



PERIYAR UNIVERSITY
SALEM – 636011

B.A., ENGLISH (COMPUTER APPLICATIONS)

SYLLABUS

FROM THE ACADEMIC YEAR
2026 - 2027

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 2026 – 2027, i.e., for the students who are admitted to the first year of the UG course during the academic year 2026 – 2027 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:	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. PO2: Analytical Reasoning and Critical Thinking: Critically Analyse and assess the way in which economists examine the real world to understand the current events and evaluate specific proposals. 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. 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 report in results and to efficiently communicate thoughts and ideas in a clear and concise manner. 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. 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. 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. 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.
Programme Specific Outcomes:	PSO1: To enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making. PSO 2: To sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment. PSO 3: To familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing. PSO 4: Evaluate various social and economic problems in the society and develop answer to the problems as global citizens. PSO 5: Enhance skills of analytical and critical thinking to analyse effectiveness of economic policies.

	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	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.	☐ Instil confidence among students ☐ Create interest for the subject
I, II, III, IV,V	Skill Enhancement papers (Discipline centric / Generic / Entrepreneurial)	☐ Industry ready graduates ☐ Skilled human resource ☐ Students are equipped with essential skills to make them employable
		☐ Training on language and communication skills enable the student's gain knowledge and exposure in the competitive world.
		☐ Discipline centric skill will improve the technical know-how of solving real life problems.
III, IV & V	Elective papers	☐ Strengthening the domain knowledge ☐ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature ☐ Emerging topics in higher education/ industry/ communication network / health sector etc. are introduced with hands-on-training.

III Semester	Elective Papers	□ Exposure to industry moulds students into solution providers □ Generates Industry ready graduates □ Employment opportunities enhanced
IV Semester	Elective papers	□ Self-learning is enhanced □ Application of the concept to real situation is conceived resulting in tangible outcome
V Semester	Elective papers	□ Enriches the study beyond the course. □ Developing a research framework and presenting them independent and intellectual ideas effectively.
Extra Credits: For Advanced Learners / Honors degree		□ To cater to the needs of peer learners / research aspirants
Skills acquired from the Courses		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

Credit Distribution for UG Programmes

Semester I	Credit	Hr.	Semester II	Credit	Hr.	Semester III	Credit	Hr.	Semester IV	Credit	Hr.	Semester V	Credit	Hr.	Semester VI	Credit	Hr.
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 Part 3. Core Course – \CC VIII	5	6	6.1 Part 3. Core Course – CC XI	5	6
Part 2. English	3	6	Part 2. English	3	6	Part 2 English	3	6	Part 2 English	3	6	5.2 Part 3. Core Course – CC IX	5	6	6.2 Part 3. Core Course – CC XII	5	6
1.3 Part 3. Core Course – CC I	5	5	2.3 Part 3. Core Course – CC III	5	5	3.3 Part 3. Core Course – CC V	5	5	4.3Part 3. Core Course - CCVI Core Industry Module	5	5	5. 3. Part 3. Core Course CC -X	5	6	6.3 Part 3. Core Course – CC XIII	5	6
1.4 Part 3. Core Course – CC II	5	5	2.4 Part 3. Core Course – CC IV	5	5	3.4 Part 3. Allied – III	4	5	4.4 Part 3. Core Course- CC VII	5	5	5. 4. Part. 3 Elective III	3	4	6.4 Part 3. Core Course – CC XIV	5	5
1.5 Part 3. Allied – I	4	4	2.5 Part 3. Allied – II	4	4	3.5 Part 3. Elective - I	3	4	4.5 Part 3. Allied – IV	4	3	5.5 Part 4. Skill Enhancement Course	2	2	6.5 Part 3. Core Course –/ Group Project with viva-voce CC -XV	5	5
1.6 Part 4. NME 1 offered to other departments	2	2	2.6 Part 4. NME 1 offered to other departments	2	2	3.6 Part 4. Skill Enhancement Course	2	2	4.6 Part 3. Elective - II	3	3	5.6 Part 4. Summer Internship /Industrial Training	2	4	6.6 Part 4. Extension Activity	1	2
1.7 Part 4 Value Education	1	2	2.7 Part 4. Disaster Management	1	2	3.7 Part 4. Health and Wellness	1	2	4.7 Part 4. Skill Enhancement Course	2	2	5.7 Part 4. EVS	2	2	-	-	-
			NMSDC	2		NMSDC	2		NMSDC	2		NMSDC	2		NMSDC	2	
Total Papers	7			7+1			7+1			7+1			7+1			6+1	
Total Credits	23	30		23 + 2	30		21+2	30		25+2	30		24+2	30		26+2	30

Total – 152 (142+10 NM) Credits

- Part 1 & 2 - 24
- Part 3 – 100 (Core – 75, Allied – 16, Elective – 9)
- Part 4 – 18 (NME – 4, SEC- 6, Value Education – 1, DM – 1, H.W- 1, E.V.S- 2, EXT. – 1, Internship- 2) Naan Mudhalvan – 10

**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based
Credit and Hours Distribution System - UG**

First Year – Semester-I

Part	List of Courses	Credit	No. of Hours
Part 1	Language – Tamil	3	6
Part 2	English	3	6
Part 3	Core Courses & Allied Courses	14	14
Part 4	Skill Enhancement Course - Non-Major Elective	2	2
	Value Education	1	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 & Allied Courses	14	14
Part 4	Skill Enhancement Course - Non-Major Elective	2	2
	Disaster Management	1	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, Allied Courses & Elective Courses	12	14
Part 4	Skill Enhancement Course (Discipline / Subject Specific)	2	1
	Health and Wellness	1	2
		21	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, Allied Courses & Elective Courses	17	16
Part 4	Skill Enhancement Course (Discipline / Subject Specific)	2	2
		25	30

Third Year - Semester-V

Part	List of Courses	Credit	No. of Hours
Part 3	Core Courses & Elective Courses	18	22
Part 4	Skill Enhancement Course (Discipline / Subject Specific)	2	2
	Internship / Industrial Visit / Field Visit	2	4
	EVS	2	2
		24	30

Semester-VI

Part	List of Courses	Credit	No. of Hours
Part 3	Core Courses including Project	25	28
Part 4	Extension Activity	1	2
		26	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	14	14	12	17	18	25	100
Part IV	3	3	3	2	6	1	18
Total	23	23	21	25	24	26	142

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

B.A., English (Computer Applications)

Part	Title of the Course	Credits	Hours		Maximum Marks		
			Theory	Practical	CIA	ESE	Total
FIRST SEMESTER							
I	LANGUAGE	3	6		25	75	100
II	ENGLISH	3	6		25	75	100
III	CORE I – PROSE	5	5		25	75	100
III	CORE II – FICTION	5	5		25	75	100
III	ALLIED I – Social History of England	4	4		25	75	100
IV	SKILL ENHANCEMENT COURSE NME- offered to other departments	2	2		25	75	100
	VALUE EDUCATION	1	2		25	75	100
Total		23	30				

SECOND SEMESTER							
I	LANGUAGE	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	5	5		25	75	100
III	ALLIED II – HISTORY OF ENGLISH LITERATURE	4	4		25	75	100
IV	NMSDC - Overview of English Language Communication	2	2		25	75	100
	SKILL ENHANCEMENT COURSE- NME- offered to other departments	2	2		25	75	100
	DISASTER MANAGEMENT	1	2		25	75	100
Total		23	30				

THIRD SEMESTER

I	LANGUAGE	3	6		25	75	100
II	ENGLISH	3	6		25	75	100
III	CORE V – FUNDAMENTALS OF INFORMATION TECHNOLOGY	5	5		25	75	100
III	ALLIED III – LITERARY FORMS	4	5		25	75	100
III	ELECTIVE –I - ENGLISH FOR COMPETITIVE EXAMS / STUDY OF INDIAN THEATER / PUBLIC SPEAKING	3	4		25	75	100
IV	SKILL ENHANCEMENT COURSE	2	2		25	75	100
	NMSDC-Digital Skills for Employability	2	2		25	75	100
	HEALTH AND WELLNESS	1	2		25	75	100
	Total	21	30				

FOURTH SEMESTER

I	LANGUAGE	3	6		25	75	100
II	ENGLISH	3	6		25	75	100
III	CORE VI – POETRY II	5	5		25	75	100
III	CORE VII – SOFTWARE ENGINEERING	5	5		25	75	100
III	ALLIED IV – LITERARY CRITICISM	4	3		25	75	100
III	ELECTIVE –II - WRITING FOR MEDIA (SENTIMENT ANALYSIS) / FUNDAMENTALS OF COMPARATIVE LITERATURE / WRITING SKILLS	3	3		25	75	100
IV	SKILL ENHANCEMENT COURSE	2	2		25	75	100
	NMSDC	2	2		25	75	100
	Total	25	30				

FIFTH SEMESTER							
III	CORE VIII –ENGLISH LANGUAGE TEACHING	5	6		25	75	100
III	CORE IX–INDIAN WRITING IN ENGLISH	5	6		25	75	100
III	CORE X – BASIC PROGRAMMING AND INTERNET	5	6		25	75	100
III	ELECTIVE –III- INTRODUCTION TO LINGUISTICS / STUDYING NOVELS / TRANSLATION TASKS	3	4		25	75	100
IV	SKILL ENHANCEMENT COURSE	2	2		25	75	100
	SUMMER INTERNSHIP/ INDUSTRIAL TRAINING	2	4		-	-	-
	EVS	2	2		25	75	100
	NMSDC-Employability Skills	2	2		25	75	100
Total		24	30				

SIXTH SEMESTER							
III	CORE XI – COMMONWEALTH LITERATURE	5	6		25	75	100
III	COREXII–SHAKESPEARE	5	6		25	75	100
III	CORE XIII – GENDER STUDIES	5	6		25	75	100
III	CORE XIV– PC SOFTWARE (MS OFFICE)	5	5		25	75	100
III	CORE XV - GROUP PROJECT	5	5		25	75	100
IV	EXTENSION ACTIVITY	1	2		25	75	100
	NMSDC	2	2		25	75	100
Total		26	30				
Total Credit		142+10					

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

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

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

SKILL ENHANCEMENT COURSES	
I.	ENGLISH FOR COMMUNICATION
II.	ENTREPRENEURIAL SKILLS
III.	PUBLIC SPEAKING SKILLS
IV.	ENGLISH FOR CAREERS
V.	ENGLISH FOR BUSINESS
VI.	INTERVIEW SKILLS
VII.	FUNCTIONAL ENGLISH
VIII.	AI IN ENGLISH LANGUAGE TEACHING

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
Analyse (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

FIRST SEMESTER**Core – I Prose**

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

Learning Objectives

LO1	To understand the themes, characters, and literary elements in prose and essays.
LO2	To interpret literary texts using critical and analytical reading skills.
LO3	To analyse social, ethical, and cultural issues presented in literary works.
LO4	To develop communication, research, and digital presentation skills through literary activities.
LO5	To apply ethical values, collaborative learning, and critical thinking in interpreting literature and real-life contexts.

Unit:1		15 hours
1. The Suitor and Papa 2. The Sniper		
Unit:2		15 hours
1. A Handful of Dates 2. Two Gentlemen of Verona		
Unit:3		15 hours
1. Know When to say "It's None of Your Business" 2. How to Escape from Intellectual Rubbish		
Unit:4		15 hours
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	75 hours

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the themes, characters, literary techniques, and socio-cultural values presented in prose essays and short stories using appropriate literary concepts.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO2
CO2	Apply critical reading and interpretative skills to examine ethical, social, cultural, and interpersonal issues presented in literary texts and relate them to contemporary contexts.	Apply (K3)	LO4 – Problem Solving	PO2, PO5, PO7
CO3	Analyse literary texts by evaluating narrative techniques, arguments, symbolism, and multiple perspectives to develop logical reasoning and evidence-based interpretations.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO3, PO4
CO4	Develop and present independent projects, digital presentations, or reflective portfolios on selected literary works by integrating research, self-directed learning, and appropriate digital tools.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	Demonstrate effective communication, ethical awareness, collaborative learning, leadership, and lifelong learning skills through discussions, presentations, and reflective responses on literary and social issues.	Evaluate (K5)	LO2 (Communication Skills), LO6 (Professional Competency), LO8 (Ethics), LO10 (Digital Competency), LO15 (Lifelong Learning)	PO4, PO5, PO6, PO7, PO8

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.mlbd.in/products/the-literary-heritage-a-new-anthology-of-prose-and-short-story-hari-mohan-prasad-ivan-khristo-masih-chakradhar-prasad-singh-

Mapping with Programme Outcomes

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	2	1	1	1	1
CO2	2	3	2	2	3	2	3	1
CO3	2	3	3	3	2	2	2	2
CO4	1	2	2	3	2	3	2	3
CO5	1	2	1	3	3	3	3	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

FIRST SEMESTER**Core – II Fiction**

Course Code	Title of the Course	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									Cl A	External	Total
	Core – II Fiction	Core	5	-	-	-	5	5	25	75	100

Learning Objectives

LO1	To understand the major themes, characters, and literary features of the prescribed English novels.
LO2	To apply literary theories and critical approaches for interpreting fictional texts.
LO3	To analyse narrative techniques, symbolism, and thematic concerns through comparative literary study.
LO4	To develop independent research and digital presentation skills in literary studies.
LO5	To evaluate the ethical, social, and cultural issues portrayed in novels and communicate informed critical perspectives.

Unit:1		15 hours
Jane Eyre - Charlotte Bronte.		
Unit:2		15 hours
Kenilworth - Sir Walter Scott		
Unit:3		15 hours
Oliver Twist - Charles Dickens		
Unit:4		15 hours
Far From the Madding Crowd - Thomas Hardy		
Unit:5		15 hours
Lord of the Flies - William Golding		
	Total Lecture hours	75 hours

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the major themes, literary movements, narrative techniques, characterization, and socio-cultural contexts of selected English novels using appropriate literary concepts and terminology.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO4
CO2	Apply literary theories and critical approaches to interpret characters, conflicts, and social issues presented in the prescribed novels and relate them to contemporary contexts.	Apply (K3)	LO4 – Problem Solving	PO2, PO5, PO7
CO3	Analyse the narrative structure, symbolism, themes, and stylistic features of the prescribed novels through critical and comparative literary analysis.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4
CO4	Design and present an independent literary research project or digital presentation by synthesizing scholarly resources, demonstrating ethical research practices and self-directed learning.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	Evaluate the ethical, social, gender, psychological, and humanistic dimensions reflected in the prescribed novels and communicate informed perspectives collaboratively using digital resources for lifelong learning.	Evaluate (K5)	LO2 (Communication Skills), LO6 (Professional Competency), LO8 (Ethics), LO10 (Digital Competency), LO15 (Lifelong Learning)	PO4, PO5, PO6, PO7, PO8

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.
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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
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Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	2	1	1	1	1
CO2	2	3	1	2	3	1	2	1
CO3	2	3	1	3	2	1	1	1
CO4	1	2	1	3	1	3	2	3
CO5	1	3	1	3	3	2	3	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

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	5	25	75	100

Learning Objectives	
LO1	To understand the major themes, forms, and stylistic features of English poetry.
LO2	To interpret poetic texts using appropriate literary concepts and critical approaches.
LO3	To analyse imagery, symbolism, language, and poetic techniques in selected poems.
LO4	To evaluate poetic works through independent research and critical discussion.
LO5	To develop communication, digital, collaborative, and lifelong learning skills through the study of poetry.

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	75 hours

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Demonstrate knowledge and understanding of major literary movements (Metaphysical, Renaissance, Romantic, and Victorian poetry) by identifying themes, forms, and stylistic features in the works of poets such as John Donne, Edmund Spenser, William Shakespeare, and others.	Understand (K1, K2)	LO1	PO1, PO4, PO8
CO2	Apply appropriate literary concepts and interpretive strategies to solve textual and contextual problems in selected poems, including figurative language, imagery, and poetic devices.	Apply (K3)	LO4	PO2, PO3, PO4
CO3	Analyse poetic texts to examine themes, symbolism, tone, structure, and philosophical ideas in the works of poets such as William Blake, William Wordsworth, and Samuel Taylor Coleridge.	Analyse (K4)	LO5	PO2, PO4, PO7
CO4	Evaluate and create independent critical interpretations of selected poems through research-based assignments, seminars, and digital presentations, demonstrating self-directed learning and academic inquiry.	Evaluate / Create (K5, K6)	LO11	PO4, PO6, PO8
CO5	Develop communication, collaboration, and digital literacy skills by engaging in discussions, presentations, and reflective writing on poetic texts while demonstrating ethical awareness, cultural sensitivity, and lifelong learning attitudes.	Apply / Evaluate (K3–K5)	LO2, LO3, LO6, LO7, LO8, LO10, LO12, LO13, LO14, LO15	PO3, PO4, PO5, PO6, PO7, PO8

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 |
| | |

Mapping with Programme Outcomes

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	2	1	1	1	2
CO2	2	3	2	3	1	1	2	1
CO3	2	3	2	3	2	1	3	1
CO4	1	2	2	3	1	3	2	3
CO5	1	2	3	3	3	3	3	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

SECOND SEMESTER

Core – IV Drama

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

Learning Objectives

LO1	To understand the evolution, themes, and conventions of English drama.
LO2	To apply literary theories for interpreting dramatic texts and social issues.
LO3	To analyse dramatic elements using critical and analytical approaches.
LO4	To develop independent research, presentation, and project skills in literary studies.
LO5	To enhance communication, ethical reasoning, digital literacy, teamwork, leadership, and lifelong learning through the study of drama.

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	75 hours

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the themes, literary movements, dramatic techniques, characterization, and historical contexts of major English dramas to demonstrate foundational and conceptual knowledge of dramatic literature.	Understand (K2)	LO1 – Disciplinary Knowledge (K1 & K2)	PO1, PO4
CO2	Apply literary theories and critical approaches to interpret dramatic texts, examine social and moral conflicts, and propose reasoned solutions to contextual literary problems.	Apply (K3)	LO4 – Problem Solving (K3)	PO2, PO4, PO7
CO3	Analyse dramatic structure, language, characterization, satire, irony, and thematic concerns to evaluate the cultural, political, and philosophical dimensions of English drama.	Analyse (K4)	LO5 – Analytical Reasoning (K4)	PO2, PO4, PO7
CO4	Design and develop independent research projects, presentations, or digital assignments on English drama by integrating scholarly sources, ethical academic practices, and self-directed learning strategies.	Create (K6)	LO11 – Self-directed Learning / Project Development (K6)	PO4, PO6, PO8
CO5	Evaluate and communicate the relevance of dramatic literature to contemporary society through collaborative discussions, digital tools, ethical reasoning, leadership, and lifelong learning practices.	Evaluate (K5)	LO3 – Communication Skills; LO8 – Ethics; LO10 – Digital Competency; LO15 – Lifelong Learning	PO4, PO6, PO7, PO8

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
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Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

1	https://www.mooc-list.com/tags/theatre
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Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	2	1	1	1	1
CO2	2	3	1	2	2	1	2	1
CO3	2	3	1	2	2	1	3	1
CO4	1	2	1	3	1	3	2	3
CO5	1	2	1	3	2	3	3	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

THIRD SEMESTER

Core – V Fundamentals of Information Technology

Course Code	Title of the Course	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CI	Ext	Total
	Core – VI Fundamentals of Information Technology	Core	4	-	-	-	5	5	25	75	100

Learning Objectives	
LO1	To understand the fundamentals of computers, operating systems, and digital technologies.
LO2	To develop proficiency in using office automation tools for documentation, data analysis, and presentations.
LO3	To apply internet technologies and digital resources for effective information access and communication.
LO4	To enhance technical writing, problem-solving, and workplace communication skills using ICT tools.
LO5	To cultivate digital literacy, ethical computing practices, and lifelong learning for professional development.

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	75 hours

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the fundamental concepts of computers, operating systems, computer applications, office automation tools, and Internet technologies to demonstrate foundational knowledge of computer systems and digital environments.	Understand (K2)	LO1 – Disciplinary Knowledge (K1 & K2)	PO1, PO4, PO8
CO2	Apply computer applications such as MS Word, MS Excel, PowerPoint, DOS commands, and Internet resources to perform documentation, data processing, presentations, and routine workplace tasks effectively.	Apply (K3)	LO4 – Problem Solving (K3)	PO3, PO4, PO6, PO8
CO3	Analyse data using spreadsheet functions, charts, Internet resources, and basic web technologies to organize information, interpret results, and support informed decision-making.	Analyse (K4)	LO5 – Analytical Reasoning (K4)	PO2, PO3, PO4, PO8
CO4	Develop professional documents, presentations, and technical communication artifacts by integrating office automation tools, Internet resources, soft skills, and self-learning strategies for academic and workplace applications.	Create (K6)	LO11 – Self-directed Learning / Project Development (K6)	PO4, PO6, PO8
CO5	Demonstrate professional ethics, digital competency, communication skills, teamwork, and lifelong learning attitudes while utilizing ICT tools and understanding BPO/KPO practices for enhanced employability.	Evaluate (K5)	LO2 – Communication Skills; LO6 – Digital Competency; LO10 – Professional Ethics; LO12 – Teamwork; LO15 – Lifelong Learning	PO4, PO6, PO7, PO8

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.

Mapping with Programme Outcomes

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	2	1	1	1	3
CO2	1	2	3	3	1	3	1	3
CO3	2	3	3	2	1	2	1	3
CO4	1	2	2	3	1	3	2	3
CO5	1	2	1	3	2	3	3	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

FOURTH SEMESTER**CORE VI Poetry – II**

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

Learning Objectives	
LO1	To understand the major themes, forms, and literary features of selected English poems.
LO2	To interpret poetic texts using appropriate literary and critical approaches.
LO3	To analyse poetic language, imagery, symbolism, and stylistic techniques critically.
LO4	To develop independent research, presentation, and digital learning skills in literary studies.
LO5	To communicate literary interpretations effectively while demonstrating ethical awareness, collaboration, and lifelong learning.

Unit :1		15hours
1. Dover Beach – Matthew Arnold 2. My Last Duchess – Robert Browning 3. 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

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the major themes, literary movements, poetic forms, stylistic features, and socio-cultural contexts of representative English poems from the Victorian, Modern, and Twentieth-Century periods using appropriate literary terminology.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO2
CO2	Interpret poetic texts by applying appropriate literary theories and critical approaches to address thematic, cultural, historical, and aesthetic issues presented in the prescribed poems.	Apply (K3)	LO4 – Problem Solving	PO2, PO4
CO3	Analyse and evaluate poetic techniques, symbolism, imagery, language, tone, and philosophical perspectives to construct evidence-based literary arguments and critical interpretations.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4
CO4	Develop independent literary research projects, digital presentations, or critical reviews on prescribed poems by employing scholarly resources, ethical academic practices, and self-directed learning strategies.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	Demonstrate effective communication, collaborative learning, ethical appreciation of diverse perspectives, digital competency, and lifelong learning skills while engaging in literary discussions, presentations, and reflective analyses of poetry.	Apply (K3)	LO3 – Communication Skills; LO8 – Ethics; LO10 – Teamwork; LO15 – Lifelong Learning	PO4, PO6, PO7, PO8

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

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	1	1	1	1
CO2	2	3	1	2	1	1	1	1
CO3	2	3	1	3	1	1	1	1
CO4	1	2	1	3	1	2	1	3
CO5	1	2	1	3	2	3	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

FOURTH SEMESTER

Core – VII Software Engineering

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

Learning Objectives	
LO1	To understand the fundamentals of computers, operating systems, and Internet technologies.
LO2	To apply office automation tools for creating professional documents, spreadsheets, and presentations.
LO3	To analyse and organize digital information using spreadsheet functions and Internet resources.
LO4	To develop technical documentation and presentations through self-directed learning using ICT tools.
LO5	To demonstrate communication, digital literacy, teamwork, ethical practices, and employability skills in technology-enabled workplace environments.

Unit :1		15 hours
Introduction - software - software crisis - software myths - computer based systems - Hardware considerations- software considerations- system analysis- check list- system specification		
Unit:2		15 hours
Software requirements specification - system modelling - software prototyping developing simple formal specification - error specification - model based specification - object oriented design.		
Unit:3		15 hours
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		15 hours
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	75 hours

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain fundamental concepts of software engineering, including software systems, software crisis, software myths, system analysis, and system specification to build a strong theoretical foundation.	Understand (K1–K2)	LO1	PO1, PO8
CO2	Apply requirement engineering techniques to develop Software Requirements Specifications (SRS), system models, prototypes, and formal specifications for given software problems.	Apply (K3)	LO4	PO2, PO3, PO8
CO3	Analyze software design approaches including transform analysis, data flow techniques, design heuristics, and real-time systems to evaluate optimal design solutions.	Analyze (K4)	LO5	PO2, PO3, PO6
CO4	Design and develop software solutions using CASE tools, object-oriented design principles, and structured development methods while integrating testing and quality assurance practices.	Create (K5–K6)	LO11	PO4, PO6, PO8
CO5	Evaluate software quality, testing strategies, maintenance approaches, and software reuse practices while demonstrating ethical awareness, digital competency, and continuous learning mindset.	Evaluate (K5–K6)	LO2, LO3, LO8, LO10	PO4, PO5, PO6, PO8

Text Book(s)

- | | |
|---|--|
| 1 | ROGER S PRESSMAN, "Software Engineering" Tata McGraw Hill Publication, Company Pvt. Ltd. 4 th 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

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	1	1	2	1	3
CO2	1	1	3	2	1	3	1	3
CO3	1	3	3	2	1	1	1	2
CO4	1	1	1	3	1	3	2	3
CO5	1	1	1	3	1	3	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

FIFTH SEMESTER

Core – VIII 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	6	25	75	100

Learning Objectives	
LO1	To understand the principles and evolution of major English language teaching approaches and methods.
LO2	To apply appropriate teaching techniques for developing listening, speaking, reading, and writing skills.
LO3	To analyse the suitability of instructional methods, teaching aids, and assessment strategies for diverse classroom contexts.
LO4	To design learner-centred lesson plans and digital teaching resources using ICT-enabled pedagogical practices.
LO5	To develop professional, ethical, collaborative, and lifelong learning competencies for effective English language teaching.

Unit:1		15hours
Approaches: The Grammar-Translation Method, The Structural-Oral-Situational Approach, Modern Approaches: The notional-functional syllabus and The communicative approach		
Unit:2		15hours
Methods: Humanistic Approaches: The silent way, Community language learning, Suggestopaedia, Total physical response. Other Methods: The direct method, The audio-lingual method, The reading method, The bilingual method, Communicational teaching, New perspectives: The lexical approach, New trends: Language teaching design		
Unit:3		15hours
Techniques of Teaching English: Techniques of teaching listening and speaking, Techniques of		

teaching reading and writing, Integrating skills, Techniques of teaching grammar, Techniques of teaching vocabulary.		
Unit:4		15hours
Teaching Aids: The blackboard, Pictures, Realia, Projectors, Audio recordings, The language laboratory, Television and radio, Video, Information and communication technology.		
Unit:5		13 hours
Testing: Useful Books, Glossary of ELT Terms, References, Index.		
	Total Lecture hours	75 hours

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the major approaches, methods, principles, and terminology of English Language Teaching (ELT) and describe their pedagogical applications in different learning contexts.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO4
CO2	Apply appropriate language teaching methods, classroom techniques, and instructional strategies to address diverse learner needs and solve classroom teaching challenges effectively.	Apply (K3)	LO4 – Problem Solving	PO2, PO4, PO6
CO3	Analyse the effectiveness of ELT approaches, teaching techniques, assessment practices, and instructional aids to select suitable pedagogical solutions for different learning environments.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO3, PO4
CO4	Design and develop learner-centred lesson plans, teaching-learning materials, digital resources, and assessment strategies by integrating ICT and reflective teaching practices for continuous professional development.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	Demonstrate effective communication, ethical teaching practices, collaboration, digital competency, and lifelong learning skills while planning, implementing, and evaluating English language instruction in diverse educational settings.	Apply (K3)	LO2 – Communication Skills, LO6 – Professional Skills, LO8 – Digital Competency, LO10 – Ethical Reasoning, LO15 – Lifelong Learning	PO4, PO5, PO6, PO7, PO8

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

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	2	1	1	1	1
CO2	2	3	2	3	1	3	2	2
CO3	2	3	3	2	1	2	1	2
CO4	1	2	2	3	1	3	2	3
CO5	1	2	1	3	3	3	3	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

FIFTH SEMESTER

Core – IX Indian Writing in English

Course Code	Title of the Course	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									CI A	External	Total
	Core – X Indian Writing in English	Core	6	-	-	-	5	6	25	75	100

Learning Objectives	
LO1	To understand the themes, forms, and literary features of Indian English literature.
LO2	To interpret literary texts using appropriate critical and analytical approaches.
LO3	To analyse the social, cultural, ethical, and historical perspectives reflected in literary works.
LO4	To develop research, communication, and digital skills through independent literary study and presentations.
LO5	To appreciate the role of Indian literature in promoting cultural awareness, ethical values, and lifelong learning.

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	75 hours

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Interpret the themes, literary forms, cultural values, and narrative techniques in Indian poetry, prose, drama, short stories, and novels using appropriate literary concepts and critical vocabulary.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO2
CO2	Apply literary theories and interpretative approaches to examine social, historical, cultural, and ethical issues presented in Indian literary texts and communicate reasoned interpretations.	Apply (K3)	LO4 – Problem Solving	PO2, PO4, PO7
CO3	Analyse literary texts by evaluating characterization, symbolism, narrative structure, language, and thematic concerns to develop critical and evidence-based interpretations.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4
CO4	Design and develop independent research-based presentations, projects, or digital literary analyses by integrating textual evidence, scholarly resources, ICT tools, and ethical academic practices.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	Evaluate the relevance of Indian literary works in promoting cultural awareness, gender sensitivity, ethical values, communication, collaboration, leadership, and lifelong learning in contemporary society.	Evaluate (K5)	LO2 – Communication Skills, LO6 – Professional Competency, LO8 – Ethics, LO10 – Collaboration, LO15 – Lifelong Learning	PO4, PO5, PO6, PO7, PO8

Text Books	
1	IndianVerse 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://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_ug.php/94

Mapping with Programme Outcomes

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	1	1	1	1
CO2	1	3	1	2	2	1	2	1
CO3	1	3	1	2	1	1	1	1
CO4	1	2	1	3	1	2	1	3
CO5	1	2	1	3	3	2	2	2

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

FIFTH SEMESTER

Core – X Basic Programming and Internet

Course Code	Title of the Course	Category	L	T	P	O	Credits	Inst. Hours	Marks		
									Cl A	External	Total
	Core – XI Basic Programming and Internet	Core	6	-	-	-	5	6	25	75	100

Learning Objectives	
LO1	To understand the fundamental concepts of computers, hardware, software, and programming.
LO2	To apply BASIC programming techniques to solve simple computational problems.
LO3	To analyze algorithms, program logic, and matrix operations for effective problem-solving.
LO4	To develop simple web pages and programming projects using HTML and BASIC.
LO5	To demonstrate digital literacy, ethical computing practices, and self-directed learning skills.

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	75 hours

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the fundamental concepts of computers, hardware components, programming languages, algorithms, flowcharts, and internet technologies to build a strong foundation in computer applications.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO8
CO2	Apply BASIC programming concepts, control structures, functions, and matrix operations to develop programs for solving computational problems.	Apply (K3)	LO4 – Problem Solving	PO2, PO3, PO8
CO3	Analyse programming logic, algorithms, matrix operations, and HTML structures to evaluate program efficiency and identify appropriate solutions for computing tasks.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO3, PO4
CO4	Design and develop simple programming and web-based projects using BASIC programming and HTML by integrating self-learning strategies, digital resources, and problem-solving skills.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	Demonstrate effective communication, digital competency, ethical use of internet resources, collaborative learning, and lifelong learning skills while developing computing solutions.	Evaluate (K5)	LO2 – Communication Skills; LO6 – Digital Competency; LO8 – Ethics; LO10 – Teamwork & Leadership; LO15 – Lifelong Learning	PO4, PO6, PO7, PO8

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
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://www.mooc-list.com/course/american-literature-1865-engl-3350-wma

Mapping with Programme Outcomes

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	1	1	1	1	1	3
CO2	1	3	3	1	1	2	1	2
CO3	1	3	3	2	1	1	1	2
CO4	1	2	2	3	1	3	2	3
CO5	1	1	1	3	2	2	3	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

SIXTH SEMESTER**Core – XI 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	6	25	75	100

Learning Objectives	
LO1	To understand the literary genres, themes, and cultural contexts represented in selected texts.
LO2	To apply appropriate literary approaches for interpreting social and ethical issues in literature.
LO3	To analyse literary techniques and construct evidence-based critical interpretations.
LO4	To develop independent learning and research skills through literary projects and digital resources.
LO5	To communicate literary insights effectively while demonstrating collaboration, ethical values, leadership, and lifelong learning.

Unit:1	POETRY – DETAILED	15hours
Australia – A.D. Hope Dying Eagle – E.J.Pratt 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	75 hours

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Interpret the themes, literary elements, genres, and cultural contexts of selected poems, drama, prose, fiction, and short stories using appropriate literary concepts and critical terminology.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO4
CO2	Apply literary theories and critical approaches to examine social, cultural, ethical, and environmental issues represented in literary texts and propose reasoned interpretations.	Apply (K3)	LO4 – Problem Solving	PO2, PO5, PO7
CO3	Analyze narrative techniques, characterization, symbolism, language, and thematic concerns across different literary genres to develop evidence-based critical arguments.	Analyze (K4)	LO5 – Analytical Reasoning	PO2, PO4
CO4	Evaluate and develop independent literary reviews, presentations, or research-based projects using appropriate print and digital resources while demonstrating self-directed learning, ethical scholarship, and academic integrity.	Evaluate/Create (K5/K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	Communicate informed literary perspectives through collaborative discussions, presentations, and digital platforms while demonstrating critical thinking, intercultural awareness, ethical values, leadership, and lifelong learning skills.	Create (K6)	LO2 – Communication Skills; LO6 – Professional Competency; LO8 – Ethics; LO10 – Digital Competency; LO15 – Lifelong Learning	PO4, PO6, PO7, PO8

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
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Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	https://nptel.ac.in/courses/109/104/109104116/

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	2	1	1	1	1
CO2	2	3	1	2	3	1	2	1
CO3	2	3	2	3	1	1	1	1
CO4	1	2	1	3	1	2	1	3
CO5	1	2	1	3	2	3	3	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

SIXTH SEMESTER**Core-XII: 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	6	25	75	100

Learning Objectives	
LO1	To explain the major themes, dramatic techniques, and historical context of Shakespearean plays such as <i>Othello</i> , <i>The Winter's Tale</i> , <i>Twelfth Night</i> , and <i>Antony and Cleopatra</i> .
LO2	To apply appropriate literary theories and critical methods for interpreting characters, plot structures, and dramatic devices in Shakespeare's works.
LO3	To analyse the themes, characterization, and theatrical elements across Shakespearean tragedies, comedies, and romances.
LO4	To evaluate the relevance of Shakespeare's plays in relation to contemporary social, cultural, ethical, and performance contexts.
LO5	To develop independent research, digital presentation, and critical communication skills through self-directed study of Shakespearean drama and theatre practices.

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		75 hours

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the major themes, dramatic conventions, characterization, theatrical practices, and historical contexts of Shakespeare's plays, demonstrating foundational disciplinary knowledge of Shakespearean drama.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO2
CO2	Apply appropriate literary theories and critical approaches to interpret Shakespearean plays and solve contextual and interpretative problems through textual evidence and reasoned arguments.	Apply (K3)	LO4 – Problem Solving	PO2, PO4, PO7
CO3	Analyse the structure, characterization, themes, dramatic techniques, and audience reception across Shakespeare's tragedies, comedies, and romances using critical and comparative perspectives.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4
CO4	Design and present an independent research-based project or digital presentation on Shakespearean drama by integrating scholarly sources, digital resources, ethical academic practices, and self-directed learning strategies.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	Evaluate the enduring relevance of Shakespeare's works in relation to contemporary social, cultural, ethical, and leadership issues, and communicate informed perspectives collaboratively while demonstrating digital competency and lifelong learning skills.	Evaluate (K5)	LO3 – Critical Thinking; LO8 – Communication; LO10 – Digital Competency; LO15 – Lifelong Learning	PO4, PO5, PO6, PO7, PO8

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
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Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	1	1	1	1
CO2	2	3	1	2	1	1	2	1
CO3	2	3	1	2	2	1	1	1
CO4	1	2	1	3	1	2	1	3
CO5	1	2	1	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

SIXTH SEMESTER
Core-XIII : 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	6	25	75	100

Learning Objectives	
LO1	To understand major literary genres such as poetry, short stories, drama, and novel with reference to selected texts.
LO2	To apply interpretive skills to analyse themes, symbols, and narrative techniques in the prescribed literary works.
LO3	To examine issues of gender, patriarchy, identity, and resistance represented in contemporary literature.
LO4	To evaluate literary texts using relevant critical theories and contextual perspectives.
LO5	To develop research, communication, and digital skills through critical discussions and independent literary exploration.

Unit:1	POETRY	15 hours
1. Lakshman – Toru Dutt 2. The Old Playhouse – Kamala Das 3. The Mother – Gwendolyn Brooks		
Unit:2	SHORT STORIES	15 hours
<i>Mahasweta Devi-</i> 1. Breast Giver 2. Dhuli 3. Draupadi		
Unit:3	NOVEL	15 hours
The Palace of Illusions – Chitra Banerjee Divakaruni		
Unit:4	DRAMA	15 hours
Lights Out – Manjula Padmanabhan		
Unit:5	THEORY	15 hours
What is Patriarchy? – Kamala Bhasin		
Total Lecture hours		75 hours

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	To demonstrate knowledge and understanding of representative literary genres including poetry, short stories, drama, and feminist theory by identifying key themes, forms, and contexts in selected texts.	Remembering & Understanding (K1, K2)	LO1 (Disciplinary Knowledge)	PO1, PO4, PO8
CO2	To apply appropriate literary concepts and interpretive approaches to solve textual comprehension problems and explain meaning in selected poems, stories, novels, and plays.	Applying (K3)	LO4 (Problem Solving)	PO2, PO4
CO3	To analyze literary texts by examining themes such as patriarchy, gender, identity, and resistance, and evaluate narrative techniques and ideological frameworks across genres.	Analyzing (K4)	LO5 (Analytical Reasoning)	PO2, PO5, PO7
CO4	To design and execute a self-directed mini research project or critical study on selected literary works using digital tools, scholarly resources, and appropriate research methods.	Creating (K5, K6)	LO11 (Self-directed Learning / Project Development)	PO4, PO6, PO8
CO5	To develop communication, digital literacy, ethical awareness, and collaborative learning skills by engaging in discussions, presentations, and reflective interpretations of gender and social issues in literature.	Applying, Evaluating (K3–K5)	LO2, LO3, LO6, LO7, LO8, LO10, LO12	PO4, PO5, PO6, PO7, PO8

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.]

1	https://www.classcentral.com/course/queeringidentities-17017
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Mapping with Programme Outcomes

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	2	1	1	1	2
CO2	1	3	2	2	1	1	1	1
CO3	1	3	1	2	3	1	2	1
CO4	1	2	1	3	1	3	1	3
CO5	1	2	1	3	3	2	3	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

SIXTH SEMESTER
Core-XIV: 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	-	-	-	5	5	25	75	100

Learning Objectives	
LO1	To understand the fundamental concepts of office automation tools and their applications in modern workplaces.
LO2	To apply word processing techniques to create, format, and manage professional documents efficiently.
LO3	To use spreadsheet and database tools to organize, analyze, and interpret data effectively.
LO4	To develop presentations using multimedia features to communicate ideas clearly and professionally.
LO5	To integrate MS Office applications to complete real-world office tasks and enhance digital literacy skills.

Unit:1		15 hours
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		15 hours
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		15 hours
Creating 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, adding, heading displaying value- changing of selecting fonts, protecting data using style so templates - reprinting worksheet creating charts - managing data - what if tables paste tables wards, macros, linking worksheets.		
Unit:4		15 hours
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		75 hours

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Demonstrate fundamental knowledge of office automation concepts, including Windows environment, MS Office tools, and their applications in academic and professional settings.	Remembering & Understanding (K1, K2)	LO1	PO1, PO8
CO2	Apply word processing skills to create, edit, format, and manage professional documents using advanced MS Word features.	Applying (K3)	LO4	PO3, PO6, PO8
CO3	Analyze and interpret data using spreadsheet and database tools by performing calculations, queries, sorting, and data visualization techniques.	Analyzing (K4)	LO5	PO2, PO3, PO8
CO4	Develop and execute a self-directed project integrating MS Word, Excel, Database, and PowerPoint to produce a complete office solution.	Creating (K6)	LO11	PO4, PO6, PO8
CO5	Evaluate and integrate digital office tools for effective communication, collaboration, ethical usage, employability enhancement, and lifelong learning in professional environments.	Evaluating & Creating (K5, K6)	LO2, LO3, LO6, LO7, LO8, LO10, LO12, LO13, LO14, LO15	PO4, PO5, PO6, PO7, PO8

Text Book

1 | Joyce Cox and Pilly 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>

Mapping with Programme Outcomes

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	1	1	1	1	3
CO2	1	1	2	1	1	3	1	3
CO3	1	3	3	1	1	2	1	3
CO4	1	2	2	3	1	3	2	3
CO5	1	2	2	3	3	3	3	3

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

FIRST SEMESTER**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 · H o u r s	Marks		
									Cl A	Ext er nal	Tot al
	SOCIAL HISTORY OF ENGLAND	Core	6	-	-	-	4	4	25	75	100

Learning Objectives

LO1	To understand the major political, social, religious, and economic developments from the Renaissance to the World Wars.
LO2	To apply historical concepts to explain the causes and consequences of significant events in early modern and modern Europe.
LO3	To Analyse the impact of revolutions, industrialization, and reforms on the transformation of society and economy.
LO4	To evaluate historical sources and develop critical interpretations of key historical movements using research skills.
LO5	To demonstrate effective communication, ethical awareness, and digital literacy in studying and presenting historical developments.

Unit:1		15 hours
1. The Renaissance 2. The Reformation.		
Unit:2		15 hours
1. The Spanish Armada 2. Colonization 3. Civil War		
Unit:3		15 hours
1. Restoration in England 2. American war of Independence		
Unit:4		15 hours
1. The Agrarian Revolution 2. The Industrial Revolution		
Unit:5		15 hours
1. The Reform Bills 2. The Development of Education in Victorian period 3. World Wars		
Total Lecture hours		75 hours

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the major political, religious, social, and economic developments from the Renaissance to the Victorian period and describe their significance in shaping modern history.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO2
CO2	Apply historical knowledge to interpret the causes and consequences of major historical events such as the Reformation, Civil War, Industrial Revolution, and World Wars in different historical contexts.	Apply (K3)	LO4 – Problem Solving	PO2, PO3, PO7
CO3	Analyse the impact of political, economic, and social transformations on the development of modern nations using historical evidence and logical reasoning.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO3, PO4
CO4	Evaluate historical sources and develop independent research-based presentations or projects using appropriate digital resources to examine significant historical movements and their contemporary relevance.	Evaluate/Create (K5/K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	Demonstrate effective communication, ethical awareness, teamwork, digital competency, and lifelong learning skills while examining historical developments and their relevance to contemporary society and global citizenship.	Apply/Analyse (K3/K4)	LO2 – Communication Skills; LO8 – Ethics; LO10 – Digital Competency; LO15 – Lifelong Learning	PO4, PO5, PO6, PO7, PO8

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 |
|---|---|

Mapping with Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	1	1	1	1
CO2	2	3	2	1	1	1	2	1
CO3	2	3	3	2	1	1	1	1
CO4	1	2	1	3	1	3	1	3
CO5	1	2	1	3	2	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

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 . H o u r s	Marks		
									Cl A	Ext er nal	Tot al
	Allied – II History of English Literature	Core	6	-	-	-	4	4	25	75	100

Learning Objectives	
LO1	To understand the historical development of English literature from the Age of Chaucer to the Present Age.
LO2	To identify the major literary periods, writers, genres, and their distinctive characteristics.
LO3	To analyse the relationship between literary works and their historical, social, and cultural contexts.
LO4	To apply critical thinking and literary concepts in interpreting the evolution of English literature.
LO5	To develop research, communication, and self-directed learning skills through the study of literary history.

Unit:1		15 hours
1. The Age of Chaucer 2. The Age of Shakespeare – Verse, Drama and Prose.		
Unit:2		15 hours
3. The Age of Milton –Milton 4. The Age of Dryden- Verse, Drama and Prose		
Unit:3		15 hours
5. The Age of Pope- Verse, Drama and Prose 6. The Age of Johnson-General Prose and the Novel		
Unit:4		15 hours
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

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the major literary periods, authors, genres, and historical developments in the evolution of English literature from the Age of Chaucer to the Present Age using appropriate literary terminology.	Understand (K2)	LO1 – Disciplinary Knowledge (K1 & K2)	PO1, PO4
CO2	Apply knowledge of literary history and critical concepts to interpret literary movements, identify thematic developments, and relate texts to their historical and cultural contexts.	Apply (K3)	LO4 – Problem Solving (K3)	PO2, PO4, PO7
CO3	Analyse the distinctive characteristics, literary trends, and contributions of different ages of English literature through comparative and critical examination of representative writers and genres.	Analyse (K4)	LO5 – Analytical Reasoning (K4)	PO2, PO4
CO4	Design and undertake independent research-based assignments or digital presentations on selected literary periods or authors by employing appropriate academic resources, ICT tools, ethical research practices, and self-directed learning strategies.	Create (K6)	LO11 – Self-directed Learning / Project Development (K6)	PO4, PO6, PO8
CO5	Evaluate the relevance of English literary traditions in shaping cultural awareness, communication skills, ethical values, collaborative learning, leadership qualities, and lifelong learning in diverse academic and professional contexts.	Evaluate (K5)	LO2 – Communication Skills; LO6 – Professional Competency; LO8 – Digital Competency; LO10 – Value Incultation; LO15 – Lifelong Learning	PO4, PO6, PO7, PO8

Text Book(s)

1	An Outline History of English Literature. by William Henry Hudson. (B.I Publications Pvt Ltd)
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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/

Mapping with Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	2	1	1	1	1
CO2	2	3	1	2	1	1	2	1
CO3	2	3	1	2	1	1	1	1
CO4	1	2	1	3	1	2	1	3
CO5	1	2	1	3	2	3	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

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 . H o u r s	Marks		
									Cl A	Ext er nal	Tot al
	Allied III Literary Forms	Core	6	-	-	-	4	5	25	75	100

Learning Objectives	
LO1	To understand the fundamental concepts and characteristics of major literary genres.
LO2	To interpret literary texts using appropriate critical and analytical approaches.
LO3	To analyse the structure, themes, and techniques employed in different literary forms.
LO4	To develop research, communication, and digital skills through independent literary study and presentations.
LO5	To appreciate diverse literary perspectives while fostering ethical values, collaborative learning, and lifelong learning.

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		75 hours

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the fundamental concepts, forms, genres, and characteristics of poetry, drama, prose, and major literary forms using appropriate literary terminology and theoretical perspectives.	Understand (K2)	LO1 – Disciplinary Knowledge (K1 & K2)	PO1, PO4
CO2	Apply literary concepts and critical approaches to interpret different literary genres and resolve interpretative problems through logical reasoning and contextual understanding.	Apply (K3)	LO4 – Problem Solving (K3)	PO2, PO4, PO7
CO3	Analyze the structure, techniques, themes, and stylistic features of literary genres by employing analytical and critical reasoning to evaluate literary texts.	Analyze (K4)	LO5 – Analytical Reasoning (K4)	PO2, PO4
CO4	Design and present independent literary projects, reviews, or digital presentations by integrating research skills, self-directed learning, ethical academic practices, and appropriate digital resources.	Create (K6)	LO11 – Self-directed Learning / Project Development (K6)	PO4, PO6, PO8
CO5	Communicate informed literary interpretations through collaborative discussions, presentations, and reflective writing while demonstrating professional ethics, digital competency, lifelong learning, and appreciation of diverse perspectives.	Evaluate (K5)	LO3 – Communication Skills; LO8 – Ethics; LO10 – Digital Competency; LO15 – Lifelong Learning	PO4, PO6, PO7, PO8

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

Mapping with Programme Outcomes

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	2	1	1	1	1
CO2	2	3	1	2	1	1	2	1
CO3	2	3	2	2	1	1	1	1
CO4	1	2	1	3	1	2	1	3
CO5	1	2	1	3	2	2	3	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

FOURTH SEMESTER

Allied – IV: Literary Criticism

Course Code	Title of the Course	Category	L	T	P	O	C r e d i t s	I n s t · H o u r s	Marks		
									Cl A	Ext er nal	Tot al
	Core – VIII Literary Criticism	Core	5	-	-	-	4	3	25	75	100

Learning Objectives

LO1	To understand the major traditions and evolution of literary criticism from Aristotle to modern theorists.
LO2	To apply classical and modern critical theories to interpret and explain literary texts.
LO3	To analyse the key concepts and arguments of major critics such as Dryden, Wordsworth, and T.S. Eliot.
LO4	To evaluate different critical approaches and compare their relevance in literary studies.
LO5	To develop independent critical thinking and research skills through assignments and project work.

Unit:1		15 hours
1. Aristotle 2. Sir Philip Sydney		
Unit:2		15 hours
1. John Dryden 2. Dr. Johnson		
Unit:3		15 hours
1. William Wordsworth 2. S.T. Coleridge		
Unit:4		Unit:4
1. Mathew Arnold 2. Walter Pater		
Unit:5		15 ours
1. T.S. Eliot 2. I.A. Richards		
	Total Lecture hours	75 hours

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	To explain and describe the evolution of literary criticism from Aristotle to Sir Philip Sidney and demonstrate foundational disciplinary knowledge of key critical concepts and theories.	Understand (K2)	LO1 (Disciplinary Knowledge)	PO1, PO2
CO2	To apply major critical theories of Dryden, Johnson, Wordsworth, and Coleridge to interpret selected literary texts and solve basic problems of textual understanding.	Apply (K3)	LO4 (Problem Solving)	PO2, PO4
CO3	To analyse and compare the critical approaches of Matthew Arnold, Walter Pater, T.S. Eliot, and I.A. Richards in terms of their theoretical assumptions and literary arguments.	Analyse (K4)	LO5 (Analytical Reasoning)	PO2, PO4
CO4	To design and develop an independent mini-project or research-based assignment on selected literary critics, demonstrating self-directed learning and academic inquiry.	Create (K6)	LO11 (Self-directed Learning / Project Development)	PO4, PO6, PO8
CO5	To evaluate and integrate classical and modern critical theories using digital tools and collaborative learning approaches, demonstrating communication skills, lifelong learning attitude, and professional competency.	Evaluate (K5)	LO2, LO3, LO6, LO8, LO12	PO2, PO4, PO6, PO8

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

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	1	1	1	1
CO2	1	3	2	2	1	1	1	1
CO3	1	3	2	3	1	1	1	1
CO4	1	2	1	3	1	3	1	3
CO5	1	3	1	3	1	2	1	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

ELECTIVE

Elective – I-A ENGLISH FOR COMPETITIVE EXAMINATIONS

Course Code	Title of the Course	Category	L	T	P	O	C r e d i t s	I n s t · H o u r s	Marks		
									Cl A	Ext er nal	Tot al
	ENGLISH FOR COMPETITIVE EXAMINATIONS	Elective	6	-	-	-	3	4	25	75	100

Learning Objectives

LO1	To understand and explain basic rules of English grammar and identify common errors in usage.
LO2	To apply sentence completion techniques and reconstruct passages with logical and grammatical accuracy.
LO3	To analyse reading comprehension passages and develop clear written responses such as letters and precis.
LO4	To develop effective report writing, vocabulary usage, and spelling accuracy in formal communication.
LO5	To use idiomatic expressions, phrasal verbs, and spoken English confidently in real-life communication contexts.

Unit:1		15hours
Basics of English Errors and How to Avoid Them Spotting Errors		
Unit:2		15hours
Sentence Completion Reconstructing Passages How to Write a Precis		
Unit:3		15hours
Reading Comprehension Composition Letter Writing		
Unit:4		15hours
Report Writing Spellings Vocabulary		
Unit:5		13 hours
Some Notions, Conventional and Idiomatic Expressions Phrasal Verbs Spoken English		
	Total Lecture hours	75 hours

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	To identify, explain, and apply fundamental rules of English grammar, sentence structure, and usage to recognize and correct errors in language forms.	Understand (K2)	LO1 – Disciplinary Knowledge	PO4, PO8
CO2	To apply problem-solving strategies to complete sentences, reconstruct passages, and develop coherent precis writing with linguistic accuracy.	Apply (K3)	LO4 – Problem Solving	PO1, PO4
CO3	To analyse reading texts and written compositions by interpreting meaning, evaluating coherence, and producing structured responses such as letters and reports.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4
CO4	To design and produce independent written work including reports, compositions, and vocabulary-enriched texts through self-directed learning and iterative improvement.	Create (K5–K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	To demonstrate and integrate idiomatic expressions, phrasal verbs, and spoken English skills in real-life communication contexts to enhance fluency, employability, and interpersonal effectiveness.	Apply–Evaluate (K3–K5)	LO2, LO3, LO6, LO8	PO4, PO6, PO7, PO8

Text Book(s)

1	English for Competitive Examinations by R.P Bhatnagar (Macmillan)
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Mapping with Programme Outcomes

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	1	3	1	2	1	3
CO2	3	2	1	3	1	2	1	2
CO3	2	3	1	3	1	2	2	2
CO4	2	2	1	3	1	3	1	3
CO5	1	2	1	3	1	3	3	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

Elective – I-B STUDY OF INDIAN THEATRE

Course Code	Title of the Course	Category	L	T	P	O	C r e d i t s	I n s t · H o u r s	Marks		
									Cl A	Ext er nal	Tot al
	STUDY OF INDIAN THEATRE	Elective	6	-	-	-	3	4	25	75	100

Learning Objectives	
LO1	To understand the history, concepts, and traditions of Indian theatre.
LO2	To apply the principles of playwriting and theatre production in practical contexts
LO3	To analyse dramatic performances and theatrical techniques using critical reasoning.
LO4	To develop an original theatre project or script through independent learning and collaborative practice.
LO5	To demonstrate effective communication, ethical values, digital competency, and appreciation of cultural diversity in theatre.

Unit:1		15hours
Introduction to Indian Theatre		
Unit:2		15hours
Traditions of Performance		
Unit:3		15hours
How to write a Play		
Unit:4		15hours
How to Produce a Play		
Unit:5		13 hours
Review of a Play - Project or Dialogue for a Situation		
	Total Lecture hours	75 hours

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the concepts, history, traditions of Indian theatre, principles of playwriting, production, and theatre criticism by demonstrating disciplinary knowledge of theatrical practices and performance traditions.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO4
CO2	Apply appropriate techniques of scriptwriting, stage planning, characterization, and production strategies to develop solutions for practical theatre situations and performance-related problems.	Apply (K3)	LO4 – Problem Solving	PO2, PO4, PO6
CO3	Analyse dramatic texts, theatrical performances, production elements, and critical reviews using analytical and creative reasoning to evaluate artistic effectiveness and audience impact.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4, PO7
CO4	Design and develop an original theatre project, play script, dialogue, or production plan through independent learning by integrating creativity, research, digital resources, teamwork, and project management skills.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	Demonstrate effective communication, ethical responsibility, collaboration, digital competency, and appreciation of cultural diversity while creating, presenting, and reviewing theatrical performances for lifelong learning and professional development.	Evaluate (K5)	LO2 – Communication Skills, LO6 – Professional Skills, LO8 – Ethics, LO10 – Digital Competency, LO15 – Lifelong Learning	PO4, PO5, PO6, PO7, PO8

Text Book(s)

1	Study of Indian Theatre - ENNES Publications Contact Nos: 04252 – 226283 93622 11949
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Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	1	3	1	1	1	1
CO2	1	3	1	2	1	3	1	2
CO3	1	3	2	3	1	1	2	1
CO4	1	2	1	3	1	3	2	3
CO5	1	2	1	3	3	2	3	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

Elective – I-C PUBLIC SPEAKING

Course Code	Title of the Course	Category	L	T	P	O	C r e d i t s	I n s t · H o u r s	Marks		
									Cl A	Ext er nal	Tot al
	Public Speaking	Elective	6	-	-	-	3	4	25	75	100

Learning Objectives	
LO1	To understand the principles and techniques of effective public speaking.
LO2	To develop well-organized and audience-centred speeches.
LO3	To apply effective verbal and non-verbal communication strategies during speech delivery.
LO4	To analyse and evaluate the effectiveness of renowned public speeches.
LO5	To build confidence, leadership, and ethical communication skills through public speaking practice.

Unit:1		15hours
Rudiments of Public Speaking (Theory)		
Unit:2		15hours
Techniques of Public Speaking		
Unit:3		15hours
Planning and Writing a Speech		
Unit:4		15hours
Overcoming fear and understanding audience		
Unit:5		13 hours
Model speeches 1. I have a dream - Martin Luther King 2. Yes We Can –Obama 3. Chicago – Swami Vivekananda		
	Total Lecture hours	75 hours

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the fundamental principles, techniques, and components of effective public speaking, including speech planning, audience analysis, and delivery strategies.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO4
CO2	Apply appropriate public speaking techniques to prepare, organize, and deliver speeches that effectively address diverse audiences and communication contexts.	Apply (K3)	LO4 – Problem Solving	PO4, PO6, PO7
CO3	Analyse speeches to evaluate rhetorical strategies, audience engagement, persuasive techniques, and communication effectiveness using critical reasoning.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4, PO7
CO4	Design and deliver well-structured speeches independently by integrating research, digital resources, self-assessment, and reflective practices for continuous improvement.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	Demonstrate ethical communication, teamwork, leadership, digital competency, and lifelong learning skills while participating in public speaking activities and collaborative presentations.	Apply (K3)	LO6 – Communication Skills; LO8 – Ethics; LO10 – Digital Competency; LO15 – Leadership & Teamwork	PO4, PO5, PO6, PO7, PO8

Text Book(s)	
1	Dale Carnegie - Public Speaking

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	1	3	1	1	1	1
CO2	1	2	1	3	1	3	2	1
CO3	1	3	2	3	1	1	2	1
CO4	1	2	1	3	1	3	2	3
CO5	1	1	1	3	2	3	3	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

Elective – II-A - WRITING FOR MEDIA (SENTIMENT ANALYSIS)

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
	WRITING FOR MEDIA (SENTIMENT ANALYSIS)	Elective	6	-	-	-	3	3	25	75	100

Learning Objectives	
LO1	To understand the principles, formats, and styles of media writing across print, broadcast, and digital platforms.
LO2	To apply media writing techniques for creating news, feature stories, scripts, advertisements, and web content.
LO3	To analyse media messages, audience needs, and communication strategies in different media contexts.
LO4	To develop creative and professional media content using appropriate digital tools and research methods.
LO5	To demonstrate ethical, legal, and responsible practices in media communication and content creation.

Unit:1		15hours
Writing for mass media- writing tools- basic techniques-style and the style book		
Unit:2		15hours
Writing for Print media- news- news gathering- news writing- news stories- interviewing- feature writing- magazine cover designing- content of magazine- freelance writer		
Unit:3		15hours
Writing for radio and television- studio- sound and music techniques- storyboard- features, documentaries, and reality-interview and talk programmes		

Unit:4		15hours
Script writing- screenplay- playwriting- Copy writing- advertising- Print Ad- Ad for broad cast- screen advert.		
Unit:5		13 hours
New media- writing for web- blog/vlog- podcast- ethics- intellectual property rights- laws of social media in India- cyber culture		
	Total Lecture hours	75 hours

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the principles, techniques, styles, and conventions of writing for print, broadcast, and digital media by applying appropriate media writing formats and style guides.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO4
CO2	Apply appropriate media writing strategies, interviewing techniques, news gathering methods, script development, and digital publishing practices to produce effective content for diverse communication platforms.	Apply (K3)	LO4 – Problem Solving	PO4, PO6, PO8
CO3	Analyse media content, communication strategies, advertising copy, and multimedia scripts by evaluating audience requirements, ethical issues, and platform-specific communication approaches.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4, PO7
CO4	Develop creative and professional media projects such as news stories, feature articles, scripts, advertisements, blogs, podcasts, or multimedia content by integrating research, digital tools, ethical practices, and self-directed learning.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	Demonstrate ethical, legal, digital, collaborative, and lifelong learning competencies by producing responsible media content that complies with intellectual property rights, social media regulations, and professional communication standards.	Evaluate (K5)	LO8 – Ethics & LO10 – Digital Competency & LO15 – Lifelong Learning	PO5, PO6, PO7, PO8

Text Book(s)	
1	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.

Mapping with Programme Outcomes

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	1	3	1	1	1	2
CO2	1	2	1	3	1	3	1	3
CO3	1	3	2	3	2	1	2	2
CO4	1	2	1	3	2	3	2	3
CO5	1	2	1	2	3	2	3	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

Elective – II-B FUNDAMENTALS OF COMPARATIVE LITERATURE

Course Code	Title of the Course	Category	L	T	P	O	C r e d i t s	I n s t · H o u r s	Marks		
									Cl A	Ext er nal	Tot al
	FUNDAMENTALS OF COMPARATIVE LITERATURE	Elective	6	-	-	-	3	3	25	75	100

Learning Objectives	
LO1	To understand the concepts, scope, principles, and approaches of Comparative Literature.
LO2	To apply comparative methods for interpreting literary texts from diverse cultures.
LO3	To analyse Eastern and Western literary traditions and aesthetic theories critically.
LO4	To develop an independent comparative literary project using appropriate research methods and digital tools.
LO5	To cultivate effective communication, ethical values, intercultural competence, teamwork, leadership, and lifelong learning through comparative literary studies.

Unit:1		15hours
Introduction to Comparative Literature		
Unit:2		15hours
Principles of Comparative Literature		
Unit:3		15hours
Oriental and Occidental Literature – Comparative study		
Unit:4		15hours
Aesthetics -Eastern and Western		
Unit:5		13 hours
Project – A Comparative Study of a Short Story or a Poem		
	Total Lecture hours	75 hours

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the concepts, principles, scope, and major approaches of Comparative Literature, including Eastern and Western literary traditions and aesthetics, to develop a sound disciplinary foundation.	Understand (K2)	LO1 – Disciplinary Knowledge (K1 & K2)	PO1, PO2
CO2	Apply comparative literary methods to examine literary texts across cultures, identifying similarities, differences, and contextual influences to address interpretative problems.	Apply (K3)	LO4 – Problem Solving (K3)	PO2, PO4
CO3	Analyze literary works using comparative, cultural, and aesthetic frameworks to evaluate diverse literary traditions and formulate evidence-based interpretations.	Analyze (K4)	LO5 – Analytical Reasoning (K4)	PO2, PO4, PO7
CO4	Design and execute an independent comparative study of a poem or short story by employing appropriate research methods, digital resources, and academic writing conventions while demonstrating ethical research practices and self-directed learning.	Create (K6)	LO11 – Self-directed Learning / Project Development (K6)	PO4, PO6, PO8
CO5	Evaluate and communicate comparative literary perspectives by integrating intercultural understanding, digital competency, ethical values, teamwork, and lifelong learning skills to address contemporary literary and societal contexts.	Evaluate (K5)	LO2 (Communication Skills), LO6 (Research Competency), LO8 (Ethics), LO10 (Digital Competency), LO15 (Lifelong Learning)	PO4, PO5, PO6, PO7, PO8

Reference Book	
1	Fundamentals of Comparative Literature - ENNES Publications.

Mapping with Programme Outcomes

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	1	1	1	1
CO2	2	3	1	2	1	1	2	1
CO3	1	3	1	3	1	1	2	1
CO4	1	2	1	3	1	2	1	3
CO5	1	2	1	3	2	3	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

Elective – II-C WRITING SKILLS

Course Code	Title of the Course	Category	L	T	P	O	C r e d i t s	I n s t · H o u r s	Marks		
									Cl A	Ext er nal	Tot al
	WRITING SKILLS	Elective	6	-	-	-	3	3	25	75	100

Learning Objectives

LO1	To develop effective study and communication skills for academic and professional success.
LO2	To apply the principles of précis writing and report writing in appropriate contexts.
LO3	To compose clear and professional commercial correspondence using suitable formats.
LO4	To strengthen listening, speaking, reading, and writing (LSRW) skills for effective communication.
LO5	To utilize digital resources and self-directed learning strategies to enhance lifelong communication competence.

Unit:1		15hours
Study Skills		
Unit:2		15hours
Precis Writing		
Unit:3		15hours
Report Writing		
Unit:4		15hours
Commercial Correspondence		
Unit:5		13 hours
Drafting LSRW Skills		
Total Lecture hours		75 hours

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Demonstrate effective study strategies, language fundamentals, and principles of professional communication to produce	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO4

	accurate written and oral communication in academic and workplace contexts.			
CO2	Apply appropriate techniques of précis writing, report writing, commercial correspondence, and LSRW skills to solve communication problems in academic, professional, and organizational settings.	Apply (K3)	LO4 – Problem Solving	PO4, PO6, PO7
CO3	Analyse communication requirements and evaluate the suitability of different formats, styles, and language conventions for effective professional and business communication.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO3, PO4
CO4	Develop well-structured reports, business documents, and communication tasks independently by utilizing digital resources, self-directed learning strategies, and professional standards.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	Demonstrate ethical, collaborative, and lifelong learning practices by communicating effectively in diverse professional environments using appropriate digital tools and interpersonal skills.	Apply (K3)	LO8 – Communication, LO10 – Digital Competency, LO15 – Lifelong Learning	PO4, PO6, PO7, PO8

Text Book(s)	
1	Writing Skills by Dr. Thailambal (ENNES Publications)

Mapping with Programme Outcomes

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	3	1	1	2	1
CO2	1	2	2	3	1	3	2	2
CO3	1	3	3	3	1	2	1	2
CO4	1	2	2	3	1	3	2	3
CO5	1	1	1	3	2	3	3	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

Elective – III- Introduction to Linguistics

Course Code	Title of the Course	Category	L	T	P	O	C r e d i t s	I n s t · H o u r s	Marks		
									Cl A	Ext er nal	Tot al
	Introduction to Linguistics	Elective	6	-	-	-	3	4	25	75	100

Learning Objectives

LO1	To understand the fundamental concepts, scope, and nature of language and linguistics.
LO2	To apply basic linguistic principles to analyse sounds, words, and sentence structures in language data.
LO3	To analyse structural patterns and relationships in language using core linguistic theories.
LO4	To develop skills in collecting and interpreting linguistic data through simple research-based activities.
LO5	To evaluate different linguistic approaches and their applications in communication, education, and technology.

Unit:1		15hours
SECTION I- On Language & Languages (Unit 1 to 8)		
Unit:2		15hours
SECTION II- Linguistics (Unit 9 to 13)		
Unit:3		15hours
SECTION III-Structural Linguistic (Unit 14 to 23)		
Unit:4		15hours
SECTION VI- Other Approaches (Unit 39 to 41)		
Unit:5		13 hours
SECTION VII- Some Applications of Linguistics (Unit 42 to 45)		
Total Lecture hours		75 hours

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Demonstrate knowledge and understanding of the nature of language, key linguistic concepts, and foundational principles of linguistics, including its major branches and scope.	Understand (K1, K2)	LO1	PO1
CO2	Apply linguistic concepts and principles to interpret and solve basic language-related problems, including phonological, morphological, and syntactic patterns.	Apply (K3)	LO2, LO3	PO2, PO3
CO3	Analyse linguistic structures and theories, particularly structural linguistics, by examining language data and identifying patterns, relationships, and functions.	Analyse (K4)	LO4, LO6	PO2, PO4
CO4	Design and develop a mini research-based linguistic project by collecting, organizing, and interpreting language data using appropriate linguistic frameworks and digital tools.	Evaluate / Create (K5, K6)	LO8, LO10, LO12	PO4, PO6, PO8
CO5	Evaluate and integrate diverse approaches and applications of linguistics in real-world contexts such as communication, language teaching, technology, and social interaction, demonstrating ethical awareness, teamwork, and lifelong learning skills.	Evaluate / Create (K5, K6)	LO7, LO13, LO14, LO15	PO2, PO4, PO6, PO7, PO8

Text Book(s)

1	<i>Modern Linguistics. An Introduction</i> by S. K. Verma, N. Krishnaswamy. (Oxford University Press)
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Mapping with Programme Outcomes

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	2	1	1	1	2
CO2	2	3	3	2	1	2	1	2
CO3	2	3	2	3	1	2	1	2
CO4	1	2	2	3	1	3	1	3
CO5	2	3	2	3	1	3	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

Elective – III-B STUDYING NOVELS

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
	STUDYING NOVELS	Elective	6	-	-	-	3	4	25	75	100

Learning Objectives

LO1	To identify major authors and their literary contributions in selected texts.
LO2	To interpret characters and their roles in relation to narrative development.
LO3	To analyse the significance of setting, plot, and story structure in literary works.
LO4	To evaluate central themes and their representation across different texts.
LO5	To develop independent literary analysis through structured assignments and projects.

Unit:1		15hours
Authors		
Unit:2		15hours
Characters		
Unit:3		15hours
Setting		
Unit:4		15hours
Plot and Story		
Unit:5		13 hours
Themes		
Total Lecture hours		75 hours

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	To identify and describe major authors and their literary contributions, demonstrating foundational understanding of literary elements and concepts.	Remembering & Understanding (K1–K2)	LO1 – Disciplinary Knowledge	PO1, PO4
CO2	To apply knowledge of literary characters to interpret their motivations, relationships, and roles within selected texts to solve interpretive problems.	Applying (K3)	LO4 – Problem Solving	PO2, PO4
CO3	To analyse the significance of setting and plot structure in literary works for interpreting meaning and narrative development.	Analysing (K4)	LO5 – Analytical Reasoning	PO2, PO1
CO4	To evaluate and develop a self-directed literary analysis project examining themes across texts, demonstrating originality and independent inquiry.	Evaluating & Creating (K5–K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	To communicate and present critical interpretations of themes using digital tools, collaborative learning, and comparative literary perspectives.	Understanding, Applying & Creating (K2–K6)	LO2, LO3, LO6, LO8, LO7	PO4, PO6, PO7, PO8

Text Book(s)	
1	<i>Mastering English Literature</i> - Richard Gill (MacMillan)

Mapping with Programme Outcomes

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	2	1	1	1	1
CO2	2	3	1	2	1	1	2	1
CO3	2	3	1	2	1	1	1	1
CO4	1	2	1	3	1	3	1	3
CO5	1	2	1	3	1	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

Elective – III-C TRANSLATION TASKS

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
	TRANSLATION TASKS	Elective	6	-	-	-	3	4	25	75	100

Learning Objectives	
LO1	To understand the basic principles of word classification and phrase usage in administrative language.
LO2	To apply appropriate formats for drafting official notes, orders, endorsements, and formal letters.
LO3	To analyse various official documents such as circulars, proceedings, and government orders for their structure and purpose.
LO4	To develop structured official communications including announcements, advertisements, and government notes.
LO5	To demonstrate effective use of communication skills and digital tools in preparing professional administrative documents.

Unit:1		15hours
Word and Phrase Classification		
Unit:2		15hours
Note terms, forms of endorsement		
Unit:3		15hours
Note Order, Official Letters		
Unit:4		15hours
Circulars, Proceedings		
Unit:5		13 hours
Government Orders, Announcements, Advertisements in Newspapers, Official Notes		
Total Lecture hours		75 hours

Course Outcomes

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	To explain and classify word forms, phrases, and fundamental structures used in official communication and administrative language.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO4
CO2	To apply drafting principles to prepare official notes, endorsements, orders, and formal correspondence in appropriate administrative formats.	Apply (K3)	LO4 – Problem Solving	PO2, PO4, PO6
CO3	To analyse and interpret various official documents such as circulars, proceedings, and government orders to identify purpose, structure, and functional usage.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO3, PO4
CO4	To design and develop structured official documents such as government orders, announcements, advertisements, and notes through self-directed learning and project-based tasks.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	To evaluate and demonstrate effective professional communication skills by integrating digital tools, ethical standards, teamwork, and clarity in preparing administrative documents for real-world contexts.	Evaluate (K5–K6)	LO2, LO3, LO6, LO8, LO10	PO4, PO6, PO7, PO8

Reference Book

1	Translation Tasks - ENNES Publications
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Mapping with Programme Outcomes

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	2	1	1	1	1
CO2	2	3	2	3	1	3	1	2
CO3	2	3	3	3	1	2	2	2
CO4	1	2	2	3	1	3	1	3
CO5	2	3	2	3	2	3	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

SKILL ENHANCEMENT COURSE
ENGLISH FOR COMMUNICATION (SEC -I)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
	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				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the principles, significance, styles, and types of communication and demonstrate an understanding of the core communication skills required in academic and professional contexts.	Understand (K2)	LO1 – Disciplinary Knowledge (K1 & K2)	PO1, PO4
CO2	Apply appropriate verbal, non-verbal, speaking, reading, writing, and listening skills to communicate effectively in diverse personal, academic, and workplace situations.	Apply (K3)	LO4 – Problem Solving (K3)	PO4, PO6, PO7
CO3	Analyse communication situations to identify barriers, evaluate communication styles, and select suitable strategies for effective interpersonal and professional communication.	Analyse (K4)	LO5 – Analytical Reasoning (K4)	PO2, PO4, PO7

CO4	Design and demonstrate communication-based tasks, presentations, or projects through self-directed learning by utilizing appropriate digital tools and reflective practices for continuous improvement.	Create (K6)	LO11 – Self-directed Learning / Project Development (K6)	PO6, PO8, PO4
CO5	Demonstrate ethical, collaborative, leadership, and lifelong learning competencies by communicating responsibly, working effectively in teams, and adapting communication practices to diverse social and professional environments.	Evaluate (K5)	LO6 – Professional Skills & Ethics; LO8 – Communication; LO10 – Teamwork & Leadership; LO15 – Lifelong Learning	PO4, PO5, PO6, PO7, 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:

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	1	3	1	1	1	1
CO2	1	2	1	3	1	3	2	1
CO3	1	3	2	3	1	2	2	1
CO4	1	2	1	2	1	3	1	3
CO5	1	2	1	3	2	3	3	2

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

SKILL ENHANCEMENT COURSE
ENTREPRENEURIAL SKILLS (SEC- II)

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				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the concepts, principles, characteristics, types, and significance of entrepreneurship, entrepreneurial mindset, and entrepreneurial skills in business and society.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO6
CO2	Apply entrepreneurial management, communication, financial, marketing, networking, and problem-solving skills to identify and address business opportunities and workplace challenges.	Apply (K3)	LO4 – Problem Solving	PO2, PO3, PO6

CO3	Analyse entrepreneurial strategies, business environments, branding practices, import-export opportunities, and organizational behavior to support informed entrepreneurial decision-making.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO3, PO4
CO4	Design an entrepreneurial development plan or business project by integrating creativity, strategic planning, ethical practices, environmental responsibility, leadership, and self-directed learning.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO4, PO5, PO6, PO8
CO5	Demonstrate professional communication, teamwork, leadership, digital competency, ethical responsibility, lifelong learning, and social commitment in entrepreneurial and workplace contexts.	Apply (K3)	LO3 – Communication Skills; LO6 – Professional Competency; LO8 – Teamwork & Leadership; LO10 – Digital Competency; LO15 – Life-long Learning	PO4, PO5, PO6, PO7, 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 Miffl Company, New York
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Web Resources

1.	https://online.hbs.edu/blog/post/entrepreneurial-skills
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Mapping with Programme Outcomes:

COs / POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	1	1	2	1	1
CO2	1	3	3	2	1	3	1	2
CO3	2	3	3	2	1	2	1	2
CO4	1	2	2	3	3	3	2	3
CO5	1	2	1	3	3	3	3	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

SKILL ENHANCEMENT COURSE
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				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	To explain the fundamentals, need, significance, and essential features of public speaking and demonstrate understanding of its basic principles.	Understand (K2)	LO1 (Disciplinary Knowledge)	PO1, PO4
CO2	To apply appropriate techniques of public speaking to communicate effectively in structured classroom speaking situations.	Apply (K3)	LO4 (Problem Solving)	PO2, PO4, PO6
CO3	To analyze different public speaking methods and assess their effectiveness in varied communicative contexts.	Analyze (K4)	LO5 (Analytical Reasoning)	PO2, PO4, PO7
CO4	To design and deliver an independent short speech on a common topic using self-directed learning and appropriate speaking strategies.	Create (K6)	LO11 (Self-directed Learning / Project Development)	PO4, PO6, PO8
CO5	To demonstrate ethical communication, teamwork, and digital presentation skills while engaging in interactive speaking activities and peer feedback sessions.	Apply / Evaluate (K3–K5)	LO2, LO3, LO6, LO8	PO4, PO5, PO6, PO7, 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.	Frleigh, 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) lu03_public_speaking.pdf (indianhills.edu)</i>

Mapping with Programme Outcomes:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	3	1	1	1	1
CO2	1	3	1	3	1	3	1	1
CO3	1	3	1	3	1	1	2	1
CO4	1	2	1	3	1	3	1	3
CO5	1	2	1	3	2	3	3	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

**SKILL ENHANCEMENT COURSE
ENGLISH FOR 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

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	To describe and explain the definition, characteristic features, and basic purposes of the English language in academic and real-life contexts.	Remembering, Understanding (K1–K2)	LO1 (Disciplinary Knowledge)	PO1, PO4
CO2	To apply the functional uses of English language in educational, social, and career-related communication contexts to solve language-based problems effectively.	Applying (K3)	LO4 (Problem Solving)	PO2, PO4, PO6
CO3	To analyse the roles of English in education, career development, cultural identity, and contemporary global developments.	Analysing (K4)	LO5 (Analytical Reasoning)	PO2, PO7
CO4	To design and develop self-directed learning tasks or mini-projects demonstrating effective use of English language in academic, professional, or digital contexts.	Creating (K5–K6)	LO11 (Self-directed Learning / Project Development)	PO4, PO6, PO8

CO5	To evaluate and critically assess the impact of English language on identity, popular culture, communication practices, and global society using digital and collaborative learning tools.	Evaluating, Creating	LO2, LO6, LO7, LO8, LO10	PO2, PO4, PO5, PO6, PO7, PO8
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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=Y292ZXJQYWdlOzM0NDE3Mjg3NDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publication_CoverPdf

Mapping with Programme Outcome:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	2	1	1	1	1
CO2	1	3	1	2	1	3	1	2
CO3	1	3	1	2	1	1	3	2
CO4	1	2	1	3	1	3	1	3
CO5	1	3	1	3	2	2	3	3

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

**SKILL ENHANCEMENT COURSE
ENGLISH FOR 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

CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the concepts, significance, scope, and essential features of Business English and describe its role in business communication and economic development.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO4
CO2	Apply appropriate Business English communication principles to solve workplace communication problems and address professional business needs in diverse contexts.	Apply (K3)	LO4 – Problem Solving	PO4, PO6, PO7
CO3	Analyse the relationship between Business English, English language learning, education, and economic development to evaluate their impact on organizational and professional effectiveness.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4, PO7
CO4	Design a self-directed project or digital presentation demonstrating the practical application of Business English in professional and business environments by utilizing appropriate learning resources and ICT tools.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8

CO5	Demonstrate ethical, professional, collaborative, and lifelong learning competencies by communicating effectively in business contexts using appropriate digital tools and leadership skills.	Apply (K3)	LO6 – Digital Competency, LO10 – Teamwork & Leadership, LO15 – Lifelong Learning	PO4, PO6, PO8
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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:

COs \ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	2	1	1	1	1
CO2	1	2	1	3	1	2	2	1
CO3	2	3	1	2	1	1	2	1
CO4	1	2	1	3	1	2	1	3
CO5	1	1	1	3	2	3	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

SKILL ENHANCEMENT COURSE
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				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the concepts, purpose, requirements, and essential components of interview skills, including interview etiquette, resume preparation, and professional communication.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO4
CO2	Apply appropriate interview techniques by preparing professional resumes, demonstrating suitable verbal and non-verbal communication, and responding effectively to interview situations.	Apply (K3)	LO4 – Problem Solving	PO4, PO6
CO3	Analyse interview scenarios to evaluate strengths and weaknesses in communication, body language, attitude, and professional behaviour for improving interview performance.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4, PO6
CO4	Design and demonstrate effective interview performance through mock interviews, role plays, and self-assessment by incorporating feedback for continuous professional development.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8

CO5	Demonstrate ethical conduct, digital competency, teamwork, leadership, and lifelong learning skills while preparing for interviews and adapting to diverse professional environments.	Apply (K3)	LO6 – Digital Competency, LO10 – Teamwork & Leadership, LO15 – Lifelong Learning	PO4, PO6, PO7, PO8
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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:

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	1	3	1	2	1	1
CO2	1	2	1	3	1	3	2	2
CO3	1	3	2	3	1	2	2	2
CO4	1	2	1	3	1	3	2	3
CO5	1	2	1	2	2	3	3	3

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes:

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

**SKILL ENHANCEMENT COURSE
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				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the concepts, significance, essentials (LSRW), grammar, and strategies of Functional English for effective communication in academic and professional contexts.	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO4
CO2	Apply appropriate grammar rules, LSRW skills, and functional English strategies to communicate effectively in diverse real-life and workplace situations.	Apply (K3)	LO4 – Problem Solving	PO4, PO6, PO7
CO3	Analyse communication contexts to select suitable functional language, grammatical structures, and communication strategies for achieving specific purposes.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4, PO7
CO4	Design and perform a dramatic play by independently applying functional English, communication techniques, teamwork, digital resources, and reflective learning practices.	Create (K6)	LO11 – Self-directed Learning / Project Development	PO4, PO6, PO8
CO5	Demonstrate professional communication, ethical language use, collaboration, leadership, digital competency, and lifelong learning skills while participating in functional English activities and performances.	Evaluate (K5)	LO6 – Communication, LO8 – Ethics, LO10 – Digital Competency, LO15 – Lifelong Learning	PO4, PO6, PO7, 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 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
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Web Resources

1.	BBC World Service. (2011) Learning English: Ø http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210_aae_punc_apostrophe.shtm
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Mapping with Programme Outcomes:

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	1	3	1	1	1	2
CO2	2	2	1	3	1	3	2	2
CO3	2	3	1	3	1	2	2	1
CO4	1	2	1	3	1	3	2	3
CO5	1	2	1	3	2	3	3	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

SKILL ENHANCEMENT COURSE
AI IN ENGLISH LANGUAGE TEACHING (SEC-VIII)

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	Define Artificial Intelligence and related terms.									
LO2	Explain the uses of AI in English language classrooms.									
LO3	Practice pronunciation and speaking using AI tools and Develop reading and writing skills with digital assistance.									
LO4	Evaluate AI-generated content critically.									
LO5	Demonstrate ethical use of AI in academic work.									

UNIT	Details
I	Basics of Artificial Intelligence • Meaning and Definition of AI • History and Growth of AI • AI in Education • Introduction to Language Learning Technologies
II	AI Tools for English Language Learning • Grammar Checkers • Spell Checkers • Translation Tools • AI Writing Assistants
III	AI for LSRW Skills • AI for Listening Practice • AI for Speaking and Pronunciation • AI for Reading Comprehension • AI for Writing Improvement
IV	Benefits and Challenges of AI • Personalized Learning • Instant Feedback • Overdependence on Technology • Accuracy and Limitations of AI
V	Ethics of AI in Learning • Responsible Use of AI • Plagiarism and Academic Integrity • Privacy and Data Safety • Human Creativity vs AI Assistance

Course Outcomes				
CO No.	Course Outcome Statement	Bloom's Level	LO Mapping	PO Mapping
CO1	Explain the fundamental concepts of Artificial Intelligence, its historical development, and its applications in	Understand (K2)	LO1 – Disciplinary Knowledge	PO1, PO5

	education and language learning technologies.			
CO2	Apply AI-based tools such as grammar checkers, translation systems, and writing assistants to solve common English language learning problems in LSRW skills.	Apply (K3)	LO4 – Problem Solving	PO3, PO5, PO9
CO3	Analyse the effectiveness, reliability, and limitations of AI applications in enhancing listening, speaking, reading, and writing skills using appropriate linguistic and technical criteria.	Analyse (K4)	LO5 – Analytical Reasoning	PO2, PO4, PO5
CO4	Design and develop a self-directed AI-assisted language learning project demonstrating responsible use of AI tools while integrating academic integrity and digital literacy principles.	Create (K5/K6)	LO11 – Self-directed Learning / Project Development	PO6, PO8, PO10
CO5	Evaluate ethical issues in AI-driven learning, including plagiarism, data privacy, overdependence on technology, and propose responsible and human-centered AI usage strategies.	Evaluate (K5)	LO2, LO3, LO6, LO10, LO12	PO2, PO6, PO7, PO10

Text Books (Latest Editions)	
1.	Selvalakshmi A. <i>AI – Powered Education</i> . New Century Book House (P) Ltd., Chennai, 2026.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Mitchell, Melanie. <i>Artificial Intelligence: A Guide for Thinking Humans</i> : 2019.
2.	Russell, Stuart and Norvig, Peter. <i>Artificial Intelligence: A Modern Approach</i> :2023 (Fourth Edition: 2020)
3.	Selected books on English Language Teaching and Educational Technology.
4.	Reference materials on AI-based learning tools.
Web Resources	
1.	Open AI, ChatGPT, Grammarly, Duo lingo, BBC Learning English, British Council Learn English

Mapping with Programme Outcome:

CO \ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	1	1	1	2	1	1	1	1	1
CO2	2	1	3	1	2	1	1	1	3	2
CO3	2	3	1	3	3	1	1	1	2	2
CO4	2	2	2	2	2	3	2	3	2	3
CO5	2	3	1	2	2	3	3	1	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

**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 30marks 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