

B.A. ENGLISH (UG) – CURRICULUM STRUCTURE
CHOICE BASED CREDIT SYSTEM – LEARNING OUTCOMES BASED
CURRICULUM FRAME WORK(CBCS - LOCF)

(Applicable to the candidates admitted from the academic year 2026-2027 onwards)

Sem.	Part	Name of the Courses	Title of Course	Ins.	Credits	Hour	Maximum Marks		
							Int.	Ext.	Total
I	I	Ability Enhancement Course – I (AEC - I)	(Tamil\$/ Other Languages+, #)	6	3	3	30	70	100
	II	Ability Enhancement Course –II (AEC - II)	English Course - I	6	3	3	30	70	100
	III	Core Course–1 (CC-1)	Prose	4	4	3	30	70	100
		CoreCourse-2 (CC-2)	World Short Stories	4	4	3	30	70	100
		Allied Course – 1 (AC - 1)	Grammar and Usage	3	3	3	30	70	100
		Allied Course – 2 (AC - 2)	Social History of England-I	3	3	3	30	70	100
	IV	Value Education	Value Education	2	2	3	30	70	100
		Interdisciplinary Course – 1 (IDC - 1) #	One Course from Outside Department	2	2	3	30	70	100
		Total		30	24				800
II	I	Ability Enhancement Course –III (AEC - III)	(Tamil\$/Other Languages+,#)	6	3	3	30	70	100
	II	Ability Enhancement Course –IV (AEC - IV)	English Course - II	6	3	3	30	70	100
	III	Core Course- 3 (CC-3)	Poetry-I	4	4	3	30	70	100
		Core Course- 4(CC-4)	Fiction-I	4	4	3	30	70	100
		Allied Course - 3 (AC -3)	Social History of England-II	3	3	3	30	70	100
		Allied Course – 4 (AC -4)	Literary Forms	3	3	3	30	70	100
		Skill Enhancement Course - 1 (SEC-1) ##	NaanMudhalvan Course/ English for Skill Enhancement	2	2	3	30	70	100
		Interdisciplinary Course – 2 (IDC - 2) #	One Course from Outside Department	2	2	3	30	70	100
		Total		30	24				800

III	I	Ability Enhancement Course –V(AEC - V)	(Tamil\$/Other Languages+,#)	6	3	3	30	70	100
	II	Ability Enhancement Course –VI (AEC - VI)	English Course - III	6	3	3	30	70	100
	III	Core Course -5(CC-5)	Poetry-II	4	4	3	30	70	100
		Core Course - 6(CC-6)	World One- Act plays	4	4	3	30	70	100
		Allied Course -5(AC - 5)	(Any one from the list) History of English Literature- I	3	3	3	30	70	100
		Allied Course– 6(AC- 6)	(Any one from the list) World Classics in Translation	3	3	3	30	70	100
	IV	Skill Enhancement Course - 2 (SEC- 2) ##	Naan Mudhalvan Course/ Leadership and Personality Development	2	2	3	30	70	100
		Interdisciplinary Course – 3 (IDC - 3) \$\$	One Course from Outside Department	2	2	3	30	70	100
		Health &Wellness @	Health & Wellness	--	1	--			100
		Total			30	25			
IV	I	Ability Enhancement Course –VII (AEC - VII)	(Tamil\$/Other Languages+,#)	6	3	3	30	70	100
	II	Ability Enhancement Course –VIII (AEC - VIII)	English Course - IV	6	3	3	30	70	100
	III	Core Course -7(CC-7)	Drama	4	4	3	30	70	100
		Core Course -8 (CC-8)	Children’s Literature	4	4	3	30	70	100
		Allied Course -7 (AC- 7)	History of English Literature- II	3	3	3	30	70	100
		Allied Course - 8(AC- 8)	Biographies and Autobiographies	3	3	3	30	70	100
	IV	Skill Enhancement Course -3 (SEC- 3)##	Naan Mudhalvan Course/ Digital Literacy	2	2	3	30	70	100
		Interdisciplinary Course – 4 (IDC - 4) \$\$	One Course from Outside Department	2	2	3	30	70	100
		Total			30	24			
	Summer Internship / Industrial Activity during the Summer Vacation after II Year								

V	III	Core Course - 9(CC-9)	Shakespeare	5	4	3	30	70	100
		Core Course - 10(CC-10)	Principles of Literary Criticism	5	4	3	30	70	100
		Core Course - 11(CC-11)	American Literature	4	4	3	30	70	100
		Core Course -12(CC-12)	Introduction to Language and Linguistics	5	4	3	30	70	100
		Core Course - 13(CC-13)	Indian Literature in English	5	4	3	30	70	100
	IV	Skill Enhancement Course -4 (SEC-4) ##	Any one from the list) Technology in Teaching	2	2	3	30	70	100
		Skill Enhancement Course - 5(SEC-5) ##	Naan Mudhalvan Course/ Research Methodology	2	2	3	30	70	100
		Introduction to Disaster Management	Introduction to Disaster Management	2	2	3	30	70	100
		Summer Internship / Industrial Activity@@@	(with Viva-Voce)	--	2	--	20	80	100
	Total			30	28				900
VI	III	Core Course - 14(CC-14)	Post Colonial Literature	5	4	3	30	70	100
		Core Course -15(CC-15)	English Language Teaching	5	4	3	30	70	100
		Core Course -16(CC-16)	Diasporic Writing	5	4	3	30	70	100
		Core Project Work-17(CPW-17) @@@	Project (with viva voce)	5	3	4	20	80	100
	IV	Value Added Course	General Studies for Competitive Examinations	2	2	3	30	70	100
		Skill Enhancement Course - 6 (SEC-6) ##	(Any one from the list) Public Speaking	2	2	3	30	70	100
		Skill Enhancement Course - 7 (SEC-7) ##	Naan Mudhalvan Course/ Employability Skills	2	2	3	30	70	100
		Environmental Science	Environmental Science	2	2	3	30	70	100
		Gender Studies	Gender Studies	2	1	3	30	70	100
		Extension Activities *		--	1	--	--	--	--
	Total			30	25				900
Grand Total				180	150				5100

SKILL ENHANCEMENT COURSE			
Sl. No.	Title of Courses	Sl. No.	MANDATORY Naan Mudhalvan Course ##
1.	English For Skill Enhancement	1.	2 nd Semester:
2.	Leadership and Personality		
3.	Digital Literacy	2.	3 rd Semester:
4.	Technology in Teaching		
5.	Research Methodology	3.	4 th Semester:
6.	Public Speaking		
7.	Employability Skills	4.	5 th Semester:
	--	5.	6 th Semester:

INTERDISCIPLINARY COURSE (IDC) FOR WHO HAVE OPT TAMIL AS PART – I (for other Department Students only)	
1 st Semester	Presentation Skills
2 nd Semester	Functional Skills
3 rd Semester	Business English
4 th Semester	For BPO (Business Process Outsourcing)

INTERDISCIPLINARY COURSE (IDC) # FOR WHO HAVE NOT OPT TAMIL AS PART - I		
Those who have studied Tamil upto 10 th +2 but opt for other languages in degree	1 st Semester	Special Tamil - I
	2 nd Semester	Special Tamil - II
Those who have not studied Tamil in school level	1 st Semester	Basic Tamil - I
	2 nd Semester	Basic Tamil – II
Those students who opt for either special Tamil (or) Basic Tamil as IDCs, have to choose 2 more IDCs courses in their 3rd and 4th Semester from Outside his/her department.		

INTERDISCIPLINARY COURSE (IDC) \$\$ FOR NCC CADETS ONLY	
NCC Course is a Compulsory Course for the NCC Cadets in the 3 rd Semester:	NCC Course is a Compulsory Course for the NCC Cadets in the 4 th Semester:
Introduction to NCC (Existing Syllabus)	1. Special Subject Army (or) 2. Special Subject Navy (or) 3. Special Subject Air force
Those students who opt for NCC Courses as IDCs, have to choose 2 more IDCs courses in their 1 st and 2 nd Semester from Outside his/her department.	

SUMMARY OF CURRICULUM STRUCTURE OF UG PROGRAMMES

Sl. No.	Part	Types of the Courses	No. of Courses	Credits for Each Course	Total Credits	Marks
1.	I	Ability Enhancement Course	4	3	12	400
2.	II	Ability Enhancement Course	4	3	12	400
3.	III	Core Courses	16	4	64	1600
4.		Allied Course (AC)	8	3	24	800
5.		Core Project Work (CPW)	1	3	03	100
6.	IV	Skill Enhancement Courses (SEC)	7	2	14	700
7.		Interdisciplinary Course (IDC)	4	2	08	400
8.		Value Education	1	2	02	100
9.		Health and Wellness	1	1	01	100
10.		Introduction to Disaster Management	1	2	02	100
11.		Summer Internship/Industrial Activity	1	2	02	100
12.		Value Added Course	1	2	02	100
13.		Environmental Studies	1	2	02	100
14.		Gender Studies	1	1	01	100
15.		Extension Activities (NCC/NSS/SPORTS/ANTI DRUG CELL/YRC& Any Other Activities)	--	1	01	--
	Total		51		150	5100

\$	For those who have studied Tamil upto 10th +2 (Regular Stream)															
+	Syllabus for other Languages should be on par with Tamil at degree level															
#	Those who have studied Tamil upto 10th +2 but opt for other languages in degree level under Part - I should study special Tamil and those who have not studied Tamil in the school level should study Basic Tamil in Part – IV under the Ability Enhancement Course.															
##	Naan Mudhalvan Scheme: As per the Naan Mudhalvan Scheme instructions 5 courses from 2nd to 6th semester should be studied under Skill Enhancement Course.															
\$\$	NCC Course is one of the Choices in the Ability Enhancement Course. Only the NCC Cadets are eligible to choose this course. However, NCC Course is a Compulsory Course for the NCC Cadets.															
@	Health and Wellness: Assessments: • Use self-reflective worksheets to assess their understanding • submit the worksheets to internal audit / external audit • Every student’s activity report should be documented and the same have to be assessed by the Physical Director with Mentor. The evaluation should be for 100 marks. No examination is required. Scheme of Evaluation: <table><tr><th>Part</th><th>Description</th><th>Marks</th></tr><tr><td>A</td><td>Report</td><td>40</td></tr><tr><td>B</td><td>Attendance</td><td>20</td></tr><tr><td>C</td><td>Activities (Observation During Practice)</td><td>40</td></tr><tr><td colspan="2">Total</td><td>100</td></tr></table>	Part	Description	Marks	A	Report	40	B	Attendance	20	C	Activities (Observation During Practice)	40	Total		100
Part	Description	Marks														
A	Report	40														
B	Attendance	20														
C	Activities (Observation During Practice)	40														
Total		100														
@@	Summer Internship / Industrial Activity Summer Internship will be carried out during the summer vacation after the second year. Viva Voce will be conducted by the college and Marks shall be sent to the University and the same will be included in the 5th semester Mark Statement. Summer Internship / Industrial Activity & Project Scheme of Evaluation: <table><tr><th>Description</th><th>Marks</th></tr><tr><td>Report</td><td>80</td></tr><tr><td>Viva-Voce</td><td>20</td></tr><tr><td>Total</td><td>100</td></tr></table>	Description	Marks	Report	80	Viva-Voce	20	Total	100							
Description	Marks															
Report	80															
Viva-Voce	20															
Total	100															
*	Extension Activities shall be outside instruction hours.															

FIRST YEAR	CORE COURSE – I PROSE	SEMESTER : I
CODE	(THEORY)	CREDITS : 4

OBJECTIVES:

- To develop students' comprehensive language skills.
- To acquaint the students with lives and works of great writers of prose.
- To enable the students to organize ideas into paragraphs.
- To help the students comprehend the meaning of words, phrases and sentences in a group context.
- To facilitate the students to recognize relationship between ideas, events and facts.

UNIT – I

Francis Bacon : of Travel
: of Nobility

UNIT – II

Joseph Addison : Sir Roger at Home
Oliver Goldsmith : The Man in Black

UNIT – III

Charles Lamb : The South-Sea House
William Hazlitt : The Fight

UNIT – IV

E.M Forster : What I Believe
Robert Lynd : Forgetting

UNIT – V

A.G. Gardiner : All About a Dog
Virginia Woolf : Professions for Women

UNIT - VI CURRENT CONTOURS (for Continuous Internal Assessment Only)

Develop fluency in both loud reading and silent reading – expand active and passive vocabulary by learning new words, idioms and phrases – inculcate moral and social understanding through content – Give a critical analysis of passage of prose from English Literature.

BOOKS FOR REFERENCE :

1. Addison , Joseph. Essays of Joseph Addison, Macmillan 2010 .
2. Damrosch , David. The Longman Anthology of British Literature , 2003.
3. Forster ,E.M .Two Cheers for Democracy , Edward Arnold &co , 1951.

COURSE OUTCOMES :

At the end of the course, the students will have the ability to		
CO1	To develop the imagination and fancy of the students	LO1, LO2
CO2	To impart knowledge of the facts as mentioned in the story	LO1, LO2
CO3	To acquaint the students with the style of the essayist.	LO1, LO2, LO3, LO14
CO4	To enable the students to write correct English with reasonable speed.	LO1, LO3, LO14
CO5	To Understand the Linguistic Changes.	LO1, LO2, LO4, LO11
CO6	To develop fluency in both reading and writing.	LO3, LO12, LO14

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOMES														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	1	2	2	1	1	3	1	1	1	1	2	2	1	2	2
CO2	3	2	1	2	2	1	1	1	1	1	2	1	2	1	1
CO3	2	2	3	2	1	2	1	1	1	1	2	1	2	3	2
CO4	2	1	3	1	2	1	1	2	1	1	1	2	2	3	1
CO5	3	3	2	3	2	1	2	1	1	1	3	2	2	2	2
CO6	2	1	3	1	2	2	1	1	1	1	2	3	2	3	2
Contribution to PAM	13	11	14	10	10	10	7	7	6	6	12	11	11	14	10

FIRST YEAR	CORE COURSE – II WORLD SHORT STORIES	SEMESTER : I⁹
CODE	(THEORY)	CREDITS : 4

OBJECTIVES:

- To introduce students to major short stories from different parts of the world.
- To develop an understanding of diverse cultures, traditions, and social contexts through world literature.
- To enhance critical reading and interpretative skills through close analysis of short stories.
- To familiarize students with various narrative techniques, themes, and styles used by international writers.
- To improve language proficiency and literary appreciation through exposure to quality texts.
- To encourage comparative thinking across different literary traditions and contexts.

UNIT – I

Rudyard Kipling : The Elephant's Child

Somerset Maugham : A Friend in Need

UNIT – II

Anton Chekhov : The Death of a Government Clerk

Leo Tolstoy : Three Questions

UNIT – III

Ruskin Bond : The Night Train at Deoli

Rabindranath Tagore : Kabuliwala

UNIT - IV

Langston Hughes : Thank You M'am

O.Henry : The Gift of the Magi

UNIT - V

Katherine Mansfield : The Doll's House

Cate Kennedy : Dark Roots

UNIT – VI CURRENT CONTOURS (for Continuous Internal Assessment Only)

Students maintain a journal for each prescribed short story. Assignments on comparative study of two world short stories. Individual or group presentation on Author background, Cultural context of the story and Critical interpretation.

BOOKS FOR REFERENCE:

1. Maugham, Somerset W. Collected Short Stories ,Penguin , USA, 1992.
2. Greatest Russian Short Stories – Fingerprint Publishing ,India , 2013.
3. Sinha , Arunavaed. The Greatest Indian Stories Ever Told , Aleph book Company , 2023.
4. Strout , Elizabeth, The Best American Short Stories, Houghton Mifflin Harcourt , 2013.
5. The Oxford Book of Australian Short Stories , ed. Kerry Goldsworthy , Oxford University Press , 1995.
6. <https://www.Kiplingsociety.co.uk>.

Course Outcomes:

At the end of the course, the students will have the ability to :		
CO1	Demonstrate knowledge of major world short stories and their authors.	LO1
CO2	Analyze themes such as identity, culture, gender, and social issues in global contexts.	LO2, LO4, LO11, LO15
CO3	Interpret narrative techniques, style, and structure used in short fiction.	LO3, LO4, LO14
CO4	Compare literary texts across different cultures and traditions	LO2, LO11, LO15
CO5	Develop effective communication through critical and creative writing.	LO3, LO6, LO12, LO13, LO14
CO6	Apply critical thinking and analytical skills in literary interpretation	LO2, LO4, LO5, LO13

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	Learning Outcomes														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	1	2	1	1	1	1	1	1	2	1	2	1	2
CO2	2	3	2	3	2	2	2	1	1	2	3	2	2	2	3
CO3	2	2	3	3	1	2	1	1	1	1	2	1	2	3	2
CO4	2	3	2	2	2	2	1	1	2	2	3	2	2	2	3
CO5	2	2	3	2	2	3	1	2	1	1	2	3	3	3	2
CO6	2	3	2	3	3	2	2	1	1	2	2	2	3	2	2
Contribution to PAM	13	15	13	15	11	12	8	7	7	9	14	11	14	13	14

FIRST YEAR	ALLIED COURSE – I GRAMMAR AND USAGE	SEMESTER : I¹
CODE	(THEORY)	CREDITS : 3

OBJECTIVES:

- To enable the learners, develop grammatical accuracy and fluency in English.
- To enhance students' ability to use English effectively in speech and writing.
- To familiarize students with functional and applied grammar.

UNIT – I SENTENCE & PARTS OF SPEECH

Sentence – Kinds of Sentence – Subject and Predicate – Sentence Pattern – Parts of Speech.

UNIT – II TENSE AND AGREEMENT

Tenses: Present, Past, Future (Simple, Continuous, Perfect, Perfect Continuous) – Subject-Verb Agreement.

UNIT – III PHRASES AND CLAUSES

Phrases : Noun Phrase, Verb Phrase, Adjective Phrase, Adverbial Phrase – Clauses : Noun Clause, Adjective Clause, Adverb Clause

UNIT – IV FUNCTIONAL GRAMMAR

Articles – Tag Question – Degrees of Comparison – Direct and Indirect Speech – Voice: Active and Passive.

UNIT – V ADVANCED USAGE

Words often confused and misused: Homonyms, Homographs & Homophones – One-word Substitutes – Common Errors and Corrections.

UNIT – VI CURRENT CONTOURS (for Continuous Internal Assessments Only):

Analyze a newspaper article and classify the words into parts of speech, write events of your day using all the tense forms, convert simple sentences into compound and complex forms, create sentences using commonly confused prepositions.

BOOKS FOR REFERENCE:

1. Green, David. *Contemporary English Grammar Structure and Composition*. Macmillan Publishers India Limited, 2009.
2. Gnanamurali, M. *English Grammar at a Glance*. S. Chand & Company Publishers, 2009.
3. Hewings, Martin. *Advanced English Grammar – A Self Study Reference and Practice book for Advanced South Asian Students*. Cambridge University Press, 2004.
4. Murphy, Raymond. *Intermediate English Grammar*. Foundation Books Publisher, 2007.
5. Lester, Mark. *McGraw-Hill Education Handbook of English Grammar & Usage*. McGraw Hill Publishers. 2018.

COURSE OUTCOMES:

At the end of the course, the students will have the ability to		
CO1	Understand the grammatical structures.	LO1, LO2
CO2	Apply correct tense forms and agreement in communication	LO2
CO3	Construct well-formed sentences using phrases and clauses.	LO3
CO4	Demonstrate effective usage of functional grammar in writing.	LO11, LO15
CO5	Write coherent and grammatically correct paragraphs.	LO3, LO15
CO6	Analyze the sentence.	LO5

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	Learning Outcome														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	3	2	1	1	2	2	3	1	1	1	3
CO2	3	3	3	2	3	2	1	2	3	2	3	1	1	1	3
CO3	3	3	3	3	3	2	1	2	3	2	3	2	1	1	2
CO4	3	2	2	2	2	3	1	2	2	1	1	2	1	1	1
CO5	3	3	3	3	2	3	2	2	2	3	2	2	1	1	3
CO6	3	3	3	3	2	3	2	2	3	2	3	3	2	2	3
Contribution to PAM	18	17	16	15	15	15	8	11	15	12	15	11	7	7	15

FIRST YEAR	ALLIED COURSE – II SOCIAL HISTORY OF ENGLAND	SEMESTER : I³
CODE	(THEORY)	CREDITS : 3

OBJECTIVES:

- To provide a concise background of England's social, religious and political history from the Middle Ages to the Restoration
- To make learners aware of the relation between socio-political and socio-religious events and literary works

UNIT – I : INTRODUCTION

A Brief Outline of British History

The Renaissance

UNIT – II : RELIGIOUS TRANSFORMATION AND THE MONARCHY

The Reformation

The Dissolution of the Monasteries

The Religion of England

UNIT - III : AGE OF EXPLORATION AND ELIZABETHAN CULTURE

The Tudor Navy and the Armada

The Elizabethan Theatre

The East India Company

UNIT - IV : EXPANSION AND INTERNAL CONFLICT

Colonial Expansion

The Civil War and its Social Significance

Puritanism

UNIT – V : RESTRUCTURING OF THE ENGLISH STATE

Restoration England

The Origin and Growth of Political Parties in England

UNIT - VI : CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of English Civil War, Tudor and Stuart period

BOOKS FOR REFERENCE:

1. A.G. Xavier, *An Introduction to the Social History of England*, Ananda Book Depot, Chennai, 2021
2. Trevelyan, G. M. *English Social History: A Survey of Six Centuries*. Longmans, Green and Co., 1944
3. <https://archive.org/details/in.ernet.dli.2015.219828/page/n11/mode/2up>

COURSE OUTCOMES

At the end of the Course, the students will have the ability to		
CO1	Outline early historical events, the Renaissance, and early religious shifts.	LO1 , LO2
CO2	Explain the social impact of the Reformation and Tudor monarchy.	LO3, LO4, LO5
CO3	Describe Elizabethan culture, theatre, and naval expansion to literary texts.	LO3, LO9 LO12
CO4	Analyze the socio-political causes and effects of the Civil War and Puritanism.	LO11, LO13, LO14
CO5	Apply the knowledge gained in the study of literature and become a critical reader.	LO8, LO9, LO15

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOMES														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	1	1	2	2	1	1	2	2	1	1	1
CO2	3	2	3	2	2	1	2	2	2	1	2	2	1	1	1
CO3	2	3	3	2	2	1	3	2	2	1	2	2	1	1	2
CO4	2	2	2	3	3	2	2	3	2	2	3	2	2	2	1
CO5	2	2	2	2	3	3	2	2	3	2	2	3	2	2	2
Contribution to PAM	13	13	14	13	13	11	12	13	12	10	13	13	10	10	9

FIRST YEAR	INTERDISCIPLINARY COURSE – 1 PRESENTATION SKILLS	SEMESTER : 1⁵
CODE	(THEORY)	CREDITS : 2

OBJECTIVES :

- To help learners understand the basics of presentation skills.
- To enable learners to speak clearly, confidently, and persuasively in front of an audience.
- To teach learners to create presentations that enhances their message and communication.
- To equip learners with techniques to structure presentations logically.
- To train learners to connect with the audience through verbal, non-verbal and storytelling skills.
- To provide strategies for maintaining composure during live presentations.

UNIT – I: FUNDAMENTALS OF PRESENTATION

Importance of presentation skills in academia and careers

Elements of communication

Basics of structuring a presentation

UNIT – II: DESIGNING IMPACTFUL PRESENTATIONS

Principles of slide design

Effective use of images, videos, and animations

Common design mistakes and how to avoid them

UNIT – III: PUBLIC SPEAKING TECHNIQUES

Voice modulation, tone, and clarity

Gestures, posture, eye contact

Maintaining composure during presentations

UNIT – IV: ACADEMIC AND PROFESSIONAL PRESENTATIONS

Taking seminars

Giving business presentations

Ethics in presentations

UNIT – V: ADVANCED SKILLS AND PRACTICE

Storytelling techniques

Call-to-action strategies

Presentation tips on Software like Microsoft PowerPoint, Google Slides and Prezi

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Individual Seminar Presentation - Slide Design Assignment (using MS PowerPoint / Google Slides / Prezi) - Extempore Speaking - Elevator Pitch

BOOKS FOR REFERENCE:

1. Atkinson, C. (2012). *Beyond bullet points: Using Microsoft PowerPoint to create presentations that inform, motivate, and inspire* (3rd ed.). Prentice Hall India Learning Private Limited.
2. Gallo, C. (2019). *Talk like TED: The 9 public-speaking secrets of the world's top minds*. Pan Macmillan India.
3. Lucas, S. E. (2012). *The art of public speaking* (13th ed.). McGraw-Hill Education.
4. Pease, A. (1998). *Body language*. Sudha Publications.
5. Townsend, R. (2006). *Presentation skills for the upwardly mobile*. Emerald.

COURSE OUTCOMES:

At the end of the course, the students will have the ability to		
CO1	Understand the principles of effective oral presentation, including structure, purpose, and audience awareness.	LO1
CO2	Organise presentations with a clear introduction, body, and conclusion using appropriate supporting materials.	LO2 LO6
CO3	Deliver presentations confidently using effective voice modulation, body language, and eye contact.	LO2
CO4	Use digital tools and visual aids software to enhance the clarity and impact of presentations.	LO3 LO10
CO5	Demonstrate the ability to handle questions, engage audiences, and communicate ideas persuasively in academic and professional contexts.	LO3 LO14
CO6	Create effective presentations/draft a speech that makes an impact on the audience.	LO2 LO14

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOME														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	1	-	-	-	-	-	-	1	-	-	-
CO2	2	3	3	3	2	1	-	-	-	1	1	1	-	-	1
CO3	1	2	2	2	2	2	1	-	-	-	1	1	-	1	1
CO4	-	1	1	2	3	3	2	1	1	3	-	-	2	1	1
CO5	-	1	1	1	2	3	3	3	2	1	2	2	2	3	2
CO6	-	3	-	1	2	3	3	3	3	2	2	1	1	3	1
Contribution to PAM	6	13	9	11	12	12	9	7	6	7	6	6	5	8	6

FIRST YEAR	CORE COURSE - III POETRY -I	SEMESTER : II
CODE	(THEORY)	CREDITS : 4

OBJECTIVES:

- To introduce students to major poets and representative poems from different periods and traditions.
- To develop an appreciation of poetic forms, structures, and devices such as rhyme, meter, imagery, and symbolism.
- To enhance critical reading and interpretative skills through close analysis of poems.
- To familiarize students with different genres of poetry such as lyric, sonnet, ode, elegy, and dramatic monologue.
- To encourage creativity and self-expression through writing and responding to poetry.

UNIT -I

Edmund Spenser : Epithalamion

William Shakespeare : Sonnet – 18

UNIT – II

John Donne : A Valediction : Forbidding Mourning

Andrew Marvell : The Garden

UNIT – III

John Milton : On His Blindness (Sonnet – 19)

: How Soon Hath Time (Sonnet – 7)

UNIT – IV

John Dryden : Mac Flecknoe

Alexander Pope : The Rape of the Locke: Canto – I

UNIT – V

Oliver Goldsmith : An Elegy on the Death of a Mad Dog

William Blake : The Lamb, The Tyger

UNIT – VI CURRENT CONTOURS (for Continuous Internal Assessment Only)

Students write responses for prescribed poems which include: Central idea/theme Poetic devices (imagery, metaphor, rhyme, etc.) Personal interpretation. Assignments on critical analysis of a poem, comparison of two poems, study of a poetic device (e.g., symbolism, irony). Students recite a poem with proper pronunciation, intonation and expression.

BOOK FOR REFERENCE :

1. Stephan Greenblatt. The Norton Anthology of English Literature. W.W Norton & Company, 2024.

COURSE OUTCOMES :

At the end of the course, the students will have the ability to :		
CO1	Demonstrate knowledge of major poets, poems, and literary periods.	LO1
CO2	Identify and analyze poetic forms and devices such as meter, rhyme, imagery, and symbolism.	LO2, LO4
CO3	Interpret themes and meanings in poems through critical reading	LO2, LO4, LO11, LO15
CO4	Compare poems across different periods, cultures, and literary movements.	LO2, LO15
CO5	Develop effective communication through written analysis and oral recitation.	LO3, LO12, LO14
CO6	Create original poetry and apply poetic techniques creatively.	LO6, LO13,

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOMES														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	1	2	1	1	1	1	1	1	2	1	2	1	2
CO2	2	3	2	3	2	2	1	1	1	1	2	2	2	2	2
CO3	2	3	2	3	2	2	2	1	1	2	3	2	2	2	3
CO4	2	3	2	2	2	2	1	1	2	2	3	2	2	2	3
CO5	2	2	3	2	1	2	1	2	2	1	2	3	2	3	2
CO6	1	2	2	1	2	3	1	1	1	1	2	2	3	2	2
Contribution to PAM	12	15	12	13	10	12	7	7	8	8	14	12	13	12	14

FIRST YEAR	CORE COURSE - IV FICTION -I	SEMESTER : II
CODE	(THEORY)	CREDITS : 4

OBJECTIVES:

- To introduce students to the basic elements and forms of fiction.
- To develop students' ability to comprehend and interpret fictional texts.
- To enable students to analyze themes, characters, and narrative techniques in fiction.
- To encourage critical thinking and articulate responses through discussion and writing.
- To foster appreciation of fiction as a reflection of society, culture and human values.

UNIT - I

Henry Fielding : The History of Tom Jones, a Foundling

UNIT – II

Charles Dickens : Oliver Twist

UNIT – III

Joseph Conrad : Heart of Darkness

UNIT – IV

Virginia Woolf : The Voyage Out

UNIT – V

Aldous Huxley : Brave New World

UNIT – VI CURRENT CONTOURS (for Continuous Internal Assessment Only)

Compare Tom with other 18th century protagonists. To write an Essay on Child Labour and Poverty in Victorian England. Seminar Presentation on Industrialization and its impact on family life. Group Discussion on Feminism and identity in the novel. Creative Project: Design a “future society” inspired by the novel.

BOOKS FOR REFERENCE:

1. *Tom Jones* – Penguin Classics Edition, ed. Thomas Keymor, Penguin Books, 2005.
2. *Oliver Twist* – Penguin Classics (ed. Philip Horne), Penguin Books, 2003.
3. *Sons and Lovers* – Oxford World's Classics Edition, OUP, 2008.
4. *The Voyage Out* – Penguin Modern Classics Edition, Penguin Books, 2000.
5. *Brave New World* – Harper Perennial Modern Classics, Harper Collins, 2006.

Course Outcomes:

At the end of the course, the students will have the ability to :		
CO1	Demonstrate knowledge of major English novelists such as Henry Fielding, Charles Dickens, D. H. Lawrence, Virginia Woolf and Aldous Huxley and their representative works.	LO1
CO2	Analyze themes, characters, narrative techniques, and historical contexts in novels like <i>The History of Tom Jones</i> , <i>a Foundling</i> , <i>Oliver Twist</i> , <i>Sons and Lovers</i> , <i>The Voyage Out</i> and <i>Brave New World</i> .	LO1, LO2, LO13
CO3	Interpret social, psychological, and philosophical issues such as class conflict, industrialization, feminism and dystopia reflected in the prescribed texts.	LO2, LO5, LO11, LO13
CO4	Present ideas effectively through essays, seminars, discussions and creative responses based on literary texts.	LO3, LO15
CO5	Apply literary concepts and theories to contemporary contexts and produce creative/analytical responses.	LO2, LO3, LO7, LO10, LO13, LO14, LO15
CO6	Develop basic research skills through critical reading, referencing and academic writing.	LO4, LO7, LO14

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS :

CO	LEARNING OUTCOMES														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	1	1	1	1	2	1	1	1	2	1	2	1	1
CO2	3	3	2	2	2	1	2	1	1	2	2	1	3	2	2
CO3	2	3	2	2	3	1	2	2	1	2	3	1	3	2	2
CO4	2	2	3	1	1	2	2	1	2	2	2	2	2	1	3
CO5	2	3	3	2	2	2	3	1	2	3	2	2	3	3	3
CO6	2	2	2	3	1	2	3	2	1	2	2	1	2	3	2
Contribution to PAM	14	15	13	11	10	9	14	8	8	12	13	8	15	12	13

FIRST YEAR	ALLIED COURSE - III SOCIAL HISTORY OF ENGLAND -II	SEMESTER : 2nd
CODE	(THEORY)	CREDITS : 3

OBJECTIVES:

- To provide a concise background of the socio-economic transformations, unifications and global expansions from the 18th to the 20th century in England
- To make learners aware of the relation between socio-political and socio-religious events and literary works

UNIT – I : THE AUGUSTAN AGE AND POLITICAL UNIFICATION

Age of Queen Anne

Coffee-house Life in London

The Union of England and Scotland

UNIT - II : THE TWIN REVOLUTIONS

The Agrarian Revolution

The Industrial Revolution

The Methodist Movement

UNIT - III : IDEOLOGY AND GLOBAL REPERCUSSIONS

Other Humanitarian Movements

The War of American Independence

England and Ireland

UNIT – IV : REFORMS AND THE VICTORIAN ERA

Effects of the French Revolution

The Reform Bills

The Victorian Age

UNIT – V : DAWN OF MODERN ENGLAND

Development of Education in Victorian England

Means of Transport and Communication

The World Wars and Social Security

Trade Unionism in England

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of the Hanoverian period ; the House of Windsor

BOOKS FOR REFERENCE:

1. A.G. Xavier, *An Introduction to the Social History of England*, Ananda Book Depot, Chennai, 2021
2. Trevelyan, G. M. *English Social History: A Survey of Six Centuries*. Longmans, Green and Co., 1944
3. <https://archive.org/details/in.ernet.dli.2015.219828/page/n11/mode/2up>

COURSE OUTCOMES

At the end of the Course, the students will have the ability to		
CO1	Identify Augustan political unifications and London coffee-house culture.	LO1 , LO2
CO2	Infer the socio-economic impacts of the Agrarian and Industrial Revolutions.	LO3, LO4, LO5
CO3	Apply historical context to the American War of Independence and Irish relations.	LO3, LO9 LO12
CO4	Analyze the domestic effects of the French Revolution, Reform Bills, and Victorian era.	LO11, LO13, LO14
CO5	Evaluate modern educational advancements, trade unionism, and the impact of the World Wars.	LO8, LO9, LO15

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	Learning Outcomes														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	1	1	2	2	1	1	2	2	1	1	1
CO2	3	2	3	2	2	1	2	2	2	1	2	2	1	1	1
CO3	2	3	3	2	2	1	3	2	2	1	2	2	1	1	2
CO4	2	2	2	3	3	2	2	3	2	2	3	2	2	2	1
CO5	2	2	2	2	3	3	2	2	3	2	2	3	2	2	2
Contribution to PAM	13	13	14	13	13	11	12	13	12	10	13	13	10	10	9

FIRST YEAR	ALLIED COURSE - IV LITERARY FORMS	SEMESTER : H²³
CODE	(THEORY)	CREDITS : 3

OBJECTIVES :

- To enable the learners to understand and identify the major literary forms such as poetry, drama, prose and fiction.
- To initiate the students to analyse the elements of different literary genres.
- To make the students to compare and contrast different literary genres.
- To train the learners to distinguish between various sub-genres.
- To develop close reading skills to critically examine language, imagery, symbolism and narrative techniques.

UNIT – I POETRY AND ITS TYPES:

Poetry – Subjective and Objective Poetry – Epic – Elegy – Lyric – Ode – Idyll – Epitaph – Satire – Folklore – Ballad – Sonnet – Dramatic Monologue

UNIT – II ELEMENTS OF POETRY:

Meter – Rhyme – Stanza – Refrain – Poetic Diction – Figures of Speech: Simile, Metaphor, Personification, Apostrophe, Hyperbole, Alliteration, Onomatopoeia, Oxymoron, Paradox, Irony, Symbolism, Imagery, Anaphora.

UNIT – III DRAMA:

Origin and growth of drama in England – Tragedy – Comedy – Mystery Plays – Morality Plays – Interludes – Masque – Melodrama – Chronicle Plays – Tragi-comedy – Dramatic features: Chorus, Plot, Setting, Three unities, Soliloquy.

UNIT – IV NON-FICTION:

Essay – Kinds of essay – Epistolary writing – Travel writing – Biography – Autobiography – Criticism – Memoir.

UNIT – V FICTION

Origin of fiction – Fables – Novella – Novel – Short Story – Types of Novels: Picaresque novel, Epistolary novel, Sentimental Novel, Gothic novel, Historical novel, Science Fiction, Bildungsroman novel, Regional novel, Sociological novel, Mythology novel, New novel. – Features of Fiction: Characterization, Narrators.

UNIT – VI CURRENT CONTOURS (for Continuous Internal Assessments Only):

Soliloquy writing, preparing a mini biography, sharing travel experience, describing a character from any novel, identify the figure of speech employed in a poem.

BOOKS FOR REFERENCE:

1. Abrams, M H. *A Glossary of Literary Terms*. Harcourt Brace Jovanovich College Publishers, 2015.
2. Nair, Ramachandran K.R. *Literary Forms*. Emerald Publisher, 2000.
3. Ashok, Padmaja. *A Companion to Literary Forms*. Orient Blackswan, 2015.
4. Rees, R J. *English Literature: An Introduction for Foreign Readers*. Macmillan Publishers, India 1973.
5. Morner, Kathleen & Ralph Rausch *NTC's Dictionary of Literary Terms*. McGraw-Hill, 1992.
6. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. OUP Oxford Publishers, 2015.
7. *The Routledge Dictionary of Literary Terms*. Edited By Peter Childs, Roger Fowler, Routledge Publishers, 2005.

COURSE OUTCOMES:

At the end of the course, the students will have the ability to		
CO1	Understand literary terms and forms	LO1
CO2	Apply Literary Concepts	LO2
CO3	Analyze non-fiction forms	LO5
CO4	Give critical response	LO3
CO5	Interpret dramatic elements	LO6
CO6	Produce short creative pieces.	LO11, LO15

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS :

CO	LEARNING OUTCOME														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	1	2	3	2	1	2	2	1	2	1	1	1	2
CO2	2	3	3	3	3	2	1	2	3	1	2	1	1	1	3
CO3	2	3	3	3	3	2	2	2	3	2	3	3	1	1	2
CO4	3	2	2	2	2	3	1	2	2	1	1	2	1	1	1
CO5	3	3	3	3	2	3	2	2	2	3	2	2	1	1	3
CO6	2	2	2	2	3	3	2	1	3	3	3	3	2	2	3
Contribution to PAM	15	16	11	15	16	15	9	12	15	11	13	12	7	7	14

FIRST YEAR	SKILL ENHANCEMENT COURSE - I ENGLISH FOR SKILL ENHANCEMENT	SEMESTER : II
CODE	(THEORY)	CREDITS : 2

OBJECTIVES:

- To enhance students' proficiency in English communication.
- To develop listening, speaking, reading, and writing skills.
- To equip students with employability and soft skills.
- To train students in professional communication such as interviews and presentation.

UNIT - I COMMUNICATION SKILLS

Process and Types of Communication
 Verbal and Non-verbal Communication
 Barriers to Communication and Strategies to overcome them

UNIT - II LISTENING AND SPEAKING SKILLS

Listening skills: Types and practice
 Pronunciation and Basic Phonetics
 Conversational English (formal and informal)
 Public Speaking Skills

UNIT - III READING SKILLS

Skimming and Scanning Techniques
 Reading Comprehension (prose passages, reports)
 Vocabulary Building Strategies

UNIT – IV WRITING SKILLS

Sentence Construction and Paragraph Writing
 Essay writing
 Formal and Informal Letters
 Email Writing

UNIT - V EMPLOYABILITY SKILLS

Resume and CV preparation
 Cover Letter Writing
 Group Discussion Skills
 Interview Techniques
 Presentation Skills

UNIT - VI: CURRENT CONTOURS (for Continuous Internal Assessment only) :

Create interactive sessions, Group discussions on current topics and role play, Reading comprehension, Resume / CV Writing, Email or Letter Writing, Report Writing, Short Essay or Paragraph Writing. Mock interviews, Oral presentations using PPT.

BOOKS FOR REFERENCE:

1. Communication Skills by Sanjay Kumar and Pushp Lata, Oxford University Press, 2015.
2. Business Communication by Meenakshi Raman and Prakash Singh, Oxford University Press, 2012.
3. Soft Skills by S. P. Dhanavel, Orient Blackswan Pvt. Ltd., Hyderabad, 2013.
4. Developing Communication Skills by Krishna Mohan and Meera Banerji, Macmillan, 2009.
5. https://www.researchgate.net/publication/301351158_Advanced_Skills_for_Communication_in_English_Book_I

COURSE OUTCOMES (COS):

After successful completion of the course, students will be able to		
CO1	Understand the fundamentals of communication and apply them effectively.	LO2
CO2	Demonstrate improved listening and speaking skills in various contexts.	LO2, LO3, LO15
CO3	Read and comprehend different types of texts with better vocabulary.	LO2, LO6, LO15
CO4	Write clear, coherent, and professional documents.	LO2, LO6, LO9, LO15
CO5	Exhibit confidence in group discussions, presentations, and interviews.	LO2, LO6, LO7, LO14, LO15
CO6	Apply soft skills in academic and workplace environments.	LO2, LO6, LO7, LO9, LO14, LO15

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOME														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	1	1	1	2	1	2	3	3	3	3	3	3
CO2	3	3	3	1	2	2	3	1	3	3	3	3	3	3	3
CO3	3	3	3	1	3	3	3	1	1	2	3	2	3	3	3
CO4	3	3	3	2	2	3	3	1	3	3	3	3	3	3	3
CO5	3	3	2	2	2	3	3	1	2	3	3	3	3	3	3
CO6	3	3	3	2	3	3	3	2	3	2	3	3	3	3	3
Contribution to PAM	18	18	16	9	13	15	17	7	14	16	18	17	18	18	18

FIRST YEAR	INTERDISCIPLINARY COURSE - II FUNCTIONAL SKILLS	SEMESTER : II
CODE	(THEORY)	CREDITS : 2

OBJECTIVES:

- To introduce learners to the concept of language as communicative functions.
- To help learners identify and distinguish between different language functions.
- To enable students to express emotions and opinions effectively.
- To enhance interactive communication skills in real-life situations.
- To encourage appreciation of style, creativity, and literary expression.
- To promote creative writing and stylistic awareness.

UNIT - I INTRODUCTION TO FUNCTIONAL SKILLS

Concept and scope of functional skills
 Core components of functional skills
 Functional skills in lifelong learning

UNIT - II EXPRESSIVE AND INFORMATIVE FUNCTIONS

Expressing feelings and emotions
 Sharing opinions and attitudes
 Describing objects, people, and places

UNIT - III DIRECTIVE AND INSTRUMENTAL FUNCTIONS

Writing emails and letters
 Giving instructions and making requests
 Persuasive speaking

UNIT - IV PHATIC, INTERACTIONAL, AND METALINGUISTIC FUNCTIONS

Small Talk: Greetings, leave-taking, expressing opinions
 Formal vs. informal language
 Identifying and correcting grammatical errors

UNIT – V POETIC/AESTHETIC FUNCTION

Appreciation of literary language
 Using descriptive and imaginative language
 Interpreting poems and short literary texts

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Speaking and writing about current topics - Meme creation with captions - Role plays based on real-life situations - Group discussions

BOOKS FOR REFERENCE:

1. Carter, R., McCarthy, M., Mark, G., & O’Keeffe, A. (2018). Cambridge Grammar of English: A Comprehensive Guide. Cambridge University Press.
2. Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). Halliday’s introduction to functional grammar (4th ed.). Routledge.
3. Jakobson, R. (1960). Linguistics and poetics. In T. A. Sebeok (Ed.), Style in language. MIT Press.
4. Parasher, S. V. (1991). Indian English: Functions and forms. Bahri Publications.
5. Thomson, A.J and Martinat, A.V.A (2006). Practical English grammar. OUP.

COURSE OUTCOMES:

At the end of the course, the students will have the ability to		
CO1	Define and recall the concept of language as a tool for functional communication.	LO1
CO2	Explain and distinguish between various language functions used in different contexts.	LO1 LO5
CO3	Use appropriate language to express emotions, ideas, and opinions effectively in structured situations.	LO2
CO4	Analyse communication in real-life scenarios and identify appropriate interactive strategies to improve communication.	LO7 LO9
CO5	Evaluate different styles of language and literary expressions for creativity, clarity, and effectiveness.	LO3
CO6	Compose original pieces of writing demonstrating creativity, appropriate style, and functional language use.	LO6 LO15

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOME														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	1	-	-	-	-	-	-	1	-	-	-
CO2	2	3	3	2	2	1	-	-	-	-	-	1	-	-	1
CO3	1	3	2	3	3	2	2	1	-	-	1	1	-	1	1
CO4	-	1	2	2	3	3	3	2	2	1	1	-	2	1	1
CO5	-	1	1	2	2	2	3	3	3	2	2	2	2	3	2
CO6	-	-	-	1	2	2	2	3	3	3	3	1	1	3	1
Contribution to PAM	6	11	10	12	13	10	10	9	8	6	7	6	5	8	6

SECOND YEAR	CORE COURSE - V POETRY - II	SEMESTER : III
CODE	(THEORY)	CREDITS : 4

OBJECTIVES:

- To introduce students to the major developments in English Poetry from the Romantic period to Modernism.
- To familiarize students with representative poets such as Wordsworth, Coleridge, Keats, Tennyson, Browning, W.B. Yeats and T.S. Eliot.
- To develop students' understanding of different poetic forms such as lyric, ode, dramatic monologue, and modernist free verse.
- To enable students to analyze the evolution of poetic themes from nature and imagination to alienation, fragmentation and modernist experimentation.
- To encourage Critical appreciation of poetry in relation to historical, philosophical, and cultural transitions from Romanticism to Modernism.

UNIT – I

William Wordsworth : Daffodils
: The Solitary Reaper
S.T. Coleridge : Work without Hope
: The Nightingale

UNIT – II

John Keats : Ode to a Nightingale
: La Belle Dame Sans Merci
P. B. Shelley : Ozymandias
: Ode to the Westwind

UNIT - III

Robert Browning : My Last Duchess
: Life in a Love
Alfred Lord Tennyson : Break, Break, Break
: A Farewell

UNIT – IV

W.B. Yeats : Sailing to Byzantium
: The Second Coming
T.S. Eliot : Journey of the Magi
: A Cooking Egg

UNIT – V

Rudyard Kipling : If
: Mother O' Mine
W.H. Auden : The Unknown Citizen
: As I Walked Out One Evening

UNIT – VI CURRENT CONTOURS (for Continuous Internal Assessment Only)

Write Personal Interpretation on prescribed poems - Assignments on Thematic Analysis - Assessment based on expression, voice, clarity on their own poem or prescribed poem. Students can create a poetry blog / social media post audio/video recitation.

BOOKS FOR REFERENCE:

1. Understanding Poetry ,Holt, Rinehart and Winston 1938 (later editions widely used).
2. The Oxford Book Of English Verse ,Oxford University Press, 1900 (revised 1939)
3. Reading Poetry ,Pearson Education , 2007.
4. A Poet's Glossary ,Houghton Mifflin Harcourt , 2014.
5. The Cambridge Companion to W. B. Yeats, Cambridge University Press , 2006.
6. Twentieth Century Poetry , Blackwell Publishing , 2000.

COURSE OUTCOMES :

At the end of the course, the students will have the ability to :		
CO1	Demonstrate knowledge of major modern and contemporary poets and their works.	LO1
CO2	Analyze themes such as identity, modernity, alienation, and social concerns in poetry.	LO2, LO4, LO11, LO15
CO3	Interpret poetic techniques including free verse, symbolism, imagery, and experimental forms.	LO2, LO4, LO6,
CO4	Examine the cultural, historical, and philosophical contexts of modern poetry.	LO1, LO2, LO4, LO11, LO15
CO5	Develop effective communication through critical appreciation and oral/written analysis of poems.	LO3, LO12, LO14
CO6	Create original poems using contemporary styles and techniques	LO6, LO13

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS :

CO	LEARNING OUTCOMES														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	1	2	1	1	1	1	1	1	2	1	2	1	2
CO2	2	3	2	3	2	2	2	1	1	2	3	2	2	2	3
CO3	2	3	2	3	1	3	2	1	1	1	2	2	2	3	2
CO4	3	3	2	3	2	2	2	1	1	2	3	2	2	2	3
CO5	2	2	3	2	2	2	1	2	2	1	2	3	2	3	2
CO6	1	2	2	1	2	3	1	2	1	1	2	2	3	2	2
Contribution to PAM	13	15	12	14	10	13	9	8	7	8	14	12	13	13	14

SECOND YEAR	CORE COURSE - VI WORLD ONE – ACT PLAYS	SEMESTER : III
CODE	(THEORY)	CREDITS : 4

OBJECTIVES:

- To provide a deep insight into one-act plays representing different cultures, traditions and values across the globe.
- To expose learners to the sociological and psychological dimensions of characterization.
- To explore themes, structure, and techniques of one-act plays.
- To develop critical and interpretative skills.
- To enhance creative writing and staging skills.

UNIT – I BRITISH

A. A. Milne : The Ugly Duckling

UNIT – II RUSSIAN

Anton Chekhov : The Swan Song

UNIT – III HUNGARIAN

Fritz Karinthy : Refund

UNIT – IV AFRICAN

Eisa Kironde : The Trick

UNIT – V AMERICAN

Eugene O'Neill : Before Breakfast

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of one-act plays and its distinction from drama - critical analysis of a one- act play of choice - Staging a one-act play selected from literature written in English.

BOOKS FOR REFERENCE:

1. Elias, M. Plays in One Act. Orient BlackSwan, 2013.
2. Sujatha, K. (Ed.). On the Stage: One-Act Plays. Orient BlackSwan, 2011.
3. Singh, Satyanarain. Selected One Act Plays. Macmillan, 1974.

COURSE OUTCOMES:

CO1	Understand the key features and theoretical elements of one-act plays.	LO1
CO2	Analyze diverse cultures and values in global one-act plays.	LO5, LO12
CO3	Critically examine themes, plot, and characterization.	LO4, LO12
CO4	Interpret sociological and psychological aspects.	LO11, LO13, LO15
CO5	Develop reading, writing, and expressive skills.	LO2, LO3, LO9
CO6	Apply creative and staging techniques.	LO10, LO14

COURSE ARTICULATION MATRIX (CAM):

CO	LEARNING OUTCOME														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	3	3	1	1	1	2	1	1	2	1	1	2
CO2	2	3	3	2	3	2	1	2	2	1	2	3	3	2	2
CO3	2	2	3	3	3	1	1	2	3	2	2	2	2	2	2
CO4	1	2	2	2	2	2	1	2	2	1	3	2	3	2	2
CO5	2	2	2	2	2	1	2	2	3	2	1	2	2	2	2
CO6	1	1	2	2	1	3	2	2	2	3	2	1	2	3	3
Contribution to PAM:	11	13	14	14	14	10	8	11	14	10	11	12	13	12	13

SECOND YEAR	ALLIED COURSE - V HISTORY OF ENGLISH LITERATURE - I	SEMESTER : III
CODE	(THEORY)	CREDITS : 3

OBJECTIVES

- To provide a comprehensive knowledge of the representative literary works from the Age of Chaucer to the Age of Pope.
- To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events.

UNIT – I HISTORY OF BRITISH LITERATURE & AGE OF CHAUCER

History of British Literature - Literature before Chaucer – Age of Chaucer - Chaucer's life and works – Poets of Chaucer's Age – Prose of Chaucer's Age.

UNIT - II THE RENAISSANCE

The Renaissance: Contexts and Conditions- Revival of learning – Literature of the early Renaissance in England – Introduction to Bible Translation – Development of the Drama – Miracle plays – Morality plays and Interludes – Beginnings of Regular Comedy and Tragedy.

UNIT – III THE AGE OF SHAKESPEARE

University Wits - Shakespeare's Life and Works – Elizabethan Drama – Jacobean Drama – Ben Johnson and other dramatists – The Playhouses.

UNIT - IV THE AGE OF MILTON

Puritan Age - Milton's life and works – Characteristics of Milton's poetry and Prose – Metaphysical poets – Caroline prose writers.

UNIT - V THE AGE OF DRYDEN AND POPE

Neo - Classicism - Dryden's life and works – Comedy of Manners - Sentimental and Anti - Sentimental comedies – Rise of Modern prose (102-105) – John Bunyan and other prose writers - Pope's life and works – Other prose writers during the age.

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

The Anglo – Saxon or Old – English Period – First Speech and First Poetry – Anglo – Saxon period.

BOOKS FOR REFERENCE :

1. Hudson. W.H. An Outline History of English Literature. B.I. Publications Pvt. Ltd., First Indian Edition, 1961.
2. Ronald Carter and John McRae. The Rout ledge History of Literature in English. Atlantic Publishers.

COURSE OUTCOMES

At the end of the Course, the students will have the ability to		
CO1	Recall significant literary movements, gain a historical overview of English literature and examine the literary works from the Age of Chaucer to Age of Pope.	LO1 , LO2
CO2	Explain the evolution of literary genres such as poetry, drama and the novel.	LO3, LO4, LO5
CO3	Construct an understanding of the social, political and cultural influences on literary production	LO3, LO9 LO12
CO4	Analyze the Themes and stylistic features of major works and identify the contribution of prominent writers from each era.	LO11, LO13, LO14
CO5	Evaluate the impact of historical events and philosophical movements.	LO8, LO9, LO15
CO6	Develop critical interpretations of texts and recognize the representative English writers.	LO4, LO7

The Course Articulation Matrix (CAM) for defined COs:

CO	LEARNING OUTCOMES														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	1	1	2	2	1	1	2	2	1	1	1
CO2	3	2	3	2	2	1	2	2	2	1	2	2	1	1	1
CO3	2	3	3	2	2	1	3	2	2	1	2	2	1	1	2
CO4	2	2	2	3	3	2	2	3	2	2	3	2	2	2	1
CO5	2	2	2	2	3	3	2	2	3	2	2	3	2	2	2
CO6	1	1	2	2	2	3	1	2	2	3	2	2	3	3	2
Contrib ution to PAM	13	13	14	13	13	11	12	13	12	10	13	13	10	10	9

SECOND YEAR	ALLIED COURSE - VI WORLD CLASSICS IN TRANSLATION	SEMESTER : III
CODE	(THEORY)	CREDITS : 3

OBJECTIVES:

- To introduce students to major classical texts from various literary traditions.
- To develop an understanding of the cultural, historical, and philosophical contexts of classical literature.
- To familiarize students with key themes such as heroism, morality, fate, spirituality, and human values across civilizations.
- To enhance critical reading and interpretative skills through the study of poetry, epic and short fiction.
- To encourage comparative analysis of literary traditions and their influence on world literature.

UNIT – I GREEK CLASSICS

Homer : The Odyssey (Book 9-12)
 Sappho : The Poems of Sappho (The Garden of the Nymphs,
 : The Reproach, Aphrodite's Praise)

UNIT – II ROMAN CLASSICS

Virgil : The Aeneid (Book 2: The Fall of Troy)
 Ovid : Metamorphoses (Book VIII : Daedalus and Icarus –
 Lines 283-356)

UNIT – III INDIAN CLASSICS

Ilango Adigal : The Silappathikaram : The Tale of an Anklet (Book III-
 The Book of Vanci)

UNIT – IV RUSSIAN CLASSICS

Leo Tolstoy : The Greatest Short Story of Leo Tolstoy
 God Sees the Truth, But Waits
 What Men Live By
 A Grain as Big as a Hen's Egg

UNIT – V OTHER CLASSICS

Li Bai : Quiet Night Thoughts, Climbing Phoenix Tower in Jinling.
 (Chinese Poems)
 Rumi : The Guest House, Be With Those Who Help Your Being,
 I Am and I Am Not. (Persian Poems)

UNIT – VI CURRENT CONTOURS (for Continuous Internal Assessments Only):

Write a breaking news script regarding the fall of Troy, create a short cartoon video on any one of Leo Tolstoy's short story, compare any two text from different cultures.

BOOKS FOR REFERENCE:

1. <https://www.gutenberg.org/files/42166/42166-h/42166-h.htm> - Poems of Sappho
2. Ovid's *Metamorphoses*. Translated by various authors, Printed by the Proprietors of the English Classics, 1826.
3. <https://dn790009.ca.archive.org/0/items/ovidsmetamorphos00ovid/ovidsmetamorphos00ovid.pdf>- Ovid Metamorphoses.
4. Ilango Adigal. *The Cilappatikaram (The Tale of an Anklet)* Translated by R. Parthasarathy, Penguin Random House Publisher, 2004.
5. <https://archive.org/details/facingmoonpoemso0000liba> - Li Bai Poems.
6. <https://allpoetry.com/poem/8534703-The-Guest-House-by-Mewlana-Jalaluddin-Rumi>
7. <https://allpoetry.com/Be-With-Those-Who-Help-Your-Being>
8. <https://allpoetry.com/poem/14327697-I-Am-And-I-Am-Not-by-Mewlana-Jalaluddin-Rumi>

COURSE OUTCOMES:

At the end of the course, the students will have the ability to		
CO1	Understand the Classical works.	LO1, LO2
CO2	Analyze literary themes like fate, divine intervention, ethical living, and humans across different cultures.	LO5
CO3	Interpret poetic and narrative techniques.	LO11
CO4	Compare and contrast Eastern and Western literary traditions in terms of style, themes, and worldview	LO3, LO9, LO12
CO5	Critically evaluate moral and philosophical ideas presented in classical texts and relate them to contemporary life.	LO3, LO13, LO15
CO6	Translate a few literary articles	LO11, LO15

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOME														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	3	2	1	1	2	2	3	3	3	1	3
CO2	3	3	3	2	3	2	1	2	3	2	3	3	3	1	3
CO3	3	3	3	3	3	2	1	2	3	2	3	3	3	1	2
CO4	3	2	2	2	2	3	1	2	2	1	1	2	2	1	1
CO5	3	3	3	3	2	3	2	2	2	3	2	2	2	1	3
CO6	3	3	3	3	2	3	2	2	3	2	3	3	2	2	3
Contribution to PAM	18	17	16	15	15	11	8	11	15	11	15	16	15	11	15

SECOND YEAR	SKILL ENHANCEMENT COURSE - II LEADERSHIP AND PERSONALITY DEVELOPMENT	SEMESTER : III
CODE	(THEORY)	CREDITS : 2

OBJECTIVES

- To develop leadership qualities among students.
- To enhance personality traits such as self-confidence, motivation and emotional intelligence.
- To improve communication and interpersonal skills.
- To prepare students for professional and social responsibilities.
- To promote ethical values and decision-making abilities.

UNIT I: INTRODUCTION TO PERSONALITY DEVELOPMENT

Meaning and definition of personality

Determinants of personality (biological, social, psychological)

Self-awareness and self-assessment (SWOT analysis)

Goal setting and personal development planning

UNIT II: LEADERSHIP CONCEPTS

Meaning and importance of leadership

Leadership traits and qualities

Types and styles of leadership (autocratic, democratic, laissez-faire)

Role of a leader in society

UNIT III: COMMUNICATION AND INTERPERSONAL SKILLS

Verbal and non-verbal communication

Listening and feedback skills

Interpersonal relationships

Conflict resolution and negotiation

UNIT IV: EMOTIONAL INTELLIGENCE AND MOTIVATION

Concept of emotional intelligence (EI)

Self-regulation and empathy

Motivation: types and theories

Stress management techniques

UNIT V: TEAM BUILDING AND DECISION MAKING

Team dynamics and group behaviour

Leadership in teams

Problem-solving techniques

Decision-making models

UNIT – VI CURRENT CONTOURS (for Continuous Internal Assessment only)

Students prepare a personal SWOT analysis which Include strengths, weaknesses, opportunities, and threats. Write short-term and long-term goals. Analyze a real - life or fictional leader. Identify leadership style and traits. Students perform scenarios like, Autocratic leadership, Democratic leadership, Laissez-faire leadership.

BOOKS FOR REFERENCE:

1. Personality Development and Soft Skills by Barun K Mitra, Oxford University Press, 2012.
2. Organizational Behaviour by Stephen P. Robbins, Global EduTech, 2018.
3. Emotional Intelligence by Daniel Goleman, Bloomsbury India, 2021.
4. Seven Habits of Highly Effective People by Stephen R. Covey, Simon & Schuster, 2020.
5. Soft Skills by S. P. Dhanavel, Orient Blackswanpvt. Ltd., Hyderabad, 2013.

COURSE OUTCOMES (COS):

After successful completion of the course, students will be able to		
CO1	Understand the concept and styles of leadership.	LO1, LO2, LO4, LO7, LO15
CO2	Demonstrate improved self-awareness and personality traits.	LO3, LO7, LO15
CO3	Apply effective communication and interpersonal skills.	LO3, LO7, LO9, LO11, LO12, LO14, LO15
CO4	Exhibit leadership qualities in group activities and real-life situations.	LO2, LO6, LO7, LO11, LO12, Lo15
CO5	Develop problem-solving and decision-making skills.	LO2, LO3, LO6, LO7, LO9, LO10, LO13, LO14, LO15
CO6	Practice ethical behaviour and professional etiquette.	LO1, LO2, LO6, LO8, LO9, LO10 - LO15

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOME														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	2	3	1	3	1	2	3	2	1	1	2	2	2	1	3
CO2	2	3	2	1	1	2	3	2	2	2	1	2	2	2	3
CO3	2	2	3	1	1	2	3	2	3	1	3	3	2	3	3
CO4	2	3	1	1	1	3	3	3	2	2	3	3	2	2	3
CO5	2	3	3	1	1	2	3	2	3	3	2	2	3	3	3
CO6	3	3	2	1	1	3	2	3	3	3	2	3	3	3	3
Contribution to PAM	13	17	12	8	5	14	17	14	14	12	13	15	14	14	18

SECOND YEAR	INTERDISCIPLINARY COURSE - III BUSINESS ENGLISH	SEMESTER : III
CODE	(THEORY)	CREDITS : 2

OBJECTIVES:

- To develop effective communication skills for business environments.
- To build appropriate business vocabulary.
- To enhance the language skills for meetings, presentations and workplace interactions.
- To enable learners to write clear, concise and well-structured business documents.
- To develop the documentation skills for drafting, organising and maintaining records.
- To improve interpersonal and cross-cultural communication skills.

UNIT – I FOUNDATIONS OF BUSINESS ENGLISH COMMUNICATION

Meaning, scope, and importance of Business English

Types of communication in business

Common business vocabulary

UNIT – II SPOKEN BUSINESS COMMUNICATION

Expressing opinions, agreement, and disagreement

Handling business calls

Taking messages and note-making

UNIT – III BUSINESS LETTERS

Formal letter format

Enquiry, complaint, order, and reply letters

Email writing

UNIT – IV REPORTS AND MINUTES OF MEETINGS

Format and steps involved in writing reports and minutes

Language and style of report writing

Minutes of meetings

UNIT – V INTERCULTURAL BUSINESS COMMUNICATION

Communication across cultures

Etiquette and netiquette in global business

Participating in global virtual meetings

UNIT -VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Short written assignments (emails, summaries, reflections) - Participation in discussions and activities - Pitching a product/ startup idea - Client negotiation - Virtual team meeting.

BOOKS FOR REFERENCE:

1. Bovee, C. L., & Thill, J. V. (2025). Business communication today (15th ed.). Pearson Education India.
2. Chaturvedi, P. D., & Chaturvedi, M. (2011). Business communication. Pearson Education India.
3. Geffner, A. B. (2016). Business English: The writing skills you need for today's workplace. Barron's Educational Series.
4. Rentz, K., Lentz, P., & Das, A. (2020). Business communication: A problem-solving approach. McGraw Hill India.
5. Sople, V. V. (2016). Business process outsourcing: A supply chain of expertise (2nd ed.). PHI Learning.

COURSE OUTCOMES:

At the end of the course, the students will have the ability to		
CO1	identify and recall the fundamental principles and concepts of business communication in professional contexts.	LO1
CO2	explain the importance of verbal, non-verbal, and intercultural aspects in business environments.	LO2 LO14
CO3	use appropriate verbal and non-verbal communication in intercultural contexts	LO2 LO12
CO4	distinguish and effectively use appropriate communication strategies such as interviews, group discussions, and customer communication.	LO2 LO7 LO12
CO5	assess the appropriateness and effectiveness of communication methods used in professional and global business environments.	LO2 LO12 LO14
CO6	produce clear, concise, and structured business documents, including emails, letters, reports, and resumes.	LO2 LO14

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOME														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	2	1	-	-	-	-	-	-	-	1	-	-
CO2	2	2	3	2	2	1	-	-	-	-	-	-	-	3	-
CO3	1	3	2	3	3	2	2	1	-	-	-	1	-	3	-
CO4	-	2	2	2	3	3	3	2	2	1	1	2	2	-	1
CO5	-	1	1	2	2	2	3	3	3	2	2	3	2	2	1
CO6	-	2	-	1	2	2	2	3	3	3	3	2	1	3	2
Contribution to PAM	6	10	10	12	13	10	10	9	8	6	6	8	6	11	4

SECOND YEAR	CORE COURSE - VII DRAMA	SEMESTER : IV
CODE	(THEORY)	CREDITS : 4

OBJECTIVES

- To introduce drama as a literary genre.
- To familiarize learners with techniques of drama.
- To understand the chronological development of drama.
- To understand drama as performance.
- To develop creative staging skills.

UNIT – I

Christopher Marlowe – Doctor Faustus

UNIT – II

John Webster – The Duchess of Malfi

UNIT – III

Eugene O'Neill– Desire Under the Elms

UNIT – IV

George Bernard Shaw – Pygmalion

UNIT – V

Doris Lessing – Play with a Tiger

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Memorizing select dialogues from the prescribed plays, taking up group activities of practicing and performing the scenes from the prescribed texts, updating the contemporary adaptations of the prescribed dramas.

BOOKS FOR REFERENCE:

1. McGraw - Hill. Encyclopaedia of World Drama: An International Reference Work in 5 volumes.
2. John Smart. Twentieth - Century British Drama, Cambridge University Press, 2001.
3. Una Mary Ellis-Fermor. The Jacobean Drama: An Interpretation.
4. Fredson Bowers. Elizabethan Revenge Tragedy
5. John Loftis (Ed.). Restoration Drama: Modern Essays in Criticism.
6. Martin Esslin. The Theatre of the Absurd. Knopf, 2009
7. Marlowe, Christopher. Doctor Faustus. Worldview Publications, 2000.
8. Eugene O'Neill. Desire Under the Elms. New York: Boni & Liveright, 1925.
9. Dorris Lessing. Play with a Tiger. HarperCollins Distribution Services, 1972.

COURSE OUTCOMES

CO	DESCRIPTION	LO
CO1	Understand the basic concepts of drama and theatrical forms	LO1, LO2
CO2	Explain the historical development of drama	LO3, LO4
CO3	Analyze dramatic texts and techniques	LO5, LO6
CO4	Interpret drama as performance art	LO7, LO8
CO5	Develop creative and staging skills	LO9, LO10
CO6	Apply dramatic techniques in media and performance	LO11–LO15

COURSE ARTICULATION MATRIX (CAM)

CO\LO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	1	1	1	1	1	1	-	-	-	-	-
CO2	3	2	3	3	2	1	1	1	1	1	-	-	-	-	-
CO3	2	2	3	3	3	3	2	2	1	1	1	-	-	-	-
CO4	1	1	2	2	3	2	3	3	2	2	1	1	-	-	-
CO5	1	1	1	2	2	2	3	3	3	3	2	2	1	-	-
CO6	-	-	-	1	1	2	2	2	3	3	3	3	3	3	3
Contribution To PAM	10	9	11	13	12	11	12	12	11	11	7	6	4	3	3

SECOND YEAR	CORE COURSE - VIII CHILDREN'S LITERATURE	SEMESTER : IV
CODE	(THEORY)	CREDITS : 4

OBJECTIVES:

- To familiarize students with trends and techniques in children's literature from ancient to modern periods.
- To inculcate morality and ethics through engaging literary works.
- To help learners realize the value of truth and develop confidence.
- To introduce legends and understand their importance.
- To stimulate curiosity and passion for knowledge.

UNIT – I POETRY

Edward Lear – The Owl and the Pussy Cat

Shel Silverstein – Invitation

Robert Louis Stevenson – My Shadow

Naomi Shihab Nye – Mystery

UNIT – II PROSE

Francis Bacon – Of Parents and Children

Charles Lamb – The Praise of Chimney Sweepers

UNIT – III SHORT STORY

Mahasweta Devi – The Why-Why Girl

Nathaniel Hawthorne – The Wives of the Dead

UNIT – IV DRAMA

Rabindranath Tagore – The Post Office

UNIT – V FICTION

R.K. Narayan – Swami and Friends

Roald Dahl – Matilda

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only)

Significance of Children's Literature and its role in shaping values and imagination – critical analysis of a prescribed or selected work of Children's Literature – creative activities such as storytelling, adaptation or review writing based on texts in English.

BOOKS FOR REFERENCE:

1. Rebecca Lukens – A Critical Handbook of Children's Literature
2. Edward Lear – The Owl and the Pussycat; The Duck and the Kangaroo
3. Peter Hunt – Defining Children's Literature
4. Ruby Roy – Study of R.K. Narayan's Swami and Friends

COURSE OUTCOMES :

CO	COURSE OUTCOME	MAPPING
CO1	Recognize genres of Children's Literature	LO1, LO2
CO2	Acquire moral and ethical values	LO5, LO12
CO3	Compare cultural imaginations	LO4, LO12, LO13
CO4	Identify themes and style	LO3, LO9
CO5	Evaluate global approaches	LO10, LO11, LO14

COURSE ARTICULATION MATRIX (CAM) :

CO	LEARNING OUTCOME														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	2	1	1	1	2	1	1	1	1	1	2
CO2	2	2	2	2	3	2	1	2	2	1	1	3	2	2	2
CO3	2	2	3	3	2	1	1	2	2	2	2	2	3	2	2
CO4	2	2	3	2	2	1	1	2	3	2	1	2	2	2	2
CO5	1	1	2	2	1	2	1	1	2	3	3	2	2	3	3
Contribution To PAM	10	10	12	11	10	7	5	8	11	9	8	10	10	10	11

SECOND YEAR	ALLIED COURSE - VII HISTORY OF ENGLISH LITERATURE - II	SEMESTER : IV
CODE	(THEORY)	CREDITS : 3

OBJECTIVES

- To enable the students to acquire a comprehensive knowledge of the representative English writers and their literary works from the Age of Johnson to early 20th Century.
- To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events.

UNIT - I THE AGE OF JOHNSON

Johnson's life and works Oliver Goldsmith and other writers - Rise of Novel - Richardson and other Novelists - Verse forms - Development of Naturalism – Other verse writers.

UNIT - II THE AGE OF WORDSWORTH

Wordsworth's life and works - Other poets of Wordsworth's period - Revolutionary Age: Other poets of the Revolutionary Age - Prose writers during Wordsworth's period - Novelists during Wordsworth's Period.

UNIT - III THE AGE OF TENNYSON

Victorian Poets – Tennyson's life and works - Browning - Yeats - Joyce - Other poets of Victorian period – Carlyle and other Prose writers - Victorian Novelists – Charles Dickens – Thackeray – Pre Raphaelites – D.G. Rossetti – Christina Rossetti.

UNIT – IV THE AGE OF HARDY

Epilogue to the Victorian age - Thomas Hardy's life and works – Transition poets - Transition dramatists - Transition novelists.

UNIT – V THE TWENTIETH CENTURY

Twentieth Century novelists - G.M. Hopkins and other writers – Georgian and Imagist poetry – First World War poetry – Irish writing in English - W.B. Yeats – T.S. Eliot.

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

The Period of Restoration – Twentieth Century Writers – Timelines from the old English period till presentage.

BOOKS FOR REFERENCE :

1. Hudson. W.H. An Outline History of English Literature B.I. Publications Pvt. Ltd., First Indian Edition, 1961.
2. Ronald Carter and John McRae. The Routledge History of Literature in English Atlantic Publishers.

COURSE OUTCOMES

At the end of the Course, the students will have the ability to		
CO1	Recall significant authors, works and literary movements from the seventeenth century to early twentieth century	LO1 , LO2
CO2	Explain the evolution of literary genres such as poetry, drama and the novel focusing on the historical and cultural contexts of each period.	LO3, LO4, LO5
CO3	Construct an understanding of the social, political and cultural influences on literary production during the Neoclassical, Romantic, Victorian and early Modern periods.	LO3, LO9 LO12
CO4	Analyze the themes and stylistic features of major works and identify the contributions of prominent writers	LO11, LO13, LO14
CO5	Evaluate the impact of historical events and philosophical movements on English literature, develop critical interpretations of texts and recognize the emerging, early modern English writers.	LO8, LO9, LO15
CO6	Develop critical interpretations of texts and recognize the representative English writers.	LO4, LO7

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOMES														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	1	1	2	2	1	1	2	2	1	1	1
CO2	3	2	3	2	2	1	2	2	2	1	2	2	1	1	1
CO3	2	3	3	2	2	1	3	2	2	1	2	2	1	1	2
CO4	2	2	2	3	3	2	2	3	2	2	3	2	2	2	1
CO5	2	2	2	2	3	3	2	2	3	2	2	3	2	2	2
CO6	1	1	2	2	2	3	1	2	2	3	2	2	3	3	2
Contribution to PAM	13	13	14	13	13	11	12	13	12	10	13	13	10	10	9

SECOND YEAR	ALLIED COURSE - VIII BIOGRAPHIES AND AUTOBIOGRAPHIES	SEMESTER : IV
CODE	(THEORY)	CREDITS : 3

OBJECTIVES:

- To introduce the students to life writing as a literary genre.
- To distinguish between biography and autobiography.
- To analyze narrative technique in life writing.
- To explore the relationship between self, society and history.
- To develop critical and reflective reading skills.

UNIT – I

- St. Augustine : The Confessions of Saint Augustine. (Book 10)
- Plutarch : Plutarch's Lives or Parallel Lives (Life of Alexander)

UNIT – II

- Samuel Johnson : Lives of the Most Eminent English Poets (Life of Milton)
- James Boswell : The Life of Samuel Johnson (A.D. 1766)(Pg.No.313-331)

UNIT – III

- Bama : Karukku
- R. K. Narayan : My Days (A Memoir)

UNIT – IV

- A.P.J. Abdul Kalam : Wings of Fire (Chapters 1 – 4)
- R. M. Lala : Beyond the Last Blue Mountain: A Life of J.R.D. Tata.
(Part – IV)

UNIT – V

- Sahu Sandeep : Madam President: The Biography of Droupadi Murmu.
(Chapter 1: Destiny's Daughter)
- Mary Kom : Unbreakable (Chapter 3: Playing too was Hard Work)

UNIT – VI CURRENT CONTOURS (for Continuous Internal Assessments Only):

Create an info graphic on the life of Alexander, write a mini biography of your favorite teacher or a friend, describe your location along with the memories connected to it, frame a personal development plan.

BOOKS FOR REFERENCE :

1. Saint Augustine. The Confessions of Saint Augustine. Fingerprint Publishing, 2025.
2. Plutarch. The Complete Collection of Plutarch's Parallel Lives. Translated by John Dryden, Create space Independent Publication, 2014.
3. Boswell, James. Life of Samuel Johnson. Richard Clay & Sons Limited, 1906.
4. <https://archive.org/details/lifeofsamueljohn00boswuoft/page/n3/mode/2up>
5. Bama. Karukku. Translated by Lakshmi Holmstrom, Oxford University Press, 2014.

COURSE OUTCOMES:

At the end of the course, the students will have the ability to		
CO1	Understand the key features of biographies and autobiographies.	LO1
CO2	Critically analyze life narratives.	LO5
CO3	Apply historical and cultural contexts in life writing.	LO4, LO12
CO4	Interpret identity, memory and subjectivity in texts.	LO11, LO13, LO15
CO5	Produce reflective and analytical writing.	LO3, LO2, LO9
CO6	Overcome hurdles and achieve success	LO11, LO14

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOME														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	3	3	1	1	1	2	2	2	3	3	2	3
CO2	3	3	3	2	3	2	1	2	2	2	2	3	3	3	3
CO3	3	3	3	3	3	1	1	2	3	2	3	2	3	3	2
CO4	3	2	2	2	2	3	1	2	3	1	1	2	2	2	3
CO5	3	3	3	3	2	1	2	2	2	3	2	2	2	3	3
CO6	3	3	3	3	2	3	2	2	3	2	1	3	2	2	3
Contribution to PAM	18	17	16	16	15	11	8	11	17	12	11	15	15	15	17

SECOND YEAR	SKILL ENHANCEMENT COURSE - III DIGITAL LITERACY	SEMESTER : IV
CODE	(THEORY)	CREDITS : 2

OBJECTIVES

- To introduce students to basic digital tools and technologies.
- To develop essential computer and internet skills.
- To promote safe, ethical, and responsible use of digital resources.
- To enhance students' ability to use digital tools for academic and professional purposes.
- To familiarize students with emerging digital platforms and applications.

UNIT – I INTRODUCTION TO DIGITAL LITERACY

Meaning and importance of digital literacy

Basics of computers: hardware and software

Operating systems and file management

Introduction to digital devices (computers, smart phones, tablets)

UNIT – II INTERNET AND ONLINE RESOURCES

Basics of the internet and web browsers

Search engines and effective searching techniques

Evaluating online information

Introduction to cloud computing and storage

UNIT - III DIGITAL COMMUNICATION

Email writing and etiquette

Social media platforms and responsible use

Online collaboration tools (Google Docs, Zoom, etc.)

Netiquette and digital citizenship

UNIT – IV OFFICE TOOLS AND APPLICATIONS

Word processing (MS Word / Libre Office Writer)

Spreadsheets (MS Excel basics)

Presentation tools (PowerPoint basics)

Creating and formatting documents

UNIT – V DIGITAL SAFETY AND SECURITY

Cyber security basics

Password protection and privacy settings

Identifying online threats (phishing, malware)

Safe browsing practices

UNIT – VI CURRENT CONTOURS (for Continuous Internal Assessment only)

Online job search and applications. To create digital resumes and portfolios. Introduction to e-learning platforms. Digital payments and e-governance services. Cyber security awareness exercises.

REFERENCE BOOKS

1. Digital Literacy by Gilster Paul, John Wiley & Sons, 1997.
2. Computer Fundamentals by P. K. Sinha and Priti Sinha, BPB Publications, 2004.
3. Introduction to Information Technology by V. Rajaraman, PHI Learning, 2018.
4. Cyber Security Essentials by James Graham, Richard Howard and Ryan Olson, Routledge, Taylor and Francis Group, U.K. 2010
5. Digital Skills for Everyday Life by The Open University. <https://www.open.edu>

COURSE OUTCOMES (COS):

After successful completion of the course, students will be able to		
CO1	Understand basic concepts of digital technology and computing.	LO1, LO15
CO2	Use common digital tools such as word processors, spreadsheets, and presentation software.	LO1, LO2, LO5, LO13, LO14
CO3	Access, evaluate, and manage online information effectively.	LO9, LO10, LO14
CO4	Communicate using digital platforms like email and collaborative tools.	LO1, LO2, LO3, LO5, LO13, LO14
CO5	Apply digital safety, security, and ethical practices.	LO2, LO5, LO6, LO8, LO12, LO14
CO6	Utilize digital skills for academic tasks and employability.	LO2, LO3, LO5, LO9, LO10, LO12 - LO15

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOME														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	1	1	2	1	1	1	1	1	1	2	1	2	3
CO2	3	3	2	1	3	1	1	2	1	2	1	2	3	3	2
CO3	2	2	2	1	2	2	1	2	3	3	1	2	2	3	2
CO4	3	3	3	2	3	1	1	1	2	2	1	2	3	3	2
CO5	2	3	2	1	3	3	1	3	1	2	1	3	2	3	2
CO6	2	3	3	1	3	2	1	2	3	3	1	3	3	3	3
Contribution to PAM	15	16	13	7	16	10	6	11	11	13	6	14	14	17	14

SECOND YEAR	INTERDISCIPLINARY COURSE - IV ENGLISH FOR BPO (BUSINESS PROCESS OUTSOURCING)	SEMESTER : IV ⁵²
CODE	(THEORY)	CREDITS : 2

OBJECTIVES:

- To develop professional English communication skills required in the BPO industry.
- To enhance fluency, accuracy, and confidence in spoken and written workplace English.
- To train learners in customer handling, telephonic etiquette, and email communication.
- To build employability skills, including teamwork, problem-solving, and soft skills.
- To familiarise students with real-time workplace communication scenarios.

UNIT – 1 UNDERSTANDING THE BPO INDUSTRY

Scope and types of BPO services

Structure of a BPO Organisation

Role of communication in the BPO industry

UNIT – II COMMUNICATION BASICS

Principles of effective communication

Basic BPO vocabulary

Strategies to overcome the barriers

UNIT – III TELEPHONIC COMMUNICATION

Telephone etiquette

Call Management Skills

Accent and pronunciation

UNIT – IV CUSTOMER RELATIONSHIP

Giving clear instructions and explanations

Dealing with complaints and difficult customers

Offering alternatives and solutions

UNIT – V DOCUMENTATION SKILLS

Types of documentation

Language used in documentation

Documentation tools

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Role play: customer-agent interaction - Industry vocabulary matching exercises - Short presentations on BPO services - Listening practice using sample call recordings

BOOKS FOR REFERENCE:

1. Kulkarni, S. (2005). Business process outsourcing. Jaico Publishing House.
2. Raman, M., & Sharma, S. (2017). Technical communication. Oxford University Press.
3. Krishnaswamy, N. (2000). Modern English: A book of grammar, usage and composition. Laxmi Publications.
4. Sople, V. V. (2016). Business process outsourcing: A supply chain of expertise. PHI Learning.
5. Verma, S. (2009). Soft skills for the BPO sector. Pearson Education India.

COURSE OUTCOMES:

At the end of the course, the students will have the ability to		
CO1	Demonstrate professional English communication skills required in BPO and service industry environments.	LO1, LO2
CO2	Communicate fluently, accurately, and confidently in spoken and written workplace situations.	LO2, LO11
CO3	Apply appropriate telephonic etiquette, customer handling techniques, and email communication skills in real-time scenarios.	LO3, LO5
CO4	Use problem-solving and interpersonal skills effectively to manage customer queries and workplace interactions.	LO8, LO4
CO5	Exhibit employability skills such as teamwork, adaptability, and professional behaviour in simulated workplace environments.	LO7, LO14
CO6	Create context-specific workplace communication materials, such as email templates, chat responses, interaction logs, reports, and complaint-resolution dialogues.	LO10, LO13

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOME														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	2	1	-	-	-	-	-	-	-	1	-	-
CO2	2	3	3	2	2	1	-	-	-	-	-	-	-	3	-
CO3	1	3	2	3	3	2	2	1	-	-	-	1	-	3	-
CO4	-	2	2	2	3	3	3	2	2	1	1	2	2	-	1
CO5	-	1	1	2	2	3	3	3	3	2	2	3	2	2	1
CO6	-	-	-	1	2	2	2	3	3	3	3	2	1	3	2
Contribution to PAM	6	11	10	12	13	11	10	9	8	6	6	8	6	11	4

THIRD YEAR	CORE COURSE - IX SHAKESPEARE	SEMESTER : V
CODE	(THEORY)	CREDITS : 4

OBJECTIVES :

- To provide an understanding of the Elizabethan and Jacobean context.
- To engage learners with themes, dramatic texts, and literary devices.
- To enable learners to understand Shakespeare's style of writing.
- To develop analytical and interpretative skills.
- To enhance appreciation of characterization and dramatic techniques.

UNIT – I

Sonnet-30, 60, 73, 116

UNIT – II

King Lear

UNIT – III

Much Ado About Nothing

UNIT – IV

The Merchant of Venice

UNIT – V : GENERAL STUDIES

Shakespeare's Comedy

Shakespeare's Theatre and Audience

Tragedies of Shakespeare

Heroines of Shakespeare

Villains of Shakespeare

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Relevance of Shakespeare in the 21st Century – reading Shakespeare through recent critical lenses – modern adaptations and re-readings of Shakespeare's plays.

BOOKS FOR REFERENCE:

1. Johnson, Samuel. Preface to Shakespeare. Kessinger Publishers, 2004.
2. Bradley, A. C. Shakespearean Tragedy. Martino Fine Books, 2016.
3. Ackroyd, Peter. Complete Works of Shakespeare. Collins, 2013.
4. Parker, Patricia. The Shakespeare Encyclopaedia. Greenwood, 2018.

COURSE OUTCOMES:

CO	Course Outcome	Mapping
CO1	Gain insight into Shakespearean age	LO1, LO12
CO2	Recognize language and characterization	LO2, LO3
CO3	Analyze themes and characters	LO4, LO9
CO4	Interpret dramatic techniques	LO3, LO10
CO5	Relate themes to life	LO5, LO11
CO6	Evaluate in modern context	LO10, LO13, LO14

COURSE ARTICULATION MATRIX (CAM):

CO	LEARNING OUTCOME														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	2	2	2	1	1	1	1	1	1	3	1	1	2
CO2	2	3	3	2	2	1	1	2	2	1	1	2	2	2	2
CO3	2	2	3	3	2	1	1	2	3	2	2	2	2	2	2
CO4	2	2	2	2	2	2	1	2	2	3	1	2	2	2	2
CO5	2	2	2	2	3	1	1	1	2	2	3	2	2	2	2
CO6	1	1	2	2	1	2	1	1	2	3	2	1	3	3	3
Contribution To PAM	12	12	14	13	12	8	6	9	12	12	10	12	12	12	13

THIRD YEAR	CORE COURSE - X PRINCIPLES OF LITERARY CRITICISM	SEMESTER : V
CODE	(THEORY)	CREDITS : 4

OBJECTIVES

- To acquaint learners with the history of literary criticism, its various trends and schools.
- To help learners apply literary theory to texts.
- To understand Wilbur Scott's five approaches.

UNIT – I

Literary Theory – Literary History – Literary Criticism

UNIT – II

Classical Criticism: Plato, Aristotle, Horace, Quintilian, Longinus

UNIT – III

Critical Theories: Mimetic, Pragmatic – Sidney, Dryden, Dr. Johnson, Coleridge, Arnold, T. S. Eliot

UNIT – IV

Moralistic Approach

Psychological Approach

UNIT – V

Archetypal Approach

Sociological Approach

Formalistic Approach

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Application of Theory into literary texts conceptualizing theories based on literary texts reading the classics from contemporary critical and theoretical perspectives.

BOOKS FOR REFERENCE:

1. Scott, Wilbur. Five Approaches of Literary Criticism. MacMillan, 1966.
2. Habib, M. A. R. Literary Criticism: From Plato to Present - An Introduction. Wiley Blackwell, 2011.
3. Saintsbury, George. A History of English Literary Criticism. Atlantic Pub., 2004.
4. Blamires, Harry. A History of Literary Criticism. Laxmi Pub., 2008.
5. Nagarajan M.S. English Literary Criticism and Theory: An Introductory History. Orient Blackswan, 2006
6. Waugh, Patricia. Ed. Literary Theory and Criticism: An Oxford Guide. New Delhi: OUP, 2006.

COURSE OUTCOMES

CO1	Understand fundamental concepts of literary criticism	LO1, LO2
CO2	Explain classical critics and their contributions	LO3, LO4
CO3	Apply various critical theories to texts	LO5, LO6
CO4	Analyze texts using different approaches	LO7, LO8
CO5	Practice close reading and interpretation	LO9, LO10
CO6	Develop independent critical thinking	LO11–LO15

COURSE ARTICULATION MATRIX (CAM):

CO\LO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	1	1	1	1	1	1	1	1	1	1	1
CO2	3	2	3	3	2	1	1	1	1	1	1	1	1	1	2
CO3	2	2	3	3	3	3	2	2	1	1	1	1	1	1	1
CO4	1	1	2	2	3	2	3	3	2	2	1	1	1	1	1
CO5	1	1	1	2	2	2	3	3	3	3	2	2	1	1	2
CO6	-	-	-	1	1	2	2	2	3	3	3	3	3	3	3
Contribution To PAM	10	9	11	13	12	11	12	12	11	11	9	9	8	8	10

THIRD YEAR	CORE COURSE - XI AMERICAN LITERATURE	SEMESTER : V
CODE	(THEORY)	CREDITS : 4

OBJECTIVES :

- To introduce learners to important aspects in various genres of American literature.
- To familiarize the students with the evolution of American Literature and the contribution of major writers to American Literature.
- To help learners get acquainted with the richness of American literature through representative works of poets, essayists and novelists.
- To enable learners to know more about American writers and their works.

UNIT – I POETRY

Walt Whitman : O Captain! My Captain!

Emily Dickinson : There's Been A Death in the Opposite House

UNIT – II POETRY

Robert Frost : The Road Not Taken

Edgar Allan Poe : Annabel Lee

UNIT – III PROSE

Martin Luther King : I Have a Dream

Ralph Waldo Emerson : Self-Reliance

UNIT– IV DRAMA

Arthur Miller : All My Sons

UNIT – V FICTION

Ernest Hemingway : The Old man And The Sea

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of American writers' contribution to English literature – Critically appreciate poems and plays written by any American poets and dramatists – Give a narration of a short story from American literature.

BOOKS FOR REFERENCE:

1. Cunliffe, Marcus. American Literature to 1900. P. Bedrick Books, 1987.
2. Gabler–Hover, Janet. & Robert Sattelmeyer. American History through Literature, 1820 – 1870. Charles Scribner's Sons, 2006.
3. Lyon, Thomas J. (Thomas Jefferson). The Literary West: An Anthology of Western American Literature. Oxford University Press, 1999.
4. McMichael, George L, and Frederick C. Crews. Concise Anthology of American Literature. Macmillan, 1985.
5. Spiller, Robert E. Literary History of the United States. Macmillan, 1963.

COURSE OUTCOMES:

At the end of the Course, the students will have the ability to		
CO1	Obtain knowledge about the major writers and their contribution to American Literature.	LO1
CO2	Appreciate the richness of American literature across various forms of literature.	LO7, LO15
CO3	Describe the significant aspects of various genres of American literature.	LO2, LO9
CO4	Examine the issues discussed in the text within the socio–historic and cultural context.	LO4, LO5, LO11
CO5	Apply the knowledge gained in the study of literature and become a critical reader.	LO3, LO6, LO11
CO6	Understand multi - culturalism in America.	LO9, LO12

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOMES														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	1	1	2	2	1	1	2	2	1	1	1
CO2	3	2	3	2	2	1	2	2	2	1	2	2	1	1	1
CO3	2	3	3	2	2	1	3	2	2	1	2	2	1	1	2
CO4	2	2	2	3	3	2	2	3	2	2	3	2	2	2	1
CO5	2	2	2	2	3	3	2	2	3	2	2	3	2	2	2
CO6	1	1	2	2	2	3	1	2	2	3	2	2	3	3	2
Contribution to PAM	13	13	14	13	13	11	12	13	12	10	13	13	10	10	9

THIRD YEAR	CORE COURSE - XII INTRODUCTION TO LANGUAGE AND LINGUISTICS	SEMESTER : V
CODE	(THEORY)	CREDITS : 4

OBJECTIVES:

- To introduce learners to the history of English language and concepts in linguistics.
- To enable learners to know the form and content of language and scientific systems.
- To make students understand the discourse of linguistics.
- To impart knowledge of the main concepts of syntax and semantics.
- To learn how language reflects and shapes cultural identity and social norms.

UNIT – I INTRODUCTION TO STUDY OF LANGUAGE

The Origin, Theories and the Development of Language.

UNIT – II SPEECH AND SOUND SYSTEM

The Organs of Speech – Production of Sounds - Classification of Speech Sounds: Vowels & Consonants.

UNIT – III PHONOLOGY – MORPHOLOGY

Phonology – IPA, Phonemes, Syllable, Word Stress.

Morphology – Morphemes, Word Formation Process, Affixes.

UNIT – IV SYNTAX – SEMANTICS

Syntax– IC Analysis, Phrase Structure Rules, Deep/ Surface Structure.

Semantics – Word Meaning, Ambiguity, Semantic Changes.

UNIT – V SOCIOLINGUISTICS

Language, Society and Culture

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of language and linguistics in the modern era – software and mobile apps in promoting transcription and word formation – exploring the link between the language, society and culture.

BOOKS FOR REFERENCE:

1. Wrenn, C L. The English Language. Methuen, 1949.
2. Yule, George. The Study of Language : An Introduction. CUP, 1985.
3. Lyons, John. Language and Linguistics : An Introduction. CUP, 1981.
4. Bloom, George. Language. University of Chicago Press, 1984.
5. Balasubramanian. T. A Textbook of English Phonetics for Indian Students. Macmillan India Limited, 1981.

COURSE OUTCOMES:

At the end of the Course, the students will have the ability to		
CO1	Understand the discourse of linguistics.	LO1
CO2	Describe the theoretical and practical manifestations of linguistics.	LO7
CO3	Explain the origin of the English Language and its development.	LO2, LO9
CO4	Classify and describe the English speech sounds and understand speech patterns in sentences.	LO2, LO5, LO11
CO5	Gain knowledge of the main concepts of syntax and semantics.	LO3, LO9
CO6	Analyze the link between the language, society and culture.	LO3, LO6, LO11, LO15

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOMES														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	1	1	2	2	1	1	2	1	1	1	1
CO2	3	2	3	2	2	1	3	2	2	1	2	2	1	1	1
CO3	3	3	3	2	2	1	2	2	1	1	2	2	1	1	1
CO4	2	2	2	2	3	2	2	3	2	2	3	2	2	1	1
CO5	2	2	2	3	2	3	2	2	3	2	2	3	2	2	3
CO6	1	1	2	2	2	3	1	2	2	3	2	2	3	3	2
Contribution to PAM	14	13	14	13	12	11	12	13	11	10	13	12	10	9	9

THIRD YEAR	CORE COURSE - XIII INDIAN LITERATURE IN ENGLISH	SEMESTER : V⁶²
CODE	(THEORY)	CREDITS : 4

OBJECTIVES:

- To familiarize the students with the evolution of Indian Literature in English and the contribution of major writers to Indian Literature in English.
- To enable the students, understand the rich literary tradition and the contemporary relevance of various themes discussed in their writings.
- To introduce the students to the significant themes and techniques of Indian Literature in English.
- To make them appreciate the changing trends in post – colonial and political context.

UNIT – I POETRY

Toru Dutt : Lotus
Mamta Kalia : Tribute to Papa

UNIT – II PROSE

M. K. Gandhi : Playing the English Gentleman
(Chapter XV from The Story of My Experiments with Truth)
K.R.SrinivasaIyengar : Essay and Essayist (Chapter XXIV from The Indian
Contribution to English Literature)

UNIT – III SHORT STORIES

Mahasweta Devi : Draupadi
Kushwant Singh : Karma

UNIT – IV DRAMA

Kalidasa : Shakunthala

UNIT – V FICTION:

KaveryNambisan : The Hills of Angheri

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Encourage critical analysis of the latest works in Indian Literature in English – Analyze texts from social, political and eco critical point of view – Attempt critical analysis of the problems discussed in the women’s writings – Understand the significance of rich Indian culture embedded in Indian English Literature – Explore the issues in Dalit literature.

BOOKS FOR REFERENCE:

1. Kalia, Mamta. Tribute to Papa and other Poems. Ind–U.S. Incorporated.
2. Gandhi, M.K. The Story of My Experiments with Truth. Fingerprint Publishing, 1999.
3. Collected Stories of Kushwant Singh. Ravi Dayal Publishers, 1989.
4. K.R.Srinivasa Iyengar. The Indian Contribution to English Literature. Karnatak Publishing House, 1945.
5. Devi, Mahasweta. Breast Stories. Seagull Pub., 2014
6. <https://share.google/FgfkFgJnxr3o0aCK1> Shakuntala
7. Kavary Nambisan. The Hills of Angheri. Penguin Books India, 2006.

COURSE OUTCOMES:

At the end of the Course, the students will have the ability to		
CO1	Understand the major movements and writers of Indian Writing in English.	LO1,
CO2	Analyze and appreciate the concept of ‘Indianness’ found in the works of Indian writers.	LO2, LO3, LO15
CO3	Understand how well the Indian culture is reflected and how the cultural and societal issues are presented.	LO3, LO9, LO12
CO4	Recognize the artistic and innovative use of language employed by the writers.	LO5, LO6, LO9
CO5	Develop an insight in Indian Literature and Indian Values.	LO3, LO6, LO11, LO13
CO6	Appreciate values and traditions represented in literary texts of colonial and postcolonial period.	LO9, LO12

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOMES														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	1	2	1	2	1	2	1	1	2	1	1
CO2	3	3	3	2	2	2	2	3	2	2	2	1	2	2	2
CO3	3	2	3	3	2	3	2	2	2	2	2	2	3	2	2
CO4	2	2	2	3	3	2	2	2	3	2	2	2	2	2	2
CO5	3	2	2	2	3	3	2	2	2	3	3	2	2	3	2
CO6	3	2	3	2	2	3	2	2	2	2	2	2	3	3	2
Contribution to PAM	17	14	15	14	13	15	11	13	12	13	12	10	14	13	11

THIRD YEAR	SKILL ENHANCEMENT COURSE - IV TECHNOLOGY IN TEACHING	SEMESTER : V
CODE	(THEORY)	CREDITS : 2

OBJECTIVES

- To familiarize students with the role of technology in modern teaching-learning processes.
- To develop skills in using digital tools for effective teaching.
- To enable students to design technology-supported instructional materials.
- To promote interactive and learner-centered teaching methods.
- To introduce students to e-learning platforms and digital pedagogy.

UNIT – I INTRODUCTION TO TECHNOLOGY IN EDUCATION

Concept of Educational Technology

Role of ICT in teaching and learning

Types of educational technologies

Traditional vs. modern teaching methods

UNIT – II DIGITAL TOOLS FOR TEACHING

Presentation tools (PowerPoint, Canva)

Learning Management Systems (LMS)

Online teaching platforms (Zoom, Google Meet)

Interactive tools (Kahoot, Mentimeter)

UNIT - III E-LEARNING AND ONLINE EDUCATION

Concept and types of e-learning

MOOCs and online courses

Blended learning and flipped classroom

Advantages and challenges of online learning

UNIT – IV INSTRUCTIONAL DESIGN AND CONTENT CREATION

Basics of instructional design

Creating digital lesson plans

Developing multimedia content (Audio, Video, PPT)

Open Educational Resources (OER)

UNIT – V ASSESSMENT AND EVALUATION USING TECHNOLOGY

Online assessment tools (Google Forms, quizzes)

E-assessment techniques

Feedback and grading tools

Academic integrity and plagiarism

UNIT – VI CURRENT CONTOURS (for Continuous Internal Assessment only)

Create PowerPoint/Canvas-based teaching presentations. Design a digital lesson plan. Conduct a mock online class. Prepare online quizzes using Google Forms. Evaluate e-learning platforms.

BOOKS FOR REFERENCE:

1. Educational Technology by K. Sampath, A. Panneerselvam and S. Santhanam, Sterling, 2008.
2. ICT in Education by Chris Abbott, Routledge, Taylor & Francis Group, 2001.
3. E-Learning and the Science of Instruction by Ruth C. Clark and Richard E. Mayer, Pfeiffer & Co, 2011.
4. Teaching with Technology by Judy Lever-Duffy and Jean B. McDonald, Pearson/Allyn and Bacon, 2008.

COURSE OUTCOMES (COS):

After successful completion of the course, students will be able to		
CO1	Understand the significance of technology integration in education.	LO1, LO13
CO2	Use various digital tools and platforms for teaching and learning.	LO1, LO2, LO5, LO13, LO14
CO3	Design and develop ICT-enabled teaching materials.	LO2, LO3, LO12, LO14
CO4	Apply innovative teaching methods using technology.	LO1, LO2, LO3, LO5, LO13, LO14, LO15
CO5	Evaluate digital resources for effective classroom use.	LO2, LO5, LO8, LO12, LO14
CO6	Demonstrate skills in online and blended teaching environments.	LO2, LO3, LO5, LO9, LO10, LO12, LO13, LO14, LO15.

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOME														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	1	1	2	1	1	1	1	1	1	2	3	2	1
CO2	3	3	2	1	3	1	1	2	2	2	1	2	3	3	2
CO3	2	3	3	1	2	2	1	2	2	2	1	3	2	3	2
CO4	3	3	3	2	3	1	1	1	2	2	1	2	3	3	3
CO5	2	3	2	2	3	2	1	3	1	2	1	3	2	3	2
CO6	2	3	3	2	3	2	1	2	3	3	2	3	3	3	3
Contri bution to PAM	15	17	14	9	16	9	6	11	11	12	7	15	16	17	13

THIRD YEAR	SKILL ENHANCEMENT COURSE - V RESEARCH METHODOLOGY	SEMESTER : V
CODE	(THEORY)	CREDITS : 2

OBJECTIVES

- To introduce students to the fundamentals of research and its significance.
- To develop skills in identifying research problems and formulating hypotheses.
- To familiarize students with qualitative and quantitative research methods.
- To train students in data collection, analysis, and interpretation.
- To promote academic integrity and ethical research practices.

UNIT I: INTRODUCTION TO RESEARCH

Meaning, nature, and scope of research

Types of research: basic, applied, qualitative, quantitative

Research process and steps

Characteristics of good research

UNIT II: RESEARCH PROBLEM AND DESIGN

Identification and formulation of research problem

Objectives and hypothesis formulation

Research design: exploratory, descriptive, experimental

Variables and their types

UNIT III: METHODS OF DATA COLLECTION

Primary and secondary data

Tools of data collection: questionnaire, interview, observation

Sampling techniques: probability and non-probability

Reliability and validity

UNIT IV: DATA ANALYSIS AND INTERPRETATION

Editing, coding, and classification of data

Basic statistical tools (mean, median, mode)

Use of tables, charts, and graphs

Interpretation of data

UNIT V: RESEARCH WRITING AND DOCUMENTATION

Structure of a research report

Thesis and dissertation writing

Citation styles (MLA/APA basics)

Bibliography and referencing

UNIT – VI CURRENT CONTOURS (for Continuous Internal Assessment only)

Prepare a research proposal. Conduct a mini survey and data analysis. Write a short research report. Practice citation and referencing. Use online research databases.

REFERENCE BOOKS

1. Research Methodology: Methods and Techniques by C. R. Kothari, Jenny Stanford Publications, 2017.
2. Research Methodology: A Step-by-Step Guide for Beginners by Ranjit Kumar, Sage Publications Pvt.Ltd, 2024.
3. The Craft of Research by Wayne C. Booth, Gregory G. Colomb and Joseph M. Williams, University of Chicago Press, 2003.
4. MLA Handbook, Modern Language Association, 2021.
5. APA Publication Manual, American Psychological Association, 2019.

COURSE OUTCOMES (COS):

After successful completion of the course, students will be able to		
CO1	Understand the basic concepts and types of research.	LO1, LO13
CO2	Formulate research problems, objectives, and hypotheses	LO1, LO2, LO13, LO14
CO3	Apply appropriate research methodologies and tools.	LO1, LO2, LO3, LO13, LO14
CO4	Collect, analyze, and interpret data systematically.	LO1, LO2, LO3, LO4, LO13, LO14
CO5	Prepare research reports and academic writing effectively.	LO8, LO12, LO14
CO6	Demonstrate awareness of research ethics and plagiarism issues.	LO1, LO2, LO3, LO4, LO8, LO9, LO10, LO12 - LO15

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOME														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	2	1	1	1	1	1	1	1	1	1	2	3	2	1
CO2	3	3	2	2	2	1	1	2	1	1	1	2	3	3	2
CO3	3	3	3	2	2	1	1	2	2	1	1	2	3	3	2
CO4	3	3	3	3	2	1	1	2	1	1	2	2	3	3	2
CO5	2	2	2	1	1	2	1	3	2	2	1	3	2	3	2
CO6	3	3	3	3	2	2	1	3	3	3	2	3	3	3	3
Contribution to PAM	17	16	14	12	11	8	6	13	10	9	8	14	17	17	12

THIRD YEAR	CORE COURSE -XIV POSTCOLONIAL LITERATURE	SEMESTER : VI
CODE	(THEORY)	CREDITS : 4

OBJECTIVES:

- To introduce the learners to the literatures of the Commonwealth nations which deal with different aspects of life and its problems.
- To introduce the learners to the characteristics of Commonwealth Literature.
- To familiarize the learners with representative authors from Commonwealth countries.
- To highlight the spirit and lifestyle of the people of the Commonwealth countries.
- To enable the learners to approach the texts from cross-cultural perspectives.

UNIT – I POETRY

Katherine Mansfield	: A Fine Day
Judith Wright	: Clock and Heart
Gabriel Okara	: Were I to Choose
Derek Walcott	: A Far Cry from Africa

UNIT – II POETRY

F.R. Scott	: The Unnamed Lake
Mervyn Morris	: Little Boy Crying
Edwin Thumboo	: Ulysses by the Merlion
Kishwar Naheed	: We Sinful Woman

UNIT – III PROSE

Ngugi Wa Thiong'o	: Chapter III from Decolonising the Mind: the Politics of Language in African Literature
Ananda K. Coomaraswamy	: The Dance of Shiva

UNIT– IV DRAMA :

Ray Lawler	: Summer of the Seventeenth Doll
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UNIT – V FICTION:

Margaret Lawrence	: The Stone Angel
Michael Ondaatje	: The English Patient

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Contribution of Commonwealth writers' to English literature – Critical analysis of the latest works written by Commonwealth poets and dramatists – Analyze texts from social, political and eco critical point of view.

BOOKS FOR REFERENCE:

1. Coomaraswamy, Ananda. K. The Dance of Shiva: On Indian Art and Culture. New Delhi: Sagar Publication, 1991.
2. Loomba, Ania. Colonialism /Post colonialism. New York: Routledge, 2016.
3. Nayar, Pramod K. Postcolonial Literature: An Introduction. Pearson, 2008.
4. Thieme, John. The Arnold Anthology of Post-Colonial Literatures in English. London: Oxford UP, 2000.
5. Narasimhaiah, C.D. An Anthology of Commonwealth Poetry. New Delhi: Trinity, 2015.

COURSE OUTCOMES:

At the end of the Course, the students will have the ability to		
CO1	Evaluate the contribution of the various writers from the Commonwealth countries.	LO1, LO4, LO14
CO2	Analyse the texts from cross-cultural perspectives.	LO3, LO7, LO13
CO3	Obtain a good idea of the cross-cultural influences among the Commonwealth countries.	LO5, LO8, LO9
CO4	Understand the dimensions of New Literatures.	LO2, LO5, LO10
CO5	Identify the various themes presented in New Literatures	LO3, LO6, LO7
CO6	Meet NET/SET and other competitive exams successfully.	LO9, LO11, LO12, LO15

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOMES														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	2	1	1	2	2	1	1	1	2	2	1
CO2	2	2	3	3	3	2	2	2	2	1	1	2	2	2	1
CO3	2	2	2	3	3	2	2	2	2	1	2	1	2	2	1
CO4	1	2	2	2	3	3	2	2	2	2	1	1	2	2	1
CO5	1	2	2	2	2	3	3	2	2	2	1	1	2	2	2
CO6	1	1	1	1	1	2	2	2	3	3	3	3	2	2	3
Contribution to PAM	10	12	12	13	14	13	12	12	13	10	9	9	12	12	9

THIRD YEAR	CORE COURSE -XV ENGLISH LANGUAGE TEACHING	SEMESTER : VI⁷¹
CODE	(THEORY)	CREDITS : 4

OBJECTIVES:

- To expose learners to various approaches and methods, aspects and strategies of teaching English.
- To help learners understand the essential components and concepts of language teaching.
- To enable learners to know the significance of English in India.
- To make the learners use modern gadgets in language teaching effectively.

UNIT – I ENGLISH IN INDIA

Place of English in India – Aims and Objectives of Teaching English - Issues Involved in the Teaching of English – English as a Foreign Language, Second Language and English for Specific Purposes.

UNIT – II APPROACHES AND METHODS

- i) Methods of Teaching English Grammar – Grammar Translation Method – Direct Method - Audio–lingual Method.
- ii) Methods of Teaching English – Structural Approach – Situational Approach - Communicative Approach – Content–based Instruction – Task–based Language Teaching.

UNIT– III ENGLISH LANGUAGE TEACHING STRATEGIES

Teaching of Prose, Poetry, Drama, Grammar, Composition – Teaching LSRW Skills.

UNIT – IV TESTING IN ELT

Principles of Testing – Types of Tests – Characteristics of a Good Test – Preparation of Model Exercises and Questions.

UNIT – V AUDIO–VISUAL AIDS

Advantages of Audio–Visual Aids – Television and Language Lab in Teaching English.

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Recent trends in ELT – English as a global language – second language acquisition – language teaching in the digital era – role of online platform in language teaching.

BOOKS FOR REFERENCE

1. Bright, John A., and G. P. McGregor. Teaching English as a Second Language. Longmans, 1970.
2. Richards, Jack C, and Theodore S. Rodgers. Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge UP, 1986.
3. Varghese, Paul. Teaching English as a Second Language. Sterling Publishers, 1990.
4. Tickoo, M. L. Teaching and Learning English. Orient Blackswan, 2003.

COURSE OUTCOMES:

At the end of the Course, the students will have the ability to		
CO1	Analyze the significance of English as a second language in India.	LO1,
CO2	Describe the various approaches and methods in language teaching.	LO2, LO7, LO15
CO3	Classify the different methods of teaching English and evaluation.	LO2, LO3, LO9
CO4	Explain the principles of testing and evaluation and its types.	LO4, LO5, LO11
CO5	Comment on the contemporary instructional aids used in teaching English.	LO3, LO6, LO10, LO11
CO6	Explore the effective use of modern gadgets in language teaching.	LO9, LO10

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	Learning Outcomes														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	1	2	2	1	2	1	2	1	1	2	1
CO2	3	3	3	2	2	3	2	2	2	2	2	1	2	2	2
CO3	3	2	3	3	2	3	2	2	3	2	2	2	2	2	2
CO4	2	2	2	3	3	2	2	3	2	3	2	3	2	2	2
CO5	2	2	2	2	3	2	3	2	2	3	3	3	2	3	2
CO6	2	2	2	2	3	2	3	3	2	3	3	2	2	3	3
Contribution to PAM	15	14	14	14	14	14	14	13	13	14	14	12	11	14	12

THIRD YEAR	CORE COURSE -XVI DIASPORIC WRITING	SEMESTER : VI
CODE	(THEORY)	CREDITS : 4

OBJECTIVES

- To appreciate the contribution made by the diasporic writers across the boundaries.
- To widen the knowledge about the elements and features of diasporic writings.

UNIT I: POETRY

Agha Shahid Ali	: Postcard from Kashmir
Imtiaz Dharker	: Minority
Moniza Alvi	: Presents from My Aunts in Pakistan

UNIT II: PROSE

Stuart Hall	: Cultural Identity and Diaspora
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UNIT III: SHORT STORY

Ben Okri	: The Secret Castle
Sefi Atta	: Green
M. G. Vassanji	: Leaving

UNIT IV: DRAMA

Ayub Khan-Din	: East is East
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UNIT V: NOVEL

Jhumpa Lahiri	: The Namesake
Monica Ali	: Brick Lane

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Reading the diasporic literatures of contemporary writers in English and translations.

BOOKS FOR REFERENCE:

1. Jana Evans Braziel, and Anita Mannur. editors. Theorizing Diaspora. Blackwell Publishing, 2003.
2. Kevin Kenny. Diaspora: A Very Short Introduction. Oxford UP, 2013.
3. Padmini Mongia, editor. Contemporary Postcolonial Theory: A Reader. Arnold, 1996.
4. <https://warwick.ac.uk/fac/arts/english/currentstudents/postgraduate/masters/modules/asiandiaspora/hallculturalidentityanddiaspora.pdf>

COURSE OUTCOMES

At the end of the Course, the students will have the ability to		
CO1	Identify historical contexts that define diasporic writing and demonstrate foundational knowledge of the diasporic experience.	LO1 , LO2
CO2	Interpret and analyze themes such as displacement, identity and cultural hybridity.	LO3, LO4, LO5
CO3	Construct diverse cultural perspectives and creative expressions of diasporic Literature to enhance critical thinking and self-directed learning.	LO3, LO9, LO12
CO4	Compare and critique literary styles, narrative structures and cultural dialogues in diasporic texts to understand global literary landscapes.	LO11, LO13, LO14
CO5	Evaluate the socio-political and personal struggles, adapt the concepts, theories and challenges of diaspora in research.	LO8, LO9, LO15

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOMES														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	1	1	2	2	1	1	2	2	1	1	1
CO2	3	2	3	2	2	1	2	2	2	1	2	2	1	1	1
CO3	2	3	3	2	2	1	3	2	2	1	2	2	1	1	2
CO4	2	2	2	3	3	2	2	3	2	2	3	2	2	2	1
CO5	2	2	2	2	3	3	2	2	3	2	2	3	2	2	2
Contribution to PAM	13	13	14	13	13	11	12	13	12	10	13	13	10	10	9

THIRD YEAR	SKILL ENHANCEMENT COURSE – VI PUBLIC SPEAKING	SEMESTER: VI
CODE	(THEORY)	CREDITS:2

OBJECTIVES:

- To develop effective oral communication skills.
- To enhance confidence in public speaking situations.
- To train students in structuring and delivering speeches.
- To improve pronunciation, diction, and voice modulation.
- To cultivate critical listening and analytical skills.

UNIT – I INTRODUCTION TO PUBLIC SPEAKING

Meaning and importance of public speaking – Types of public speaking – Overcoming stage fear and anxiety.

UNIT – II TOPIC SELECTION AND AUDIENCE

Purpose and topic selection – Organization of ideas – Listening to speeches – Analyzing the audience.

UNIT – III DELIVERING A SPEECH

Methods of delivering speech – Verbal and non-verbal nuances – clarity – Rhetorical devices – Planning the delivery – Vocal quality.

UNIT – IV PERSUASION THEORIES

Specific purpose and persuasion – Persuasion strategy – Addressing objections – Motivating others – Call to action – Influencing.

UNIT – V DESIGNING AND USING EFFECTIVE VISUAL AIDS

Types of visual aids – When and Where to use visual aids – PowerPoint.

UNIT – VI CURRENT CONTOURS (for Continuous Internal Assessments Only):

Post self-introduction shorts in YouTube, prepare a 5 minutes speech by employing any one of the rhetorical devices, Analyze an advertisement and find out their persuasion techniques, redesign a PowerPoint slide that is found in google.

BOOKS FOR REFERENCE:

1. Winter, Irvah Lester. Public Speaking: Principles and Practice. Anson Street Press Publisher, 2025.
2. Beebe, Steven A & Susan J. Beebe. Public Speaking Handbook. Fourth edition, ebook, Library of Congress, Pearson Education, Inc.2013
3. Esenwein, J. Berg & Dale Carnegie. The Art of Public Speaking. Pharos Books Publishers, 2022.
4. Pfeiffer, S. William. Pocket Guide to Public Speaking. Darling Kindersley India Pvt. Ltd. 2012.
5. Lynn, Dorothy & Jessica Selasky. Mastering Public Speaking. Jaico Publishing House, Mumbai, 2007.
6. Lomas, Brian. Successful Presentations. Viva Books Publishers, New Delhi, 2010.

COURSE OUTCOMES:

At the end of the course, the students will have the ability to		
CO1	Understand the importance of public speaking.	LO1
CO2	Apply apt speaking styles for different audiences and Purposes.	LO4, LO2, LO13, LO14
CO3	Analyze, Structure and deliver speeches effectively.	LO5, LO11, LO12.
CO4	Critically evaluate speeches.	LO3, LO6, LO8,
CO5	Employ appropriate language, tone and gestures.	LO3, LO15
CO6	Present their speeches with an effective PPT.	LO10, LO15

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOME														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	2	3	2	2	1	3	2	3	2	2	2	3
CO2	3	3	3	2	3	2	3	2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	2	2	2	3	2	3	2	3	3	2
CO4	3	2	2	2	2	3	3	2	2	3	3	2	2	3	2
CO5	3	3	3	3	2	3	2	2	2	3	2	2	3	3	3
CO6	3	3	3	3	2	3	2	2	3	2	3	3	2	3	3
Contribution to PAM	18	17	16	15	15	15	14	11	16	15	17	14	15	17	16

THIRD YEAR	SKILL ENHANCEMENT COURSE – VII EMPLOYABILITY SKILLS	SEMESTER: VI
CODE	(THEORY)	CREDITS:2

OBJECTIVES

- To develop effective communication skills for academic, professional and social contexts.
- To build teamwork and collaboration skills required in modern workplaces.
- To enhance stress and fear management for interviews and public situations.
- To cultivate positive attitude, leadership and responsibility.
- To prepare students for interviews, group discussions and workplace interactions.
- To enable students to apply employability skills in practical scenarios.

UNIT I - COMMUNICATION & INTERPERSONAL SKILLS

Developing structured verbal/written communication, leadership and effective teamwork.

UNIT II - PROFESSIONAL BRANDING

Creating resumes, LinkedIn profiles and personal branding strategies.

UNIT III - INTERVIEW PREPARATION

Enhancing confidence, presentation skills and responding to interview questions.

UNIT IV - DIGITAL & EMERGING TECHNOLOGY

Training in AI, Cyber Security and Digital Skills.

UNIT V - APTITUDE AND REASONING

Solving logical, critical and analytical problems.

UNIT VI - CURRENT CONTOURS (for Continuous Internal Assessments Only):

Self-awareness (“I am Unique”), Practical learning activities like Mock Interviews, GDs, etc., Professional Grooming and Behaviour.

RECOMMENDED E BOOKS

<https://kb.naanmudhalvan.in>>EmpSkills _ 2425e

<http://www.scribd.com>>

<http://www.studocu.com>>

COURSE OUTCOMES (COs)

At the end of the Course, the students will have the ability to		
CO1	Work effectively in teams, demonstrate leadership and take ownership of responsibilities.	LO1, LO9, LO14
CO2	Communicate clearly and confidently using appropriate verbal and non-verbal techniques.	LO2, LO10, LO12
CO3	Manage fear and stress and demonstrate confidence in public and professional situations.	LO11, LO13, LO15
CO4	Write professional documents such as emails, resumes, and cover letters.	LO3, LO5, LO6
CO5	Integrate employability skills in interviews, presentations and simulations.	LO4, LO8, LO12
CO6	Reflect on personal strengths and areas for improvement for continuous growth.	LO7, LO11, LO14

THE COURSE ARTICULATION MATRIX (CAM) FOR DEFINED COS:

CO	LEARNING OUTCOMES														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CO1	3	3	2	3	2	1	3	2	3	2	1	2	2	3	2
CO2	2	3	2	2	2	2	1	2	2	3	2	3	2	2	2
CO3	2	3	2	2	1	1	2	2	3	2	3	2	3	2	3
CO4	3	3	3	1	3	2	1	2	2	3	2	2	1	1	3
CO5	2	3	2	3	2	1	1	3	2	2	2	3	1	1	2
CO6	1	2	2	1	1	1	3	2	2	2	3	2	2	3	3
Contribution to PAM	13	17	13	12	11	8	11	13	14	14	13	14	11	12	15