



**PERIYAR UNIVERSITY
PERIYAR PALKALAI NAGAR
SALEM – 636011**

**B.A., ENGLISH (COMPUTER
APPLICATIONS)**

SYLLABUS

FROM THE ACADEMIC YEAR
2023 - 2024

B. A., English (Computer Applications)

VISION

To become a center of excellence in Language and Literature with strong teaching environments and research that suits to the twenty first century.

MISSION

To provide quality education and generate knowledge through advanced curriculum, innovative teaching learning process, skill-oriented approach and internship that develop higher order thinking to excel in the field of Language and Literature.

REGULATIONS

The syllabus of this program is aimed at preparing the students with the latest developments and put them on the right track to fulfill the present requirements.

COMMENCEMENT OF THIS REGULATION

This regulation shall take effect from the academic year 2023 – 2024, i.e., for the students who are admitted to the first year of the UG course during the academic year 2023 – 2024 and thereafter.

ELIGIBILITY

Refer this office circular No: PU/R/AD-1/UG/PG/Programmes Eligibility/2019 Dated: 16-04-2019.

DEFINITIONS

Programme: Programme means a course of study leading to the award of the degree in a discipline.

Course: Course refers to the subject offered under the degree programme.

| CHOICE BASED CREDIT SYSTEM AND LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK BASED B.A. ENGLISH (COMPUTER APPLICATIONS) SYLLABUS | |
|--|--|
| Programme: | U.G. |
| Programme Code: | |
| Duration: | 3 Years(UG) |
| Programme Outcomes: | <p>PO1: Knowledge of Economics: Ability to understand Economic Theories and functioning of Economic Models. To develop an adequate competency in the Economic Theory and Methods.</p> <p>PO2: Analytical Reasoning and Critical Thinking: Critically Analyze and assess the way in which economists examine the real world to understand the current events and evaluate specific proposals.</p> <p>PO3: Logical Reasoning and Quantitative Ability: Ability to understand how to collect and analyse data and use empirical evidence to evaluate the validity of hypothesis, using Quantitative Methodology and conduct data analysis to interpret results.</p> <p>PO4: Communication and Research Skills: Communication and Research related skills. Developing a sense of capability for relevant/appropriate inquiry and asking questions, synthesising and articulating and reporting results and to efficiently communicate thoughts and ideas in a clear and concise manner.</p> <p>PO5: Gender, Environment and Sustainability: Comprehend the Environmental issues and Sustainable Development and strive to achieving economic and social equity for women and be Gender Sensitive.</p> <p>PO6: Employability and Leadership Skills: Become empowered individuals to be employed in various positions in industry, academia and research and have the potential to become Entrepreneurs and take leadership roles in their chosen occupations and communities.</p> <p>PO7: Social Interaction: Acquire the ability to engage in relevant conversations and have the ability to understand the views of society that would help initiate policy making.</p> <p>PO8: Digital Literacy and Lifelong Learning: Capability to use ICT tools in a variety of learning situation and use appropriate software for analysis of data - Ability to acquire Knowledge situations and skills for life through self directed learning and adapt to different learning environments.</p> |
| Programme Specific Outcomes: | <p>PSO1: To enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making.</p> <p>PSO 2: To sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment.</p> <p>PSO 3: To familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing.</p> <p>PSO 4: Evaluate various social and economic problems in the society and develop answer to the problems as global citizens.</p> <p>PSO 5: Enhance skills of analytical and critical thinking to analyze effectiveness of economic policies.</p> |

| | PO 1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
|-------|------|-----|-----|-----|-----|-----|-----|-----|
| PSO 1 | Y | Y | Y | Y | Y | Y | Y | Y |
| PSO 2 | Y | Y | Y | Y | Y | Y | Y | Y |
| PSO3 | Y | Y | Y | Y | Y | Y | Y | Y |
| PSO 4 | Y | Y | Y | Y | Y | Y | Y | Y |
| PSO 5 | Y | Y | Y | Y | Y | Y | Y | Y |

3 – Strong, 2- Medium, 1- Low

Highlights of the Revamped Curriculum:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the ‘Training for Competitive Examinations’ course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.

- The Internship during the second year vacation will help the students gain valuable work experience that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

Value additions in the Revamped Curriculum:

| Semester | Newly introduced Components | Outcome / Benefits |
|----------------------------|--|---|
| I | <p>Foundation Course To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Instill confidence among students <input type="checkbox"/> Create interest for the subject |
| I, II, III, IV | <p>Skill Enhancement papers (Discipline centric / Generic / Entrepreneurial)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Industry ready graduates <input type="checkbox"/> Skilled human resource <input type="checkbox"/> Students are equipped with essential skills to make them employable |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> Training on language and communication skills enable the students gain knowledge and exposure in the competitive world. |
| | | <ul style="list-style-type: none"> <input type="checkbox"/> Discipline centric skill will improve the Technical knowhow of solving real life problems. |
| III, IV, V & VI | <p>Elective papers</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Strengthening the domain knowledge <input type="checkbox"/> Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature <input type="checkbox"/> Emerging topics in higher education/ industry/ communication network / health sector |

| | | |
|--|--|---|
| | | etc. are introduced with hands-on-training. |
|--|--|---|

| | | |
|---|---|--|
| IV | Elective Papers | <ul style="list-style-type: none"> <input type="checkbox"/> Exposure to industry moulds students into solution providers <input type="checkbox"/> Generates Industry ready graduates <input type="checkbox"/> Employment opportunities enhanced |
| V Semester | Elective papers | <ul style="list-style-type: none"> <input type="checkbox"/> Self-learning is enhanced <input type="checkbox"/> Application of the concept to real situation is conceived resulting in tangible outcome |
| VI Semester | Elective papers | <ul style="list-style-type: none"> <input type="checkbox"/> Enriches the study beyond the course. <input type="checkbox"/> Developing a research framework and presenting their independent and intellectual ideas effectively. |
| Extra Credits: For Advanced Learners / Honors degree | | <ul style="list-style-type: none"> <input type="checkbox"/> To cater to the needs of peer learners / research aspirants |
| Skills acquired from the Courses | Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill | |

Credit Distribution for UG Programmes

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

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

First Year – Semester-I

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

Semester-II

| Part | List of Courses | Credit | No. of Hours |
|-------------|---|---------------|---------------------|
| Part-1 | Language – Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses including laboratory [in Total] | 13 | 14 |
| Part-4 | Skill Enhancement Course -SEC-2 | 2 | 2 |
| | Skill Enhancement Course -SEC-3 (Discipline / Subject Specific) | 2 | 2 |
| | | 23 | 30 |

Second Year – Semester-III

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

Semester-IV

| Part | List of Courses | Credit | No. of Hours |
|-------------|---|---------------|---------------------|
| Part-1 | Language - Tamil | 3 | 6 |
| Part-2 | English | 3 | 6 |
| Part-3 | Core Courses & Elective Courses including laboratory [in Total] | 13 | 13 |
| Part-4 | Skill Enhancement Course -SEC-6 (Discipline / Subject Specific) | 2 | 2 |
| | Skill Enhancement Course -SEC-7 (Discipline / Subject Specific) | 2 | 2 |
| | E.V.S | 2 | 1 |

| | | | |
|--|--|-----------|-----------|
| | | 25 | 30 |
|--|--|-----------|-----------|

**Third Year
Semester-V**

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

Semester-VI

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

Consolidated Semester wise and Component wise Credit distribution

| Parts | Sem I | Sem II | Sem III | Sem IV | Sem V | Sem VI | Total Credits |
|-----------------|-------|--------|---------|--------|-------|--------|---------------|
| Part I | 3 | 3 | 3 | 3 | - | - | 12 |
| Part II | 3 | 3 | 3 | 3 | - | - | 12 |
| Part III | 13 | 13 | 13 | 13 | 22 | 18 | 92 |
| Part IV | 4 | 4 | 3 | 6 | 4 | 1 | 22 |
| Part V | - | - | - | - | - | 2 | 2 |
| Total | 23 | 23 | 22 | 25 | 26 | 21 | 140 |

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

| Methods of Evaluation | | |
|------------------------------|-------------------------------------|-----------|
| Internal Evaluation | Continuous Internal Assessment Test | 25 Marks |
| | Assignments | |
| | Seminars | |
| | Attendance and Class Participation | |
| External Evaluation | End Semester Examination | 75 Marks |
| | Total | 100 Marks |

| Methods of Assessment | |
|--|---|
| Recall (K1) | Simple definitions, MCQ, Recall steps, Concept definitions |
| Understand/ Comprehend (K2) | MCQ, True/False, Short essays, Concept explanations, Short summary or overview |
| Application (K3) | Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain |
| Analyze (K4) | Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge |
| Evaluate (K5) | Longer essay/ Evaluation essay, Critique or justify with pros and cons |
| Create (K6) | Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations |

**QUESTION PAPER PATTERN
For Core, Allied & Elective - I**

Duration: **Three Hours**

Maximum Marks: **75**

Part A: (15 X 1 = 15 marks)

Answer ALL Questions

(Multiple Choice Questions, 3 from each unit)

Part B: (2 X 5 = 10 marks)

Answer ANY TWO Questions

(TWO out of FIVE questions)

Part C: (5 X 10 = 50 marks)

Answer ALL Questions

(One Question from Each Unit with internal choice)

PASSING MINIMUM

i) The Candidates shall be declared to have passed the examination if he/she secures not less than 40 marks in total (CIA mark + Theory Exam mark) with minimum of 30 marks in the Theory Exam conducted by the University.

ii) The Candidates shall be declared to have passed the examination if he/she secures not less than 40 marks in total (CIA mark + Practical Exam) with minimum of 30 marks in the practical Exam conducted by the University.

CONVERSION OF MARKS TO GRADE POINTS AND LETTER GRADE (Performance in a Course/Paper)

| RANGE OF MARKS | GRADE POINTS | LETTER GRADE | DESCRIPTION |
|-----------------------|---------------------|---------------------|--------------------|
| 90 - 100 | 9.0- 10. | O | Outstanding |
| 80-89 | 8.0 – 8. | D+ | Excellent |
| 75-79 | 7.5 – 7.9 | D | Distinction |
| 70-74 | 7.0-7.4 | A+ | Very Good |
| 60-69 | 6.0-6.9 | A | Good |
| 50-59 | 5.0-5.9 | B | Average |

| | | | |
|--------|---------|-----|--------------|
| 40-49 | 4.0-4.9 | C | Satisfactory |
| 00-39 | 0.0 | U | Re-appear |
| ABSENT | 0.0 | AAA | ABSENT |

C_i = Credits earned for course i in any semester

G_i = Grade Point obtained for course i in any semester

n = refers to the semester in which such course were credited

B.A.,English (Computer Applications)

| Part | Title of the Course | Credits | Hours | | Maximum Marks | | |
|------------------------|--|-----------|-----------|-----------|---------------|-----|-------|
| | | | Theory | Practical | CIA | ESE | Total |
| FIRST SEMESTER | | | | | | | |
| I | LANGUAGE TAMIL I | 3 | 6 | | 25 | 75 | 100 |
| II | ENGLISH I | 3 | 6 | | 25 | 75 | 100 |
| III | CORE I – PROSE I | 5 | 5 | | 25 | 75 | 100 |
| III | CORE II – FICTION I | 5 | 5 | | 25 | 75 | 100 |
| III | ALLIED I – Social History of England | 4 | 6 | | 25 | 75 | 100 |
| IV | Non Major Elective | 2 | 2 | | 25 | 75 | 100 |
| | Skill Enhancement Course-Foundation Course-Functional English | | | | | | |
| Total | | 22 | 30 | | | | |
| SECOND SEMESTER | | | | | | | |
| I | LANGUAGE TAMIL | 3 | 6 | | 25 | 75 | 100 |
| II | ENGLISH | 3 | 6 | | 25 | 75 | 100 |
| III | CORE III – POETRY I | 5 | 5 | | 25 | 75 | 100 |
| III | CORE IV – DRAMA I | 5 | 5 | | 25 | 75 | 100 |
| III | ALLIED II – History of English Literature | 4 | 6 | | 25 | 75 | 100 |
| IV | Non Major Elective | 2 | 2 | | 25 | 75 | 100 |
| | Skill Enhancement Course-1-English for communication | 2 | 2 | | 25 | 75 | 100 |
| Total | | 24 | 30 | | | | |
| THIRD SEMESTER | | | | | | | |
| I | LANGUAGE TAMIL | 3 | 6 | | 25 | 75 | 100 |
| II | ENGLISH | 3 | 6 | | 25 | 75 | 100 |
| III | CORE V – PROSE II | 4 | 4 | | 25 | 75 | 100 |
| III | CORE VI – FUNDAMENTALS OF INFORMATION TECHNOLOGY | 4 | 4 | | 25 | 75 | 100 |
| III | ALLIED III – Literary Forms | 4 | 6 | | 25 | 75 | 100 |
| IV | SKILL ENHANCEMENT COURSE-2-Entrepreneurial Skill | 1 | 1 | | 25 | 75 | 75 |
| IV | SKILL ENHANCEMENT COURSE-3 Public Speaking | 2 | 2 | | | | |

| | | | | | | | |
|----|--------------|-----------|-----------|--|----|----|------------|
| IV | EVS | 2 | 1 | | -- | 25 | 75 |
| | Total | 23 | 30 | | | | 625 |

| FOURTH SEMESTER | | | | | | | |
|-----------------|--|-----------|-----------|--|----|----|-----|
| I | LANGUAGE TAMIL | 3 | 6 | | 25 | 75 | 100 |
| II | ENGLISH | 3 | 6 | | 25 | 75 | 100 |
| III | CORE VII – POETRY II | 4 | 4 | | 25 | 75 | 100 |
| III | CORE VIII – – SOFTWARE ENGINEERING | 4 | 4 | | 25 | 75 | 100 |
| III | ALLIED IV –Literary Criticism | 4 | 5 | | 25 | 75 | 100 |
| IV | SKILL ENHANCEMENT COURSE-4-English for Career | 2 | 2 | | 25 | 75 | 100 |
| | SKILL ENHANCEMENT COURSE-5-English for Business | 2 | 2 | | 25 | 75 | 100 |
| IV | EVS | 2 | 1 | | 25 | 75 | 100 |
| Total | | 24 | 30 | | | | |
| FIFTH SEMESTER | | | | | | | |
| III | COREIX–ENGLISH LANGUAGE TEACHING | 5 | 6 | | 25 | 75 | 100 |
| III | COREX–INDIANWRITINGINENGLISH | 5 | 6 | | 25 | 75 | 100 |
| III | CORE XI – BASIC PROGRAMMING AND INTERNET | 5 | 6 | | 25 | 75 | 100 |
| III | CORE XII –COMMONWEALTH LITERATURE | 4 | 5 | | 25 | 75 | 100 |
| III | ELECTIVE –I-English for Competitive Examinations | 3 | 4 | | 25 | 75 | 100 |
| IV | SUMMER INTERNSHIP/INDUSTRIAL TRAINING | 2 | - | | - | - | - |
| | Value Education | 2 | 1 | | 25 | 75 | 100 |
| Total | | 26 | 30 | | | | |
| SIXTH SEMESTER | | | | | | | |
| III | COREXIII–SHAKESPEARE | 5 | 6 | | 25 | 75 | 100 |
| III | CORE XIV – GENDER STUDIES | 5 | 6 | | 25 | 75 | 100 |
| III | CORE XV– PC SOFTWARE (MS OFFICE) | 4 | 5 | | 25 | 75 | 100 |
| III | ELECTIVE –II-Fundamentals of | 3 | 5 | | 25 | 75 | 100 |

| | | | | | | | |
|--------------|--|-----------|-----------|--|----|----|-----|
| | Comparative Literature | | | | | | |
| III | ELECTIVE –III-Studying Novels | 3 | 5 | | 25 | 75 | 100 |
| IV | Extension Activity | 1 | - | | 25 | 75 | 100 |
| IV | Professional Competency Skill- Interview Skills | 2 | 2 | | | -- | |
| Total | | 23 | 30 | | | | |

* No Continuous Internal Assessment (CIA). Only University Examinations.

** No University Examinations. Only Continuous Internal Assessment (CIA).

| List of Elective Papers | | |
|-------------------------|---|--|
| ELECTIVE | A | ENGLISH FOR COMPETITIVE EXAMS |
| | B | STUDY OF INDIAN THEATER |
| | C | PUBLIC SPEAKING |
| ELECTIVE | A | WRITING FOR MEDIA(SENTIMENT ANALYSIS) |
| | B | FUNDAMENTALS OF COMPARATIVE LITERATURE |
| | C | WRITING SKILLS |
| ELECTIVE | A | INTRODUCTION TO LINGUISTICS |
| | B | STUDYING NOVELS |
| | C | TRANSLATION TASKS |

FIRST SEMESTER

Core – I Prose – I

| Course Code | Title of the Course | Category | L | T | P | O | C r e d i t s | I n s t r u c t o r s | Marks | | |
|-------------|---------------------------|----------|---|---|---|---|---------------------------------|---|---------|------------------|-----------|
| | | | | | | | | | Cl A | Ext er nal | Tot al |
| | Core – I Prose – I | Core | 5 | - | - | - | 5 | | 25 | 75 | 100 |

| | | | |
|---|---|------------------|----------------|
| Pre-requisite | Basic knowledge of English prose | | |
| Course Objectives: | | | |
| The main objectives of this course are to: Gain knowledge on the English Prose of different ages Apply the varied styles in writing and improve language skills | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, student will be able to: | | | |
| 1 | Comprehend prose passages | K1, K2 | |
| 2 | Enhance reading skill | K2&K3 | |
| 3 | Analyze the structure and style of Prose pieces | K4 | |
| 4 | Create simple paragraph | K6 | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6– Create | | | |
| Unit:1 | | | 15hours |

| | | |
|--|----------------------------|-----------------|
| 1. The Suitor and Papa 2. The Sniper | | |
| Unit:2 | | 15hours |
| 1. A Handful of Dates 2. Two Gentlemen of Verona | | |
| Unit:3 | | 15hours |
| 1. Know When to say "It's None of Your Business" 2. How to Escape from Intellectual Rubbish | | |
| Unit:4 | | 15hours |
| 1. A Little Bit of What you Fancy 2. The Second Crucifixion | | |
| Unit:5 | | 15 hours |
| 1. Humanities vs Sciences 2. The Beauty in Black | | |
| | Total Lecture hours | 75hours |

| | |
|---|--|
| Text Book(s) | |
| 1 | CRUISE A Journey Through Prose Cambridge University Press |
| Reference Books | |
| 1 | The Literary Heritage: A New Anthology of Prose and Short Story by Hari Mohan Prasad, Ivan Khristo Masih, Chakradhar Prasad Singh, Motilal Banarsidass Publishing House |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | |
| 1 | http://users.bergen.org/raybat/prose.html https://www.mlb.in/products/the-literary-heritage-a-new-anthology-of-prose-and-short-story-hari-mohan-prasad-ivan-khristo-masih-chakradhar-prasad-singh- |

Programme Outcomes Mapping

| COS | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO 1 | 1 | 2 | 3 | 2 | 3 | 1 | 1 | 1 |
| CO 2 | 1 | 3 | 1 | 3 | 3 | 2 | 2 | 2 |
| CO 3 | 1 | 2 | 3 | 1 | 2 | 1 | 2 | 1 |
| CO 4 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 2 |

Low = 1

Medium = 2

Strong = 3

Core – II Fiction – I

| Course Code | Title of the Course | Category | L | T | P | O | C r e d i t s | I n s t r u c t o r s | Marks | | |
|-------------|------------------------------|----------|---|---|---|---|---------------------------------|---|---------|------------------|-----------|
| | | | | | | | | | Cl A | Ext er nal | Tot al |
| | Core – II Fiction – I | Core | 5 | - | - | - | 5 | | 25 | 75 | 100 |

| | | | |
|--|---|-----------|----------------|
| Pre-requisite | Basic knowledge of English Fiction. | | |
| Course Objectives: | | | |
| The paper aims at introducing the students comprehend to the long narrative. To make the students analyse various aspects of fiction like plot, character, techniques etc. | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, student will be able to: | | | |
| 1 | Understand the plot, setting and structure | K2 | |
| 2 | Identify the techniques used in Fictional writing | K3 | |
| 3 | Analyse various themes in the fiction | K4 | |
| 4 | Evaluate the role of major and minor characters | K5 | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | | |
| Unit:1 | | | 15hours |
| Jane Eyre - Charlotte Bronte. | | | |
| Unit:2 | | | 15hours |
| Kenilworth - Sir Walter Scott | | | |
| Unit:3 | | | 15hours |
| Oliver Twist - Charles Dickens | | | |

| | | |
|---|----------------------------|-----------------|
| Unit:4 | | 15hours |
| Far From the Madding Crowd - Thomas Hardy | | |
| Unit:5 | | 15 hours |
| Lord of the Flies - William Golding | | |
| | | |
| | Total Lecture hours | 75hours |

| Text Book(s) | |
|---|---|
| 1 | Jane Eyre - Charlotte Bronte, Penguin Classics |
| 2 | Kenilworth - Sir Walter Scott, Penguin Classics |
| 3 | Oliver Twist - Charles Dickens, Fingerprint Classics |
| 4 | Far From the Madding Crowd - Thomas Hardy, Penguin Classics |
| 5 | Lord of the Flies - William Golding, Faber Classics |
| Reference Books | |
| 1 | Critical Approaches to Literature, David Daiches, Kessinger Publishing. |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | |
| 1 | https://books.google.co.in/books/about/Critical Approaches to Literature.html?id=UV2XQAAACAAJ&redir_esc=y |
| 2 | https://www.mooc-list.com/course/how-read-novel-futurelearn |

Programme Outcomes Mapping

| CO S | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO 1 | 3 | 2 | 1 | 3 | 2 | 1 | 1 | 2 |
| CO 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 |
| CO 3 | 1 | 2 | 3 | 1 | 3 | 1 | 1 | 2 |
| CO 4 | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 2 |

Low = 1

Medium = 2

Strong = 3

Allied – I SOCIAL HISTORY OF ENGLAND

| Course Code | Title of the Course | Category | L | T | P | O | C r e d i t s | I n s t r u c t o r s | Marks | | |
|-------------|----------------------------------|----------|---|---|---|---|---------------------------------|---|---------|------------------|-----------|
| | | | | | | | | | Cl A | Ext er nal | Tot al |
| | SOCIAL HISTORY OF ENGLAND | Core | 6 | - | - | - | 4 | | 25 | 75 | 100 |

| | | | |
|--|--|----------------|--|
| Pre-requisite | Basic knowledge on History of England. | | |
| Course Objectives: | | | |
| <p>The paper's objective is To expose the students to the history, ways and manners, customs and habits of the English society. To show how the literary works correspond to the changes in the society.</p> | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, student will be able to: | | | |
| 1 | Understand the impact of society on Literature | K2 | |
| 2 | Interlink the history of England with British English Literature | K3 | |
| 3 | Analyse the socio-cultural aspects of the society on Literature | K4 | |
| 4 | Evaluate the literary work by considering its historical aspects | K5 | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | | |
| Unit:1 | | 15hours | |
| 1. The Renaissance 2. The Reformation. | | | |
| Unit:2 | | 15hours | |

| | | |
|--|--|----------------|
| 1. The Spanish Armada 2.Colonization 3.Civil War | | |
| Unit:3 | | 15hours |
| 1.Restoration in England 2.American war of Independence | | |
| Unit:4 | | 15hours |
| 1. The Agrarian Revolution 2. The Industrial Revolution | | |

| | | |
|---|---|----------------|
| Unit:5 | | 15hours |
| 1 | The Reform Bills | |
| 2 | The Development of Education in Victorian period | |
| 3 | World Wars | |
| | | |
| | Total Lecture hours | 75hours |
| Text Book(s) | | |
| 1 | Social History of England: by A. G. Xavier | |
| | | |
| Reference Books | | |
| 1 | Social History of England, Dr. A. Shanmugakani, Manimekala Publishing House | |
| 2 | Social History of England, Padmaja Ashok, Orient Black Swan | |
| | | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://onlinecourses.nptel.ac.in/noc20_hs52/preview | |
| | | |
| | | |

Programme Outcomes Mapping

| COS | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | 3 | 2 | 2 | 2 | 2 | 1 | 1 | 3 |
| CO 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 |
| CO 3 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 3 |
| CO 4 | 2 | 1 | 3 | 2 | 2 | 2 | 1 | 3 |

* Low = 1

Medium = 2

Strong = 3

SECOND SEMESTER

Core – III Poetry - I

| Course Code | Title of the Course | Category | L | T | P | O | C r e d i t s | I n s t r u c t o r s | Marks | | |
|-------------|------------------------------|----------|---|---|---|---|---------------------------------|---|---------|------------------|-----------|
| | | | | | | | | | Cl A | Ext er nal | Tot al |
| | Core – III Poetry – I | Core | 5 | - | - | - | 5 | | 25 | 75 | 100 |

| | | | |
|--|---|--|----------------|
| Pre-requisite | Basic Knowledge of Poetry. | | |
| Course Objectives: | | | |
| To make the students to comprehend poetry of different ages To make the students familiar with different types of poetry | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, students will be able to: | | | |
| 1 | Gain knowledge of poetry of different ages | | K1 |
| 2 | Understand the literary terms and devices | | K2 |
| 3 | Analyse a poem | | K4 |
| 4 | Learn new dimensions in connecting emotions and languages and create simple Poems | | K6 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | | |
| Unit:1 | | | 15hours |

| | | |
|---|---|----------------|
| 1. Good Morrow - John Donne 2. One Day I wrote her Name – Edmund Spenser | | |
| Unit:2 | | 15hours |
| 1. Sonnet 18 – William Shakespeare 2. The Temptations – John Milton | | |
| Unit:3 | | 15hours |
| 1. The Tyger – William Blake 2. To Sleep – William Wordsworth | | |
| Unit:4 | | 15Hours |
| 1. Kubla Khan - Samuel Taylor Coleridge 2. Ode to a Skylark - Percy Bysshe Shelley | | |
| Unit:5 | | 15Hours |
| 1. Ode to Autumn – John Keats 2. The Lotus Eaters - Lord Alfred Tennyson | | |
| | Total Lecture hours | 75hours |
| Text Book(s) | | |
| 1 | ELIXIR An Anthology of Poems Emerald Publication | |
| Reference Books | | |
| 1 | M.H.Abrams (Ed), The Norton Anthology of English Literature | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.poetryfoundation.org/search?query=Sonnet+18+-+William+Shakespeare+ | |
| 2 | https://kupdf.net/download/norton-anthology-of-english-literature_596d23c5dc0d60035ba88e76_pdf | |

Programme Outcomes Mapping

| COS | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|-----|------|------|------|------|------|------|------|------|
| CO1 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 2 |

| | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|
| CO2 | 2 | 2 | 3 | 2 | 1 | 1 | 2 | 1 |
| CO3 | 2 | 1 | 2 | 2 | 3 | 1 | 1 | 3 |
| CO4 | 1 | 2 | 1 | 2 | 3 | 1 | 2 | 2 |

3-Strong

2-Medium

1-Low

SECOND SEMESTER

Core – IV Drama – I

| Course Code | Title of the Course | Category | L | T | P | O | Credits | Instructor Hours | Marks | | |
|-------------|----------------------------|----------|---|---|---|---|---------|------------------|-------|----------|-------|
| | | | | | | | | | Cl A | External | Total |
| | Core – IV Drama – I | Core | 5 | - | - | - | 5 | | 25 | 75 | 100 |

| | | | |
|--|--------------------------------------|--|----------------|
| Pre-requisite | Basic knowledge of Drama. | | |
| Course Objectives: | | | |
| To introduce the genre drama and its techniques To make the students to identify plot, characterization and structure of the play | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, student will be able to: | | | |
| 1 | Understand and enjoy reading plays | | K2 |
| 2 | Identify the elements of Drama | | K3 |
| 3 | Analyse the plays thematically | | K4 |
| 4 | Evaluate the characters of the plays | | K5 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | | |
| Unit:1 | | | 15hours |
| Dr. Faustus - Christopher Marlowe | | | |
| Unit:2 | | | 15hours |

| | | |
|--|----------------------------|-----------------|
| She Stoops to Conquer – Oliver Goldsmith | | |
| Unit:3 | | 15hours |
| The Alchemist – Ben Jonson | | |
| Unit:4 | | 15hours |
| The Rivals – R.B. Sheridan | | |
| Unit:5 | | 15 hours |
| Strife - John Galsworthy | | |
| | Total Lecture hours | 75hours |

| | |
|---|---|
| Text Book(s) | |
| 1 | Dr. Faustus - Christopher Marlowe, Dover Thrift edition |
| 2 | She Stoops to Conquer- Oliver Goldsmith, Peacock Books |
| 3 | The Alchemist – Ben Jonson, Peacock Classics |
| 4 | The Rivals – R. B. Sheridan. Bloomsbury |
| 5 | Strife - John Galsworthy, Macmillan |
| Reference Books | |
| 1 | Critical Approaches to Literature, David Daiches, Kessinger Publishing |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | |
| 1 | https://www.mooc-list.com/tags/theatre |

Programme Outcomes Mapping

| Co s | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|-------------|------|------|------|------|------|------|------|------|
| CO 1 | 3 | 1 | 2 | 1 | 2 | 2 | 2 | 2 |
| CO 2 | 2 | 1 | 3 | 1 | 2 | 1 | 2 | 1 |
| CO 3 | 2 | 2 | 3 | 2 | 3 | 1 | 2 | 1 |
| CO 4 | 2 | 1 | 3 | 2 | 2 | 2 | 1 | 2 |

3-Strong

2-Medium

1-Low

SECOND SEMESTER

Allied – II History of English Literature

| Course Code | Title of the Course | Category | L | T | P | O | C r e d i t s | I n s t r u c t o r s | Marks | | |
|-------------|--|----------|---|---|---|---|---------------------------------|---|---------|------------------|-----------|
| | | | | | | | | | Cl A | Ext er nal | Tot al |
| | Allied – II History of English Literature | Core | 6 | - | - | - | 4 | | 25 | 75 | 100 |

| | | | |
|--|--|-----------|--|
| Pre-requisite | Basic knowledge on English Literature and history of England. | | |
| Course Objectives: | | | |
| To enrich the students with the wide knowledge of the historical and biographical details of writers of various ages. To make the students understand the development of British Literature | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, student will be able to: | | | |
| 1 | Gain knowledge of the History of Literature and great authors of English. | K2 | |
| 2 | Interconnect the history, biography of the author and the works | K3 | |
| 3 | Analyse the growth of literary genres of specific periods | K4 | |
| 4 | Evaluate the role of literary movements and their impact on the literary works | K5 | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | | |

| | | |
|--|---|-----------------|
| Unit:1 | | 15hours |
| 1. The Age of Chaucer 2. The Age of Shakespeare – Verse, Drama and Prose. | | |
| Unit:2 | | 15hours |
| 3. The Age of Milton –Milton 4. The Age of Dryden- Verse, Drama and Prose | | |
| Unit:3 | | 15hours |
| 5. The Age of Pope- Verse, Drama and Prose 6. The Age of Johnson-General Prose and the Novel | | |
| Unit:4 | | 15hours |
| 7. The Age of Wordsworth-The older Poets, the Younger Poets. 8. The Age of Tennyson-Verse, General Prose and The Novel. | | |
| Unit:5 | | 15 hours |
| 9. The Age of Hardy 10. The Present Age. | | |
| | | |
| Total Lecture hours | | 75 hours |
| Text Book(s) | | |
| 1 | An Outline History of English Literature. by William Henry Hudson. (B.I Publications Pvt Ltd | |
| Reference Books | | |
| 1 | History of English Literature, Harrows Publications, Chennai. | |
| 2 | History of English Literature, Emerald Publishers, Chennai. | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.classcentral.com/course/swayam-history-of-english-language-and-literature-14108 | |
| 2 | https://nptel.ac.in/courses/109/106/109106124/ | |

Programme Outcomes Mapping

| COS | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | S | M | L | M | M | L | L | M |

| | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|
| CO 2 | L | M | M | M | M | L | L | S |
| CO 3 | M | M | S | S | M | L | L | M |
| CO 4 | M | L | M | L | S | M | L | M |

*S-Strong; M-Medium; L-Low

THIRD SEMESTER

Prose – II Core - V

| Course Code | Title of the Course | Category | L | T | P | O | C r e d i t s | I n s t r u c t o r s | Marks | | |
|-------------|----------------------------|----------|---|---|---|---|---------------------------------|---|---------|------------------|-----------|
| | | | | | | | | | Cl A | Ext er nal | Tot al |
| | Core – V Prose – II | Core | 4 | - | - | - | 4 | | 25 | 75 | 100 |

| | | | |
|---|---|----------------|--|
| Pre-requisite | Basic knowledge on English prose | | |
| Course Objectives: | | | |
| To expose the students to the development of prose style in English To assist in understanding the techniques applied in prose writing | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, student will be able to: | | | |
| 1 | Gain knowledge on Prose writing | K1 | |
| 2 | Identify the literary devices used in writing prose | K3 | |
| 3 | Analyse the variety of prose pieces | K4 | |
| 4 | Create a simple and short prose passage | K6 | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | | |
| Unit:1 | | 15hours | |

| | | |
|---|---|-----------------|
| 1. Of Studies 2. Of Truth 3. Of Friendship | | |
| Unit:2 | | 15hours |
| 4. The Spectator Club 5. Sir Roger at Church 6. Sir Roger at Theatre | | |
| Unit:3 | | 15hours |
| 7. Dream Children : A Reverie 8. Dissertation Upon Roast Pig 9. The Praise of the Chimney Sweeper | | |
| Unit:4 | | 15Hours |
| 10. On Good resolutions 11. On Doing Nothing 12. On Saying 'Please' | | |
| Unit:5 | | 15 hours |
| 13. Selected Snobberies 14. Shooting an Elephant 15. Book shop memories. | | |
| | Total Lecture hours | 75hours |
| Text Book(s) | | |
| 1 | Pleasures of English Prose by Macmillan | |
| 2 | A Collection of Essays-George Orwell | |
| | | |
| Reference Books | | |
| 1 | The Norton Anthology of English Literature | |
| 2 | | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.britannica.com/art/English-literature/Prose | |
| | | |

Programme Outcomes Mapping

| COS | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------|------|------|------|------|------|------|------|------|
| CO 1 | 3 | 3 | 2 | 1 | 1 | 2 | 2 | 1 |
| CO 2 | 2 | 2 | 3 | 1 | 2 | 2 | 1 | 1 |
| CO 3 | 2 | 1 | 3 | 2 | 1 | 1 | 2 | 2 |
| CO 4 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 1 |

Strong=3 Medium=2 Low=1

THIRD SEMESTER

Core – VI Fundamentals of Information Technology

| Course Code | Title of the Course | Category | L | T | P | O | Credits | Inst. Hours | Marks | | |
|-------------|---|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | | Cl A | External | Total |
| | Core – VI Fundamentals of Information Technology | Core | 4 | - | - | - | 4 | | 25 | 75 | 100 |

| | | | |
|--|------------------------------------|--|--|
| Pre-requisite | Basic knowledge on computer | | |
| Course Objectives: | | | |
| To provide basic knowledge about MS Office and internet | | | |
| To make the students understand fundamentals of computer skills | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, student will be able to: | | | |

| | | |
|--|---|----------------|
| 1 | Understand basics of information technology | K1.K2 |
| 2 | Understand MS Office and internet | K1 |
| 3 | Improve technical writing skills | K3 |
| 4 | Enhance employability skills through proper understanding of information technology | K5 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | |
| Unit:1 | | 15hours |
| Introduction to Computers – characteristics, history, generations, classifications, application of computer, hardware and software, operation systems, computer language, DOS file, directory, Changing the directory, creating a new directory, copying files, deleting files, changing filename, date and time, type, print. Windows, windows basics, introduction, starting windows, using mouse, using menus in windows. | | |
| Unit:2 | | 15hours |
| Word, introduction to word, editing a document, more and copy text and help system, formatting text & paragraph, finding and replacing text and spell checking, using tabs, enhancing documents, columns, tables & other features, using graphic, templates and wizards using mail merge, miscellaneous features of word. | | |

| | | |
|--|----------------------------|-----------------|
| Unit:3 | | 15hours |
| Introduction of worksheet & excel, getting started with excel, editing cells and using commands and functions, moving and copying, inserting and deleting rows and columns, getting help and formatting a worksheet, printing the worksheet, creating charts, using date and time and addressing modes, naming ranges and using statistical, math and financial functions. Power point basics editing text adding subordinate points, deleting slides, working in outline view, using design templates, adding graphs, adding organization charts, running an electronic slide show, adding special effects. | | |
| Unit:4 | | 15hours |
| Definitions advantages browsers – brief overviews of servers - definition – introduction to world wide web (WWW) – Brief study of HTML tags – client/server Architecture in internet – Domain name – Extension types internet services – addressing scheme – feature of internet. | | |
| Unit:5 | | 15 hours |
| Introduction of Business Process Outsourcing and Knowledge Process Outsourcing – Essentials of Technical Writing – A Brief overview on soft skills. | | |
| | Total Lecture hours | 75hours |

| | |
|------------------------|--|
| Text Book(s) | |
| | |
| Reference Books | |
| 1 | Fundamentals of computers 2nd edition, V.Rajaraman, Pai. |
| 2 | Easy Office 2000, SISO Books |
| 3 | MS Office, C.Nellikannan, Nels Publication |
| 4 | Internet Complete Reference, Healey Halin, Tata MaCraw. |
| | |

Programme Outcomes Mapping

| COS | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO 1 | 3 | 1 | 2 | 3 | 1 | 3 | 3 | 3 |
| CO 3 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 1 |
| CO 3 | 2 | 1 | 3 | 1 | 2 | 3 | 2 | 2 |
| CO 4 | 2 | 2 | 1 | 1 | 3 | 2 | 2 | 3 |

3-Strong

2-Medium

1-Low

THIRD SEMESTER

Allied – III Literary Forms

| Course Code | Title of the Course | Category | L | T | P | O | C r e d i t s | I n s t r u c t o r s | Marks | | |
|-------------|----------------------------------|----------|---|---|---|---|---------------------------------|---|---------|------------------|-----------|
| | | | | | | | | | Cl A | Ext er nal | Tot al |
| | Allied III Literary Forms | Core | 5 | - | - | - | 4 | | 25 | 75 | 100 |

| | | | |
|---|--|----------------|--|
| Pre-requisite | Basic knowledge on forms of writing in Literature | | |
| Course Objectives: | | | |
| To introduce the various literary genres and devices of English Literature. To make the students understand the salient features of literary forms. | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, student will be able to: | | | |
| 1 | Understand different literary forms and their characteristics | K2 | |
| 2 | Differentiate various literary devices | K4 | |
| 3 | Identify literary devices in a work, compare the genres and their features | K3 | |
| 4 | Attempt a simple creative writing | K6 | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | | |
| Unit:1 | POETRY | 15hours | |

| | | |
|---|---|-----------------|
| Chapter I- Subjective and Objective Poetry Chapter II- Poetic Types Chapter III- Stanza Forms | | |
| Unit:2 | DRAMA | 15hours |
| Chapter I: Dramatic Art Chapter II: Dramatic Types (111-133) | | |
| Unit:3 | DRAMA &PROSE | 15hours |
| Drama: Chapter III: Dramatic Devices (134-139) Prose: Chapter I: Essay (183-192) | | |
| Unit:4 | PROSE | 15hours |
| Chapter II: The Novel (193-224) Chapter III: Short story (225-229) | | |
| Unit:5 | PROSE | 15 hours |
| Chapter IV: Biography and Auto Biography (230-236) | | |
| | Total Lecture hours | 75hours |
| Text Book(s) | | |
| 1 | A Background to the study of English Literature-by Prasad (Macmillan) | |
| Reference Books | | |
| 1 | A Comparison to Literary Forms, Padmaja Ashok, Orient Black Swan | |
| 2 | Literary Forms, Ramachandra Nair, Emerald Publishers | |
| 3 | A Glossary of Literary Terms, M.H. Abrams | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.mooc-list.com/course/introduction-literary-studies-saylororg | |
| | | |
| | | |

Programme Outcomes Mapping

| COS | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO 1 | 3 | 2 | 3 | 2 | 1 | 2 | 1 | 2 |
| CO 3 | 2 | 2 | 3 | 1 | 1 | 2 | 3 | 1 |
| CO 3 | 2 | 3 | 2 | 1 | 3 | 2 | 1 | 2 |
| CO 4 | 2 | 1 | 3 | 1 | 3 | 2 | 2 | 1 |

3-Strong

2-Medium

1-Low

FOURTH SEMESTER

Poetry – II

| Course Code | Title of the Course | Category | L | T | P | O | C r e d i t s | I n s t r u c t o r s | Marks | | |
|-------------|---------------------|----------|---|---|---|---|---------------------------------|---|---------|------------------|-----------|
| | | | | | | | | | Cl A | Ext er nal | Tot al |
| | Poetry – II | Core | 4 | - | - | - | 4 | | 25 | 75 | 100 |

| | | | |
|---|---|----------------|--|
| Pre-requisite | Knowledge of Basic English Poetry | | |
| Course Objectives: | | | |
| To Introduce the students to Great Poems of English Literature. To help the students critically analyse the poetry. | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, student will be able to: | | | |
| 1 | Gain intense knowledge of poetry | K1 | |
| 2 | Understand the literary importance of each poetry | K2 | |
| 3 | Critically analyse poetry | K4 | |
| 4 | Create simple poem by using literary devices | K6 | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | | |
| Unit :1 | | 15hours | |
| <ol style="list-style-type: none"> Dover Beach – Matthew Arnold My Last Duchess – Robert Browning Ulysses -Tennyson. | | | |

| | | |
|--|---|-----------------|
| Unit:2 | | 15Hours |
| 1. The Darkling Thrush –Thomas Hardy 2. The Windhover – G.M. Hopkins 3. Sailing to Byzantium -W.B.Yeats | | |
| Unit:3 | | 15hours |
| 1. A Prayer for my Daughter -W.B.Yeats 2. The Burial of the Dead, from the Waste Land -T.S.Eliot 3.Hawk Roasting –Ted Hughes | | |
| Unit:4 | | 15hours |
| 1. The Unknown Citizen -W.H.Auden 2. And Death shall have no Dominion - DylanThomas 3. Strange meeting - WilfredOwen | | |
| Unit:5 | | 15 hours |
| 1. Church Going - PhilipLarkin 2. The Hound of the heaven – FrancisThompson 3. The Vagabond- Robert Louis Stevenson | | |
| Total Lecture hours | | 75 hours |
| Text Book(s) | | |
| 1 | ELIXIR - An Anthology of Poems Emerald Publication | |
| Reference Books | | |
| 1 | The Norton Anthology of English Literature, W.W.Norton | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.coursera.org/courses?query=poetry | |

Mapping with Programme Outcomes

| Cos | P O 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | P O 8 |
|------------|-------------|---------|---------|---------|---------|---------|---------|-------------|
| CO1 | 3 | 1 | 2 | 1 | 2 | 2 | 2 | 1 |
| CO2 | 2 | 1 | 3 | 2 | 1 | 2 | 1 | 2 |
| CO3 | 2 | 2 | 3 | 2 | 1 | 2 | 1 | 1 |

| | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|
| CO4 | 1 | 1 | 2 | 2 | 1 | 3 | 2 | 1 |
|------------|---|---|---|---|---|---|---|---|

3-Strong

2-Medium

1-Low

FOURTH SEMESTER

Core – VIII Software Engineering

| Course Code | Title of the Course | Category | L | T | P | O | Credits | Instructor Hours | Marks | | |
|-------------|---|----------|---|---|---|---|---------|------------------|-------|----------|-------|
| | | | | | | | | | Cl A | External | Total |
| | Core – VIII Software Engineering | Core | 4 | - | - | - | 4 | | 25 | 75 | 100 |

| | | | |
|---|---|--|--|
| Pre-requisite | Basic knowledge on computer and information technology | | |
| Course Objectives: | | | |
| To introduce the software technology to students | | | |
| To develop the technical writing skills in software engineering | | | |
| Expected Course Outcomes: | | | |

| | | |
|--|---|----------------|
| On the successful completion of the course, student will be able to: | | |
| 1 | Understand basics of software, hardware and system analysis | K1 , K2 |
| 2 | Understand data structure and design process and utilize the same practically | K3 |
| 3 | Improve the technical writing skills | K4 |
| 4 | Enhance knowledge in working with computer and information technology | K6 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | |
| Unit :1 | | 15hours |
| Introduction - software - software crisis - software myths - computer based systems - Hardware considerations- software considerations- system analysis- check list- system specification | | |
| Unit:2 | | 15hours |
| Software requirements specification - system modeling - software prototyping developing simple formal specification - error specification - model based specification - object oriented design. | | |
| Unit:3 | | 15hours |
| Design process consideration - transform analysis- design heuristics – design optimisation - data structure verses data flow techniques -Jackson system development - warnier - or diagrams - data structures system development | | |
| | | |

| | | |
|---|---|-----------------|
| Unit:4 | | 15hours |
| Real time systems - data flow oriented design method - programming function reliability software reuse -CASE - software development environments. | | |
| Unit:5 | | 15 hours |
| Software Quality Assurance - Quality metrics - software testing - 1 path testing - control structure testing - black box testing - white box testing - integration – validation and system testing - software maintenance - reverse engineering and re-engineering. | | |
| | Total Lecture hours | 75hours |
| Text Book(s) | | |
| 1 | ROGER S PRESSMAN, "Software Engineering" Tata McGraw Hill Publication, Company Pvt. Ltd. 4'h Edition, 1997.; | |
| Reference Books | | |
| 1 | Shooman, "Software Engineering" Tata McGraw Hill Publication Company Pvt. Ltd., 1987 | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.mooc-list.com/course/theatre-and-globalization-coursera | |

Mapping with Programme Outcomes

| COs | P O 1 | PO 2 | P O 3 | PO 4 | PO 5 | P O 6 | P O 7 | P O 8 |
|-----|-------------|---------|-------------|---------|---------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 2 | 2 | 2 | 2 | 1 | 1 |
| CO | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 |
| CO3 | 2 | 2 | 3 | 1 | 3 | 2 | 2 | 1 |
| CO4 | 2 | 1 | 2 | 1 | 2 | 3 | 3 | 3 |

3-Strong

2-Medium

1-Low

THIRD SEMESTER

Core – VIII: Literary Criticism

| Course Code | Title of the Course | Category | L | T | P | O | C r e d i t s | I n s t r u c t o r s | Marks | | |
|-------------|---------------------------------------|----------|---|---|---|---|---------------------------------|---|---------|------------------|-----------|
| | | | | | | | | | Cl A | Ext er nal | Tot al |
| | Core – VIII Literary Criticism | Core | 5 | - | - | - | 4 | | 25 | 75 | 100 |

| | | | |
|--|---|----------------|--|
| Pre-requisite | Basic Knowledge on Literary Criticism | | |
| Course Objectives: | | | |
| To Trace the evolution of English literary criticism from past to present. To acquire knowledge on criticism and apply it in to analyse a text. | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, student will be able to: | | | |
| 1 | Carry Knowledge of leading Critics and their method of criticism | K1 | |
| 2 | Understand the different schools of criticism and their theories | K2 | |
| 3 | Interconnect the society, literature and literary criticism to analyse a text | K4 | |
| 4 | Evaluate a literary text by applying the ideas of the critics | K5 | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | | |
| Unit:1 | | 15hours | |
| 1. Aristotle 2. Sir Philip Sydney | | | |
| Unit:2 | | 15hours | |
| 1. John Dryden 2. Dr.Johnson | | | |

| | | |
|---|--|----------------|
| Unit:3 | | 15hours |
| 1. William Wordsworth 2. S.T.Coleridge | | |
| Unit:4 | | 15hours |
| 1. Mathew Arnold 2. Walter Pater | | |

| | | |
|---|---|-----------------|
| Unit:5 | | 15 hours |
| 1. T.S.Eliot 2. I.A.Richards | | |
| | Total Lecture hours | 75hours |
| Text Book(s) | | |
| 1 | Introduction to English Criticism by Prasad (Macmillan) | |
| Reference Books | | |
| 1 | Literary Criticism From Plato to the Present, M.R. Habib, Wiley Blackwell | |
| 2 | English Literary Criticism and Theory, M.S. Nagarajan, Orient Blackswan | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.classcentral.com/course/swayam-literary-theory-and-literary-criticism-7982 | |
| | | |
| | | |

Mapping with Programme Outcomes

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|-----|------|------|------|------|------|------|------|------|
| CO1 | S | L | M | L | L | L | M | M |
| CO2 | M | L | S | S | M | L | L | M |
| CO3 | M | S | L | S | L | M | M | S |
| CO4 | M | L | L | S | M | L | L | M |

*S-Strong; M-Medium; L-Low

FIFTH SEMESTER

Core – IX English Language Teaching

| Course Code | Title of the Course | Category | L | T | P | O | C r e d i t s | I n s t r u c t o r s | Marks | | |
|-------------|--|----------|---|---|---|---|---------------------------------|---|---------|------------------|-----------|
| | | | | | | | | | Cl A | Ext er nal | Tot al |
| | Core – IX English Language Teaching | Core | 6 | - | - | - | 5 | | 25 | 75 | 100 |

| | | | |
|---|--|----------------|--|
| Pre-requisite | Basic knowledge on English language and language skills | | |
| Course Objectives: | | | |
| To explore various approaches, methods, and strategies of teaching English To help the students understand the essential components and concepts of language teaching. | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, student will be able to: | | | |
| 1 | Understand the language teaching strategies | K2 | |
| 2 | Know the methods and approaches in English language teaching | K2, K3 | |
| 3 | Understand the components of English language teaching and improving the teaching skills | K4 | |
| 4 | Create an eclectic method suitable for the class | K6 | |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | | |
| Unit:1 | | 15hours | |

| | | |
|--|---|-----------------|
| PART ONE- Chapters 1-3 Approaches | | |
| Unit:2 | | 15hours |
| PART ONE- Chapters 4 , 5 Methods | | |
| Unit:3 | | 15hours |
| PART TWO - Chapter 1 Technique Teaching LSRW, Grammar, Vocabulary | | |
| Unit:4 | | 15hours |
| PART TWO - Chapter 2 Teaching Aids | | |
| Unit:5 | | 13 hours |
| PART TWO - Chapter 3 Testing. | | |
| | Total Lecture hours | 75hours |
| Text Book(s) | | |
| 1 | English Language Teaching: Approaches, Methods, Techniques by Geetha Nagaraj. Orient Blackswan Private Limited. | |
| Reference Book | | |
| 1 | English Language Teaching by Dr. Meena Sehrawat and Dr Subodh K. Jha, Lakshmi Publishers | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| | https://www.classcentral.com/course/english-in-early-childhood-6910 | |

Programme Outcomes Mapping

| COS | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO 1 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 1 |
| CO 2 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 3 |

| | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|
| CO 3 | 2 | 1 | 3 | 2 | 1 | 1 | 2 | 1 |
| CO 4 | 2 | 2 | 2 | 1 | 3 | 2 | 1 | 1 |

3-Strong

2-Medium

1-Low

FIFTH SEMESTER

Core – X Indian Writing in English

| Course Code | Title of the Course | Category | L | T | P | O | C r e d i t s | I n s t r u c t o r s | Marks | | |
|-------------|---|----------|---|---|---|---|---------------------------------|---|---------|------------------|-----------|
| | | | | | | | | | Cl A | Ext er nal | Tot al |
| | Core – X Indian Writing in English | Core | 6 | - | - | - | 5 | | 25 | 75 | 100 |

| | | | |
|--|--|--|----------------|
| Pre-requisite | Basic Knowledge on Indian Writing in English | | |
| Course Objectives: | | | |
| To introduce the eminent writers of Indian Writing in English To critically analyse the literary works in detail | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, student will be able to: | | | |
| 1 | Familiar with the prominent writers of Indian Writing in English | | K2 |
| 2 | Compare the Indian Writing in English with British Literature | | K3 |
| 3 | Critically analyse the works of Indian Writing in English | | K4 |
| 4 | Evaluate the social issues represented in the literary text | | K6 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | | |
| Unit:1 | POETRY | | 15hours |
| The Lotus by Toru Dutt, Electron by Sri Aurobindo, The Stone Goddess by Sri Aurobindo, A River by A.K Ramanujan, My Grandmother’s House by Kamala Das, Indian Women by Shiv. K. Kumar. | | | |
| Unit:2 | PROSE | | 15hours |

Ajanta and Ellora, in the Monsoon? – Sashi Tharoor.
The Argumentative Indian – Amartya Sen.
Give as a Role Model – Abdul Kalam.

Unit:3

SHORT STORY

15hours

Sweets for Angels–R.K.Narayan The White Flower–R.K.Narayan
The Postmaster – Rabindranath Tagore

| | | |
|---|---|-----------------|
| Unit:4 | DRAMA | 15hours |
| Tughlaq – Girish Karnad. The Refugee – Asif Currimbhoy. | | |
| Unit:5 | NOVEL | 15 hours |
| That Long Silence – Shashi Deshpande The God of Small Things – Arundathi Roy | | |
| Total Lecture hours | | 75hours |
| Text Books | | |
| 1 | Indian Verse in English-Poetry Selection for College Classes Macmillan publication | |
| 2 | The Argumentative Indian: Writings on Indian History, Culture and Identity by Amartya Sen. Picador. | |
| 3 | Tughlaq by Girish Karnad. OUP India. | |
| 4 | That Long Silence by Shashi Deshpande. Penguin India. | |
| 5 | The God of Small Things by Arundhati Roy. Penguin India. | |
| Reference Books | | |
| 1 | Critical Essays on Indian Writing in English, ed. M.K.Naik, S.K.Desai, G.S.Amur | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | http://ugcmooocs.inflibnet.ac.in/ugcmooocs/view_module_ug.php/94 | |

Mapping with Programme Outcomes

| COS | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------------|------|------|------|------|------|------|------|------|
| CO1 | 3 | 1 | 3 | 2 | 1 | 1 | 2 | 1 |
| CO2 | 2 | 2 | 3 | 2 | 3 | 1 | 2 | 1 |
| CO3 | 2 | 1 | 3 | 1 | 3 | 2 | 1 | 2 |
| CO4 | 3 | 1 | 1 | 2 | 3 | 2 | 2 | 3 |

3-Strong

2-Medium

1-Low

FIFTH SEMESTER

Core – XI Basic Programming and Internet

| Course Code | Title of the Course | Category | L | T | P | O | C r e d i t s | I n s t r u c t o r s | Marks | | |
|-------------|---|----------|---|---|---|---|---------------------------------|---|---------|------------------|-----------|
| | | | | | | | | | Cl A | Ext er nal | Tot al |
| | Core – XI Basic Programming and Internet | Core | 6 | - | - | - | 5 | | 25 | 75 | 100 |

| | | | |
|---|---|--|----------------|
| Pre-requisite | Basic Knowledge on Software and Information technology | | |
| Course Objectives: | | | |
| To enhance technical skills in students To improve the knowledge of programming | | | |
| Expected Course Outcomes: | | | |
| On the successful completion of the course, student will be able to: | | | |
| 1 | Understand basics of programming | | K1 |
| 2 | Understand usage of internet technically | | K2 |
| 3 | Enhance programming skills | | K3 |
| 4 | Demonstrate the knowledge in programming and utility of internet for career development | | K5 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | | |
| Unit:1 | | | 15hours |
| Understanding the computer - importance of computers - History of computers - Input / Output devices - Processing Unit - Storage devices - Language Low Level / high level - Problems - flow charting algorithms. | | | |
| Unit:2 | | | 15hours |

| | | |
|--|---|-----------------|
| Basic Programming - importance of Basic program analysis - listing, editing running, saving merging and erasing the programs - constants - date, input statements - output statements - expression - printer controls. | | |
| Unit:3 | | 15hours |
| Jumping - branching - looping statements subscripted variables – library functions - user defined functions - subscripted variables - library functions – user defined functions - subroutines - multiple - parameter functions - multiple line functions - named subroutines. | | |
| Unit:4 | | 15hours |
| Matrx Algebra - Reading, Printing addition, subtraction and multiplication of matrices string manipulation. | | |
| Unit:5 | | 15 hours |
| Introduction to Internet Definitions advantages browsers - brief overviews of servers url definition -introduction to world wide web (WWW) - Brief study of HTML tags - creation of simple HTML programs using Tags - Multimedia Capabilities of WWW commercial uses - client /server Architecture in internet - Domain name - Extension types internet services - addressing scheme - levels of HTML - feature of internet. | | |
| | Total Lecture hours | 75hours |
| Text Book(s) | | |
| 1 | E. Balagurusamy, "Programming in Basics," TMH Publ. Co. Ltd. 3'd Edition 1,991. | |
| 2 | Byrons Gotfried, "Programming with Basic," TMH Publ. Co. Ltd. 3'd Edition 1991 | |
| 3 | Harley Hahan, "The Internet Complete," Reference" - TMH Publ. Co.Ltd.3'd Edition 1998 | |
| Reference Books | | |
| 1 | | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.mooc-list.com/course/american-literature-1865-engl-3350-wma | |

Programme Outcomes Mapping

| COS | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|-----|------|------|------|------|------|------|------|------|
| CO1 | 3 | 2 | 2 | 1 | 1 | 3 | 2 | 2 |
| CO2 | 2 | 2 | 3 | 2 | 1 | 2 | 2 | 1 |

| | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|
| CO3 | 2 | 1 | 1 | 3 | 2 | 2 | 3 | 3 |
| CO4 | 2 | 1 | 3 | 1 | 3 | 2 | 2 | 1 |

3-Strong

2-Medium

1-Low

FIFTH SEMESTER

Core – XII Common Wealth Literature

| Course Code | Title of the Course | Category | L | T | P | O | Credits | Inst. Hours | Marks | | |
|-------------|--|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | | CIA | External | Total |
| | Core-XII COMMON WEALTH LITERATURE | Core | 5 | - | - | - | 5 | | 25 | 75 | 100 |

| | |
|----------------------|---|
| Pre-requisite | Basic Knowledge on Commonwealth Literature |
|----------------------|---|

Course Objectives:

To develop analytical and critical reading through commonwealth literature
 To understand the socio- political conditions of people in commonwealth nations

Expected Course Outcomes:

On the successful completion of the course, student will be able to:

| | | |
|---|--|-----------|
| 1 | Comprehend the works of prominent authors in commonwealth Literature | K2 |
| 2 | Compare the style of commonwealth writing | K3 |
| 3 | Present critical analyse of prescribed literary works | K4 |
| 4 | Evaluate the commonwealth literature with the help of knowledge gained on different cultures | K5 |

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create

| | | |
|---------------|--------------------------|----------------|
| Unit:1 | POETRY – DETAILED | 15hours |
|---------------|--------------------------|----------------|

1. Australia – A.D. Hope
 2. Dying Eagle – E.J.Pratt
 3. Telephone Conversation – Chinua Achebe

| | | |
|---------------|-------------------------|----------------|
| Unit:2 | DRAMA – DETAILED | 15hours |
|---------------|-------------------------|----------------|

Lion and the Jewel – Wole Soyinka

| | | |
|--|-----------------------------|----------------|
| Unit:3 | PROSE – NON-DETAILED | 15hours |
| Born again on the mountain: how I lost everything and found it back - Arunima Sinha. | | |

| | | |
|--------------------------------|-----------------------------|----------------|
| Unit:4 | FICTION- NONDETAILED | 15hours |
| The Hungry Tide - Amitav Ghosh | | |

| | | |
|---|---|-----------------|
| Unit:5 | SHORT STORY | 15 hours |
| A Cup of Tea – Katherine Mansfield | | |
| | Total Lecture hours | 75hours |
| Text Books | | |
| 1 | An Anthology of Commonwealth Poetry, C.D. Narasimhaiah, Trinity | |
| 2 | Lion and the Jewel – Wole Soyinka, Oxford UP | |
| 3 | Born again on the mountain: how I lost everything and found it back - Arunima Sinha, Penguin Books Ltd | |
| 4 | The Hungry Tide by Amitav Ghosh, The Borough Press | |
| 5 | Katherine Mansfield’s Collected Short stories, Wordsworth Classics | |
| Reference Book | | |
| 1 | Texts and their Worlds II- K. Narayana Chandran, Foundation Books | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://nptel.ac.in/courses/109/104/109104116/ | |

Programme Outcomes Mapping

| COS | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO8 |
|------|------|------|------|------|------|------|------|-----|
| CO 1 | 3 | 2 | 1 | 2 | 2 | 2 | 1 | 1 |
| CO 2 | 2 | 1 | 3 | 1 | 2 | 2 | 1 | 1 |
| CO 3 | 1 | 2 | 2 | 3 | 1 | 1 | 2 | 3 |

| | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|
| CO 4 | 2 | 2 | 1 | 2 | 3 | 1 | 2 | 2 |
|-------------|---|---|---|---|---|---|---|---|

3-Strong

2-Medium

1-Low

SIXTH SEMESTER

Core-XIII: SHAKESPEARE

| Course Code | Title of the Course | Category | L | T | P | O | Credits | Inst. Hours | Marks | | |
|----------------------|---|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | | CI A | External | Total |
| | Core-XIII SHAKESPEARE | Core | 6 | - | - | - | 5 | | 25 | 75 | 100 |
| Pre-requisite | Knowledge on Shakespearean Works | | | | | | | | | | |

| | | |
|--|---|----------------|
| Course Objectives: | | |
| To introduce analytical approach in reading Shakespearean plays To provide deep insight into literary the devices used by Shakespeare | | |
| Expected Course Outcomes: | | |
| On the successful completion of the course, student will be able to: | | |
| 1 | Intensive knowledge on Shakespearean plays | K2 |
| 2 | Analyse the universal characterization of Shakespeare | K4 |
| 3 | Evaluate the versatile writings of Shakespeare | K2, K5 |
| 4 | Enact a scene from Shakespearean play | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | |
| Unit:1 | | 15hours |
| Othello | | |
| Unit:2 | | 15hours |
| The Winter's Tale | | |
| Unit:3 | | 15hours |
| Twelfth Night | | |

| | | |
|--|---|-----------------|
| Unit:4 | | 15hours |
| Antony and Cleopatra | | |
| Unit:5 | | 15 hours |
| Shakespearean Theatre and Audience. Plot, Characterization, Fools in Shakespearean drama.. | | |
| | Total Lecture hours | 75hours |
| Text Books | | |
| 1 | Othello, Finger print | |
| 2 | The Winter's Tale, Penguin Classics | |
| 3 | Twelfth Night, Fingerprint Publishing | |
| 4 | Antony and Cleopatra, Maple Press | |
| Reference Books | | |
| 1 | The Complete Works of William Shakespeare, Wilco Publishing House | |
| 2 | Muir, Kenneth, Shakespeare's Tragic Sequence | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.mooc-list.com/tags/william-shakespeare | |

Programme Outcomes Mapping

| COs | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|-----|------|------|------|------|------|------|------|------|
| CO1 | 3 | 1 | 1 | 2 | 1 | 1 | 2 | 1 |
| CO2 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 1 |
| CO3 | 2 | 1 | 1 | 1 | 3 | 1 | 2 | 3 |
| CO4 | 1 | 2 | 2 | 2 | 3 | 1 | 3 | 3 |

3-Strong

2-Medium

1-Low

SIXTH SEMESTER
Core-XIV : GENDER STUDIES

| Course Code | Title of the Course | Category | L | T | P | O | Credits | Inst. Hours | Marks | | |
|-------------|----------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | | CIA | External | Total |
| | Core-XIV : GENDER STUDIES | Core | 6 | - | - | - | 5 | | 25 | 75 | 100 |

| | | |
|--|--|----------------|
| Pre-requisite | Basic Knowledge of Women writers | |
| Course Objectives: | | |
| To make the student familiar with the writings of women writers To analyse a literary work with the socio-cultural point of view | | |
| Expected Course Outcomes: | | |
| On the successful completion of the course, student will be able to: | | |
| 1 | Understand the layers of meaning in the writings of women writers | K2 |
| 2 | Analyse the female consciousness in literary works | K4 |
| 3 | Explore the gender issues in the literary works of women writers | K2,K5 |
| 4 | Know the various social discriminations towards womenfolk through the literary works | K3 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | |
| Unit:1 | POETRY | 15hours |
| 1. Lakshman – Toru Dutt 2. The Old Playhouse – Kamala Das 3. The Mother – Gwendolyn Brooks | | |
| Unit:2 | SHORT STORIES | 15hours |
| <i>Mahasweta Devi</i> - 1. Breast Giver 2. Dhouli 3. Draupadi | | |

| | | |
|---|---|-----------------|
| | | |
| Unit:3 | NOVEL | 15hours |
| The Palace of Illusions – Chitra Banerjee Divakaruni | | |
| Unit:4 | DRAM A | 15hours |
| Lights Out – Manjula Padmanabhan | | |
| Unit:5 | THEORY | 15 hours |
| What is Patriarchy? – Kamala Bhasin | | |
| | Total Lecture hours | 75hours |
| Text Books | | |
| 1 | Outcaste 4 stories by Mahasweta Devi. Seagull Books. | |
| 2 | The Palace of Illusions by Chitra Banerjee Divakaruni. Anchor | |
| 3 | Lights Out by Manjula Padmanabhan. Worldview Publications | |
| 4 | What is Patriarchy? by Kamala Bhasin. Kali for Women. | |
| 5 | Narain's :Toru Dutt's Selected Poems, Lakshmi Narain Agarwal | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| https://www.classcentral.com/course/queeringidentities-17017 | | |

Programme Outcomes Mapping

| Co s | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------------|------|------|------|------|------|------|------|------|
| CO1 | 3 | 1 | 3 | 2 | 2 | 2 | 1 | 1 |
| CO2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 3 |
| CO3 | 1 | 2 | 1 | 2 | 3 | 1 | 1 | 3 |
| CO4 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 3 |

3-Strong 2-Medium 1-Low

SIXTH SEMESTER

Core-XV : PC SOFTWARE(MS OFFICE)

| Course Code | Title of the Course | Category | L | T | P | O | Credits | Inst. Hours | Marks | | |
|-------------|--|----------|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | | CIA | External | Total |
| | Core-XV : PC SOFTWARE (MS OFFICE) | Core | 5 | - | - | - | 4 | | 25 | 75 | 100 |

| | | |
|---|--|----------------|
| Pre-requisite | Basic Knowledge on information technology | 2021-2022 |
| Course Objectives: | | |
| To enhance ability of students to work in MS Office | | |
| Expected Course Outcomes: | | |
| On the successful completion of the course, student will be able to: | | |
| 1 | Understand the techniques in MS Office | K1,K2 |
| 2 | Enhance the language skills and computer skills together | K3 |
| 3 | Improve the ability to work in MS Office effectively | K4 |
| 4 | Demonstrate the technical skills in using MS Office for career | K5 |
| K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 – Create | | |
| Unit:1 | | 15hours |
| Introduction to office automation - A brief about latest packages – introduction to windows - creation of Icons - introduction to Ms-Office - importance of word processors, spreadsheet database and presentations in office environment. | | |
| Unit:2 | | 15hours |
| Word Basics - editing with word - copying and moving text - searching – replacing pictures in documents - printing documents - for making with work - for making photographs – sections dealing from letters - tables tool notes spell checking - grammar checking- sorting- fields, annotation book marks and cross reference. | | |

| | | |
|---|--|----------------|
| Unit:3 | | 15hours |
| Crating worksheet - entering and editing text, numbers, formulas - saving – Excel functions modifying worksheet range selection copying and moving data - defining names - inserting of deleting rows of columns - moving around worksheet naming worksheet, copying inserting of deleting worksheet -formatting, auing, heading displaying value- changing of selecting fonts, protesting data using style so templates - reprinting worksheet creating charts - managing date - what if tables pate tables wards, macros, linking worksheets. | | |
| Unit:4 | | 15hours |
| Creating new database- modifying database modifying database structure- entering data relieving data ruing queries changing screen displays searching the databases- sorting updating report generation mailing levels working with numbers, dates and yes/no fields working with multiple tables. | | |

| | | |
|---|---|-----------------|
| Unit:5 | | 15 hours |
| Basics of power point - creating of editing slides - formatting slides – Formatting slides - Master slides-templates- coloring texts and objects- transitions heading slides- using clip art gallery - chart creation managing files. | | |
| | Total Lecture hours | 75hours |
| Text Book | | |
| 1 | Joyce Cox and Pily Urban - Quick Course in Microsoft Office – Golgota Publications | |
| Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.] | | |
| 1 | https://www.futurelearn.com/courses/working-with-translation | |

Programme Outcomes Mapping

| Cos | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|------------|------|------|------|------|------|------|------|------|
| CO1 | 3 | 1 | 2 | 1 | 2 | 3 | 2 | 2 |
| CO2 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO3 | 2 | 2 | 1 | 2 | 2 | 3 | 2 | 3 |
| CO4 | 3 | 1 | 2 | 1 | 3 | 2 | 3 | 3 |

3-Strong 2-Medium 1-Low

ENGLISH FOR COMMUNICATION (SEC -I)

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

| References Books (Latest editions, and the style as given below must be strictly adhered to) | |
|--|---|
| 1. | Communicative Grammar of English by Geoffrey Leech and Ian Svartik. |
| 1. | <i>(1) Subject: ENGLISH COMMUNICATION SKILLS (THEORY / goiga la jijuna - Academia.edu</i> |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

ENTREPRENEURIAL SKILLS (SEC- II)

| 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 introduce learners to various qualities required for entrepreneurship | | | | | | | | | |
| LO2 | To discuss about various entrepreneurship models | | | | | | | | | |
| LO3 | To help them think creatively and innovatively | | | | | | | | | |
| LO4 | To enable them understand various schemes supporting entrepreneurship | | | | | | | | | |
| LO5 | To discuss the steps in venture development and new trends in entrepreneurship. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship | | | | | | | | | |
| II | Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills. | | | | | | | | | |
| III | Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding | | | | | | | | | |
| IV | Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export | | | | | | | | | |
| V | Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs. | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Understand the foundation of Entrepreneurship Development and its theories. | | | | | | | PO1 | | |

| | | |
|---|--|---------------|
| CO2 | Explore entrepreneurial skills and management function of a company. | PO1, PO2 |
| CO3 | Identify the type of entrepreneur and the steps involved in an entrepreneurial venture. | PO4, PO6 |
| CO4 | Understand various steps involved in starting a venture. | PO4, PO5, PO6 |
| CO5 | Explore marketing methods & new trends in entrepreneurship. | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1. | | |
| 2. | Waiting for TANSCHÉ syllabus | |
| 3. | | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York | |
| Web Resources | | |
| 1. | 6 Must-Have Entrepreneurial Skills HBS Online MindTools Home | |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |

| | | | | | |
|--|-----|-----|-----|-----|-----|
| C02 | 3 | 3 | 3 | 3 | 3 |
| C03 | 3 | 3 | 3 | 3 | 3 |
| C04 | 3 | 3 | 3 | 3 | 3 |
| C05 | 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 |

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 | What is Public Speaking? | | | | | | | | | |
| II | Need for Public Speaking. | | | | | | | | | |
| III | Significance and essentials of public speaking skills | | | | | | | | | |
| IV | Techniques in acquiring the skill | | | | | | | | | |
| V | Speaking any common topic 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 nonverbal 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. | <i>Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.</i> |
| Web Resources | |
| 1. | <i>Learning Outcomes / Public Speaking (lumenlearning.com)</i> <i>lu03_public_speaking.pdf (indianhills.edu)</i> |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

ENGLISH FOR CAREERS (SEC-IV)

| 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 gain knowledge about the job search, application, and interview process | | | | | | | | | |
| LO2 | Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals. | | | | | | | | | |
| LO3 | Help them with strategies for identifying the jobs that match their interests and skills | | | | | | | | | |
| LO4 | Help them to understand the job-seekers language for meeting new people, making small talk, and describing | | | | | | | | | |
| LO5 | To enable learners to describe themselves and their experiences in a résumé | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Definition of English Language-Characteristic Features | | | | | | | | | |
| II | Purposes of English Language | | | | | | | | | |
| III | Major Roles played by English Language in Education and various career choices | | | | | | | | | |
| IV | English language as a identity to popular culture | | | | | | | | | |
| V | The major developments happening in the contemporary world by using English language. | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Attain communicative competence so that they can use language accurately and appropriately | | | | | | | PO1 | | |
| CO2 | Understand the basic features of communication and aim at improving language skills | | | | | | | PO1, PO2 | | |
| CO3 | Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence. | | | | | | | PO4, PO6 | | |
| CO4 | Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar. | | | | | | | PO4, PO5, PO6 | | |
| CO5 | Make sure that the style, content and message is concise, correct and appropriate. | | | | | | | PO3, PO8 | | |

| Text Books (Latest Editions) | |
|---|---|
| 1. | The Waterfall. The English Writings of Rabindranath Tagore. Ed. Sisir Kumar Das. Vol. II. New Delhi: Sahitya Academy, 1966. 163-208. Print |
| 2. | Geddes, Patrick. The Life and Work of J. C. Bose. London: Longman's Green and Co., 1920. Print |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | |
| 1. | Bose, D.M. "J.C. Bose." Dr. D. M. Bose Centenary Celebration Commemoration Volume 1885- 1985. Kolkata: Bose Institute, 1995. Print |
| Web Resources | |
| 1. | https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDkzMjg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf |

Mapping with Programme Outcome:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|------------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |

| | | | | | |
|--|-----|-----|-----|-----|-----|
| C03 | 3 | 3 | 3 | 3 | 3 |
| C04 | 3 | 3 | 3 | 3 | 3 |
| C05 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

ENGLISH FOR BUSINESS (SEC-V)

| 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 learn strategies and practical language to deal with real life situations. | | | | | | | | | |
| LO2 | To help them improve on how to speak and write in order to keep communication going and always appear professional and competent | | | | | | | | | |
| LO3 | To enable them to use the language flexibly and express in the suitable language for the context : for example in social, professional or academic contexts | | | | | | | | | |
| LO4 | To help them strengthen their understanding of native speakers in real life situations by learning strategies and through practice, practice, practice! | | | | | | | | | |
| LO5 | To help them to consistently develop a comprehensive vocabulary through real, authentic resources | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Business English Definition and Difference | | | | | | | | | |
| II | Highlights/ Significance/Essentials of Business English | | | | | | | | | |
| III | Needs of Business English | | | | | | | | | |
| IV | The role of Business English in English language Learning-Education as an instrumental factor in learning Business English. | | | | | | | | | |
| V | Economic Development through Business English | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Strengthen their language skills : writing, reading, listening & speaking | | | | | | | PO1 | | |
| CO2 | Understand real speech patterns and learn pronunciation techniques in fluent speech | | | | | | | PO1, PO2 | | |
| CO3 | Improve their confidence and learn how to connect with people in English | | | | | | | PO4, PO6 | | |
| CO4 | Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency. | | | | | | | PO4, PO5, PO6 | | |
| | Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues | | | | | | | PO3, PO8 | | |

| | |
|---|--|
| CO5 | |
| Text Books (Latest Editions) | |
| 1. | Nabila, H. (2015). English for Specific Business Purposes. University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English. |
| 2. | Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press. |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | |
| 1. | Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - Federal University of Technology - Paraná. Curitiba. 2015. |
| Web Resources | |
| 1. | <i>English language skills for the future Cambridge English</i> |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |

| | | | | | |
|--|-----|-----|-----|-----|-----|
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

INTERVIEW SKILLS (SEC-VI)

| 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 enable students understand the information needed to prepare for an interview | | | | | | | | | |
| LO2 | To enable them to research company information before heading to an interview | | | | | | | | | |
| LO3 | To familiarize them with how to handle Interview Questions | | | | | | | | | |
| LO4 | To enable them to use comfortable vocabulary | | | | | | | | | |
| LO5 | To help them think and speak imaginatively and critically | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Definition of Interview-Essentials of Interview Skill | | | | | | | | | |
| II | Needs and Requirements of Interview skills | | | | | | | | | |
| III | Resume Preparation- Do's and Don'ts of an interview | | | | | | | | | |
| IV | Body language-gesture-attitude-facial expression-sound knowledge | | | | | | | | | |
| V | Mock Interview-Conducting a role play for students to understand the skills learnt as an interviewee. | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer. | | | | | | | P O 1 | | |
| CO2 | Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g. eye contact, use of filler words, hand gestures, and verbal pace). | | | | | | | PO1, PO2 | | |
| CO3 | Demonstrate professional behavior(s) including preparedness, professional attire, and respectful presentation. | | | | | | | PO4, PO6 | | |
| CO4 | Develop confidence in relationship to their interviewing skills. | | | | | | | PO4, PO5, PO6 | | |
| CO5 | Be able to identify, discuss, and implement key job interview skills. | | | | | | | PO3, PO8 | | |
| Text Books (Latest Editions) | | | | | | | | | | |
| 1. | Ros Jay (2002), Brilliant Interview, Prentice Hall | | | | | | | | | |
| 2. | David Beckham (2013), The illustrated Book, Headline Publications | | | | | | | | | |

| References Books (Latest editions, and the style as given below must be strictly adhered to) | |
|--|--|
| 1. | <i>Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.</i> |
| Web Resources | |
| 1. | <i>Tips for a Successful Interview (ung.edu)</i> |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

FUNCTIONAL ENGLISH (SEC- VII)

| 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 enable learners use appropriate phrases for performing language functions | | | | | | | | | |
| LO2 | To help them to edit, select and present information in a format/ perspective | | | | | | | | | |
| LO3 | To enable them to listen and reduce information to a point form | | | | | | | | | |
| LO4 | To help them read and to expand from points to paragraph | | | | | | | | | |
| LO5 | To enable them to predict, comprehend, infer and synthesize information | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Definition of Functional English - Significance of Functional English | | | | | | | | | |
| II | Four essentials of functional English: LSRW | | | | | | | | | |
| III | Grammar | | | | | | | | | |
| IV | Strategies to use functional English | | | | | | | | | |
| V | Provide a dramatic play to perform which gives the students to apply functional language | | | | | | | | | |
| Course Outcomes | | | | | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | | | | | |
| CO1 | Learn to form words properly using prefixes/ suffixes and make correct use of Concord or Subject-Verb Agreement | | | | | | | PO1 | | |
| CO2 | Familiarize themselves in writing leave application, apology and request letters and points/ideas to write paragraphs | | | | | | | PO1, PO2 | | |
| CO3 | Learn to introduce themselves and describe person, place or situation and also gain knowledge of using prepositions of place, time and direction correctly. | | | | | | | PO4, PO6 | | |
| CO4 | Get practiced to skim and scan through a passage and read to get an overall idea, and comprehend the Passage | | | | | | | PO4, PO5, PO6 | | |
| CO5 | Cultivate the habit of newspaper reading | | | | | | | PO3, PO8 | | |
| Text Books (Latest Editions) | | | | | | | | | | |
| 1. | Susan Thurman, <i>The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment</i> .2011 | | | | | | | | | |
| 2. | Grant Barrett, <i>Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking</i> ,2013 | | | | | | | | | |
| References Books | | | | | | | | | | |
| (Latest editions, and the style as given below must be strictly adhered | | | | | | | | | | |

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|----------------------|---|
| to) | |
| 1. | Jane Straus, Lester Kaufman, and Tom Stern, <i>The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes</i> , 2015 |
| Web Resources | |
| 1. | <i>BBC World Service. (2011) Learning English: Ø</i> http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210_aae_punc_apostrophe.shtm |

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

ELECTIVES SEMESTER:

V

Elective – I-A ENGLISH FOR COMPETITIVE EXAMINATIONS.

SUBJECT DESCRIPTION:

This Paper aims at preparing the students for Various Competitive Examinations.

OBJECTIVE:

1. To know of Various tools that are essential for Competitive Exams **CONTENS:**

All Chapters.

Book Prescribed:

English for Competitive Examinations by R.P Bhatnagar (Macmillan)

Elective – I-B STUDY OF INDIAN THEATRE

OBJECTIVE:

1. To help students develop histrionic talents
2. To enable students to manipulate the communicative potentials of drama
3. To give them an orientation in dramatic writing

Unit I –Introduction to Indian Theatre

Unit II -Traditions of Performance

Unit III -How to Write a Play

Unit IV - How to Produce a Play

Unit V - Review of a Play - Project or Dialogue for a Situation

Books for Reference:

Study of Indian Theatre - ENNES Publications Contact Nos: 04252 – 226283 93622 11949

Elective – I-C PUBLIC SPEAKING

OBJECTIVE:

1. To help students overcome the fear of facing an audience
2. To train students in planning a speech and then draft it
3. To acquaint students with the major practices in effective public speaking
4. Unit I - Rudiments of Public Speaking(Theory)

Unit II - Techniques of Public Speaking

Unit III - Planning and Writing a Speech Unit

IV - Overcoming fear and understanding audience

Unit V -

Model speeches

1. I have a dream - Martin LutherKing
2. Yes We Can –Obama
3. Chicago - SwamiVivekananda

Book for Reference: Dale Carnegie - Public Speaking

SEMESTER: VI

Elective – II-WRITING FOR MEDIA (SENTIMENT ANALYSIS)

Subject Description:

This paper aims at making the students as professional writers for media.

Objectives:

To train the students in writing for media.

To familiarize them with the process of writing for media.

To make them equipped for job opportunities in mass media and new media.

Unit 1:

Writing for mass media- writing tools- basic techniques-style and the style book Unit

2:

Writing for Print media- news- news gathering- news writing- news stories- interviewing- feature writing- magazine cover designing- content of magazine- freelance writer

Unit 3:

Writing for radio and television- studio- sound and music techniques- storyboard- features, documentaries, and reality-interview and talk programmes

Unit 4:

Script writing- screenplay- playwriting- **Copy writing- advertising-** Print Ad- Ad for broad cast- screen advert. Unit

5:

New media- writing for web- blog/vlog- podcast- ethics- intellectual property rights- laws of social media in India- cyber culture

Recommended Books:

Hilliard, Robert. Writing for television, radio and new media, Cengage Learning, 2008. Stovall,

James Glen. Writing for the Mass media. Pearson Education Inc., 2006.

Ceramella, Nick and Elizabeth Lee. Cambridge English for Media. Cambridge UP, 2008.

Thomas, Sunny. Writing for the Media. Vision books, 1997.

Elective – II-B FUNDAMENTALS OF COMPARATIVE LITERATURE

OBJECTIVE:

1. To enable students to have an understanding of literatures of the world
2. To orient them towards understanding of different cultures
3. To train them in the logic and principles of comparison

Unit I -Introduction to Comparative Literature

Unit II - Principles of Comparative Literature

Unit III - Oriental and Occidental Literature –

Comparative study

Unit IV - Aesthetics -Eastern and Western

Unit V - Project – A Comparative Study of a Short Story or a Poem

Each from a Language of Student's Choice and English

Book for Reference:

Fundamentals of Comparative Literature - ENNES Publications.

Elective – II-C THE FOUR SKILLS FOR COMMUNICATION

OBJECTIVE:

1. To sensitize students to effective writing
2. To expose them to higher order writing in different situations in life.
3. To train students in specified types of formal writing.

Unit I - Study Skills Unit II - Precis Writing Unit III - Report Writing Unit
IV - Commercial Correspondence Unit V - Drafting LSRW Skills Book
Prescribed: Writing Skills by Dr.Thailambal (ENNESPublications)

SEMESTER VI

Elective – III-A Introduction to Linguistics.

SUBJECT DESCRIPTION:

This Paper gives the student knowledge of
Linguistics.

OBJECTIVE:

On successful completion of the paper the students should have come to know of
Linguistics.

CONTENTS:

UNIT I: SECTION I- On Language & Languages (Unit 1 to 8)

UNIT II: SECTION II- Linguistics (Unit 9 to 13)

UNIT III: SECTION III-Structural Linguistic (Unit 14 to 23)

UNIT IV: SECTION VI-

Other Approaches (Unit 39 to 41)

UNIT V: SECTION VII- Some Applications of Linguistics (Unit 42 to 45) Book to be prescribed:
Modern Linguistics. An Introduction by S. K. Verma, N. Krishnaswamy. (Oxford University Press)

Elective – III-B STUDYING NOVELS

OBJECTIVES

To help students segment and classify different aspects of a Novel

- 1.To enable students to recognize themes and techniques
- 2.To train them in writing critiques of novels

Unit I –Authors

Unit II – Characters

Unit III – Setting

Unit IV - Plot and Story

Unit V - Themes

Book for Reference: Mastering English Literature - Richard Gill (MacMillan)

Elective – III-C TRANSLATION TASKS

OBJECTIVE:

1. To familiarize students with administration terminologies in English and Mother Tongue
2. To help them acquire a working knowledge in that field

Unit I - Word and Phrase Classification

Unit II - Note terms, forms of endorsement

Unit III - Note Order, Official Letters

Unit IV - Circulars, Proceedings

Unit V - Government Orders, Announcements, Advertisements in Newspapers, Official Notes. Book for Reference: Translation Tasks - ENNES Publications
