



**MARUDHAR KESARI JAIN COLLEGE FOR WOMEN
(AUTONOMOUS)**

Vaniyambadi – 635 751

PG & Research Department of English

for

Undergraduate Programme

Bachelor of Arts in English

From the Academic Year 2024-25

CONTENT

- 1. Preamble**
- 2. Programme Outcomes**
- 3. Programme Specific Outcomes**
- 4. Eligibility for Admission**
- 5. Methods of Evaluation and Assessments**
- 6. Skeleton & Syllabus**

LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK FOR UNDERGRADUATE EDUCATION

Preamble

The Department of English is one of the former Department in Marudhar Kesari Jain College for Women which is quite prestigious and full-fledged in academic endeavors and we are delighted to open the gateway of the academic journey with an integral mastery and qualitative workmanship. The Department flourished with BA Literature in the year 2007 and was upgraded with MA literature in 2010. Another feather in the cap of the Department was the foreword of M.Phil., in the year 2012. Since its inception, the department has played a crucial role in stabilizing relevant specializations such as American Literature, English for Competitive Examinations, Dynamic of Public Speaking and Creative Writing, Writing for the Media, Translation Studies and English Language Teaching, Journalism. Projects at the Post Graduate level help the students to evolve better research scholars.

The Department directs not only on the curriculum but also brings out their creativity, helps them to withstand stage fear, and improves leadership integrity by establishing functions in the Department. The Department also runs several co-curricular and extra-curricular initiatives like Value added courses engendering a New Humanities through interdisciplinary collaboration and research; providing through these acts a basis for students to return to their changing worlds as active citizens and critical readers.

PROGRAMME OUTCOMES (PO)

Programme	BA., English
Programme Code	UA02
Duration	3 years [UG]
Programme Outcomes	<p>PO1: Acquire knowledge in English and to-apply the knowledge in their day-to-day life for betterment of self and society.</p> <p>PO2: Develop critical, analytical thinking and problem - solving skills.</p> <p>PO3:Develop research related skills in defining the problem, formulate and test the hypothesis, analyse, interpret, and draw conclusion from data.</p> <p>PO4:Address and develop solutions for societal and environmental need sociological,regional and national development.</p> <p>PO5: Work in dependently and engage in lifelong learning and enduring proficient progress.</p> <p>PO6: Provoke employability and entrepreneurship among students along with ethics and communication skills.</p> <p>PO7: Understand the importance of ethical behavior in business contexts and be able to recognize and address ethical dilemmas they may encounter in their professional careers.</p> <p>PO8: Prepared for lifelong learning and professional development, including the ability to adapt to changes in technology, business practices, and economic conditions throughout their careers.</p>

<p>Programme Specific Outcomes:</p>	<p>PSO1 – Identify words, grammar items and structures in English to use them in specific contexts</p> <p>PSO2 - Recognize, explore and use a range of vocabulary to formulate sentences, paragraphs, letters and other forms of narratives.</p> <p>PSO3 – List, distinguish and practice different ways of sharing ideas in spoken and written forms. Prepare written composition in real life contexts and engage in a range of interactions in the real world</p>
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Eligibility for Admission:

Candidates for admission to the first year of the Bachelor of Arts Degree of English Course shall be required to have passed the Higher Secondary Examination by the Government of TamilNadu or any equivalent.

Methods of Evaluation and Assessment

Methods of Evaluation		
Internal Evaluation		25 Marks
External Evaluation	End Semester Examination	75 Marks
	Total	100 Marks
Methods of Assessment		
Recall (K1)	Simple definitions, MCQ, Recall steps, Concept definitions	
Understand / Comprehend (K2)	MCQ, True/False, Short essays, Concept explanations, short summary or overview	
Application (K3)	Suggest idea/concept with examples, suggest formulae, solve problems, Observe, Explain	
Analyze (K4)	Problem-solving questions, finish a procedure in many steps, Differentiate Between various ideas, Map knowledge	
Evaluate (K5)	Longer essay/Evaluation essay, Critique or justify with pros and cons	
Create (K6)	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations	

Semester - I						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24UFTA11 / 24UFUR11 / 24UFHI11	Tamil 1/ Urdu 1/ Hindi 1	4	1	0	0	3
24UFEN11	English–1	4	1	0	0	3
24UENC11	CC-1 Introduction to Literature	3	1	2	0	5
24UENC12	CC-2 Indian Writing in English	3	1	0	0	3
24UENA11	Allied I-Social History of England-I	3	1	0	0	3
24UENS11	SECI-I (NME) Presentation Skills	1	0	1	0	2
24UENS12	SEC2 - English for Communication	1	0	1	0	2
24UENF11	Funtional Englsih - Public Speaking Skills	1	1	0	0	2
TOTAL					30	23

Semester - II						
Code	Course Title	Hours Distribution				C
		L	T	P	S	
24UFTA21/ 24UFUR21 / 24UFHI21	Tamil – 2/ Urdu 2/ Hindi 2	4	1	0	0	3
24UFEN21	English - 2	4	1	0	0	3
24UENC21	CC 3 British Literature.-1	3	2	0	0	5
24UENC22	CC 4 American Literature	3	2	0	0	5
24UENA21	Allied - History of English Literature	3	2	0	0	3
24UENS21	SEC – 3 Digital Literacy Concepts	1	0	1	0	2
24UAEC21	AEC – 1 Life Skill For Yoga	1	1	0	0	2
TOTAL					30	23

L-Lecture T-Tutorial P-Practical S-Seminar C-Credit

Students must complete at least one online course (MOOC) from platforms like SWAYAM, NPTEL, or Nan mudalvan within the fifth semester. Additionally, engaging in a specified Self-learning Course is mandatory to qualify for the degree, and successful participation will be acknowledged with an extra credit of 2*.

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC11	Core Course -I Introduction to Literature	Core	3	1	2	0	5	5	25	75	100
Learning Objectives											
LO1	To introduce the different forms of literature										
LO2	To provide learners with the background knowledge of literature										
LO3	To enable learners to understand the different genres of writing										
LO4	To examine the various themes and methodologies present in literature										
LO5	To create the ability of critically examining a text										
Unit	Content										Hours
1	Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad.Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.										12
2	Michael Drayton - The Parting. William Shakespeare - Sonnet 18, Sonnet 116. John Milton - When I Consider How My Light is Spent, William Wordsworth - Daffodils.										12
3	J.M. Barrie - The Admirable Crichton. Lady Gregory - The Rising of the Moon.										12
4	Manohar Malgonkar - Spy in Amber. Don Quixote - Tilting at the Windmills.										12
5	Saki - The Open Window Robert Lynd – Sweet Jerome K. Jerome - excerpt from - Three Men in a Boat – (Packing Episode)										12

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

Textbooks:	
1	Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing- X. J. Kennedy, by Pearson, 2016.
2	Portable Literature: Reading, Reacting, Writing - 9th edition–LaurieKirszner, by Cengage Learning, 2016
Reference Books:	
1	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.
2	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St. Martin's, August 2021.
3	Janice Campbell., Introduction to Literature: Excellence in Literature English1, 4th Ed, Everyday Education, LLC, January 2021.
4	Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021.
5	Adamson H. D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019.
Web resources:	
1	https://www.poetryfoundation.org/poems/45521/i-wandered-lonely-as-a-cloud
2	https://babel.hathitrust.org/cgi/pt?id=njp.32101041988641&utm_source=chatgpt.com
3	https://www.gutenberg.org/files/996/996-h/996-h.htm#Page_47

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	14	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	2.8	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC12	Core Course 2- Indian writing in English	Core	3	1	0	0	3	5	25	75	100
Learning Objectives											
LO1	To familiarize with the context of colonial experience										
LO2	To understand culture, transformations										
LO3	To enable counter discourse; subalternity; identity movements										
LO4	To examine the various themes and methodologies existing in Contemporary Indian Writing in English										
LO5	To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts										
Unit	Content										Hours
1	Winning of Friends (Panchathantra) – Vishnu Sharma (there are four stories to choose from) Brother’s Day from Folktales – A.K. Ramanujan Handful of Nuts, Night Train to Deoli from Ruskin Bond Sparrows - K.A. Abbas										12
2	Rabindranath Tagore - Khabhuliwala. India through a Traveller’s Eye excerpt from My Several Worlds - Pearl S Buck. The School Among the Pines, Boy Scouts Forever, Uncle Ken’s Rumble in the Jungle from School Days - Ruskin Bond Inspection Episode-Examination- from Part I Childhood – M.K. Gandhi - Autobiography Science, Humanities and Religion										12
3	The Lotus - Toru Dutt The Tiger and the Deer - Sri Aurobindo										12
4	Sarojini Naidu- The Village Song A. K. Ramanujam - Still Another View of Grace Shiv K Kumar - Indian Women Mirza Ghalib - It is not Love, it is Madness										12
5	Rabindranath Tagore - Mukhthadhara. Nalini: A Comedy in Three Acts – Three Plays - Nissim Ezeikel Joginder Paul - Sleepwalkers.										12

CO	Course Outcomes
CO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present
CO2	Analyze Indian literary texts written in English in terms of colonialism, Postcolonialism, regionalism, and nationalism
CO3	Understand the role of English as a medium for political awakening and the use of English in India for creative writing
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study.
CO5	Evaluate critically the contributions of major Indian English poets and dramatists
Textbooks:	
1	Rexroth, Kenneth. The New British Poets: An Anthology. Granger Books, 1976.
Reference Books:	
1	Bacon, Francis, and Michel Leiris. Francis Bacon. Ediciones Poligrafa, 2008.
2	MARLOWE, Christopher. Dr. Faustus. BOOK ON DEMAND LTD, 2021
3	Shelley, Mary Wollstonecraft. Frankenstein. Create Space, 2015.
4	Swift, Jonathan, et al. Gulliver's Travels. Oxford University Press, 2019.
Web resources:	
1	https://www.penguin.co.in/book/night-train-at-deoli-and-other-stories
2	https://www.poetrybyheart.org.uk/poems/village-song
3	https://tagoreweb.in/Plays/muktodhara-82

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	10	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2	3	3	3

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENA11	Allied - 1 Social History of England -I	Allied	3	1	0	0	3	4	25	75	100
Learning Objectives											
LO1	To provide a comprehensive idea of English literature and language over the ages										
LO2	To help student trace English literature dating from seventh century to present era										
LO3	To help them to understand the structural development of the English language										
LO4	To inform them about the various external linguistic influences										
LO5	To create the ability of critically examining a text										
Unit	Content										Hours
1	The Renaissance and its impact on England, The Reformation - Causes and Effects										10
2	The Commonwealth of Nations, The Restoration, Coffee - Houses and their Social relevance										10
3	Impact of the Industrial, Agrarian and the French Revolutions on the English Society, Humanitarian movements in England										10
4	The Reform Bills and the Spread of Education- Social Impact of the Two World Wars, The Labour Movement, The Welfare State										10
5	The Cold War (1945-1991)- The Falkland War (1981)-The Gulf War (1991).										10

CO	Course Outcomes
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.
CO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.

Textbooks:	
1	Ed. Keith Wrightson, A Social History of England, 1500- 1750, 2018, Norton Press.
2	Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900-1200, 2012, Cambridge University Press.
Reference Books:	
1	Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012, Cambridge University Press
Web resources:	
1	A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	3	3	3	3	2	3	3	3
CO4	3	3	3	2	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	14	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2.8	3	3	3

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENS11	SEC (NME) - 1 Presentation Skills	SEC	1	0	1	0	2	2	25	75	100
Learning Objectives											
LO1	To gain information, better writing, learn about relevant news, and scan for quick fact										
LO2	To develop speaking skills in order to effectively communicate thoughts and ideas										
LO3	To inform, to train, to persuade, to motivate, and to entertain										
LO4	To develop the skill of various methods of presentation										
LO5	To overcome the physical and cognitive barriers in presentation										
Unit	Content										Hours
1	Reading skills-Read from text – Reading Comprehension										6
2	Speaking skills - extempore and impromptu speeches										6
3	Presentation skills - Narrate stories - experiences -Deliver effective PowerPoint presentations on various topics-Types and Methods of Presentation										6
4	Presentation in conference seminar etc-Presentation of reports, projects- proposals										6
5	Communication barriers – verbal and non-verbal barriers										6

CO	Course Outcomes
CO1	Read with confidence, comprehension and fluency while interacting with the message.
CO2	Express ideas more effectively and enhance speaking and listening skills.
CO3	Use slides, handouts, notes and other audio-visual aids effectively.
CO4	Plan, structure and deliver powerful presentations with effective messages.
CO5	Deal with anxiety and have a positive attitude towards presentation and public speaking. Learn the nuances of different types of public speaking (academic and non-academic).

Textbooks:	
1	Townsend, Roz. Presentation Skills for the Upwardly Mobile. Emerald, 2006.
2	Hariharan. S, et al. Soft Skills. MJP Publishers, 2010.
3	Pease, Allan. Body Language. Sudha Publications, 1998.
Web resources:	
1	http://www.teacherjoe.us/Learn_English53.html
2	http://kalinago.blogspot.com/2010/02/learning-english-through-youtube-h2le-2.html
3	http://freenuts.com/youtube-channels-for-you-to-learn-english/

Mapping with Programme Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2	3
CO3	2	3	3	3	2	3	3	3	2	2	2
CO4	3	3	3	3	3	3	3	3	2	2	3
CO5	3	2	3	3	3	3	3	2	2	3	3
Total	15	14	15	15	13	15	15	13	10	12	13
Average	3	2.8	3	3	2.6	3	3	2.6	2	2.2	2.6

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENS12	SEC -2 English for Communication	SEC	1	0	1	0	2	2	25	75	100
Learning Objectives											
LO1	To enhance the level of literary and aesthetic experience of students and to help them respond creatively.										
LO2	To sensitize students to the major issues in the society and the world.										
LO3	To provide the students with an ability to build and enrich their communication skills.										
LO4	To equip students to utilize the digital knowledge resources effectively for their chosen fields of study										
LO5	To help them think and write imaginatively and critically										
Unit	Content										Hours
1	Communication: Basic Communication Styles- Passive, Aggressive, Assertive- Significance of communication.										6
2	Types of communication-Verbal-Non-Verbal.										6
3	Effective communication skills										6
4	Skills to be acquired in communication - Speaking/reading/writing/listening										6
5	Application of learning										6

CO	Course Outcomes
CO1	Identify the basic principles of communication
CO2	Analyze the various types of communication
CO3	Make use of the essential principles of communication
CO4	Identify the prominent methods and models of Communication.
CO5	Learn about the four skills of language and get familiarized with them.
Textbooks:	
1	Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.
2	Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.
3	Understanding Body Language by Alan Pease.

Reference Books:	
1	Communicative Grammar of English by Geoffrey Leech and Ian Svartik.
Web resources:	
1	https://www.britannica.com/topic/communication/Types-of-communication
2	https://www.helpguide.org/relationships/communication/effective-communication?utm_source=chatgpt.com
3	https://www.verbalplanet.com/blog/the-four-key-language-skills-importance.asp

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	2	3	3	3
CO2	2	3	3	3	2	3	3	2	3	3	3
CO3	3	3	3	3	3	3	3	2	3	3	3
CO4	3	3	3	2	3	3	3	2	3	3	3
CO5	3	2	3	3	3	3	3	2	3	3	3
Total	14	14	15	14	14	15	15	14	15	15	15
Average	2.8	2.8	3	2.8	2.8	3	3	2.8	3	3	3

3 – Strong, 2- Medium, 1- Low

1st YEAR: FIRST SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENF11	FC - 1 (Functional English) Public Speaking Skills	FC - 1	1	1	0	0	2	2	25	75	100
Learning Objectives											
LO1	To help students understand the goals and benefits of public speaking										
LO2	To help them recognize communication apprehension and guide them on how to recite.										
LO3	To familiarize them on how public speaking can be used to advocate or create change										
LO4	To enable learners recognize the social and historical contexts of speech, oratory and rhetoric										
LO5	To help them think and speak imaginatively and critically										
Unit	Content										Hours
1	Public speaking – Definition-Need and significance of public speaking										6
2	Elements of Public Speaking – demonstrative- Informative-persuasive										6
3	Techniques for effective speaking skills										6
4	Methods of public speaking										6
5	Advantage and Disadvantage of public speaking										6

CO	Course Outcomes
CO1	Demonstrate an understanding of the principles of public speaking
CO2	Recognize barriers to public speaking and identify how to avoid them
CO3	Understand how to give effective verbal and nonverbal feedback
CO4	Learn about planning speech organization for the intended audience
CO5	Practice effective group delivery and speech informal context.

Textbooks:	
1	Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience -centred approach (6th ed.). New York: Pearson
2	Fraleigh, D.M., & Tuman, J.S.(2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins
Reference Books:	
1	Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.
2	Learning Outcomes Public Speaking (lumen learning. com) lu03_public_speaking.pdf (indianhills.edu)
Web resources:	
1	https://study.com/academy/lesson/what-is-public-speaking-and-why-do-i-need-it.html
2	https://debateus.org/types-of-speeches/?utm_source=chatgpt.com
3	https://courses.lumenlearning.com/wm-publicspeaking/chapter/methods-of-speech-delivery/?utm_source=chatgpt.com
4	https://courses.lumenlearning.com/wm-publicspeaking/chapter/methods-of-speech-delivery/

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2	3
CO3	2	3	3	3	2	3	3	3	2	2	2
CO4	3	3	3	3	3	3	3	3	2	2	3
CO5	3	2	3	3	3	3	3	2	2	3	3
Total	15	14	15	15	13	15	15	13	10	12	13
Average	3	2.8	3	3	2.6	3	3	2.6	2	2.2	2.6

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC21	CC 3 - British Literature.-I	Core	3	2	0	0	5	5	25	75	100
Learning Objectives											
LO1	To introduce British Identity, Periods and other related forms.										
LO2	To increase the ability for students to intellectually assess the works of British writers										
LO3	To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.										
LO4	To closely examine the various themes and methodologies present in British literature										
LO5	To create an aptitude of critical probing through the text										
Unit	Content										Hours
1	Post Colonial-Interpretations of British literature Thomas Gray – Elegy Written in a Country Churchyard Alexander Pope – On Solitude Robert Burns – A Red, Red Rose John Donne – Canonization										18
2	Charles Lamb Dissertation upon a Roast Pig Oliver Goldsmith – A City Night- Piece Sir Richard Steele – The Spectator Club Joseph Addison – Household Superstitions										18
3	John Webster – The White Devil										18
4	Christopher Marlowe – Dr. Faustus										18
5	Jonathan Swift – Gulliver's Travels										18

CO	Course Outcomes
CO1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.
CO2	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation.
CO3	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century
CO4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.
CO5	Critically appreciate literature using standard literary terminology and other literary conventions.

Textbooks:	
1	The collected works of Charles Lamb and Mary Lamb by Charles Lamb, MaryLamb.
2	The Spectator Club – Critical Appreciation by Richard Steele
3	MARLOWE, Christopher. <i>Dr.Faustus</i> . BOOK ON DEMAND LTD, 2021.
Reference Books:	
1	A Critical History of English Literature – David Daiches
2	Swift, Jonathan, et al. Gulliver’s Travels. Oxford University Press, 2019.
3	Ranger, Paul, “Technical Features.” By Oliver pp51-58., http://doi.org/10.1007/978-1-349-07664-2_5.
Web resources:	
1	https://www.poetryfoundation.org/poems/44097/the-canonization
2	https://freeditorial.com/en/books/a-city-night-piece--2?utm_source=chatgpt.com
3	https://www.gutenberg.org/ebooks/12915?utm_source=chatgpt.com
4	https://www.gutenberg.org/files/829/829-h/829-h.htm?utm_source=chatgpt.com

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	2	3	2	3	3	3	3
CO2	3	2	3	2	2	2	3	3	3	2	2
CO3	2	2	2	3	2	3	3	2	2	3	3
CO4	2	2	3	3	3	3	2	3	2	2	2
CO5	3	2	3	2	2	2	3	3	3	2	2
Total	13	11	14	13	11	13	13	14	13	12	12
Average	2.6	2.2	2.8	2.6	2.2	2.6	2.6	2.8	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENC22	CC 4 - AMERICAN LITERATURE	Core	3	2	0	0	5	5	25	75	100
Learning Objectives											
LO1	To identify the growth and development of American literature.										
LO2	To critically examine how various genres developed and progressed.										
LO3	Learn about prominent writers and famous works in American literature.										
LO4	To closely examine the various themes and methodologies present in British literature										
LO5	To create an aptitude of critical probing through the text										
Unit	Content										Hours
1	Background: The First Frontier (Settlement of America) –The Puritans and the spread of Puritanism in America – Romanticism: Optimist and Pessimist – The Flowering of New England – The Transcendentalists – Writers of the South – Indian thought in Emerson, Thoreau and Whitman, The Harlem Renaissance– Sacred Writings of the East.										12
2	Walt Whitman – O Captain, My Captain! Robert Frost – Birches Edgar Allan Poe – The Raven Emily Dickinson – Because I Could not stop for Death										12
3	Martin Luther King Jr. – I have a Dream Ralph Waldo Emerson – Self-reliance										12
4	F.Scott Fitzgerald - The Great Gatsby										12
5	Jonathan Edwards - Sinners in the Hands of an Angry God										12

CO	Course Outcomes
CO1	Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).
CO2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.
CO3	Articulate ways that American literature reflects complex historical and cultural experiences.
CO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.
Textbooks:	
1	American Literature of the 19 th Century – Ed. Fisher Samuelson and Reninger Baid
2	A Brief History of American Literature by Richard Gray
3	Tennessee Williams: The Glass Menagerie
Reference Books:	
1	Dickinson, Emily, and Johanna Brownell . <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.
2	Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allen Poe</i> . Sterling Pub. Co., 1995.
Web resources:	
1	https://www.britannica.com/topic/The-Glass-Menagerie-play-by- Williams
2	https://www.poetryfoundation.org/poems/48860/the-raven

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	2	3	2	3	3	3	3
CO2	3	2	3	2	2	2	3	3	3	2	2
CO3	2	2	2	3	2	3	3	2	2	3	3
CO4	2	2	3	3	3	3	2	3	2	2	2
CO5	3	2	3	2	2	2	3	3	3	2	2
Total	13	11	14	13	11	13	13	14	13	12	12
Average	2.6	2.2	2.8	2.6	2.2	2.6	2.6	2.8	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENA21	Allied - History of English Literature - I	Allied	3	2	0	0	3	5	25	75	100
Learning Objectives											
LO1	To help students with a survey of the history of English literature from Old English times to the Modern period.										
LO2	To facilitate them understand the major literary movements and authors of England										
LO3	To enable students develop a comprehensive understanding of the Ages and their characteristics										
LO4	To identify the influence of social and cultural events through the works of the writers										
LO5	To provide the man understanding of certain linguistic processes that have contributed to the development of the English Literature										
Unit	Content										Hours
1	PROSE Early Prose- Sidney, Bacon, The Authorized Version of the Bible Beginning of Modern English Prose- Addison, Steele, Johnson										12
2	POETRY 14 th Century -Chaucer Elizabethan & Jacobean Poetry- Characteristics with reference to Spenser, Donne Age of Milton - Milton Neo-classical - Characteristics with reference to Dryden, Pope										12
3	EARLY DRAMA Early Drama -Mystery, Miracle, Morality, Interludes Elizabethan & Jacobean Drama - Characteristics with reference to the University Wits										12
4	LATER DRAMA Restoration Drama – Characteristics with reference to Congreve, Wycherley Anti-sentimental comedy - Characteristics with reference to Goldsmith, Sheridan										12
5	NOVEL 18 th Century Novel – Jane Austin, Jonathan Swift										12

CO	Course Outcomes
CO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.
CO2	Evaluate the way socio-cultural and Historical phenomena influence the literary production of a particular period
CO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages
CO4	Develop practical appreciation of the literary stalwarts of the respective periods
CO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.
Textbooks:	
1	W.H. Hudson – An Outline History of English Literature
2	Compton & Rickett – A History of English Literature
3	The Routledge History of Literature in English by Ronald Carter and John Mc Rae
Reference Books:	
1	History of English Literature by Edward Albert
2	A Critical History of English Literature by David Daiches
3	The Concise Cambridge History of English Literature by George Sampson
Web resources:	
1	https://iac-cheyyar.com >pdf\
2	https://ddu.collegedup.ac.in/Datafiles/cms/ecourse%20content/B.A.%20%28Hons%29%20ENG%20PAPER%204%20Growth_of_English_Drama.pdf?utm_source=chatgpt.com

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	2	3	2	3	3	3	3
CO2	3	2	3	2	2	2	3	3	3	2	2
CO3	2	2	2	3	2	3	3	2	2	3	3
CO4	2	2	3	3	3	3	2	3	2	2	2
CO5	3	2	3	2	2	2	3	3	3	2	2
Total	13	11	14	13	11	13	13	14	13	12	12
Average	2.6	2.2	2.8	2.6	2.2	2.6	2.6	2.8	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low

1st YEAR: SECOND SEMESTER

Course Code	Course Name	Category	L	T	P	S	Credits	Hours	Marks		
									CIA	External	Total
24UENS21	SEC – 3 Digital Literacy Concepts	SEC	1	0	1	-	2	2	25	75	100
Learning Objectives											
LO1	To help the students to be introduced to digital literacy										
LO2	To elaborate on digital values, language and culture										
LO3	To explore digital literacy in terms of information, identity and labeling										
LO4	To discuss teacher's engagement in digital literacy										
LO5	To analyze socio-economic factors in digital literacy										
Unit	Content										Hours
1	Introduction to Digital Literacy and Its Types Digitizing Information Plagiarism Checking and Digital tools										6
2	Values and Ethics of Digital Literacy Significance of Digital Literacy Characteristics of Digital Literacy The Role of Language in Digital Literacy										6
3	Digital Media and Its Types E-mail, Vlog, Blog, Twitter, Facebook, e-book										6
4	Digital Literacy in Education										6
5	Challenges in Digital Literacy Digital literacy challenges and importance Digital Literacy in Education										6

CO	Course Outcomes
CO1	Gain knowledge of digital literacy.
CO2	Acquire skills in text literacies and language.
CO3	Acquire skills in information digital literacy.
CO4	Build confidence in using digital literacy.
CO5	Aware of the various types socio- economic factors in digital literacy.
Textbooks:	
1	Introduction to Digital Literacy (2ndEdition)-Mark Bowles.
2	Popular Culture,New Media and Digital Literacy in Early Childhood – J.Marsh
3	Digital Literacy: Different Cultures, Different Understandings – E.Helsper.
Reference Books:	
1	Implementing Media Literacy : Empowerment, Participation and Responsibility – S.Livingston.
2	Literacy: Reading the word and the word –P.Freire and P.Macedo.
3	Media Literacy in Schools: Practice, Production and Progression – A.BurnandJ.Durran.
4	Digital LiteracyforLearning–A.Martin andD.MadiganChangingLiteracies–C.Lankshear.
Web resources:	
1	https://www.grammarly.com/plagiarism-checker
2	https://libguides.unf.edu/digitalliteracy/ethics?utm_source=chatgpt.com
3	https://wordpress.com/
4	https://www.unicef.org/digitaleducation/topics/digital-literacy
5	https://www.edtechreview.in/trends-insights/insights/what-is-digital-literacy-its-importance- and-challenges

Mapping with Programme Outcomes and Programme Specific Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3
CO1	3	3	3	3	2	3	2	3	3	3	3
CO2	3	2	3	2	2	2	3	3	3	2	2
CO3	2	2	2	3	2	3	3	2	2	3	3
CO4	2	2	3	3	3	3	2	3	2	2	2
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Average	2.6	2.2	2.8	2.6	2.2	2.6	2.6	2.8	2.6	2.4	2.4

3 – Strong, 2- Medium, 1- Low