significant trait is to communicate, and this BA course English subjectis added to the syllabus with the same intention. Communication in BA English grants studentsthedepthofusingEnglishasacommunicationmedium.Fundamentals,theories, andcommunicationtoolsareprovidedtothestudentstofurtherenhancetheirEnglishskillsandmake them more accomplishable. Communication subject also comprises the study of creative writingandpublicrelations,helpingstudentsgetenrolledincommunication-basedcourseswiththerightfoundation.

Under GraduateProgramme

ProgrammeOutcomes:

PO1: Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge andunderstandingofoneormoredisciplines thatformapartofanundergraduateprogrammeofstudy.

PO2: Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyse andevaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevantassumptionsorimplications;formulate

coherentarguments;criticallyevaluatepractices,policiesandtheories by followingscientificapproachto knowledgedevelopment.

PO3:ProblemSolving: Capacitytoextrapolatefromwhatonehaslearnedandapplytheircompetencies to solve different kinds of non-familiar problems, rather than replicate curriculumcontentknowledge;and applyone'searning toreallifesituations.

PO4: Analytical Reasoning: Ability to evaluate the reliability and relevance of evidence; identifylogical flaws and holes in the arguments of others; analyze and synthesize data from a variety ofsources; draw valid conclusions and support them with evidence and examples and addressingopposingviewpoints.

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 andreasonedperspective.

PO6: Self-directed & Lifelong Learning: Ability to work independently, identify and manage aproject.Abilitytoacquireknowledgeandskills,including"learninghowtolearn",throughself-placedand self-directed learning aimed at personal development, meeting economic, social and culturalobjectives.

PO7: **Reflective Thing**: Critical sensibility to lived experiences, with self awareness and reflexivityofboth self and society

PO8:**Reading&**

Projects:Documenttheirreadingandinterpretivepracticesinassignments,translationworks, and independentprojects.

PO9:**Confidence&Effectiveness**:Confidentlyandeffectively articulatetheirliteraryandtextualexperiences.

PO 10: **Social Skills & Empathetic Approach**: Reorganize a professional and reflective approachtoleadership,responsibility,personalintegrity,empathy,careandrespectforothers,account abilityandself regulation.

B.A. ENGLISH

ProgrammeSpecific Outcomes:

PSO1: Acquire good knowledge and understanding, to solve specific theoretical & applied problemsindifferentareaofEnglish Languageand Literature.

PSO2: Explore the avenues of World Literatures.

PSO3: To prepare the students who will demonstrate respectful engagement with other's ideas,behaviors,beliefsandapplydiverseframesofreferencestodecisionsandactions.Tocreateeffective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadershipskillthatwillfacilitatestartups and high potentialorganizations.

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

PSO5:Equippingtheiremployabilityskillstoexcelinprofessionsliketeachingandexposingthemtovarious activities to empowerthemthroughcommunicationskills.

PSO6: Enabling a holistic perspective towards the socio-political inequalities and environmentalissues

MappingofCourseLearningOutcomes(CLOs)withProgrammeOutcomes(POs)andProgrammeSpecific Outcomes(PSOs)canbecarriedoutaccordingly,assigningtheappropriatelevelinthegrids:

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

HighlightsoftheRevampedCurriculum:

➢ Student-centric,meetingthedemandsofsociety,incorporating skill enhancement modules, project withviva-voce,exposuretoentrepreneurialskills,trainingforcompetitiveexaminations,sustaining the quality of the core components and incorporating application oriented contentwhereverrequired.

➢ TheCoresubjectsincludethe important historical and political milestones in English literature, from the early times to the present.

➢ Themandatory "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 providemorejob opportunitiesfor thestudents.

➢ 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 workexperience

thatconnectsclassroomknowledgetorealworldexperienceandtonarrowdownandfocuson thecareer path.

➢ Project with viva-voce component in the fifth semester enables application ofconceptual knowledge to practical situations. Suchinnovative provisions of the project and internships will give students anedgeover thecounterpartsin thejob market.

➢ State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and interdisciplinary nature are incorporated as Elective courses, covering conventional topics.

ValueadditionsintheRevampedCurriculum:

Semester	NewlyintroducedComponents	Outcome/Benefits
I	**FoundationCourse** To ease the transition of learningfrom higher secondary to highereducation,providinganoverviewofthepedagogyoflearningLiteratureandanalysingthe world through the literary lensgivesrisetoanewperspective.	➤ Instill confidenceamongstudents ➤ Create interest forthesubject
I, II,III, IV	**SkillEnhancementpapers**(Disciplinecentric/Generic/Entrepreneurial)	➤ Industry readygraduates ➤ Skilledhumanresource ➤ Studentsareequipped withessentialskillstomakethememployable
		➤ Trainingonlanguageand communicationskillsenablethestudents gain knowledge and exposureinthecompetitiveworld.
		➤ Disciplinecentric skillwillimprovetheTechnicalknowhowof solving real lifeproblems.
III,IV,V&VI	Electivepapers	➤ Strengthening thedomainknowledge ➤ Introducing thestakeholdersto theState-of Art techniquesfrom the streamsofmulti-disciplinary,crossdisciplinary andinterdisciplinarynature ➤ Emerging topics inhigher education/industry/communicationnetwork/healthsector etc. areintroducedwithhands-on-training.

IV	ElectivePapers		➢ Exposuretoindustrymo uldsstudentsintosolutio nproviders ➢ GeneratesIndustryready graduates ➢ Employment opportunitiesenhanced
V Semester	Electivepapers		➢ Self-learning isenhanced ➢ Application of theconcepttorealsituatio nis conceivedresultinginta ngibleoutcome
VISemester	Electivepapers		➢ Enriches the studybeyondthecourse. ➢ Developingaresearchfr amework and presenting their independent and intellectual ideas effectively.
ExtraCredits: **ForAdvancedLearners/Honorsdegree**			➢ To cater to the needs ofpeer learners / researchaspirants
Skillsacquired fromtheCourses		Knowledge, Problem Solving, Analyticalability,ProfessionalCo mpetency,Professional CommunicationandTransferrableSkill	

4. CreditDistributionforUGProgrammeinEnglish

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 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																	

5. ConsolidatedSemesterwiseandComponentwiseCreditdistribution

Parts	SemI	SemII	Sem III	SemIV	SemV	SemVI	Total Credits
PartI	3	3	3	3	-	-	12
PartII	3	3	3	3	-	-	12
PartIII	13	13	13	13	22	18	92
PartIV	4	4	4	5	4	3	24
Total	23	23	23	24	26	21	**140**

*PartI,II,andPartIIIcomponentswillbeseparatelytakenintoaccountforCGPAcalculationand classification for the under graduate programme and the other components. Part IV has tobecompletedduringthedurationoftheprogrammeasperthenorms,tobeeligibleforobtainingtheU Gdegree

6. IllustrationforB.A.EnglishCurriculumDesign

I YEAR FIRST SEMESTER

Sl. NO	Course Category	Course	L	T	P	S	Credits	TotalContact Hours/ Week	CIA	ESE	Total
									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 –IIICORE1	INTRODUCTION TO LITERATURE	3	2			5	5	25	75	100
4	Part–III CORE2	INDIANWRITINGINENGLISH	3	2			5	5	25	75	100
5	Part –IIIELECTIVE	SOCIAL HISTORY OF ENGLAND (ELECTIVEI)	2	2			3	4	25	75	100
6	Part–IV SKILL ENHANCEMENT COURSE – I	POPULARLITERATUREANDCULTURE	1	1			2	2	25	75	100
7	Part–IV SKILL ENHANCEMENT COURSE - FOUNDATIONCOURSE	ORIENTATION/BRIDGECOURSE	1	1			2	2			
		TOTAL					**23**	**30**			

COREI–INTRODUCTIONTOLITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst.Hours	CIA	External	Total
								Marks		
	Core	Y	Y	-	-	5	5	25	75	100
LearningObjectives										
LO1	Tointroducethedifferentformsofliterature									
LO2	Toprovidelearnerswiththe background knowledge ofliterature									
LO3	Toenablelearnerstounderstandthedifferentgenresofwriting									
LO4	Toexaminethevariousthemesandmethodologiespresentinliterature									
LO5	Tocreatetheabilityofcriticallyexamininga text									
UNIT	**Details**									
I - Introduction	Introduction:Poetry-Differentformsofpoetry-Elegy,Lyric Ballad.Prose-ShortStory,Novel.Drama-Comedy,Tragedy.									

II - Prose	RobertLynd– Sweets JeromeK.Jerome-excerptfrom-ThreeMeninaBoat–(PackingEpisode)
III - Poetry	MichaelDrayton-*TheParting*. WilliamShakespeare-*Sonnet18*. JohnMilton-*WhenIConsiderHowMyLightisSpent*, JohnKeats -*OdetoNightingale*. ThomasGray-*ElegyWritteninaCountryChurchyard*. RobertFrost-*MendingWall*
IVDrama	J.M. Barrie - The Admirable Crichton.LadyGregory-TheRisingoftheMoon
V Fiction	Saki-TheOpenWindow Manohar Malgonkar - Spy in Amber.DonQuixote-TiltingattheWindmills. *ADillPickle,TheEscape* fromKatherineMansfield-Blissandotherstories

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
CO1	Appreciateandanalyseandthebasicelementsofpoetry,includingmeter,rhyme,andtheme.	PO1
CO2	Gain knowledge of the elements of fiction includingnarrative structure, character analysisand comparisonbetweendifferentbutrelatedtexts.	PO1,PO2
CO3	Explorethedramaticstorytellingincludingplaystructure,monologues,dialogue,andscenesetting.	PO4,PO6
CO4	Uselibraryresourcestoresearchanddevelop argumentsaboutliteraryworks.	PO4, PO5,PO6
CO5	Workskillfullywithinateam,respectcoworkers,delegateworkandcontributetoagroupproject.	PO3,PO8

TextBooks(LatestEditions)	
1.	BackpackLiterature:AnIntroductiontoFiction,Poetry,Drama,andWriting-X.J.Kennedy,byPearson,2016.
2.	PortableLiterature:Reading,Reacting,Writing-9thedition–LaurieKirszner,byCengageLearning,2016
ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**	

1.	HennyHerawatietal.,IntroductiontoLiterature,Sanata DharmaUniversityPress,October2021.	
2.	MichaelMeyer,D.QuentinMiller,TheCompactBedfordIntroductionto Literaturewith2021 MLAUpdate,Bedford/St.Martin's,August2021.	
3.	JaniceCampbell.,IntroductiontoLiterature:ExcellenceinLiteratureEn glish1,4thEd,EverydayEducation,LLC,January2021.	
4.	SubhenduMund.,TheMakingofIndianEnglishLiterature,Taylor& FrancisLtd.,2021.	
5.	Adamson H.D.Linguistics and English Literature:An Introduction,CambridgeUniversityPress,2019.	
6.	FelicityTitjenetal.(ed),TeachingEnglishLanguageandLiterature,Taylor&Fra ncis,2020	

WebResource s	
1.	*ASIATIC:IITUMJournalofEnglishLanguage&Literature*
2.	The*EnglishHistorical Review*(*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 -

LowMappingwithProgrammeSpecificOutcomes:

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 ofCourseContributionto Pos	3.0	3.0	3.0	3.0	3.0

FIRSTYEAR-SEMESTERICOREII-INDIANWRITINGINENGLISH

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

	LearningObjectives
LO1	TofamiliarizethestudentswiththeemergenceandgrowthofIndianWritinginEnglishinthecontext ofcolonialexperience.
LO2	TohelpinunderstandingissuesconcerningIndianWritinginEnglishsuchas therepresentationofculture,identity,history,constructionsofnation,(Post)nationalandgenderpolitics,cross-culturaltransformations.
LO3	ToenableleanerstoappreciateNation-Nationalism;CounterDiscourse;Subalternity;IdentityMovements.
LO4	TocloselyexaminethevariousthemesandmethodologiesexistinginContemporaryIndianWritinginEnglish.
LO5	TohelplearnersapplytheideasencapsulatedinIndianAestheticstoliterarytexts

UNIT	Details
I -Prose	IndiathroughaTraveller'sEyeexcerptfromMySeveralWorlds- PearlSBuck. Inspection Episode-Examination- from Part I Childhood–M.K.Gandhi-Autobiography Science,Humanities andReligion – Dr. S. Radhakrishnan
II -Poem	ToruDutt - TheLotus SriAurobindo - TheTigerandtheDeer SarojiniNaidu - TheVillageSong
III Poem	A.K.Ramanujan- StillAnotherViewofGraceShivKKumar-Indian Women MirzaGhalib-ItisnotLove,itisMadness
IV Short stories	*WinningofFriends(Panchathantra) –* VishnuSharma(therearefourstoriesto choosefrom) *The Night Train at Deoli-*Ruskin Bond *Sparrows-*K.A.Abbas Kabuliwala - RabindranathTagore
V Drama	TheWindow-FivePlays -HarindranathChattopadhyay Nalini:AComedyinThreeActs–ThreePlays-NissimEzeikel JoginderPaul-Sleepwalkers.

CourseOutcomes

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

References Books **(Latest editions, and the style as given below must be strictly adhered to)**	
1.	Peeradina, Salem , Contemporary Indian Poetry in English ,Macmillan 1972
2.	Gokak V.K, The Golden Treasury of Indo-Anglian Poetry, Sahitya Akademi, 2006
3.	King, Bruce. *Modern Indian Poetry in English*. Revised Edition. Oxford University Press.2001.
4.	Kambar, Chandrasekhar. *Modern Indian Plays*. *Vols. 1 & 2*. New Delhi: National School of Drama.2000.
WebResources	
1.	Indian Writing in English: Literary Texts – Introduction https://www.youtube.com/watch?v=yYAMk6akP5I
2.	Indian Poetry in English , https://www.youtube.com/watch?v=CzCE2_LoAXg

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 -

LowMappingwithProgrammeSpecificOutcom

es:

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
Weightedpercentageof CourseContributionto POs	3.0	3.0	3.0	2.8	3.0

ME1–SOCIALHISTORYOFENGLAND(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	ToprovidestudentswithacomprehensiveideaaboutthedevelopmentofEnglishliteratureandlanguageovertheages
LO2	TohelpstudenttracethetrajectoryofthegrowthofEnglishliteraturefromtheperiodofitsinception,datingbacktotheseventhcentury,tothepresent Era

LO3	TohelpthemdevelopanunderstandingofthestructuraldevelopmentoftheEnglishlanguage
LO4	Toinform them aboutthevariousexternallinguisticinfluencesthathavecontributedtothemakingofthelanguage
LO5	Tocreatethe abilityofcriticallyexaminingatext

UNIT	Details
I	TheRenaissanceAndItsImpactOnEngland,TheReformation-CausesAndEffects
II	TheCommonwealthOfNations,TheRestoration, Coffee -HousesAndTheirSocialRelevance
III	ImpactOfTheIndustrial,AgrarianAndTheFrenchRevolutionsOnTheEnglishSociety,Humanitarian MovementsInEngland
IV	The Reform Bills And The Spread Of Education- Social Impact Of TheTwoWorldWars,TheLabourMovement,TheWelfareState
V	TheColdWar(1985-1991)-TheFalklandWar(1981)-TheGulfWar(1991).

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Gain extensive insight into the history of Englishliterature,whilelayingspecial emphasisonvariousliterarymovements,genresandwritersthatareheldtobetherepresentativesoftheirtimes.	PO1
CO2	Evaluate the way socio-cultural and historicalphenomenainfluencetheliteraryproductionofa particularperiod	PO1,PO2
CO3	Familiarize themselves with the socio-cultural ambienceandthediscursiveframeworksofvariousages	PO4,PO6
CO4	Developanuancedappreciationoftheliterarystalwartsofthosetimes.	PO4,PO5,PO6

CO5	Gain in-depth understanding on the growth of theEnglishlanguageundertheinfluenceofvariousotherl anguages including Latin and French, besides beingmentoredinthestructuralnitty-grittiesofthelanguage.	PO3,PO8

TextBooks(LatestEditions)	
1.	Ed.KeithWrightson,ASocialHistoryofEngland,1500-1750,2018,NortonPress.
2.	Ed.JuliaCrick,Elisabeth VanHouts,ASocialHistoryofEngland,900-1200,2012,CambridgeUniversityPress.

ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)**	
1.	Ed.RosemaryHorrox,AsocialHistoryofEngland,1200-1500,June2012,CambridgeUniversityPress

WebResources	
1.	*A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, andStreaming :InternetArchive*

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 -

LowMappingwithProgrammeSpecificOutcom

es:

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 ofCourseContributiontoPo s	3.0	3.0	3.0	2.8	3.0

SEC – 1 - POPULAR LITERATURE AND CULTURE

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 broaden the idea of literature and the concept of texts.
LO2	To learn the difference between genre fiction and literary fiction.
LO3	To make students gain an understanding of the folk roots of popular literature.
LO4	To make students find a perspective into the debate between high and low cultures.
LO5	To analyze the fantasy work that gains popularity.
UNIT	**Details**
I	Glover, David and Scott McCracken.-Introduction as an essay Felicity Hughes,_Children's Literature: Theory and Practice', English Literary History, vol.45, 1978
II	Brothers Grimm—-The Juniper Tree‖ Arthur Conan Doyle-Adventure of the Speckled Band Roald Dahl-Extracts from *Charlie and the Chocolate Factory* (Chapters 13 to 15, Penguin 2013)
III	Satyajit Ray—-Professor Shonku and the UFO (from *The Mystery of Munroe Island and Other Stories,* Puffin Classics 2015)
IV	Herge: *Tintin in Tibet* (Hergé. Tintin in Tibet. London: Egmont. 2012) Somdev Bhatt:-The Story of Padmavati and Prince Vajramukti (Vikram-Betaal Story)
V	Anuja Chauhan: *The Zoya Factor* J.K.Rowling: *Harry Potter and the Philosopher's Stone*

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.

	CourseOutcomes	
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Haveadiachronicunderstandingoftheevolutionofphilosophy from the time of Greek masters to 20thcentury.	PO1
CO2	Haveanawarenessofthemajorschoolsofthoughtinwesternphilosophy.	PO1,PO2
CO3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship atadvancedlevelsoflearning.	PO4,PO6
CO4	TalkaboutsomeofthekeyfiguresinPhilosophy.	PO4,PO5,PO6
CO5	Analyzeandappreciatetextscritically,fromdifferentphilosophicalperspectives.	PO3,PO8

TextBooks (LatestEditions)	
1	Chute, Hillary. ‒ComicsasLiterature .Reading GraphicNarrative‖.*PMLA* – Publications of The Modern Language Association of America. 123. 452-465.2008.
2	Herge.*TintininTibet*.BakerandTaylor,2009.

ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)	
1.	Chauhan,Anuja.*TheZoyaFactor*Harper Collins,2008.
2.	Gill,Rosalind&Herdieckerhoff,Elena.‒Rewritingtheromance:newfemininities inchicklit?‖.*FeministMediaStudies*6(4).2006.

WebResources	
1.	https://fdocuments.in/document/childrens-literature-55845ad6244ac.html
2.	(http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.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 -

LowMappingwithProgrammeSpecificOutcom

es:

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 ofCourseContributiontoPos	3.0	3.0	3.0	2.8	3.0

SKILL ENHANCEMENT COURSE – FOUNDATION COURSE

Subject Code	Category	L	T	P	S	Credits	Inst.Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	2	2	-	-	-----

	LearningObjectives
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 Parts of Speech Nouns I Nouns II
II	Adjectives Comparison of Adjectives Articles Pronouns Demonstrative, Indefinite, Interrogative, Distributive and Reciprocal Pronouns Relative Pronoun
III	Verbs Verbs- Mood and Tense Concord or Agreement of the Verb with Subject Non – finite Verbs Strong and Week Verbs
IV	The Auxiliaries Modal Auxiliaries Adverbs Prepositions Conjunction Interjections
V	Simple, Compound and Complex Synthesis of Sentence Clauses Transformation of Sentence Direct and Indirect Speech

The course outcome is based on the Learning Objectives. Each course objective will have acourse outcome. This will elucidate what the student will acquaint once he completes thatparticularunit.TherewillbeequalnumberofLearning ObjectivesandCourseoutcomes. Thebloomstaxonomyverbswillbegivenasaseparateannexure foryourreference.EachcourseoutcomeshouldbemappedwiththePOs. ThemappingofeachCOcanbedonewithanynumberofPOs.

Text Books
1. Green, David. *Contemporary English Grammar: Structures and Composition*. New Delhi: Trinity Press. 2016.

Reference Books:
1. Krishnaswamy, K. *Modern English*. Chennai: Macmillian. 2010.
2. Wood, F.T. *Remedial English Grammar for foreign students*. New Delhi: Trinity Press. 2014.

MappingwithProgrammeOutcomes:

s

3 – Strong, 2 – Medium , 1 – Low

Mappingwith ProgrammeSpecificOutcomes:

	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

CourseOutcomes		
CourseOutcomes	Oncompletionofthiscourse,studentswill;	
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

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 ofCourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

FIRST YEAR SECONDSEMESTER

Sl. NO	Course Category	Course	Credit Distribution				Credits	TotalContact Hours/ Week	Marks		
			L	T	P	S			CIA	ESE	Total
1	PARTI	LANGUAGE–Tamil	3	3			3	6	25	75	100
2	PARTII	ENGLISH	3	3			3	6	25	75	100
3	PART IIICORE 3	BRITISHLITERATURE–I	3	2			5	5	25	75	100
4	PART IIICORE 4	AMERICANLITERATURE–I	3	2			5	5	25	75	100
5	PART IIIELECTIVE	HISTORY OF ENGLISHLITERATURE(ELECTIVE2)	2	2			3	4	25	75	100
6	PARTIV SKILLENHANCEMENT COURSE-SEC-2	PHILOSOPHY AND LITERATURE	1	1			2	2	25	75	100
7	PARTIV SKILLENHANCEMENT COURSE-SEC-3	ENGLISH FOR COMMUNICATION	1	1			2	2	25	75	100
		TOTAL					23	30			

FIRST YEAR- SEMESTER IICOREIII -BRITISHLITERATURE-I

Subject Code	Category	L	T	P	S	Credits	Inst.Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	5	5	25	75	100
LearningObjectives										
LO1	TointroduceBritishIdentity,Periodsandotherrelatedforms.									
LO2	Toincreasetheabilityforstudentstointellectuallyassess theworldandtheirplace init.									
LO3	ToenableleanerstounderstandthatBritishliteratureisatthefoundationofEnglish-speakingpeoples'culture.									

UNIT	Details
LO4	Tocloselyexaminethevariousthemesandmethodologiespresentin Britishliterature
LO5	Tocreateanaptitudeofcriticallyprobingthroughthetext
UNIT	**Details**
I	Of Truth, Of Adversity - Francis BaconACityNight–Piece-OliverGoldsmith TheSpectatorClub,OnGratitude,OnGivingAdvice-Joseph Addisonand SirRichardSteele
II	RobertJamieson-Robinhood&TheMonkRobertEdgarBurns-ThePotter AnneBradstreet-Prologue WilliamBlake-TheChimneySweeperJohnKeats-EndymionBook-I
III	William Wordsworth-Ode:ToIntimation&Immorality LordByron -SheWalksInBeauty JohnMilton-ParadiseLostBk4.
IV	ChristopherMarlowe-Dr.Faustus FrancisBeaumontandJohnFletcher -PhilasterOliverGoldsmith -SheStoopsto Conquer
V	MaryShelley-CaptainWalton'sConclusion-Frankenstein JonathanSwift-VoyagetoLilliput/Houyhnhnms-Gulliver'sTravelsCharlesDickens-RecalledtoLife-ATaleofTwoCities.

CourseOutcomes		
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Demonstrateknowledgeofthemajorsocial,political,philosophical,andscientificeventsformingthebackdropfor thedevelopment of earlyBritishLiterature.	PO1
CO2	Synthesize,integrate,andconnectinformationby writingessaysusingtechniquesofcriticismandevaluation.	PO1,PO2
CO3	Readanddiscussthe themes,approaches,styles,andcontributionstothedevelopmentofBritishliteraturefromtheMedievalPeriodtotheendoftheeighteenth-century	PO4,PO6
CO4	DistinguishbetweenthecharacteristicsofBritish literarymovementsindiscussingandwritingaboutBritishliterature.	PO4,PO5,PO6
CO5	Write about literature using standard literaryterminologyandotherliteraryconventions.	PO3,PO8
Text Books(LatestEditions)		

1.	Rexroth,Kenneth.*TheNewBritishPoets:AnAnthology*.GrangerBooks, 1976.

ReferencesBooks **(Latesteditions,andthestyleasgivenbelowmustbestrictlyadhered to)**	
1.	Bacon,Francis,andMichelLeiris.*FrancisBacon*.EdicionesPoligrafa,2008.
2.	MARLOWE, Christopher.*Dr.Faustus*.BOOKONDEMANDLTD, 2021.
3.	Shelley,MaryWollstonecraft.*Frankenstein*.Create Space,2015.
4.	Swift,Jonathan,etal.*Gulliver'sTravels*. OxfordUniversityPress,2019.
WebResources	
1.	*Ranger,Paul. "TechnicalFeatures."SheStoopstoConquerbyOliverGoldsmith, 1985,pp.51–68.,https://doi.org/10.1007/978-1-349-07664-2_5.*
2.	Dickens,Charles."Fifty-Two."*ATaleofTwoCities*,2008,https://doi.org/10.1093/owc/9780199536238.003.0047.

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 -

LowMappingwithProgrammeSpecificOutcomes:

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
Weightedpercentageof CourseContributionto Pos	3.0	3.0	3.0	2.8	3.0

FIRST YEAR- SEMESTER
IICOREIV-AMERICANLITERATURE-I

SubjectCode	Category	L	T	P	S	Credits	Inst.Hours	Marks		
								CIA	External	Total
	Core	Y	Y	-	-	4	5	25	75	100

	Learning Objectives
LO1	ToUnderstandthegrowthanddevelopment ofAmericanliterature.
LO2	Tocriticallyexaminehowvariousgenresdevelopedandprogressed.
LO3	LearnaboutprominentwritersandfamousworksinAmericanliterature.
LO4	TocloselyexaminethevariousthemesandmethodologiespresentinBritishliterature
LO5	Tocreateanaptitudeofcriticallyprobingthroughthetext

UNIT	Details
I	E.M.Foster-*ThePrologue PassagetoIndia(Lines1-68).*WaltWhitman *OCaptain,MyCaptain!*–WaltWhitman
II	ShermanAlexie-*CrowTestament, Evolution* EdgarAllanPoe-*TheRaven* EmilyDickinson-*BecauseICouldNotStopfor Death.*
III	MartinLuther KingJr-I haveaDream AbrahamLincoln-GettysburgAddress
IV	TennesseeWilliams- TheGlassMenagerieEugeneO'Neill- EmperorJones
V	HarrietBeecherStowe- UncleTom'sCabin HermanMelville- BillyBudd WashingtonIrving- TheLegendoftheSleepyHollow,RipVanWinkleLeslieMarmonSilko- Ceremony

	CourseOutcomes	
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	AnalyzeanddiscussworksofAmericanliteraturefromarange of genres (e.g. poetry, nonfiction, slave narrative,captivitynarrative,literaryfiction,genrefiction,sermon,publicproclamations,letters,etc.).	PO1
CO2	IdentifyrelationshipsbetweenmomentsinAmericanhistory, colonialism, and culture and theirrepresentationinworksofAmericanliterature.	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. *The Norton Anthology of American Literature*. 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. *Emily Dickinson: Poems*. Chartwell Books, 2015.
2.	Gould, Jean. *American Women Poets: Pioneers of Modern Poetry*. DODD, MEAD, 1980.
3.	Poe, Edgar Allan, et al. *Poetry for Young People: Edgar Allen Poe*. Sterling Pub. Co., 1995.
4.	Kallen, Stuart A., and Terry Boles. *The Gettysburg Address*. Abdo&Daughters, 1994.

WebResources	
1.	"Harriet Beecher Stowe's Uncle Tom's Cabin."2003, https://doi.org/10.4324/9781315812113.
2.	Mason, Ronald. "Herman Melville and 'Billy Budd.'" *Tempo*, no.21,1951, pp.6–8., https://doi.org/10.1017/s0040298200054863

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
Weightedpercentageof CourseContributionto POs	3.0	3.0	3.0	2.8	3.0

FIRSTYEAR- SEMESTERII
ME2–HISTORYOFENGLISHLITERATURE(ELECTIVE)

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

	LearningObjectives
LO1	TohelpstudentswithasurveyofthehistoryofEnglishliteraturefromOldEnglishtimes to theModernperiod.
LO2	Help them gain particular reference to the major literary movements andauthors
LO3	Tohelpthem withanoverviewof themajor linguistic influencesontheEnglishlanguage
LO4	Toprovidethemwithalookatcertainlinguisticprocessesthathavecontributed to thedevelopmentofthe Englishlanguage
LO5	Tocreatetheabilityofcriticallyexaminingatext

UNIT	Details
I	HistoryOfBritishLiterature British Poetry, Prose, Drama AndFiction,CoveringRepresentativeWritersDown TheAges
II	TheRenaissancePeriod(1350–1660):AnIntroductionToBibleTranslation -Tyndale, Coverdale,TheUnive rsityWits, ElizabethanAndJacobeanDrama,C omedyOfHumours
III	TheLateSeventeenthAndTheEighteenthCenturies(1660-1800):Comedy OfManners,Neo-Classicism,SentimentalAndAnti- SentimentalComediesPre-Romantics
IV	WellMadePlay(DramaOfIdeas -ShawAndIbsen), Existential Drama,Comedy Of Menace, Kitchen-Sink Drama, Problem Play,DidacticDrama(PropagandaPlay),One-ActPlay
V	TheVictorianAge(1832-1901): Pre-Raphaelitemovement-D.G.Rossetti,ChristinaRossettiVictorianPoets- Tennyson, Browning Victorian Novelists - Charles Dickens, ThackerayVictorianWriters-Carlyle,RuskinImpressionisticWriters- Proust,Joyce SymbolistMovement–Yeats

	CourseOutcomes	
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Gainextensiveinsight intothehistoryofEnglishliterature,while layingspecial emphasisonvarious literarymovements,genresandwritersthatareheldtobetherepresentativesoftheirtimes.	PO1

CO2	Evaluate the way socio-cultural andhistoricalphenomenainflu encethe literaryproductionofap articularperiod	PO1,PO2
CO3	Familiarizethemselveswiththesocio-culturalambience and the discursive frameworks of variousages	PO4,PO6
CO4	Develop a nuanced appreciation of the literarystalwartsofthosetimes.	PO4,PO5,PO6
CO5	Gain in-depth understanding on the growth of theEnglishlanguageundertheinfluenceofvariousotherl anguages including Latin and French, besides beingmentoredinthestructuralnitty-grittiesofthelanguage.	PO3,PO8

TextBooks (LatestEdit ions)	
1.	Hamilton,I.(ed.).TheOxfordCompaniontoTwentieth-CenturyPoetryinEnglish(Oxford: Oxford University Press, 1994). A well-edited and balanced referencebook.
2.	Parker,P.(ed.).TheReader'sCompaniontoTwentieth-CenturyWriting(London:Helicon,1995). Stringer,J. (ed.).TheOxfordCompanionto Twentieth-CenturyLiteratureinEnglish(Oxford:OxfordUniversityPress,1996).Anotherwell-editedandbalancedreferencebook

ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadhered to)	
1. 2.	Bergonzi,B.Heroes'Twilight:ASteadyoftheLiteratureoftheGreatWar,2ndedn(London:Constable,1980). Fussell,P.TheGreatWarandModernMemory(Oxford:OxfordUniversityPress,1975)
WebResources *ALEX00.PDF(manavata.org)*	
1.	

MappingwithProgrammeOutcomes:

	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

CO2	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 -

LowMappingwithProgrammeSpecificOutcom

es:

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 ofCourseContributiontoPos	3.0	3.0	3.0	3.0	3.0

SEC-IIPHILOSOPHYANDLITERATURE

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

LearningObjectives	
LO1	Engagewiththephiloophyofliteraryrepresentations.
LO2	Givethestudentsahistoricaloverviewofthemajorfiguresinphilosophy
LO3	Introducetothemsomeofthesignificantschoolsofthoughtthathasinfluencedhumanperception.
LO4	Informstudentshowanunderstandingofphilosophyisvitaltothereadingofliterature
LO5	Analyzethephilosophicalthought
UNIT	**Details**

I	The World of Greeks-Heraclitus—Flux and the unityof opposites—Socrates—Nature of Poet and Rhapsode— Dialogue with Ion—Plato—Concept of Forms—IdealvsPhysical—Aristotle—ConceptofSoul—Beauty—Art—Nature
II	RobertFrost. ‖West-Running Brook-S TColeridge. ‖KublaKhan-PBShelley. ‖Ozymandias,Keats.‖Endymion‖(First33lines)(Aristotle'sideaofsoul, beauty, artand nature)
III	*EnlightenmentandAfter-ReneDescartes—Rationalism—Dualism—Spinoza—idea of Nature and God— Pantheism—concept of substance and modes—Cartesiandualism vs Spinoza'smonism—JohnLocke— Liberalism—Empiricism—Immanuel Kant— Transcendental Idealism—Edmund Husserl—Phenomenology—KarlMarx—CritiqueofCapitalistSociety—Baseand Superstructure*
IV	Emily Dickinson. ‖TheBrain—iswiderthantheSky‖(DebatetheCartesian mind bodyormaterialimmaterialdualism),WaltWhitman. ‖OntheBeachatNight Alone.‖(Spinoza'spantheism),William RossWallace. ‖TheLibertyBell(Locke'sliberalismMand theturnof humanity),D.H.Lawrence.‖How BeastlytheBourgeoisIs?‖(Marx'sideaof social44class)
V	Nihilism,ExistentialismandAfterwards-WallaceStevens. ‖Sad Strainsofa GayWaltz,‖(Nietzsche'sideaofnihilismand thedeathofgod),WHAuden. ‖Who'sWho?‖(Heidegger'sideaof DaseinandGeworfenheit, ‖Being-thrown- in-the-world),TedHughes. ‖HawkRoosting,‖(egothatmediatestheinstinctual idandthecriticalsuper-ego),MayaAngelou. ‖WhenIthink of myself,‖(deBeauvoir'sconceptof becoming),

The course outcome is based on the Learning Objectives. Each course objective will have acourse outcome. This will elucidate what the student will acquaint once he completes thatparticularunit. TherewillbeequalnumberofLearning ObjectivesandCourseoutcomes.
The blooms taxonomy verbs will be given as a separate annexure for your reference.EachcourseoutcomeshouldbemappedwiththePOs.
ThemappingofeachCOcanbedonewithanynumberofPOs.

CourseOutcomes

Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	HaveadiachronicunderstandingoftheevolutionofphilosophyfromthetimeofGreekmastersto20thcentury.	PO1
CO2	Haveanawarenessofthemajorschoolsofthoughtinwesternphilosophy.	PO1,PO2
CO3	Haveahealthyepistemologicalfoundationatundergraduatelevelthat ensuresscholarshipatadvancedlevelsoflearning	PO4,PO6
CO4	TalkaboutsomeofthekeyfiguresinPhilosophy.	PO4, PO5,PO6
CO5	Analyzeandappreciatetextscritically,fromdifferentphilosophicalperspectives.	PO3,PO8

	TextBooks(LatestEditions)	
1	Durrant,Will.*TheStoryofPhilosophy*,Simon&Schuster,1991.	
2	Gaarder,Jostein.*Sophie'sWorld*:20thAnniversaryEdition.Orion, 2015.	

ReferencesBooks

(Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)

1.	Russell,Bertrand.*HistoryofWesternPhilosophy*.Routledge,2016.	
2.	Gibson,John.*ThePhilosophyofPoetry*.OxfordUP,2015.	

WebResources

1.	https://www.philosophybasics.com/general_whatis.html
2.	https://archive.org/details/SophiesWorld_989/page/n5/mode/2up

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
Weightedperc entage ofCourseCont ributionntoPo s	3.0	3.0	3.0	3.0	3.0

ENGLISHFORCOMMUNICATION(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	Toenhancethe levelofliteraryand aesthetic experienceofstudentsand tohelpthemrespondcreatively.	
LO2	Tosensitizestudentstothemajorissuesinthesocietyandtheworld.	
LO3	Toprovidethestudentswithanabilitytobuildandenrichtheircommunicationskills.	
LO4	Toequipstudentstoutilizethedigitalknowledgeresourceseffectivelyfortheirchosenfieldsofstudy	
LO5	Tohelpthemthinkandwriteimaginativelyandcritically	
UNIT	**Details**	
I	Communication: Basic Communication Styles- Passive, Aggressive, Assertive-Significanceofcommunication.	
II	Typesofcommunication-Verbal-Non-Verbal.	
III	Effectivecommunicationskills	
IV	Skillstobeacquired incommunication-Speaking/reading/writing/listening	
V	Applicationoflearning	

	CourseOutcomes	
Course Outcomes	Oncompletionofthiscourse,studentswill;	
CO1	Identifythe basicprinciplesofcommunication	PO1
CO2	Analyzethe varioustypesofcommunication	PO1,PO2
CO3	Make use of the essential principlesof communication	PO4,PO6
CO4	Identifytheprominentmethodsandmodels ofCommunication.	PO4,PO5,PO6
CO5	Learnaboutthefourskillsoflanguageandget familiarizedwiththem.	PO3,PO8

	TextBooks(LatestEditions)
1.	TechnicalCommunication:PrinciplesandPractice,SecondEditionbyMeenakshiRamanandSangeetaSharma,OxfordPublications.
2.	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hillcompanies.
3.	UnderstandingBodyLanguagebyAlanPease.

	ReferencesBooks (Latesteditions,andthestyleasgivenbelowmustbestrictlyadheredto)
1.	CommunicativeGrammarofEnglishbyGeoffreyLeechandIanSvartik.
1.	*(1)Subject:ENGLISHCOMMUNICATION SKILLS(THEORY |goigalajijuna-Academia.edu*

MappingwithProgrammeOutcomes:

	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 - LowMappingwithProgrammeSpecificOutcomes:

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
Weightedpercentageof CourseContributiontoPos	3.0	3.0	3.0	2.8	3.0