



AVS

COLLEGE OF ARTS & SCIENCE

(AUTONOMOUS)

Attur Main Road, Ramalingapuram, Salem - 106.

(Recognized under section 2(f) & 12(B) of UGC Act 1956 and
Accredited by NAAC with 'A' Grade)

(Co - Educational Institution | Affiliated to Periyar University, Salem
ISO 9001 : 2015 Certified Institution)

principal@avscollege.ac.in | www.avscollege.ac.in

Ph : 98426 29322, 94427 00205.

Syllabus for

B.A ENGLISH

CHOICE BASED CREDIT SYSTEM –

LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK

(CBCS – LOCF)

(Applicable to the Candidates admitted from 2023-24 onwards)

VISION

- To attain excellence in the field of education by creating competent scholars with a touch of human values.

MISSION

- To accomplish eminence in the academic domain.
- To provide updated infrastructure.
- To educate value based education.
- To impart skills through efficient training programs.
- To cultivate culture and tradition with discipline and determination.

REGULATIONS

1. Eligibility for Admission:

A Pass in the Higher Secondary Examination of Tamil Nadu Higher Secondary Board or some other Board.

A candidate shall be eligible for the award of the degree only if he/she undergoes the prescribed programme of study in the affiliated colleges under Periyar University.

2. Duration:

The candidates shall complete all the courses of the programme within 3years from the date of admission.

The programme of study shall consist of six semesters and a total period of three years with 140 credits.

The programme of study will comprise the course according to the syllabus.

3. Eligibility for award of degree:

No candidate shall be eligible for conferment of the Degree unless he / she

i) Has undergone the prescribed course of study for a period of not less than six semesters in an institution approved by/affiliated to the University or has been exempted from in the manner prescribed and has passed the examinations as have been prescribed the refer.

ii) Has completed all the components prescribed under Parts I to Part V in the CBCS pattern to earn 140 credits.

iii) Has successfully completed the prescribed Field Work/ Institutional Training as evidenced by certificate issued by the Principal of the College.

4. Course of Study:

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

Course refers to the subject offered under the degree programme.

5. Scheme of Examination:

The course of study shall be based on semester pattern with Internal Assessment under Choice Based Credit System.

The examinations for all the papers consist of both Internal (Continuous Internal Assessment CIA) and External (end semester) theory examination.

The theory examination shall be conducted for three hours duration at the end of each semester

The candidates failing in any subjects(s) will be permitted to appear for the same in the subsequent semester examinations.

6. Passing Rules:

The Candidates shall be declared to have passed the examination if he/she

i) Theory

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.

Programme Outcomes (POs)

On successful completion of the B.A English

PO1	To educate students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.
PO2	To make students aware of the different communicative skills, and to develop among them an ability to effectively communicate in English, both in written and spoken modes.
PO3	To provide students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, independent world.
PO4	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.
PO5	This course aims to impart advanced and recent developments in the concerned discipline.

Program Specific Outcomes (PSOs)

After the successful completion of B.A English programme the students are expected to

PSO1	Irrespective of the discipline the student can select papers that are offered by other disciplines as non-major course.
PSO2	Participation in NSS / NCC / YRC / RRC / Sports or other co-curricular activities are considered for Extension activity.
PSO3	Students will encounter new words and phrases that will help expand their vocabulary and improve their understanding of language.

Programme Educational Objectives (PEOs)

The B.A English programme describes accomplishments that graduates are expected to attain within five to seven years after graduation.

PEO1	Intellectual skills: Intellectual skills are the 'building blocks' of thinking and they are involved in all types of thinking. In this study, the skills tested include language skills, graphical skills, three-dimensional visualization skills, information-processing skills and reasoning skills.
PEO2	Contextualization of knowledge: The efforts to teach critical thinking skills in which students learn to reflect on the social, cultural, and disciplinary context in which knowledge is created.
PEO3	Soft skill trainer: A soft skill trainer provides training to employees and helps them strengthen their interpersonal skills. They provide business teams and individuals with the tools required for interpersonal communication at the workplace.
PEO4	Critical thinking: A kind of thinking in which you question, analyze, interpret, evaluate and make a judgment about what you read, hear, say, or write. The term critical comes from the Greek word kritikos meaning “able to judge or discern”.
PEO5	Research and communication: If critical thinking is a key phrase in the job listings you are applying for, be sure to emphasize your critical thinking skills throughout your job search.

CREDIT DISTRIBUTION FOR 3 YEARS B.A ENGLISH PROGRAMME

Part	Course Type	Credits per Course	No. of Papers	Total Credits
Part I	Language – I (Tamil/Hindi/French)	3	4	12
Part II	Language – II (English)	3	4	12
Part III	Core Courses- Theory	5	8	40
	Core Courses- Theory	4	7	28
	Major Elective Courses- Theory	2	1	2
	Major Elective Courses- Theory	3	8	24
Total				94
Part IV	Non Major Elective Courses	2	2	4
	Skill Enhancement Courses	2	5	10
	Skill Enhancement Courses	1	1	1
	Professional Competency Skill Enhancement Course	2	1	2
	EVS (Environmental Studies)	2	1	2
	Value Education	2	1	2
	Internship	2	1	2
Total				21
Part V	Extension Activity (NSS/NCC/Physical Education)	1	1	1
Total Credits				1
TOTAL CREDITS				140

**CONSOLIDATED SEMESTER WISE AND COMPONENT WISE CREDIT DISTRIBUTION
FOR 3 YEARS B.A ENGLISH PROGRAMME**

Parts	Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI	Total Credits
Part I	3	3	3	3	-	-	12
Part II	3	3	3	3	-	-	12
Part III	13	13	15	13	22	18	94
Part IV	2	4	3	6	4	2	21
Part V	-	-	-	-	-	1	1
Total	21	23	24	25	26	21	140

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

METHOD OF EVALUATION

Evaluation	Components	Marks
Internal Evaluation	Continuous Internal Assessment Test	15
	Assignments	3
	Class Participation	2
	Distribution of marks for Attendance (in percentage) 96 – 100: 5 Marks 91 – 95: 4 Marks 86 – 90: 3 Marks 81 – 85: 2 Marks	5
External Evaluation	End Semester Examination	75 Marks
Total		100 Marks

Note: 1.UG Programmes- A candidate must score minimum 10 marks in Internal and 30 marks in External Evaluation.

CONTINUOUS INTERNAL ASSESSMENT

Categorizing Outcome Assessment Levels Using Bloom's Taxonomy

level	Cognitive Domain	Description
K1	Remember	It is the ability to remember the previously learned concepts or ideas.
K2	Understand	The learner explains concepts or ideas.
K3	Apply	The learner uses existing knowledge in new contexts.
K4	Analyze	The learner is expected to draw relations among ideas and to compare and contrast.
K5	Evaluate	The learner makes judgments' based on sound analysis.
K6	Create	The learner creates something unique or original.

Question Paper Blue Print for Continuous Internal Assessment- I & II

Duration: 2 Hours		Maximum: 50 marks					
Section	K level						Marks
	K1	K2	K3	K4	K5	K6	
A (no choice)	10						10 X 1 =10
B (no choice)		1	1				2 X 5 =10
C (either or choice)				3			3 x 10 = 30
Total							50 marks

Note: K4 and K5 levels will be assessed in the Model Examination whereas K5 and K6 Levels will be assessed in the End Semester Examinations.

Question Paper Blue Print for Continuous Internal Assessment- I

Time: 2 Hours

Total Marks: 50 Marks

Minimum Pass: 20 Marks

Unit	Section - A	Section - B	Section - C
I	Q.N. 1, 2, 3, 4, 5	Q.N. 11	Q.N. 13 A, 13 B
I or II	-	-	Q.N. 14 A, 14 B
II	Q.N. 6, 7, 8, 9, 10	Q.N. 12	Q.N. 15 A, 15 B

SECTION – A (10 X 1 = 10 Marks)

ANSWER ALL THE QUESTIONS

SECTION – B (2 X 5 = 10 Marks)

ANSWER ALL THE QUESTIONS

SECTION – C (3 X 10 = 30 Marks)

ANSWER ALL THE QUESTIONS (Either or Choice)

Question Paper Blue Print for Continuous Internal Assessment- II

Time: 2 Hours

Total Marks: 50 Marks

Minimum Pass: 20 Marks

Unit	Section - A	Section - B	Section - C
III	Q.N. 1, 2, 3, 4, 5	Q.N. 11	Q.N. 13 A, 13 B
III or IV	-	-	Q.N. 14 A, 14 B
IV	Q.N. 6, 7, 8, 9, 10	Q.N. 12	Q.N. 15 A, 15 B

SECTION – A (10 X 1 = 10 Marks)

ANSWER ALL THE QUESTIONS

SECTION – B (2 X 5 = 10 Marks)

ANSWER ALL THE QUESTIONS

SECTION – C (3 X 10 = 30 Marks)

ANSWER ALL THE QUESTIONS (Either or Choice)

Question Paper Blue Print for Model Examination & End Semester Examination

Duration: 3 Hours		Maximum: 75 marks						
Section		K level						Marks
		K1	K2	K3	K4	K5	K6	
A (no choice, three questions from each unit)		15						15 X 1 =15
B (choice, one question from each unit)			1	1				2 X 5 =10
C (either or choice & two questions from each unit)	<i>Courses with K4 as the highest cognitive level</i>				4	1		5 x 10 = 50
	<i>Course with K5 as the highest cognitive level wherein three K4 questions and two K5 questions are compulsory.</i>				3	2		
	<i>Course with K6 as the highest cognitive level wherein two questions each on K4, K5 and one question on K6 are compulsory.</i>				2	2	1	
Total								75 marks

Question Paper Blue Print for Model Examination & End Semester Examination

Time: 2 Hours

Total Marks: 75 Marks

Minimum Pass: 30 Marks

Unit	Section - A	Section - B	Section - C
I	Q.N. 1, 2, 3	Q.N. 16	Q.N. 21 A, 21 B
II	Q.N. 4, 5, 6	Q.N. 17	Q.N. 22 A, 22 B
III	Q.N. 7, 8, 9	Q.N. 18	Q.N. 23 A, 23 B
IV	Q.N. 10, 11, 12	Q.N. 19	Q.N. 24 A, 24 B
V	Q.N. 13, 14, 15	Q.N. 20	Q.N. 25 A, 25 B

SECTION – A (15 X 1 = 15 Marks)

ANSWER ALL THE QUESTIONS

SECTION – B (2 X 5 = 10 Marks)

ANSWER ANY TWO QUESTIONS

SECTION – C (5 X 10 = 50 Marks)

ANSWER ALL THE QUESTIONS (Either or Choice)

Scheme of Examination for B.A English

First Year – Semester - I

Part	Course Code	Course Title	Ins. Hrs	Credit	CIA	ESE	Total
I	23UFTA01	Podhu Tamil - I	3	3	25	75	100
II	23UFEN01	General English - I	3	3	25	75	100
III	23UEN01	Core I - Introduction to literature	5	5	25	75	100
III	23UEN02	Core II - Indian Writing in English	5	5	25	75	100
III	23UENE01	Elective I - Social History of England	6	3	25	75	100
IV	23UTANE01	NME - Pechukkalai thiran	3	2	25	75	100
Total			25	21			

First Year – Semester - II

Part	Course Code	Course Title	Ins. Hrs	Credit	CIA	ESE	Total
I	23UFTA02	Podhu Tamil - II	3	3	25	75	100
II	23UFEN02	General English - II	3	3	25	75	100
III	23UEN03	Core III - British Literature - I	5	5	25	75	100
III	23UEN04	Core IV - American Literature - I	5	5	25	75	100
III	23UENE02	Elective II - History of English literature	5	3	25	75	100
IV	23UENSE01	Skill Enhancement Course I - English for Communication	3	2	25	75	100
IV	23UBXNE002	Non Major Elective Course - Managerial Skill Development	1	2	25	75	100
Total			25	23			

Second Year – Semester - III

Part	Course Code	Course Title	Ins. Hrs	Credit	CIA	ESE	Total
I	23UFTA03	Podhu Tamil - III	3	3	25	75	100
II	23UFEN03	General English - III	3	3	25	75	100
III	23UEN05	Core V - British Literature - II	5	5	25	75	100
III	23UEN06	Core VI - American Literature - II	5	5	25	75	100
III	23UENE03	Elective III - Literary Genres & Terms	3	3	25	75	100
IV	23UENSE02	Skill Enhancement Course II - Entrepreneurial Skills	1	1	25	75	100
IV	23UENSE03	Skill Enhancement Course III - Public Speaking Skills	2	2	25	75	100
IV	23UENSE04	Skill Enhancement Course IV - Functional English	2	2	25	75	100
Total			25	24			

Second Year – Semester - IV

Part	Course Code	Course Title	Ins. Hrs	Credit	CIA	ESE	Total
I	23UFTA04	Podhu Tamil - IV	3	3	25	75	100
II	23UFEN04	General English - IV	3	3	25	75	100
III	23UEN07	Core VII - World Literature in Translation	5	5	25	75	100
III	23UEN08	Core VIII - Aspects of Language & Linguistics	5	5	25	75	100
III	23UENE04	Elective IV - Film Literature	4	3	25	75	100
IV	23UENSE05	Skill Enhancement Course V - English for Career	2	2	25	75	100
IV	23UENSE06	Skill Enhancement Course VI - English for Business	2	2	25	75	100
IV	23UES02	Environmental Studies	1	2	25	75	100
Total			25	25			

Third Year – Semester - V

Part	Course Code	Course Title	Ins. Hrs	Credit	CIA	ESE	Total
III	23UEN09	Core IX - Authors in Focus	5	4	25	75	100
III	23UEN10	Core X - Women's Writing	5	4	25	75	100
III	23UEN11	Core XI - Indian writing in Translation	5	4	25	75	100
III	23UEN12	Core XII - Project with viva-voce	3	4	25	75	100
III	23UENE05	Elective V - Introduction to Comparative Literature	3	3	25	75	100
III	23UENE06	Elective VI - Mass Communication and Journalism	3	3	25	75	100
IV	23UVE01	Value Education Yoga -1	1	2	25	75	100
IV	23UENTR1	Internship / Industrial Training (Summer vacation at the end of IV semester activity)	-	2	25	75	100
Total			25	26			

Third Year – Semester - VI

Part	Course Code	Course Title	Ins. Hrs	Credit	CIA	ESE	Total
III	23UEN13	Core XIII - Introduction to Literary Theory & Criticism	5	4	25	75	100
III	23UEN14	Core XIV - Biographies, Auto-Biographies & Memories	5	4	25	75	100
III	23UEN15	Core XV - Shakespeare studies	5	4	25	75	100
III	23UENE07	Elective VII - Communicative English	4	3	25	75	100
III	23UENE08	Elective VIII - Digital Literacy & Concepts	4	3	25	75	100
IV	23UPCS01	Professional Competency Skill - Interview Skills	2	2	25	75	100
IV	23UEX01	Extension Activity	-	1	25	75	100
Total			25	21			

****Ins. Hrs** – Instructional Hours, **CIA**- Continuous Internal Assessment, **ESE**- End Semester Examination

Semester: I	Course Code: 23UEN01	Hours/Week: 5	Credit: 5
COURSE TITLE: CORE I - INTRODUCTION TO LITERATURE			

Course Overview:

1. The Programme is expected to develop an understanding of the English Literature along with language skills. They get acquainted with the different forms of poetry, prose, fiction and drama. The courses offered enable the students to get exposed to advanced level of grammatical patterns and usages in English.

Learning Objectives:

1. To introduce different forms of literature.
2. To provide learners with the background knowledge of literature.
3. To enable Learners to understanding the different genres of writing.
4. To examine the various themes and methodologies present in literature
5. To create the ability of critically examining a text

Unit - I	Literary Devices	05 Hours
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Introduction: Poetry

Different forms of poetry

Sonnet

Ode

Elegy

Lyric Ballad

Introduction: Prose

Short Story

Novella

Novel

Introduction: Drama

Tragedy

Comedy

Tragi - Comedy

Unit - II	Poetry	05 Hours
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Michael Drayton - The Parting
 William Shakespeare - Sonnet 116
 Thomas Gray - Elegy Written in a Country Churchyard
 John Milton - When I Consider How My Light is Spent
 William Wordsworth – Daffodils
 John Keats - Ode to Nightingale.
 Robert Frost - Mending Wall
 Theodore Roethke – The Meadow Mouse

Unit - III	Comedies	05 Hours
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J.M. Barrie - The Admirable Crichton
 Lady Gregory - The Rising of the Moon

Unit - IV	Short stories	05 Hours
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Manohar Malgonkar - Spy in Amber.
 Don Quixote - Tilting at the Windmills.
 A Dill Pickle, The Escape from Katherine Mansfield - Bliss and other stories

Unit - V	Poetry	05 Hours
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Saki - The Open Window
 Robert Lynd – Sweet
 Jerome K. Jerome - excerpt from - Three Men in a Boat – (Packing Episode)

Text Book(s):

- 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

Reference Books:

- 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 English1, 4th Ed, Everyday Education, LLC, January 2021.

Web Resources:

1. [ASIATIC: IITUM Journal of English Language & Literature](#)

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:		
Upon successful completion of this course, the student will be able to		
COs	Statements	Bloom's Level
CO1	Appreciate and analyze and the basic elements of poetry, including meter, rhyme, and theme.	K1
CO2	Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	K2
CO3	Explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	K3
CO4	Use library resources to research and develop arguments about literary works.	K4
CO5	Work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	K5
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 - Strong, 2 – Medium, 1 – Low

Semester: I	Course Code: 23UEN02	Hours/Week: 05	Credit: 05
COURSE TITLE: CORE II - INDIAN WRITING IN ENGLISH			

Course Overview:

1. Indian Writing in English (IWE) refers to that body of work by writers who write in the English language and whose mother tongue is one of the many Indian regional languages. It also refers to the writing of the Indian diaspora – writers of Indian origin who have settled outside the country and write in English.

Learning Objectives:

1. To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
2. 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.
3. To enable learner's to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.
4. To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.
5. To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts

Unit - I	Short stories	05 Hours
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Winning of Friends (Panchathantra) – Vishnu Sharma (there are four stories to choose from)

Brother's Day from Folk tales – A.K.Ramanujan

Handful of Nuts, Night Train to Deoli from Ruskin Bond Sparrows - K.A. Abbas

Unit - II	Short stories	05 Hours
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Rabindranath Tagore - Khabhuliwala.

India through a Traveller's Eye excerpt from My Several Worlds - Pearl S. Buck

The School Among the Pines, Boy Scouts Forever, Uncle Ken's Rumble in the Jungle from School Days - Ruskin Bond

Inspection Episode – Examination - from Part I Childhood

– M.K. Gandhi - Autobiography Science, Humanities and Religion.

Unit - III	Poetry	05 Hours
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The Lotus - Toru Dutt

The Tiger and the Deer - Sri Aurobindo

Unit - IV	Poetry	05 Hours
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Sarojini Naidu - The Village Song

A.K. Ramanujam - Still Another View of Grace

Shiv K Kumar – Indian Women

Mirza Ghalib - It is not Love, it is Madness

Unit - V	Stories	05 Hours
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Rabindranath Tagore – Mukhtha dhara.

Nalini: A Comedy in Three Acts - Three Plays - Nissim Ezeikel

Joginder Paul – Sleep walkers

The Window, Sentry's Lantern - Five Plays - Harindranath Chattopadhyay

Text Book(s):

- 1 Indian writing in english k. R. Srinivasa iyengar
2. Rao, K. R. The Fiction of Raja Rao. Aurangabad: Parimal Prakashan, 1980.
3. Narasimhaiah, C. D. Raja Rao. Delhi: Arnold - Heinemann, 1973
4. Mehrotra, Rajaram. Indian English: Texts and Interpretation. Amsterdam and Philadelphia: John Benjamins, 1998.

Reference Books:

1. Hidden Forces of Life: Selections from the Works of Sri Aurobindo and the Mother ... Essays on the Gita, New U.S. Paperback Ed.
2. Social Plays of Harindranath Chattopadhyaya g .s. Balarama gupta

Web Resources:

1. <http://rsmraiganj.in/wp-content/uploads/2020/04/History-of-Indian-Literature-in-English.pdf>
2. http://org/wiki/Sri_Aurobindo_Ashram
3. https://en.wikipedia.org/wiki/Sri_Aurobindo_Ashram#cite_ref-1
4. <https://www.gradesaver.com/toru-dutt-poetry/study-guide/summary-the-lotus>
5. <https://smartenglishnotes.com/2022/02/25/the-lotus-by-toru-dutt-summary-analysis-questions-and-answers/>

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	K1
CO2	Analyze Indian literary texts written in English in terms of colonialism, post colonialism, regionalism, and nationalism	K2
CO3	Understand the role of English as a medium for	K3
CO4	Political awakening and the use of English in India for creative writing	K4
CO5	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)

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

3 – Strong, 2 – Medium, 1 – Low

Semester: I	Course Code: 23UENE01	Hours/Week: 06	Credit: 03
COURSE TITLE: ELECTIVE I - SOCIAL HISTORY OF ENGLAND			

Course Overview:

1. The social history of England evidences many social and societal changes over the history of England, from Anglo - Saxon England to the contemporary forces upon the Western world. These major social changes have occurred both internally and in its relationship with other nations.
2. Opening with a survey of historic - graphical and demographic debates, the book then explores the central themes of later medieval society, including the social hierarchy, life in towns and the countryside, religious belief, and forms of individual and collective identity.

Learning Objectives:

1. To provide students with a comprehensive idea about the development of English literature and language over the ages
2. To help them develop an understanding of the structural development of the English language
3. To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.
4. To closely examine the various themes and methodologies present in British literature
5. To create an aptitude of critically probing through the text

Unit - I	The Renaissance	05 Hours
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The Renaissance And Its Impact On England,

The Reformation - Causes And Effects

Unit - II	The Restoration	05 Hours
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The Commonwealth Of Nations,

The Restoration

Coffee - Houses And Their Social Relevance

Unit - III	The Victorian	05 Hours
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Impact Of The Industrial

Agrarian And The French Revolutions On The English Society

Humanitarian Movements In England

Unit - IV	Modern periods	05 Hours
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The Reform Bills And The Spread Of Education,

Social Impact Of The Two World Wars,

The Labour Movement,

The Welfare State

Unit - V	The late 20th -Century	05 Hours
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The Cold War (1985-1991)

The Falk land War (1981)

The Gulf War (1991)

Text Book(s):

- 1.Social History of England by Xavier
- 2.Social History of England by Edward Albert
3. Social History of England by Padmaja Ashok

Reference Books:

- 1.Ed. Rosemary Horrox, A social History of England, 1200-1500, June2012,Cambridge University Press
- 2.Ed. Keith Wrightson, A Social History of England, 1500- 1750, 2018, Norton Press;
3. Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900-1200, 2012, Cambridge University Press.

Web Resources:

1. Dickens, Charles.–Fifty-Two.∥ A Tale of Two Cities,2008,
<https://doi.org/10.1093/owc/9780199536238.003.0047>.
2. 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.

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes: Upon successful completion of this course, the student will be able to		
COs	Statements	Bloom's Level
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.	K1
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	K2
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	K3
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	K4
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-gritty's of the language.	K5
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Semester: II	Course Code: 23UEN03	Hours/Week: 5	Credit: 5
COURSE TITLE: CORE III - BRITISH LITERATURE - I			

Course Overview:

1. The term British English refers to the varieties of the English language spoken and written in Great Britain (or, more narrowly defined, in England).
2. Also called UK English, English, and Anglo-English — though these terms are not applied consistently by linguists (or by anyone else for that matter).
3. It is different in some ways from other types of English, such as American English.
4. British English is widely spoken throughout most countries that were historically part of the British Empire.

Learning Objectives:

1. To introduce British Identity, Periods and other related forms.
2. To increase the ability for students to intellectually assess the world and their place in it.
3. To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.
4. To closely examine the various themes and methodologies present in British literature
5. To create an aptitude of critically probing through the text

Unit - I	Essays	05 Hours
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Of Truth, Of Adversity - Francis Bacon

A City Night – Piece - Oliver Goldsmith

The Spectator Club- Joseph Addison and Sir Richard Steele

Unit - II	Poetry	05 Hours
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Robert Jamieson - Robin hood & The Monk

William Blake - The Chimney Sweeper

Unit - III	Poetry	05 Hours
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P.B. Shelley - Hymn to Intellectual Beauty

William Wordsworth - Ode: To Intimation & Immortality

Lord Byron - She Walks In Beauty

John Milton - Paradise Lost Book 4

Unit - IV	Drama	05 Hours
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Christopher Marlowe - Dr. Faustus

Goldsmith - She Stoops to Conquer

Unit - V	Plays	05 Hours
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Jonathan Swift - Voyage to Lilliput / Houyhnhnms - Gulliver's Travels.

Charles Dickens - Recalled to Life- A Tale of Two Cities

Text Book(s):

1. Rexroth, Kenneth. The New British Poets: An Anthology. Granger Books, 1976.

Reference Books:

1. Bacon, Francis, and Michel Leiris. Francis Bacon. Ediciones Poligrafa, 2008.
2. MARLOWE, Christopher. Dr. Faustus. BOOK ON DEMAND LTD, 2021.
3. Shelley, Mary Wollstonecraft. Frankenstein. Create Space, 2015.
4. Swift, Jonathan, et al. Gulliver's Travels. Oxford University Press, 2019.

Web Resources:

1. https://doi.org/10.1007/978-1-349-07664-2_5.
2. <https://doi.org/10.1093/owc/9780199536238.003.0047>.

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	K1
CO2	Synthesize, integrate, and connect information by Writing essays using techniques of criticism and evaluation.	K2
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	K3
CO4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	K4
CO5	Write about literature using standard literary terminology and other literary conventions.	K5
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Semester: II	Course Code: 23UEN04	Hours/Week: 5	Credit: 5
COURSE TITLE: CORE IV - AMERICAN LITERATURE - I			

Course Overview:

1. American literature is a general term for the entire literary canon of what is now the United States of America, dating back to long before the area was a single country.
2. Cultural Diversity, Individualism and the American Dream, Regionalism, Social Criticism and Realism, and Historical Context.

Learning Objectives:

1. To Understand the growth and development of American literature.
2. To critically examine how various genres developed and progressed.
3. Learn about prominent writers and famous works in American literature.
4. To closely examine the various themes and methodologies present in British literature
5. To create an aptitude of critically probing through the text

Unit - I	Poem	05 Hours
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E.M. Forster - The Prologue

O Captain, My Captain! – Walt Whitman

Unit - II	Poetry	05 Hours
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Sherman Alexia- Crow Testament, Evolution

Edgar Allan Poe - The Raven

Emily Dickinson - Because I Could Not Stop for Death.

Unit - III	Poetry	05 Hours
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Martin Luther King Jr- I have a Dream

Abraham Lincoln - Gettysburg Address

Unit - IV	Drama	05 Hours
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Tennessee Williams- The Glass Menagerie

Unit - V	Stories	05 Hours
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Harriet Beecher Stowe Uncle Tom’s cabin

Herman Melville- Billy Budd Washington Irving- Rip Van Winkle

Text Book(s):

1. Levine, Robert S., et al. The Norton Anthology of American Literature. W.W.Norton & Company, 2022.

Reference Books:

1. Dickinson, Emily, and Johanna Brownell. Emily Dickinson: Poems. Chart wellBooks, 2015.
2. Gould, Jean. American Women Poets: Pioneers of Modern Poetry. DODD,MEAD, 1980.
3. Poe, Edgar Allan, et al. Poetry for Young People: Edgar Allen Poe. Sterling Pub.Co., 1995.
4. Kallen, Stuart A., and Terry Boles. The Gettysburg Address. Abdo & Daughters,1994.

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>

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
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.).	K1
CO2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.	K2
CO3	Articulate ways that American literature reflects complex historical and cultural experiences.	K3
CO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	K4
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.	K5
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

Mapping (COs vs POs)

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

3 – Strong, 2 – Medium, 1 - Low

Semester: II	Course Code: 23UENE02	Hours/Week: 5	Credit: 3
COURSE TITLE: ELECTIVE II - HISTORY OF ENGLISH LITERATURE			

Course Overview:

1. The earliest written work that is generally considered English literature is the poem Beowulf, making English literature more than a thousand years old. Some major periods of English literature include: Old English (700-1150 CE), mostly anonymous writers. Middle English (1150-1485), & 14th century -19th century.

Learning Objectives:

1. To help students with a survey of the history of English literature from Old English times to the Modern period.
2. Help them gain particular reference to the major literary movements and authors
3. To provide them with understanding of relationships between various movement (such as Romanticism, Victorianism, Modernism, and Post modernism) and the literature of the period.
4. To closely examine literary works using critical perspectives.
5. To help them with applying appropriate formal conventions when writing about literature.

Unit - I	The over view of English Literature	05 Hours
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Daniel Defoe, Henry Fielding, John Bunyan, William Tyndale,
Precursors and pioneers of English prose fiction

Unit - II	The Renaissance Period (1350 – 1660)	05 Hours
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An Introduction To Bible Translation -Tyndale, Coverdale
The University Wits
Elizabethan And Jacobean Drama
Comedy Of Humours

Unit - III	The Late Seventeenth And The Eighteenth Centuries (1660 - 1800)	05 Hours
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ComedyOf Manners
Neo-Classicism
Sentimental And Anti-Sentimental Comedies Pre- Romantics

Unit - IV	Well Made Play (Drama Of Ideas - Shaw And Ibsen)	05 Hours
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Existential Drama

Comedy Of Menace

Kitchen-Sink Drama

Problem Play

Didactic Drama(Propaganda Play)

One-Act Play

Unit - V	The Victorian Age (1832 - 1901)	05 Hours
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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

Text Book(s):

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.
3. Twentieth-Century Literature in English (Oxford: Oxford University Press, 1996).Another well-edited and balanced reference book

References Books:

(Latest editions, and the style as given below must be strictly adhered to)

1. Bergonzi, B. Heroes ‘Twilight: A Steady of the Literature of the Great War,2nd edn (London: Constable, 1980).
2. Fussell, P. The Great War and Modern Memory (Oxford: Oxford University Press, 1975)

Web Resources:

1. ALEX00.PDF (manavata.org)

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
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.	K1
CO2	Evaluate the way socio - cultural and historic a phenomena influence the literary production of a particular period	K2
CO3	Familiarize themselves with the socio - cultural ambience and the discursive frameworks of various ages	K3
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	K4
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-gritty's of the language.	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)

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

3 – Strong, 2 – Medium, 1 – Low

Semester: II	Course Code: 23UENSE01	Hours/Week: 2	Credit: 2
COURSE TITLE: SKILL ENHANCEMENT COURSE I - ENGLISH FOR COMMUNICATION			

Course Overview:

1. This program helps learners at all levels to speak English confidently in everyday situations anywhere English is used.
2. The focus is on spoken communication in a friendly and supportive environment, but there is also some reading and writing in each class to help develop all language skills.

Learning Objectives:

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

Unit - I	Basic Communication Skills	02 Hours
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Communication: Basic Communication Styles - Passive, Aggressive, And Assertive

Significance of communication

Unit - II	Types of Communication	02 Hours
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Types of communication – Verbal – Non - Verbal

Unit - III	Communication Skill Development	02 Hours
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Effective communication skills

Unit - IV	Language Skills	02 Hours
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Skills to be acquired in communication - Speaking/Reading/Writing/Listening

Unit - V	Learning Skills	02 Hours
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Application of learning

Text Book(s):

1. Technical Communication: Principles and Practice, Second Edition by Menasha 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.

Reference Books:

1. Communicative Grammar of English by Geoffrey Leech and Ian Svartik.

Web Resources:

1. Subject: ENGLISH COMMUNICATION SKILLS (THEORY | goiga la
jjjuna - Academia.edu

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning.

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Identify the basic principles of communication	K1
CO2	Analyze the various types of communication	K2
CO3	Make use of the essential principles of communication	K3
CO4	Identify the prominent methods and models of Communication.	K4
CO5	Learn about the four skills of language and getfamiliarized with them.	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)

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

3 – Strong, 2 – Medium, 1 - Low

Semester-II	Course code : 23UBXNE002	Hours/Week:02	Credit:02
COURSE TITLE: NON MAJOR ELECTIVE COURSE - MANAGERIAL SKILL DEVELOPMENT			

Course Overview:

1. Identify the personal qualities that are needed to sustain In the world of work.
2. Explore more advanced Management Skills such as Conflict resolution, empowerment, working with teams and creating a positive environment for change.
3. Acquire practical management skills that are of Immediate use in management or leadership positions.
4. Employ critical-thinking and analytical skills to investigate complex business problems to propose viable solutions.
5. Make persuasive presentations that reveal strong written And oral communication skills needed in the work place.

Learning Objectives:

1. To improve the self- confidence, groom the personality and build emotional competence
2. To address self- awareness and the assessment of core management skills such as communication, working with teams and creating a positive environment for change.
3. To assess the Emotional intelligence
4. To induce critical- thinking and analytical skills to investigate complex problems
To propose viable solutions
5. To improve professional etiquettes

Unit - I	Skill Development	02 Hours
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Introduction of skill development Self core competency

Core Competency

Understanding of Self

Components of Self

Self- identity

Self- concept

Self - confidence and Self- image

Skill Analysis

finding the right fit

Self- learning styles,

Attitude towards Change

Applications of skills

Unit - II	Self Esteem	02 Hours
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Self Esteem definition and Meaning

Self Esteem Importance

Components of self-esteem

Low self- esteem,

Measuring our self-esteem

Its effectiveness

Mapping tests,

Personality of self-esteem

Appreciative Intelligence

Unit - III	Emotional Competence	02 Hours
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Building Emotional Competence

Emotional Intelligence Meaning,

Emotional Intelligence Components

Emotional Intelligence Importance

Emotional Intelligence Relevance

Positive and Negative Emotions

Healthy expression of Emotions

Unhealthy expression of Emotions

What is The six phase

Model of Creative Thinking

ICED IP model

Unit - IV	Thinking Skills and Evaluation	09 Hours
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Thinking skills

The Mind/Brain/Behavior

Critical Thinking

Making Predictions

Making Reasoning,
Memory and Critical Thinking
Emotions and Critical Thinking
Definition and meaning of creativity
The nature of creative thinking
Convergent creative thinking
Divergent thinking
Idea generation and evaluation
Image generation and evaluation.

Unit V	Modes of Communication	09 Hours
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How to make oral presentations
conducting meetings of Communication
reporting of projects of Communication
reporting of case analysis of Communication
answering in Viva Voce of Communication
Assignment writing Debates of Communication
Presentations of Communication
role plays and group discussions on current topics
Audio and Video Recording improve the non-verbal communication
Professional etiquettes

Text Book(s):

1. Managerial Skill Articles
2. The Management Skills of SALL Managers - SiSAL Journal
3. Managerial Skills by Dr .K. Alex S. CHAND
4. Managerial Skills 2 by Cynthia Menezes Prabhu, Pento Print Publishing LLP
5. Gallagher(2010), Skills Development for Business & Management Students, Oxford University Press. PROF. SANJIV

Reference Books:

- 1.Joshi,G.(2015),Campus to Corporate-Your Road map to Employability, Sage Publication
- 2.McGrathE.H.(9Ed. 2011),Basic Managerial Skills, Prentice Hall India Learning Private Limited.
3. Whetten D. (eEd.2011), Developing Management Skills, Prentice Hall India Learning Private Limited.
- 4.P.Varshney,A. Dutta, Managerial Skill Development, Alfa Publications, 2012
- 5.EQ-soft skills for Corporate Carrer by Dr. Sumeet Suseelan

Web Resources:

- 1.<https://www.ipjugaad.com/syllabus/ggsip-university-bba-4th-semester-managerial-skill-development-syllabus/63>
- 2.https://www.academia.edu/4358901/managerial_skill_development_pdf
- 3.https://www.academia.edu/4358901/managerial_skill_development_pdf
- 4.<https://rccmindore.com/wp-content/uploads/2015/06/Managerial-SkillsAll-Units-AC.pdf>
- 5.[https://www.aisectuniversityjharkhand.ac.in/PDFDoc/StudyNotes/MBA/SEM%201/MBA-1-MSD\(Managerial%20skill%20development\).pdf](https://www.aisectuniversityjharkhand.ac.in/PDFDoc/StudyNotes/MBA/SEM%201/MBA-1-MSD(Managerial%20skill%20development).pdf)

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Determine solutions of homogeneous equations, non-homogeneous equations of degree one in two variables, solve Bernoulli's equations and exact differential equations	K1
CO2	Find the solutions of equations of first order but not of higher degree and to Determine particular integrals of algebraic, exponential, trigonometric functions and their products	K2
CO3	Find solutions of simultaneous linear differential equations, linear equations of second order and to find solutions using the method of variations of parameters	K3
CO4	Form a PDE by eliminating arbitrary constants and arbitrary functions, find complete, singular and general integrals, to solve Lagrange's equations	K4
CO5	Explain standard forms and Solve Differential equations using Charpit's method	K5
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	3	3	3	2	2	3	2	3
CO2	2	2	3	3	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	2	3	3	3
CO5	2	2	3	3	3	2	3	3	2	3

3 – Strong, 2 – Medium, 1 - Low

Semester: III	Course Code:23UEN05	Hours/Week: 5	Credit: 5
COURSE TITLE: CORE V - BRITISH LITERATURE - II			

Course Overview:

1. The term British English refers to the varieties of the English language spoken and written in Great Britain (or, more narrowly defined, in England).

Learning Objectives:

1. To help learners analyze British Literature written from the late 18th Century to the present.
2. To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.
3. To provide them with understanding of relationships between various movements (such as Romanticism, Victorianism, Modernism, and Postmodernism) and the literature of the period.
4. To closely examine literary works using critical perspectives.
5. To help them with applying appropriate formal conventions when writing about literature.

Unit – I	Poetry	05 Hours
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Alfred Tennyson- Ulysses

Robert Browning- My Last Duchess

T.S. Eliot - The Wasteland

W.H. Auden - The Unknown Citizen

Unit - II	Essays	05 Hours
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G. K. Chesterton - Piece of Chalk

Charles Lamb - Dream Children

Joseph Addison - Sir Roger at Church

William Hazlitt - Indian Jugglers

Unit - III	Play	05 Hours
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G.B. Shaw - Pygmalion

John Osborne - Look Back in Anger

Unit - IV	Novels	05 Hours
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Jane Austen - Pride & Prejudice

Wilkie Collins - The Moonstone

Unit – V	Novels	05 Hours
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Arthur Conan Doyle - Hound of Baskervilles

Murder on the Orient Express – Agatha Christie (Graphic Novel)

Bram Stoker- Dracula

Text Book(s)

1. Renard, Virginie. The Great War and Postmodern Memory: The First World War in Late 20 th - Century British Fiction (1985-2000). Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.

2. David Green - Winged Words – Mac Millan

Reference Books:

1. Brontë Charlotte, et al. Jane Eyre. Oxford University Press, 2019.

2. Lamb, Charles. Dream Children: A Reverie. Reed Pale Press, 1928.

3. Look Back in Anger, by John Osborne: Theatre Program, 1974, La Mama Theatre. 1974.

Web Resources:

1. Makinen, Merja. –Representing Women of Violence Agatha Christie and Her Contemporary Culture.∥ Agatha Christie, 2006, pp. 135–157.,
<https://doi.org/10.1057/97802305982706>.

2.Smith, Grover. –Eliot’s World before the Waste Land.∥ *The Waste Land*, 2020, pp. 1–17.,
<https://doi.org/10.4324/9781003070627-1>

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom’s Level
CO1	Exhibit an understanding of and appreciation for keywords in British literature, as evidenced in daily work And course discussions.	K1
CO2	Demonstrate an understanding of per iodization, theme,genre, motif, and so on, in British literature.	K2
CO3	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human Experiences and impact motivations.	K3
CO4	Respond to literature with facility, both orally and on paper, on important thematic considerations having todo with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another.	K4
CO5	Analyze and express about British literature using standard literary lexicon and other literary conventions.	K5
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

Mapping (COs vs POs)

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

3 – Strong, 2 – Medium, 1 - Low

Semester: III	Course Code: 23UEN06	Hours/Week: 5	Credit: 5
COURSE TITLE: CORE VI - AMERICAN LITERATURE-II			

Course Overview:

1. American literature is a general term for the entire literary canon, now the United States of America, dating back to long before the area was a single country. It has evolved significantly over time, starting with the ancient oral traditions of Native American groups.

Learning Objectives:

1. To help learners examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel.
2. To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period.
3. To create an awareness of the social, historical, literary and cultural elements of the changes in American literature.
4. To help them explore distinct literary characteristics of American literature and analyze literary works of eminent American writers.
5. To inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history.

Unit – I	Poetry	04 Hours
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Theodore Roethke - The Meadow Mouse

Walt Whitman- When Lilacs Last in the Dooryard Bloom'd

Emily Dickinson - The Bird Came Down the Walk

Chief Dan George - My Heart Soars.

Unit - II	Plays	04 Hours
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Lorraine Hansberry - Raisin in the Sun

Neil Simon - Barefoot in the Park.

Unit - III	Essays	04 Hours
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Henry David Thoreau - Winter Animals

Edgar Allan Poe - Philosophy of Composition

Unit - IV	Novels	04 Hours
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Nathaniel Hawthorne - The Scarlet Letter

Toni Morrison – Beloved

Unit – V	Novels	04 Hours
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Mark Twain - The Adventures of Tom Sawyer

Angeline Boulley - Fire keeper’s Daughter

Text Book(s):

1. Angelou, Maya. The Complete Poetry. Random House, 2015. An Anthology of American Literature

Reference Books:

1. Dickinson, Emily. A Bird Came Down the Walk - Selected Bird Poems of Emily Dickinson. Read Books Ltd, 2021.
2. Gray, Richard. A Brief History of American Literature. John Wiley & Sons, 2010.
- Hansberry, Lorraine. A Raisin in the Sun. Modern Library, 1995.
3. Morrison, Toni. Beloved. Everyman’s Library, 2006.
4. Twain Mark. The Adventures of Tom Sawyer. The Floating Press, 2009.

Web Resources:

1. Cramer, Jeffrey S., editor. –Thoreau Describes His Contemporaries. || The Quotable Thoreau, Princeton University Press, 2011, pp. 430–38, <http://dx.doi.org/10.1515/9781400838004.430>.
2. Hawthorne, Nathaniel. –The Revelation of the Scarlet Letter. || The Scarlet Letter, Oxford University Press, 2008, <http://dx.doi.org/10.1093/owc/9780199537808.003.0025>.

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:		
Upon successful completion of this course, the student will be able to		
COs	Statements	Bloom's Level
CO1	Explain in detail about Simple Interest and Compound Interest	K1
CO2	Explain Logarithms and Area.	K2
CO3	Explain Volume & Surface Areas and Races & Games of Skill.	K3
CO4	Explain Calendar and Clocks.	K4
CO5	Explain Stocks & Shares.	K5
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Semester: III	Course Code: 23UENE03	Hours/Week: 5	Credit: 3
COURSE TITLE: ELECTIVE III - LITERARY GENRES AND TERMS			

Course Overview:

- Literary form has a set structure which helps readers to classify it. Some literary forms are defined by their length, like the novel, novella and short story.
- A literary genre is a category that authors use to describe the primary content and tone of their writing. The genre an author chooses can help them determine what type of plot, characters and setting to create.

Learning Objectives:

1. To help students apply literary terminology to fiction, drama, and poetry.
2. Help them recognize the main elements of different literary genres and assess their significance
3. To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry
4. To enable them to Identify a literary text's main themes and make reasonable assertions about their meaning
5. To guide them to re-narrate the plot of a short story, both orally and in writing.

Unit – I	Introduction-	04 Hours
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Literary theory & terms

Unit – II	Poetry	04 Hours
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Ode

Sonnet

Epic & Mock Epic

Elegy

Unit - III	Prose	04 Hours
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Formal : Balanced, Pseudonym, Biblical, Oratorical

Informal: Colloquial, Slang, Jargon

Unit - IV	Essay	09 Hours
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Descriptive, Narrative, Reflective & Argumentative

Formal, Informal

Unit – V	Literary Terms	04 Hours
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Allusion

Ambiguity

Catharsis

Negative

capability

Cliché

Irony

Wit

Humour

Pathos

Text Book(s):

1. Baldick, Chris. Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.
2. Mikics, David. A New Handbook of Literary Terms. New Haven: Yale University Press, 200
3. 1821-literary-terms.pdf (cgc.edu)

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,

Web Resources:

1. <https://www.flipkart.com/glossary-literary-terms/p/itmefd2tk4sxxx7s>
2. https://www.uv.es/fores/The_Routledge_Dictionary_of_Literary_Terms.pdf

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Understand new definitions of contemporary critical issues such as Cyber criticism and Globalization.	K1
CO2	Gain insight to an exhaustive range of entries, covering numerous aspects to such topics as genre, form, cultural theory and literary technique.	K2
CO3	Get a complete coverage of traditional and radical approaches to the study and production of literature.	K3
CO4	Recognize and interpret literary images and symbols to infer their relationship to the main themes of the text.	K4
CO5	Gain thorough accounts of critical terminology and analyzes of key academic debates.	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Semester: III	Course Code: 23UENSE02	Hours/Week: 1	Credit: 1
COURSE TITLE: SKILL ENHANCEMENT COURSE II - ENTREPRENEURIAL SKILLS			

Course Overview:

1. Entrepreneur skills include various skill sets such as leadership, business management, time management, creative thinking and problem-solving.
2. Entrepreneurship skills are essential in positioning entrepreneurs to identify opportunities, make effective decisions, turn their ideas into reality, overcome challenges, and properly allocate resources to achieve goals and succeed.

Learning Objectives:

1. To introduce learners to various qualities required for entrepreneurship
2. To discuss about various entrepreneurship models
3. To help them think creatively and innovatively
4. To enable them understand various schemes supporting entrepreneurship
5. To discuss the steps in venture development and new trends in entrepreneurship.

Unit - I	Introduction to Entrepreneurship	05 Hours
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Role of Entrepreneurship

The Entrepreneurial Mindset

Characteristics of Entrepreneurship

Traits of Entrepreneurship

Unit - II	Types of Entrepreneurship Skills	05 Hours
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Business management skills

Teamwork and leadership skills

Communication and listening

Customer service skills

Financial skills

Analytical and problem-solving skills

Critical thinking skills

Unit - III	Introduction to various types of entrepreneurship	05 Hours
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Strategic thinking and planning

Technical skills

Time management and organizational behavior

Branding

Unit - IV	Marketing and networking Skills	05 Hours
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How to improve entrepreneurial skills

Entrepreneurial skills in the workplace

Introduction to import-export

Unit - V	Entrepreneurial Imagination and Creativity	05 Hours
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Environmental Protection and social responsibility of entrepreneur

Discuss on source of entrepreneurship

Meeting with Entrepreneurs.

Text Book(s):

1. The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses by Eric Ries.
2. Applying Entrepreneurship to the Arts: How Artists, Creative's, and Performers Can Use Startup Principles to Build Careers and Generate Income by Paula Landry
3. How to be a Successful Entrepreneur and Lead Your Own Business by Mike Phillips.

References Books :

1. Allen, K. R. (1999) *Launching New Ventures and Entrepreneurial Approach*, 2nd ed., Houghton Mifflin Company, New York

Web Resources:

1. Must-Have Entrepreneurial Skills | HBS Online Mind Tools | Home

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Understand the foundation of Entrepreneurship Development and its theories.	K1
CO2	Explore entrepreneurial skills and management function of a company.	K2
CO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.	K3
CO4	Understand various steps involved in starting a venture.	K4
CO5	Explore marketing methods & new trends in entrepreneurship.	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

	Mapping (COs vs POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Semester: III	Course Code: 23UENSE03	Hours/Week: 2	Credit: 2
COURSE TITLE: SKILL ENHANCEMENT COURSE III - PUBLIC SPEAKING SKILLS			

Course Overview:

1. Public speaking is a soft skill that requires excellent communication skills, enthusiasm, and the ability to engage with an audience.
2. Soft skills are interpersonal skills that are less technical and more about how you interact with others. Public speakers make presentations to a group.

Learning Objectives:

1. To help students understand the goals and benefits of public speaking
2. To help them recognize communication apprehension and guide them on how to reduce it
3. To familiarize them on how public speaking can be used to advocate or create change
4. To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric
5. To help them think and speak imaginatively and critically

Unit - I		05 Hours
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What is Public Speaking?

Unit - II		05 Hours
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Need for Public Speaking.

Unit - III		05 Hours
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Significance and essentials of public speaking skills

Unit - IV		05 Hours
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Techniques in acquiring the skill

Unit - V		05 Hours
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Speaking any common topic in front of the class

Text Book(s):

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

References Books :

1. 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.

Web Resources:

1. Learning Outcomes | Public Speaking (lumenlearning.com) lu03_public_speaking.pdf (indianhills.edu)

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Demonstrate an understanding of the principles of public speaking	K1
CO2	Recognize barriers to public speaking and identify how to avoid them	K2
CO3	Understand how to give effective verbal and nonverbal feedback	K3
CO4	Learn about planning speech organization for the intended audience	K4
CO5	Practice effective group delivery and speech in formal context.	K5

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create

	Mapping (COs vs POs)									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low

Semester: III	Course Code: 23UENSE04	Hours/Week: 2	Credit: 2
COURSE TITLE: SKILL ENHANCEMENT COURSE IV - FUNCTIONAL ENGLISH			

Course Overview:

1. Functional English relates to the use of the English language to perform a specific function.
2. This is typically taught as a foundation subject when a good command of English is required for academic study and career progression.

Learning Objectives:

1. To enable learners use appropriate phrases for performing language functions
2. To help them to edit, select and present information in a format/ perspective
3. To enable them to listen and reduce information to a point form
4. To help them read and to expand from points to paragraph
5. To enable them to predict, comprehend, infer and synthesize information

Unit - I	Definition of Functional English	03Hours
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Significance of Functional English

Unit - II	Four essentials of functional English	03 Hours
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Listening

Speaking

Writing

Reading

Unit - III	Grammar	03 Hours
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Basic Grammar

Unit - IV	Strategies to use functional English	03 Hours
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Listening

Speaking

Reading

Writing

Unit - V	Dramatic play	03 Hours
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Provide a dramatic play to perform which gives the students to apply functional language

Text Book(s):

1. Susan Thurman, The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment.2011
2. Grant Barrett, Perfect English Grammar: The Indispensable Guide to Excellent Writing and Speaking,2013

Reference Books:

1. Jane Straus, Lester Kaufman, and Tom Stern, The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes,2015

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

Teaching Methodology: Videos, Audios, PPT, Role Play, Field Visit, Seminar, Chalk & Talk, Lecturing, Case Study, Demonstration, Problem Solving, Group Discussion, Flipped Learning

Learning Outcomes:

Upon successful completion of this course, the student will be able to

COs	Statements	Bloom's Level
CO1	Learn to form words properly using prefixes/ suffixes and make correct use of Concord or Subject-Verb Agreement	K1
CO2	Familiarize themselves in writing leave application, apology and request letters and points/ideas to write paragraphs	K2
CO3	Learn to introduce them and describe person, place or situation and also gain knowledge of using prepositions of place, time and direction correctly.	K3
CO4	Get practiced to skim and scan through a passage and read to get an overall idea, and comprehend the Passage	K4
CO5	Cultivate the habit of newspaper reading	K5
K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate, K6 – Create		

Mapping (COs vs POs)										
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 - Low