ANNAMALAI UNIVERSITY

(AFFILIATED COLLEGES)

103 B.A English

Programme Structure and Scheme of Examination (under CBCS)
(Applicable to the candidates admitted from the academic year 2023 -2024 onwards)

Course Code	Part	Study Components & Course Title	Credit	Hours/ Week	Maximum Marks		
					CIA	ESE	Total
		SEMESTER – I					
23UTAML11/23UHINL11/ 23UFREL11	I	Language – I பொது தமிழ்-I/ Hindi-I/ French-I	3	6	25	75	100
23UENGL12	II	General English – I	3	6	25	75	100
23UENGC13	III	Core – I: **Introduction to Literature**	5	5	25	75	100
23UENGC14		Core –II: **Indian Writing In English**	5	5	25	75	100
23UENGE15		Elective – I (Generic / Discipline Specific) **Social History of England**	3	4	25	75	100
	IV	Skill Enhancement Course – I (NME-I)	2	2	25	75	100
23UENGF17		Foundation Course: **Human Rights Studies**	2	2	25	75	100
		Total	**23**	**30**			**700**
		SEMESTER – II					
23UTAML21/ 23UHINL21/ 23UFREL21	I	Language – II: பொது தமிழ் - II/ Hindi-II/ French-II	3	6	25	75	100
23UENCL22	II	General English – II	3	6	25	75	100
23UENGC23	III	Core – III: British Literature- I	5	5	25	75	100
23UENGC24		Core – IV: American Literature-I	5	5	25	75	100
23UENGE25		Elective – II (Generic / Discipline Specific) **History of English Literature**	3	4	25	75	100
	IV	Skill Enhancement Course – 2 (NME-II)	2	2	25	75	100
23USECG2		Skill Enhancement Course – 3	2	2	25	75	100

7		Internet and its Applications(Common Paper)						
		Total	**23**	**30**				**700**
		NME Courses offered to other Departments						
23UENGN16	IV	English for Communication	2	2	25	75		100
23UENGN26	IV	Business English	2	2	25	75		100

FIRST YEAR - SEMESTER I

CORE -I: INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Credits	Hours/W	Marks		
								CIA	External	Total
23UENGC13	**Core I**	Y	Y	-	-	5	5	25	75	100

	Learning Objectives
LO1	To introduce the different forms of literature
LO2	To provide learners with the background knowledge of literature
LO3	To enable leaners to understand the different genres of writing
LO4	To examine the various themes and methodologies present in literature
LO5	To create the ability of critically examining a text
UNIT	**Details**
I	Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric, Ballad, and Epic.
II	Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy, One Act Play
III	Michael Drayton - *The Parting.* William Shakespeare - *Sonnet 18,* John Milton - *When I Consider How My Light is Spent.* John Keats - *Ode to Autumn.* Thomas Gray - *Elegy Written in a Country Churchyard.* Robert Frost - *Mending Wall*
IV	J.M. Barrie - *The Admirable Crichton.* Lady Gregory - *The Rising of the Moon*
V	Manohar Malgonkar - *Spy in Amber* , Katherine Mansfield - *Bliss* Saki - *The Open Window* Jerome K. Jerome - excerpt from -*Three Men in a Boat – Packing*

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.	PO1
CO2	Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	PO1, PO2
CO3	Explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	PO4, PO6
CO4	Use library resources to research and develop arguments about literary works.	PO4, PO5, PO6
CO5	Work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	PO3, PO8

Text Books (Latest Editions)	
1.	Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing- X. J. Kennedy, by Pearson, 2016.
2.	Portable Literature: Reading, Reacting, Writing - 9th edition–Laurie Kirszner, by Cengage Learning, 2016
3	Prasad, B. A Background to the Study of English Literature. Chennai: Macmillan, 2005.
References Books (Latest editions, and the style as given below must be strictly adhered to)	
1.	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.
2.	Michael Meyer, D. Quentin Miller,The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St. Martin's, August 2021.
3.	Janice Campbell., Introduction to Literature: Excellence in Literature English 1, 4th Ed, Everyday Education, LLC, January 2021.
4.	Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021.
5.	Adamson H. D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019.
6.	Felicity Titjen et al.(ed), Teaching English Language and Literature, Taylor & Francis,2020
Web Resources	
1.	ASIATIC: IITUM Journal of English Language & Literature
2.	The English Historical Review (EHR)

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PS O1	PS O2	PS O3	PS O4	PS O5
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
Weigh tage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

FIRST YEAR - SEMESTER I

CORE II - INDIAN WRITING IN ENGLISH

Subject Code	Category	L	T	P	S	Credits	Hours/W	Marks		
								CIA	External	Total
23UENGC14	Core II	Y	Y	-	-	5	5	25	75	100

Learning Objectives	
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
LO2	To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (post)national and gender politics, cross-cultural transformations.
LO3	To enable leaners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.
LO5	To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts

UNIT	Details
I	**Poetry**- Toru Dutt - The Lotus Henry Louis Vivian Derozio – A Walk By Moonlight Sri Aurobindo - The Tiger and the Deer.
II	Sarojini Naidu- The Village Song Shiv K Kumar - Indian Women Mirza Ghalib - It is not Love, it is Madness
III	**Prose** -Winning of Friends (Panchathantra)- Ruskin Bond - Handful of Nuts, Night Train to Deoli K.A. Abbas – Sparrows
IV	Rabindranath Tagore - Khabhuliwala. Pearl S Buck - excerpt from My Several Worlds- India through a Traveler's Eye. Ruskin Bond - School Days Inspection Episode-Examination- Science, Humanities and Religion
V	**Drama** - Rabindranath Tagore - Mukhthadhara. Nissim Ezekiel- Nalini: A Comedy in Three Acts

	Girish Karnad - Naga Mandala. **Fiction** - Joginder Paul – Sleep Walkers		

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	PO1
CO2	Analyze Indian literary texts written in English in terms of colonialism, post colonialism, regionalism, and nationalism	PO1, PO2
CO3	Understand the role of English as a medium for	PO4, PO6
	political awakening and the use of English in India for creative writing	
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4, PO5, PO6
CO5	Evaluate critically the contributions of major Indian English poets and dramatists	PO3, PO8

Text Books (Latest Editions)	
1.	Sharma V, Pandit *Panchatantra*:*The Complete Version*.Rupa &Company,1991

Reference Books	
1.	Naik M.K. *A History of Indian English Poetry: The Beginnings upto 2000*. New Delhi: Pencraft ,2006
2.	Guha, Ramachandra. Makers of Modern India. New Delhi: Penguin, 2010
3.	Deshpande, G.P. (ed) 2004 *Modern Indian Drama: An Anthology*. New Delhi: Sahitya Academy

Mapping with Programme Outcomes

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

FIRST YEAR - SEMESTER I

Departmental Elective-I – SOCIAL HISTORY OF ENGLAND

Subject Code	Category	L	T	P	S	Credits	Hours/W	Marks		
								CIA	External	Total
23UENGE15	ELECTIVE-I	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era
LO3	To help them develop an understanding of the structural development of the English language
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language
LO5	To create the ability of critically examining a text

UNIT	Details
I	The Renaissance and its Impact on England, The Reformation - causes and effects
II	The Commonwealth of Nations, The Restoration, Coffee-houses and their Social Relevance
III	Impact of the Industrial, Agrarian and the French Revolutions on the English society, Humanitarian Movements in England, The War Of American Independence
IV	The Reform Bills and the Spread of Education- Social impact of the two World Wars, the Labour Movement, the Welfare State
V	The Cold War (1985-1991)- The Falkland War (1981)-The Gulf War (1991).

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
CO2	Evaluate the way socio-cultural and historical phenomena	PO1, PO2

	influence the literary production of a particular period	
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8

Text Books (Latest Editions)	
1.	Ed. Keith Wrightson, A Social History of England, 1500-1750, 2018, Norton Press.
2.	Ed. Julia Crick, Elisabeth Van Houts, A social History of England, 900- 1200, 2012, Cambridge University Press.

References Books	
1.	Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012, Cambridge University Press

Web Resources	
1.	*A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive*

Mapping with Programme Outcomes

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Foundation Course - Human Rights Studies

Subject Code	Category	L	T	P	S	Credit	Hours/W	Marks		
								CIA	External	Total
23UENGF17	IV	Y	Y	-	-	2	2	25	75	100

		Learning Objectives
LO1		To teach students to think critically about the political and cultural dimensions of democracy and human rights.
LO2		To focus on different strategies of democracy and their relationship with human rights
LO3		To enable them to understand different legal means to overcome discrimination and injustice
LO4		To help them understand the origins and maintenance of democracy in the modern world, and the process of democratization
LO5		To discuss its impact on the stability and on global need for protection of human rights.

UNIT		Details
I		Why Study Human Rights: An Introduction to Human Rights Education
II		Fundamental Rights and Fundamental Duties in the Constitution
III		National Human Rights Commission & Other National Commissions/Bodies
IV		Rights of Vulnerable Groups: Minorities, Dalits and Tribals
V		Rights of Persons with Disabilities Rights of Women and Children

		Course Outcomes	
Course Outcomes		On completion of this course, students will;	
CO1		aim to clarify the problems associated with defining, establishing and protecting human rights.	PO1

CO2		study the history and development of human rights	PO1, PO2
CO3		study the cases and individuals who were critical actors in its evolution.	PO4, PO6
CO4		know the historical and contemporary context of human rights issues in depth.	PO4, PO5, PO6
CO5		students will gain insight and understanding of many varied issues related to human rights.	PO3, PO8

Suggested Readings;

Das, J. K. (2016) *Human Rights Law and Practice* (New Delhi: PHI Learning Private Limited)

Encyclopedia Britannica Online (2007) "Human Rights: Defining Human
Rights; The Concept of Human Rights: The Tree 'Generation of Rights'",
http://www.britannica.com/eb/article-219326

Flowers, Nancy (Ed.) Human Rights Here and Now: Celebrating the Universal   Declaration of Human Rights (University of Minnesota, Human Rights Resource Centre)http://www1.umn.edu/humanrts/edumat/

Karna, G.N. (2001) *Disability Studies in India: Retrospect and Prospects, especially Chapter IV, pp. 139-151*(New Delhi: Gyan Publishing House)

Levin, Leah (2009) *Human Rights: Questions and Answers* (Paris UNESCO/ New Delhi: NBT),

www.arvindgupta.com/arvindgupta/humanrightsnbt.pdf

Mani, V.S. (1997) Human Rights in India: An Overview – Occasional Paper No. 4 (New Delhi: Institute for World Congress of Human Rights)

Saksena, K.P. (1966-67) "International Covenants on Human Rights", *The Indian Yearbook of International Affairs* (Madras), Vols. 15-16, 1966-67, pp. 596-613

 -------------(Ed) (2003) *Human Rights and the Constitution: Vision and Reality*

(New Delhi: Gyan Publishing House)

------------- (Ed) (1999) *Human Rights: Fifty Years of India ʾs Independence*

(New Delhi: Gyan PublishinHouse)

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

FIRST YEAR - SEMESTER II
CORE III: BRITISH LITERATURE-I

Subject Code	Category	L	T	P	S	Credits	Hours/W	Marks		
								CIA	External	Total
23UENGC23	CoreIII	Y	Y	-	-	5	5	25	75	100

Learning Objectives	
LO1	To introduce British Identity, Periods and other related forms.
LO2	To increase the ability for students to intellectually assess the world and their place in it.
LO3	To enable leaners to understand that British literature is at the foundation of English-speaking peoples' culture.
LO4	To closely examine the various themes and methodologies present in British literature
LO5	To create an aptitude of critically probing through the text
UNIT	**Details**
I	Francis Bacon "Of Truth, Of Studies" Oliver Goldsmith "The Man in Black" Joseph Addison "Sir Roger At the Church" Sir Richard Steele "The Coverley Household"
II	Robert Jamieson - Robinhood & The Monk Robert Edgar Burns - The Potter Anne Bradstreet - Prologue William Blake - The Chimney Sweeper John Keats - Endymion Bk-I
III	P.B.Shelly – Ozymandias William Wordsworth - Ode: To Intimation & Immorality Lord Byron - She Walks In Beauty John Milton - Paradise Lost Bk 4.
IV	Christopher Marlowe - Dr. Faustus Francis Beaumont and John Fletcher - Philaster Oliver Goldsmith - She Stoops to Conquer
V	Mary Shelly - Captain Walton's Conclusion-Frankenstein Jonathan Swift - Voyage to Lilliput/Houyhnhnms-Gulliver's Travels Charles Dickens - Recalled to Life- A Tale of Two Cities.
Course Outcomes	

Course Outcomes	On completion of this course, students will;	
CO1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	PO1
CO2	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation.	PO1, PO2
CO3	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century	PO4, PO6
CO4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PO4, PO5, PO6
CO5	Write about literature using standard literary terminology and other literary conventions.	PO3, PO8
Text Books (Latest Editions)		
1.	Rexroth, Kenneth. *The New British Poets: An Anthology*. Granger Books, 1976.	
References Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1	MARLOWE, Christopher. *Dr. Faustus*. BOOK ON DEMAND LTD, 2021.	
2	Shelley, Mary Wollstonecraft. *Frankenstein*. CreateSpace, 2015.	
3	Swift, Jonathan, et al. *Gulliver's Travels*. Oxford University Press, 2019.	
4	Bacon, Francis. *The Essays*. New York: Peacock, 2016.	
5	Goldsmith, Oliver. *Oliver Goldsmith: A Selection from His Works with an Introduction by E. E. Hale*. New York: Forgotten Books, 2018.	
Web Resources		
1.	*Ranger, Paul. "Technical Features."* She Stoops to Conquer by Oliver Goldsmith, *1985, pp. 51–68.,* https://doi.org/10.1007/978-1-349-07664-2_5.	
2.	Dickens, Charles. "Fifty-Two." *A Tale of Two Cities*, 2008. , https://doi.org/10.1093/owc/9780199536238.003.0047.	

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

FIRST YEAR - SEMESTER II
CORE IV - AMERICAN LITERATURE-I

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23UENGC24	CORE IV	Y	Y	-	-	5	5	25	75	100

	Learning Objectives
LO1	To Understand the growth and development of American literature.
LO2	To critically examine how various genres developed and progressed.
LO3	Learn about prominent writers and famous works in American literature.
LO4	To closely examine the various themes and methodologies present in British literature
LO5	To create an aptitude of critically probing through the text

UNIT	Details
I	Robert Frost "Stopping by Woods on a Snowy Evening" Walt Whitman - O Captain, My Captain!
II	Sherman Alexie- Crow Testament, Evolution Edgar Allan Poe - The Raven Emily Dickinson - Because I Could Not Stop for Death.
III	Edgar Allan Poe - The Philosophy of Composition Martin Luther King Jr- I have a Dream Abraham Lincoln - Gettysburg Address
IV	Tennessee Williams- The Glass Menagerie Eugene O' Neill - Emperor Jones
V	Nathaniel Hawthorne The Scarlet Letter Ernest Hemingway Farewell to Arms Melville – Billy Budd

	Course Outcomes	
Course Outcomes	On completion of this course, students will;	
CO1	Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).	PO1
CO2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.	PO1, PO2
CO3	Articulate ways that American literature reflects complex historical and cultural experiences.	PO4, PO6

CO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	PO4, PO5, PO6
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.	PO3, PO8

Text Books (Latest Editions)	
1.	Levine, Robert S., et al. *The Norton Anthology of American Literature.* W.W. Norton & Company, 2022.

Reference Books **(Latest editions, and the style as given below must be strictly adhered to)**	
1.	Dickinson, Emily, and Johanna Brownell. *Emily Dickinson: Poems.* Chartwell Books, 2015.
2.	Gould, Jean. *American Women Poets: Pioneers of Modern Poetry.* DODD, MEAD, 1980.
3	Bradbury, Malcolm and Richard Ruland. *From Puritanism to Postmodernism: A History of American Literature.* New York: Penguin, 1992.
4	Hollander, John. *American Poetry: The Nineteenth Century. Vol.1*N. ew York: Library of America, 1993.

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

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low
Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3

CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

Elective II– HISTORY OF ENGLISH LITERATURE

Subject Code	Category	L	T	P	S	Credits	Hours/W	Marks		
								CIA	External	Total
23UENGE25	**ELECTIVE II**	Y	Y	-	-	3	4	25	75	100

Learning Objectives	
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.
LO2	Help them gain particular reference to the major literary movements and authors
LO3	To help them with an overview of the major linguistic influences on the English language
LO4	To provide them with a look at certain linguistic processes that have contributed to the development of the English language
LO5	To create the ability of critically examining a text

UNIT	Details
I	History of British Literature -British Poetry, Prose, Drama and Fiction, covering representative writers down the ages
II	The Renaissance Period (1350 – 1660): An Introduction to Bible Translation - Tyndale, Coverdale, The University Wits, Elizabethan and Jacobean drama, Comedy of Humours
III	The Late Seventeenth and the Eighteenth Centuries (1660 - 1800): Comedy of Manners, Neo-Classicism, Sentimental and Anti-sentimental comedies,Pre- Romantics
IV	Well-made play (Drama of Ideas - Shaw and Ibsen),Existential Drama, Comedy of menace, Kitchen-sink drama, Problem Play, Didactic Drama(Propaganda play), One-act play
V	The Victorian Age (1832 - 1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets - Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers - Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	PO1
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	PO3, PO8
Text Books (Latest Editions)		
1.	Hamilton, I. (ed.). The Oxford Companion to Twentieth-Century Poetry in English (Oxford: Oxford University Press, 1994). A well-edited and balanced reference book.	
2.	Parker, P. (ed.). The Reader's Companion to Twentieth-Century Writing (London: Helicon, 1995). Stringer, J. (ed.). The Oxford Companion to Twentieth-Century Literature in English (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book	
	Hudson, Henry Williams, "An Outline History of English Literature", Atlantic Publishers & Distributors, 1999.	
	B. Prasad, "A Background to the study of English Literature (Rev. Ed.)", Haripriya Ramadoss, 2000	
Reference Books **(Latest editions, and the style as given below must be strictly adhered to)**		
1. 2.	Bergonzi, B. Heroes' Twilight: A Steady of the Literature of the Great War, 2nd edn (London: Constable, 1980). Fussell, P. The Great War and Modern Memory (Oxford: Oxford University Press, 1975)	
Web Resources		
1. *ALEX00.PDF (manavata.org)*		

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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

NME offered to other Departments

SKILL Enhancement Course-I - ENGLISH FOR COMMUNICATION (NME-I)

Subject Code	Category	L	T	P	S	Credits	Hours/W	CIA	External	Total
									Marks	
22UENGN16	SKILL ENHANCEMENT-I	Y	Y	-	-	2	2	25	75	100

Learning Objectives

LO1	To enhance the level of literary and aesthetic experience of students and to help them respond creatively.
LO2	To sensitize students to the major issues in the society and the world.
LO3	To provide the students with an ability to build and enrich their communication skills.
LO4	To equip students to utilize the digital knowledge resources effectively for their chosen fields of study
LO5	To help them think and write imaginatively and critically

UNIT	**Details**
I	Communication: Basic Communication Styles- Passive, Aggressive, Assertive-Significance of communication.
II	Types of communication-Verbal-Non-Verbal.
III	Effective communication skills
IV	Skills to be acquired in communication-Speaking/reading/writing/listening
V	Application of learning

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	Identify the basic principles of communication	PO1
CO2	Analyze the various types of communication	PO1, PO2
CO3	Make use of the essential principles of communication	PO4, PO6
CO4	Identify the prominent methods and models of Communication.	PO4, PO5, PO6
CO5	Learn about the four skills of language and get familiarized with them.	PO3, PO8

Text Books (Latest editions)

1	Technical Communication: Principles and Practice, Second Edition by MeenakshiRaman and Sangeeta Sharma, Oxford Publications.

2	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.
3	Understanding Body Language by Alan Pease.
**Reference 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. Better English Pronunciation by J.D.O'Connor.
2	
**Web Resources**
1	*(1) Subject: ENGLISH COMMUNICATION SKILLS (THEORY |* *goiga la jijuna - Academia.edu*

Mapping with Programme Outcomes:

	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

Skill Enhancement Course -2 BUSINESS ENGLISH (NME-II)

Subject Code	Category	L	T	P	S	Credit	Hours/W	Marks

								CIA	External	Total
23UENME26 SUBNMN	NME	Y	Y	-	-	2	2	25	75	100

Learning Objectives

LO1	To help students learn strategies and practical language to deal with **real life** situations.
LO2	To help them improve on how to **speak** and **write** in order to keep **communication** going and always appear **professional** and **competent**
LO3	To enable them to use the language **flexibly** and express in the **suitable** language for the **context**: for example in social, professional or academic contexts
LO4	To help them strengthen their **understanding** of **native speakers** in **real life situations** by learning strategies and through practice, practice, practice!
LO5	To help them to consistently develop a **comprehensive** vocabulary through real, authentic resources

UNIT	Details
I	Business English Definition and Difference
II	Highlights/ Significance/Essentials of Business English
III	Needs of Business English
IV	The role of Business English in English language Learning-Education as an instrumental factor in learning Business English.
V	Economic Development through Business English

Course Outcomes

Course Outcomes	On completion of this course, students will;	
CO1	**Strengthen** their language **skills**: writing, reading, listening & speaking	PO1
CO2	Understand real **speech patterns** and learn pronunciation techniques in fluent speech	PO1, PO2
CO3	Improve their **confidence** and learn how to **connect** with people in English	PO4, PO6
CO4	Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency.	PO4, PO5, PO6
CO5	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues	PO3, PO8

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.	*English language skills for the future	Cambridge English*

Mapping with Programme Outcomes:

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

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