



K.M.G. COLLEGE OF ARTS AND SCIENCE **(AUTONOMOUS)**

R.S. ROAD, AMMANANGKUPPAM, GUDIYATTAM -635803

Approved by the Government of Tamil Nadu

Permanently Affiliated to Thiruvalluvar University, Vellore

Recognized under Section 2(f) and 12(B) of the UGC Act 1956

Accredited by NAAC (2nd Cycle) with (CGPA of 3.24/4) 'A' Grade

P.G. DEPARTMENT OF ENGLISH

B.A., ENGLISH

SYLLABUS

(CHOICE BASED CREDIT SYSTEM)

Under

LEARNING OUTCOMES-BASED CURRICULUM

FRAMEWORK (LOCF)

(Effective for the Batch of Students Admitted from 2024-2025)

PREFACE

The curriculum of undergraduate English has been designed to explain the concepts in various genres of English such as Poetry, Prose, Drama, Fiction etc., and also intended to inculcate English language and Grammar through literature. The purpose of the outcome-based education is meant to provide an exposure to the fundamental aspects in different areas of English and its applications, keeping in mind the growing needs for higher education, employability, entrepreneurship and social responsibility. The periodical restructuring of the syllabi is carried out to fulfill the requirements of graduate attributes, qualification descriptors, programme learning outcomes and course outcomes. The outcome-based education enriches the curriculum to deliver the basic principles, synthetic strategies, mechanisms and application-oriented learning for the benefit of students. It also includes self-learning module, minor projects and field visits to enable students to get fortified for higher studies and employment. The programme also includes training to students for seminar presentation, preparation of field visits reports, hands-on training in skill courses, developing leadership qualities, organization and participation in the interdepartmental academic competitions. The allied papers provide a platform to strengthen the understanding of the core subjects. The non-major elective courses offer chances to learn and augment interest in other related fields. The outcome-based curriculum is intended to enrich the learning pedagogy to global standards. ICT enabled teaching-learning platforms are provided to students along with the interaction of international scholars. The seminars periodically delivered by the department, subject experts and professors would certainly help the students to update with latest technology/trends in different fields of English Literature. The exposure to the Group/individual Projects, and MoUs with other colleges can open new avenues for the aspirants and its progress would be followed regularly. The OBE based evaluation methods will reflect the true cognitive levels of the students as the curriculum is designed with course outcomes and cognitive level correlations as per BLOOM's Taxonomy.

ABOUT THE COLLEGE

The College was established in the new millennium 2000 by the vision of late Shri.K.M.Govindarajan fondly known as Iyah, with a mission to offer higher education in the fields of Arts and Science to the needy and the poor middle class students of this area and make them fully employable and economically self-reliant. With a humble beginning of launching an elementary school named Thiruvalluvar Elementary School in the year 1952, Iyah groomed it into a Higher Secondary School and later into a college. Education was his soul and breath. The college has grown into a full-fledged educational hub offering 12 under graduate programs, 8 post graduate programs, 5 M.Phil research programs and 4 Ph.D program. The college has been accredited with 'A' grade by NAAC in 2nd cycle and recognized under section 2(f)&12(B) of the UGC act 1956. The College is permanently affiliated to Thiruvalluvar University. The College is also acquired the status of Autonomous from the academic year 2024-2025. The College is an associate member of ICT Academy and registered member of NPTEL and Spoken Tutorials of IIT Bombay. The college is also a member of INFLIBNET and NDL.

VISION OF THE COLLEGE

Empower young men and women by educating them in the pursuit of excellence, character building and responsible citizen.

MISSION OF THE COLLEGE

Offer higher education in the fields of Arts, Science & Management to the needy and make them fully self-dependent.

QUALITY POLICY OF THE COLLEGE

KMG Students achieve the best learning results and personal growth with modern education that provide them for a working life and a changing society to become deserving citizens.

ABOUT THE DEPARTMENT

The department of English was established in the 2009-2010 academic year with B.A. English as an initial Undergraduate Course and it was elevated to Postgraduate department in the 2013-2014 academic year, by providing M.A. English. It is not a small thing for a man to become a master of the international language and of its rich and complex literature. No other study exerts a greater influence on man in moulding his intellectual and spiritual life than the study of literature. Thus, English department is a guide to those who want to explore the world of literature.

The central objectives of this programme is to enrich the students' communication and reading skills in English. Well experienced English instructors are devoted to develop the various language skills such as listening, speaking, reading, and writing among the student community. Moreover, the students are encouraged to imbibe these qualities by working collectively in the classroom on exercises and examples provided by the teachers.

In addition, the department plays an active role in the co-curricular activities of the college. Every year, English department also plays a leading role in intercollegiate fests, department fests, tours, webinars and seminars.

Furthermore, the department aims to prepare every student professionally fit for placement programmes in every academic year. We provide various orientation programmes and bridge courses to familiarize our students with the course and the curriculum.

VISION OF THE DEPARTMENT

- To attain academic excellence through teaching and research activities.
- To encourage literary sensibilities, language competence and critical thinking among students.

MISSION OF THE DEPARTMENT

- To be a renowned department in inculcating Language and literature.
- To enrich students competency level to present successful in global arena.

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

- 1. Professional Excellence:** Graduates will demonstrate competency and excellence in their chosen fields of study, applying theoretical knowledge to practical situations effectively.
- 2. Character Development:** Graduates will exhibit strong moral and ethical character, upholding values of integrity, honesty, and respect for others in both personal and professional endeavors.
- 3. Leadership and Citizenship:** Graduates will emerge as responsible leaders and active citizens, contributing positively to their communities and society at large through their actions and initiatives.
- 4. Continuous Learning:** Graduates will engage in lifelong learning and professional development activities, adapting to evolving technologies, methodologies, and societal needs.
- 5. Self-Dependency and Entrepreneurship:** Graduates will possess the skills and mindset necessary to be self-reliant and entrepreneurial, capable of creating opportunities for themselves and others through innovation and initiative.
- 6. Effective Communication and Collaboration:** Graduates will demonstrate proficiency in communication skills, both verbal and written, and exhibit the ability to collaborate effectively with diverse teams and stakeholders.
- 7. Global Perspective:** Graduates will have a broad understanding of global issues and perspectives, demonstrating cultural sensitivity and adaptability in multicultural environments.

PROGRAM OUTCOMES (POs)

On successful completion of the programme, the students will be able to:

| POs | Graduate Attributes | Statements |
|------------|---|---|
| PO1 | Disciplinary Knowledge | Acquire detailed knowledge and expertise in all the disciplines of the subject. |
| PO2 | Communication Skills | Ability to express thoughts and ideas effectively in writing, listening and confidently Communicating with others using appropriate media |
| PO3 | Critical Thinking | Students will develop aptitude and Integrate skills of analysis, critiquing, application and creativity. |
| PO4 | Analytical Reasoning | Familiarize to evaluate the reliability and relevance of evidence, collect, analyze and interpret data. |
| PO5 | Problem Solving | Capacity to extrapolate the learned competencies to solve different kinds of non-familiar problems. |
| PO6 | Employability and Entrepreneurial Skill | Equip the skills in current trends and future expectations for placements and be efficient entrepreneurs by accelerating qualities to facilitate startups in the competitive environment. |
| PO7 | Individual and Team Leadership Skill | Capability to lead themselves and the team to achieve organizational goals and contribute significantly to society. |
| PO8 | Multicultural Competence | Possess knowledge of the values and beliefs of multiple cultures and a global perspective. |
| PO 9 | Moral and Ethical awareness/reasoning | Ability to embrace moral/ethical values in conducting one's life. |
| PO10 | Lifelong Learning | Identify the need for skills necessary to be successful in future at personal development and demands of work place. |

PROGRAM SPECIFIC OUTCOMES (PSOs)

On successful completion of the B.A. English, the students will be able to:

| PSOs | Statements |
|------|--|
| PSO1 | Interpret literary texts of all genres and gain a deep understanding of texts. |
| PSO2 | Utilize the different critical approaches and methods of language to acquire mastery in English communication. |
| PSO3 | Promote and explore various situations of human life in the light of literature. |

Correlation Rubrics:

| High | Moderate | Low | No Correlation |
|------|----------|-----|----------------|
| 3 | 2 | 1 | - |

Mapping of PSOs with POs:

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| PSO1 | 3 | 3 | 3 | 3 | 2 | 1 | - | 2 | 1 | 2 |
| PSO2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 1 | 2 |
| PSO3 | 3 | 3 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 3 |

K.M.G. COLLEGE OF ARTS AND SCIENCE

(AUTONOMOUS)

Subject and Credit System- B.A.,English

(Effective for the Batch of Students Admitted from 2024-2025)

| Semester | Part | Category | Course Code | Course Title | Ins.Hrs / Week | Credit | Maximum Marks | | |
|----------------------|------|-------------|-----------------|-------------------------------|-----------------------|-----------|---------------|--------------|-------|
| | | | | | | | Internals | Externa l | Total |
| SEMESTER - I | I | Language | AULT10 / AULU10 | General Tamil -I / Urdu-I | 6 | 3 | 25 | 75 | 100 |
| | II | Language | AULE10 | English-I | 6 | 3 | 25 | 75 | 100 |
| | III | CORE-1 | AUCEN11 | Introduction to Literature | 5 | 5 | 25 | 75 | 100 |
| | III | CORE-2 | AUCEN12 | Indian writing in English | 5 | 5 | 25 | 75 | 100 |
| | III | ELECTIVE-I | AUEEN13 | Social History of England-I | 4 | 3 | 25 | 75 | 100 |
| | IV | SEC-I | AUSEN14 | English and Communication | 2 | 2 | 25 | 75 | 100 |
| | IV | FC | AUFEN15 | Advanced English Grammar | 2 | 2 | 25 | 75 | 100 |
| | | | | | Semester Total | 30 | 23 | | |
| SEMESTER - II | I | Language | AULT20 / AULU20 | General Tamil - II / Urdu-II | 6 | 3 | 25 | 75 | 100 |
| | II | Language | AULE20 | English-II | 6 | 3 | 25 | 75 | 100 |
| | III | CORE-3 | AUCEN21 | British literature-I | 5 | 5 | 25 | 75 | 100 |
| | III | CORE-4 | AUCEN22 | American literature | 5 | 5 | 25 | 75 | 100 |
| | III | ELECTIVE-II | AUEEN23 | Social History of England-II | 4 | 3 | 25 | 75 | 100 |
| | IV | SEC-II | AUSEN24 | Public Speaking Skills | 2 | 2 | 25 | 75 | 100 |
| | IV | SEC-III | AUSEN25 | Digital Literacy and concepts | 2 | 2 | 25 | 75 | 100 |
| | | | | Semester Total | 30 | 23 | | | |

| Semester | Part | Category | Course Code | Course Title | Ins.Hrs / Week | Credit | Maximum Marks | | |
|-----------------------|------|--------------|------------------|----------------------------------|-----------------------|-----------|---------------|-----------|-------|
| | | | | | | | Internals | Externals | Total |
| SEMESTER - III | I | Language | AULT30 / AULU 30 | General Tamil -III / Urdu-III | 6 | 3 | 25 | 75 | 100 |
| | II | Language | AULE30 | English-III | 6 | 3 | 25 | 75 | 100 |
| | III | CORE-5 | AUCEN31 | British literature-II | 5 | 5 | 25 | 75 | 100 |
| | III | CORE-6 | AUCEN32 | Children's Literature | 5 | 5 | 25 | 75 | 100 |
| | III | ELECTIVE-III | AUEEN33 | History of English Literature-I | 3 | 3 | 25 | 75 | 100 |
| | IV | SEC-IV | AUSEN34 | Entrepreneurial Skills | 1 | 1 | 25 | 75 | 100 |
| | IV | SEC-V | AUSEN35 | Interview Skills | 2 | 2 | 25 | 75 | 100 |
| | IV | Compulsory | AUES30 | Environmental Studies | 2 | 2 | 25 | 75 | 100 |
| | | | | | Semester Total | 30 | 24 | | |
| SEMESTER - IV | I | Language | AULT40 / AULU 40 | General Tamil -IV / Urdu-IV | 6 | 3 | 25 | 75 | 100 |
| | II | Language | AULE40 | English-IV | 6 | 3 | 25 | 75 | 100 |
| | III | CORE-7 | AUCEN41 | World literature in translation | 5 | 5 | 25 | 75 | 100 |
| | III | CORE-8 | AUCEN42 | Language And Linguistics | 5 | 5 | 25 | 75 | 100 |
| | III | ELECTIVE-IV | AUEEN43 | History of English Literature-II | 4 | 3 | 25 | 75 | 100 |
| | IV | SEC-VI | AUSEN44 | English for careers | 2 | 2 | 25 | 75 | 100 |
| | IV | SEC-VII | AUSEN45 | English for Business | 2 | 2 | 25 | 75 | 100 |
| | | | | Semester Total | 30 | 23 | | | |

| Semester | Part | Category | Course Code | Course Title | Ins.Hrs / Week | Credit | Maximum Marks | | |
|---------------|------|------------------|-------------------|---|-----------------------|-----------|---------------|--------------|-------|
| | | | | | | | Interna l | Externa l | Total |
| SEMESTER - V | I | CORE-9 | AUCEN51 | Women's writing | 6 | 4 | 25 | 75 | 100 |
| | II | CORE-10 | AUCEN52 | Introduction to folk Literature | 6 | 4 | 25 | 75 | 100 |
| | III | CORE-11 | AUCEN53 | Indian writing in Translation | 5 | 4 | 25 | 75 | 100 |
| | III | CORE-12 | AUCPEN54 /AUCEN54 | Project/Myth and Literature | 5 | 4 | 25 | 75 | 100 |
| | III | ELECTIVE-V | AUEEN55 | Literary forms | 3 | 3 | 25 | 75 | 100 |
| | IV | ELECTIVE-IV | AUEEN56 | Literature and Environment | 3 | 3 | 25 | 75 | 100 |
| | IV | Part-IV | AUVE50 | Value Education | 2 | 2 | 25 | 75 | 100 |
| | IV | Compulsory | AUIEN57 | Summer Internship/Industrial Training | - | 2 | 100 | - | 100 |
| | | | | | Semester Total | 30 | 26 | | |
| SEMESTER - VI | I | CORE-13 | AUCEN61 | Literary criticism | 6 | 4 | 25 | 75 | 100 |
| | II | CORE-14 | AUCEN62 | New literatures in English | 6 | 4 | 25 | 75 | 100 |
| | III | CORE-15 | AUCEN63 | Shakespeare | 6 | 4 | 25 | 75 | 100 |
| | III | ELECTIVE-VII | AUEEN64 | English language Teaching | 5 | 3 | 25 | 75 | 100 |
| | III | ELECTIVE-VIII | AUEEN65 | Journalism and mass Communication | 5 | 3 | 25 | 75 | 100 |
| | IV | Compulsory paper | AUEA60 | Extension Activity | - | 1 | 100 | - | 100 |
| | V | SEC-VIII | AUPCEN66 | Professional Competency skill– English for Competitive Examinations | 2 | 2 | 25 | 75 | 100 |
| | | | | Semester Total | 30 | 21 | | | |

Consolidated Semester wise and Component wise Credit distribution

| Parts | Semester-I | Semester-II | Semester-III | Semester-IV | Semester-V | Semester-VI | Total Credits |
|-----------------|-------------------|--------------------|---------------------|--------------------|-------------------|--------------------|----------------------|
| Part-I | 3 | 3 | 3 | 3 | - | - | 12 |
| Part-II | 3 | 3 | 3 | 3 | - | - | 12 |
| Part-III | 13 | 13 | 13 | 13 | 22 | 18 | 92 |
| Part-IV | 4 | 4 | 5 | 4 | 4 | 1 | 22 |
| Part-V | - | - | - | - | - | 2 | 2 |
| Total | 23 | 23 | 24 | 23 | 26 | 21 | 140 |

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

COURSE DESCRIPTORS

| | | | |
|----------------------------|-----------------------------------|----------------------------|-------|
| Title of the Course | INTRODUCTION TO LITERATURE | Hours/Week | 05 |
| Course Code | AUCEN11 | Credits | 05 |
| Category | Core-1 | Year & Semester | I & I |
| Prerequisites | Higher secondary School Education | Regulation | 2024 |

Objectives of the course:

- To introduce the different forms of literature
- To provide learners with the background knowledge of literature
- To enable learners to understand the different genres of writing
- To examine the various themes and forms present in literature
- To create the ability of critically examining a text

| UNITS | Contents | COs | Cognitive Levels |
|-----------------|---|-------------------|------------------|
| UNIT-I | Introduction: Poetry, Different forms of poetry, Sonnet, Ode, Elegy, Prose, Short Story, Novel, Prosody, Metre | CO1 CO3 | K1,K2 K3,K4 |
| UNIT-II | John Milton – When I Consider How My Light is Spent John Keats – Ode to Nightingale Thomas Gray – Elegy Written in a Country Churchyard | CO1 CO2 CO3 | K1,K2 K3,K4 |
| UNIT-III | Francis Bacon – Of Studies Stephen Leacock – The Financial Expert Jerome K Jerome – Uncle Podger hangs a picture | CO3 CO4 | K1,K2 K3,K4 |
| UNIT-IV | Lamb’s Tales from Shakespeare – A Midsummer Night’s Dream, Twelfth Night | CO2 CO3 CO4 | K1,K2 K3,K4 |
| UNIT-V | Jane Austen – Pride & Prejudice | CO2 CO4 CO5 | K1,K2 K3,K4 |

Recommended Text Books

1. *An Introduction to the study of English Literature* .W.H.Hudson.
2. Cecil, David. ‘The Poetry of Thomas Gray’. *Proceedings of the British Academy*. London: 1954
3. *Jane Austen – Pride & Prejudice*
4. <https://www.bartleby.com/lit-hub/tales-from-shakespeare/twelfth-night-or-what-you-will/>

Reference Books

1. Austen, Jane. *Pride and Prejudice*. ed by Sicha, Frank, Jr [Boston, New York, etc. Ginn and company, 1917] Pdf. Retrieved from the Library of Congress, <www.loc.gov/item/18001222/>.AUSTEN, Jane. *Pride and Prejudice*. London : Penguin Books Ltd, 1994. 299 s. ISBN 0-14-062022-2
2. Henny Herawati et al., *Introduction to Literature*, Sanata Dharma University Press, October 2021.
3. Janice Campbell., *Introduction to Literature : Excellence in Literature English, 4th Ed*, Everyday Education, LLC, January 2021.

Website and e-learning source

1. <https://www.routledge.com/An-Introduction-to-Poetic-Forms/Gill/p/book/9781032154015>
2. <https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent>
3. <https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale>
4. <https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard>

Course Learning Outcomes (for Mapping with POs and PSOs)

On completion of the course the students should be able to

| COs | CO Description | Cognitive Level |
|-----|---|-----------------|
| CO1 | Appreciate and analyze and the basic elements of poetry, including meter, rhyme, and Sonnet. | K1,K2,K3 |
| CO2 | Gain knowledge of the elements of fiction Including narrative structure, character analysis and comparison between different but related texts. | K1,K2,K3,K4 |
| CO3 | Explore the features of literary language. | K1,K2,K3 |
| CO4 | Explain about the romantic comedy of Shakespeare play | K1,K2, |
| CO5 | Describe about the social satire of beginning of 18 th century | K1,K2, |

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 2 | 1 | 1 | 2 | 1 | - | - | 1 | 2 | 2 | 3 | 3 | 3 |
| CO2 | 3 | 2 | 1 | 1 | 1 | - | 1 | 1 | 2 | 1 | 3 | 3 | 3 |
| CO3 | 2 | 2 | 1 | 1 | - | - | 1 | 2 | 1 | 1 | 3 | 3 | 3 |
| CO4 | 3 | 2 | 1 | 1 | - | - | - | 1 | 2 | 1 | 3 | 3 | 3 |
| CO5 | 2 | 2 | 1 | 2 | 2 | - | - | 2 | 2 | 1 | 3 | 3 | 3 |

COURSE DESCRIPTORS

| | | | |
|----------------------------|-----------------------------------|---------------------------|------|
| Title of the Course | INDIAN WRITING IN ENGLISH | Hours/Week | 05 |
| Course Code | AUCEN12 | Credits | 05 |
| Category | Core-2 | Year& Semester | I&I |
| Prerequisites | Higher Secondary School Education | Regulation | 2024 |

Objectives of the course:

- To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
- To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation,(Post) national and gender politics, cross-cultural transformations..
- To create literary sensibility and critical response to the literary texts written in English
- To closely examine the various themes and methodologies existing in Indian Writing in English.
- To help learners apply the ideas encapsulated in Indian Aesthetics literary texts

| UNITS | Contents | COs | Cognitive Levels |
|----------|--|-------------------|----------------------|
| UNIT-I | Introduction from K.R. Srinivasa Iyengar and C.D. Narasimaiah | CO1 CO3 | K1 K2 K3 K4 |
| UNIT-II | Rabindranath Tagore- Paper Boat Sarojini Naidu- The Village Song Toru Dutt- The Lotus A.K. Ramanujam – Still another view of Grace R. Parthasarathy – River Once | CO1 CO2 CO3 | K1 K2 K3 K4 |
| UNIT-III | Mahatma Gandhi- Steal and Atonement Sri Aurobindo – Poetry from ‘Early Cultural Writings’ (Page 123-24) Vivekananda – Address at the Final Session (Complete Works Vol -1, Chapter -1) | CO3 CO4 | K1 K2 K3 K5 |
| UNIT-IV | Ruskin Bond – The Eyes are not Here. K.A. Abbas – Sparrows | CO2 CO3 CO4 | K1 K2 K3 K5 |
| UNIT-V | R.K. Narayanan – The Man – Eater of Malgudi | CO3 CO4 CO5 | K1 K2 K3 K5 |

Recommended Text Books

1. *K.R.Srinivasa Iyengar, Indian Writing in English*
2. *Sarojini Naidu-Select Poems. Turunbull, H.G, Dalway, Bombay: Oxford University Press, 1930*
3. *R.K.Narayan: The Man-Eater of Malgudi. Library of South Asian Literature – Orient paper backs 2010.*
4. *Gandhi, Mahatma, 1869-1948. The Collected Works of Mahatma Gandhi. New Delhi: Publications Division, Ministry of Information and Broadcasting, Govt. of India, 2001.*

Reference Books

1. *Indian Poetry in English Ed.by Makarand Paranjape*
2. *Contemporary Indian Poetry in English Ed. By Saleem Peeradina*
3. *Dhananjay Kanse. Modern Indian Writing in English: Translation. A Multilingual Anthology (Worldview critical editions) Jan 2016.*
4. *Dr.A.K.Sharma: Fiction and Indian Writing in English*

Website and e-learning source

1. <https://www.poemhunter.com/a-k-ramanujan/poems/>
2. <https://www.poetrybyheart.org.uk/poems/paper-boats>
3. <https://allpoetry.com/Village-Song>

Course Learning Outcomes(for Mapping with POs and PSOs)

On completion of the course the students should be able to

| COs | CO Description | Cognitive Level |
|-----|---|-----------------|
| CO1 | Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present | K1,K2,,K4 |
| CO2 | Interpret the implications of the various ethos and issues of Indian culture through the study of Indian poetry | K1,K2,K4,K5 |
| CO3 | Explore the role of English as a medium for political awakening and the use of English in India for creative writing | K1,K2,K4,K5 |
| CO4 | Analyze how the sociological, historical, cultural and political context impacted the texts selected for study | K1,K2,K4,K5 |
| CO5 | Evaluate and interpret literary works and to develop aptitude for critical analysis | K1,K2,K4,K5 |

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 2 | 1 | - | - | - | - | 1 | 2 | 1 | 3 | 3 | 3 |
| CO2 | 3 | 2 | 1 | 1 | - | - | - | 2 | 2 | 1 | 3 | 3 | 3 |
| CO3 | 2 | 2 | 2 | - | - | - | - | 1 | 1 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 1 | 2 | 1 | - | - | - | 2 | 2 | 1 | 3 | 3 | 3 |
| CO5 | 3 | 2 | 2 | 1 | - | - | - | 2 | 2 | 2 | 3 | 3 | 3 |

COURSE DESCRIPTORS

| | | | |
|----------------------------|--------------------------------------|----------------------------|-------|
| Title of the Course | SOCIAL HISTORY OF ENGLAND - I | Hours/Week | 05 |
| Course Code | AUEEN13 | Credits | 03 |
| Category | ELECTIVE-I | Year & Semester | I & I |
| Prerequisites | Basic Knowledge in English | Regulation | 2024 |

Objectives of the course:

- To acquaint the students with background study of social conditions in England
- To introduce students to some of the major historical development of England
- To facilitate the students to focus on chronological narrative of events as on major issues trends, events and crisis of the period
- To make the students aware of the relation between socio political and socio religious events and literary works
- To make the students aware of the relation between socio political and socio religious events and literary works.

| UNITS | Contents | COs | Cognitive Levels |
|-----------------|--|-------------------|----------------------------------|
| UNIT-I | Landmarks in Early English History: The Norman Conquest – Feudal System – Crusades – Magna Carta – Hundred Years War –1348 – Black Death – 1381- Peasants Revolt – Lollards Movement – Wars of Roses. | CO1 CO2 CO3 | K1 K2 K3 K4 K5 K6 |
| UNIT-II | The Renaissance The Reformation The Dissolution of the Monasteries | CO1 CO3 CO4 | K1 K2 K3 K4 K5 K6 |
| UNIT-III | Colonial Expansion The Tudor Navy and The Armada The Elizabethan Age & Theatre | CO1 CO2 CO3 | K1 K2 K3 K4 K5 |
| UNIT-IV | The Origin and Growth of Political Parties in England | CO4 CO5 | K1 K2 K3 K4 K5 |

| | | | |
|---|--|--------------------------|----------------------------|
| UNIT-V | Age of Queen Anne Coffee House Life in London | CO2 CO3 CO4 CO5 | K1 K2 K3 K4 K5 |
| Recommended Text Books | | | |
| <ol style="list-style-type: none"> 1. <i>As a Briggs-Social History of England</i> 2. <i>Louise Creight on– Social History of England</i> 3. <i>G.M.Trevelyan:Social History of England</i> | | | |
| Reference Books (Latest editions, and the style as given below must be strictly adhered to) | | | |
| <ol style="list-style-type: none"> 1. <i>Julia Crickand Elisabeth Van Houts Ed.-Social History of England (900-1200)</i> 2. <i>Keith Wrightson –Social History of England(1500-1750)</i> 3. <i>Francois Bedarida: A Social History of England1851-1990,2nd ed</i> | | | |
| https://www.literpretation.com/post/social-history-of-enland-6#: https://gacbe.ac.insematerial | | | |

Course Learning Outcomes (for Mapping with POs and PSOs)

On completion of the course the students should be able to

| COs | CO Description | Cognitive Level |
|-----|---|-----------------|
| CO1 | Gain knowledge of various features of social and political history of England | K1 |
| CO2 | Be aware of the relation between socio- religious events and socio- political works | K1, K2 |
| CO3 | Compare history with Literature | K4, K6 |
| CO4 | Enable to assess the emergence, reasons, development and the impact of social movements | K4, K5, K6 |
| CO5 | Assess the overall emergence of English society as a nation. | K3, K6 |

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 2 | 3 | 3 | 2 | - | - | - | 1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | - | - | - | 1 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 1 | - | - | - | 1 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 1 | - | - | - | 1 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 1 | - | - | - | 1 | 3 | 3 | 3 | 3 | 3 |

COURSE DESCRIPTORS

| | | | |
|----------------------------|--|---------------------------|------|
| Title of the Course | ENGLISH AND COMMUNICATION | Hours/Week | 04 |
| Course Code | AUSEN14 | Credits | 02 |
| Category | Skill Enhancement Course SEC-1 | Year& Semester | I&I |
| Prerequisites | Provide the students with an ability to build and enrich their communication skills. | Regulation | 2024 |

Objectives of the course:

- To enable the learners to demonstrate effective communication skills - listening, speaking, reading and writing
- To help them think and write imaginatively and critically
- To equip students to build self- confidence with a focus on self- presentation
- To facilitate the learners to learn personal and professional development

| UNITS | Contents | COs | Cognitive Levels |
|-----------------|--|--------------------------|----------------------|
| UNIT-I | Grammar Articles Parts of Speech Tenses Active Passive Voice Punctuation, Capitalization, Contractions and Collocations Proof Reading (Common errors in English) | CO1 CO2 | K1 K2 K4 |
| UNIT-II | Verbal & Non Verbal Greetings Formal & Informal | CO1 CO2 CO3 | K1 K2 K4 |
| UNIT-III | Message Writing Agenda Minutes | CO2 CO3 CO4 | K1 K2 K3 K5 |
| UNIT-IV | Letters – Formal & Informal Email Report writing | CO1 CO2 CO4 CO5 | K1 K2 K4 K5 |
| UNIT-V | Interview Presentation Skills Job Application and Resume | CO4 CO5 | K1 K3 K5 K6 |

Recommended Text Books:

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

1. *Latest editions, and the style as given below must best strictly adhered to Communicative Grammar of English* by Geoffrey Leech and Ian Svartik.

Web Sources:

1. Subject: ENGLISH COMMUNICATION SKILLS THEORY goigalajijuna-Academia.edu.

Course Learning Outcomes (for Mapping with POs and PSOs)

On completion of the course the students should be able to

| COs | CO Description | Cognitive Level |
|-----|--|-----------------|
| CO1 | Apply their knowledge of English grammar and soft skills to enhance their career prospects. | K1,K2, K4 |
| CO2 | Identify the basic principles, methods and models of communication. | K1,K2,K4, K5 |
| CO3 | Evaluate the text from language point of view. | K1,K2,K3, K5 |
| CO4 | Assess the overall linguistic competence with the four skills of language and get familiarized with them. | K1,K2,K4, K5 |
| CO5 | Develop the oral and written communication skills so that their employability enhances and English becomes the medium of their livelihood and personality. | K1,K3, K5, K6 |

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 2 | 1 | 1 | 2 | 2 | - | 2 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 2 | 2 | 1 | 2 | 2 | - | 1 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 2 | 1 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |

COURSE DESCRIPTORS

| | | | |
|----------------------------|---|----------------------------|------|
| Title of the Course | FOUNDATION COURSE – ADVANCE ENGLISH GRAMMAR | Hours/Week | 02 |
| Course Code | AUFEN15 | Credits | 05 |
| Category | Skill Enhancement Course | Year & Semester | I&I |
| Prerequisites | To know about the English Poetry starting from Medieval to Modern Period. | Regulation | 2024 |

Objectives of the course:

- To understand how to use Grammar correctly
- To learn to be confident in using Advanced Grammar
- To write English without grammatical error
- To gain confidence in learning English

| UNITS | Contents | COs | Cognitive Levels |
|-----------------|---|-------------------|----------------------------|
| UNIT-I | 1. Nouns: Countable, Un-Countable, Common, Proper Noun, Concrete, Abstract Properties of Noun: Gender, Number, Person, Case 2. Pronouns 3. Articles | CO1 CO2 CO4 | K1 K2 K4 |
| UNIT-II | 4. Adjectives 5. Prepositions 6. Verbs: Regular, Irregular, Transitive, Intransitive, Finite, Nonfinite, Gerunds, Participles, Infinitives, Tenses | CO1 CO2 CO3 | K2 K3 K5 |
| UNIT-III | 7. Adverbs 8. Conjunctions and Interjections | CO1 CO2 CO3 | K1 K2 K3 K4 |
| UNIT-IV | 9. The Sentence: Subject and Predicate 10. Types of Sentences 11. Sentence Patterns | CO2 CO3 CO4 | K1 K2 K4 K5 |
| UNIT-V | 12. Idioms and Phrases 13. Figures of Speech | CO3 CO4 CO5 | K1 K2 K4 K5 K6 |

| |
|--|
| <p>Recommended Text Books</p> <ol style="list-style-type: none"> 1. <i>Raymond Murphy – English Grammar in Use- Cambridge University Course (2003)</i> 2. <i>A.J. Thomson – A Practivcal English Grammar – Oxford University Press</i> 3. <i>Michel Swan Catherine Walter Oxford English Grammar Course</i> |
| <p>Reference Books (Latest editions, and the style as given below must be strictly adhered to)</p> <ol style="list-style-type: none"> 1. <i>Hewings, Martin. Advanced English Grammar. New Delhi: Cambridge University Press, 1999.</i> 2. <i>Wren & Martin High School English Grammar & Composition</i> 3. <i>Longman Grammar of Spoken and Written English</i> 4. <i>A senior English Grammar and Composition, N.K. Aggarwala, Goyal Brothers Prakashan.</i> |
| <p>Web Resources</p> <ol style="list-style-type: none"> 1. https://learnenglish.britishcouncil.org/grammar/english-grammar-reference 2. https://www.englishgrammar101.com 3. https://www.ircambridge.com/books/the-Good-Grammar-Book-with%20answers.pdf |

Course Learning Outcomes (for Mapping with POs and PSOs)

On completion of the course the students should be able to

| COs | CO Description | Cognitive Level |
|-----|---|-----------------|
| CO1 | Determine the key concepts of English grammar and to apply them more sensitively in their day-to-day communication needs. | K1,K2,,K4 |
| CO2 | Analyze the language in a better way by understanding of the parts of speech and sentence patterns in English. | K1,K2,K3,K4 |
| CO3 | Exposure to a sense of English grammar, tenses, idioms, syntax, semantics, morphology, phonology and their usage. | K1,K2,K3,K4 |
| CO4 | Develop the logical and analytical skills in the use of language for communication. | K1,K2,K3,K4, |
| CO5 | Illustrates the importance of predicates, Idioms, Figures of Speech articles and nouns in English grammar. | K1,K2, K3,K4, |

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 2 | 3 | - | 1 | 1 | - | - | - | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 1 | - | - | 2 | 1 | 1 | - | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 1 | - | - | 1 | - | - | - | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 2 | 2 | 1 | 1 | 1 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 1 | - | - | 1 | - | - | 2 | 3 | 3 | 3 | 3 |

COURSE DESCRIPTORS

| | | | |
|----------------------------|-----------------------------------|----------------------------|--------|
| Title of the Course | BRITISH LITERATURE-I | Hours/Week | 05 |
| Course Code | AUCEN21 | Credits | 05 |
| Category | Core-3 | Year & Semester | I & II |
| Prerequisites | To know about the British culture | Regulation | 2024 |

Objectives of the course:

- To introduce British Identity, Periods and other related forms.
- To increase the ability for students to intellectually assess the works of British writers.
- To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.
- To closely examine the various themes and methodologies present in British literature.
- To create an aptitude of critical probing through the text.

| UNITS | Contents | COs | Cognitive Levels |
|----------|---|-------------------|------------------|
| UNIT-I | John Keats – Ode On a Grecian urn Alexander Pope – On Solitude Robert Burns – A Red, Red Rose John Donne – Canonization | CO1 CO4 | K1 K2 K4 |
| UNIT-II | Charles Lamb – Dissertation upon a Roasted Pig Oliver Goldsmith – A City Night- Piece Sir Richard Steele – The Spectator Club Joseph Addison – Household Superstitions | CO1 CO2 CO3 | K1 K3 K5 |
| UNIT-III | John Webster – The Duchess of Malfi | CO4 CO5 | K5 K6 |
| UNIT-IV | Christopher Marlowe – Dr. Faustus | CO2 CO3 CO4 | K3 K4 |
| UNIT-V | Jonathan Swift – Gulliver's Travels | CO2 CO5 | K3 K4 K6 |

Recommended Text Books

1. The collected works of Charles Lamb and Mary Lamb by Charles Lamb, Mary Lamb.
2. The Spectator Club – Critical Appreciation by Richard Steele.
3. Marlowe, Christopher. Dr. Faustus. 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.

Website and e-learning source

Ranger, Paul, "Technical Features." By Oliver pp51-58.,
http://doi.org/10.1007/978-1-349-07664-2_5.
<https://www.poetryfoundation.org/poems/48860/the-raven>

Course Learning Outcomes (for Mapping with POs and PSOs)

On completion of the course the students should be able to

| COs | CO Description | Cognitive Level |
|-----|---|-----------------|
| CO1 | Demonstrate knowledge of the major social, political, philosophical, and scientific events of early British Literature. | K1,K2,K3 |
| CO2 | Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation. | K1,K3,K5 |
| CO3 | Discuss the themes, approaches, styles, and contributions to the development of British literature. | K4,K5 |
| CO4 | Distinguish between the characteristics of British literary movements in discuss in England writing about British literature. | K3,K4,K6 |
| CO5 | Critically appreciate literature using standard literary terminology and other literary conventions. | K2,K4,K6 |

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 2 | 1 | 1 | 1 | - | - | - | 2 | 2 | 3 | 3 | 2 |
| CO2 | 3 | 1 | 2 | 2 | 1 | - | - | - | 1 | 1 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 2 | 3 | 2 | - | - | - | 3 | 2 | 3 | 2 | 3 |
| CO4 | 3 | 3 | 1 | 2 | 1 | - | - | - | 2 | 1 | 3 | 3 | 3 |
| CO5 | 3 | 2 | 3 | 2 | 3 | - | - | - | 3 | 3 | 2 | 3 | 3 |

COURSE DESCRIPTORS

| | | | |
|----------------------------|-------------------------------------|----------------------------|--------|
| Title of the Course | AMERICAN LITERATURE | Hours/Week | 05 |
| Course Code | AUCEN22 | Credits | 05 |
| Category | Core-4 | Year & Semester | I & II |
| Prerequisites | Basic knowledge of American history | Regulation | 2024 |

Objectives of the course:

- To identify the growth and development of American literature. To provide learners with the background knowledge of literature.
- To critically examine how various genres developed and progressed.
- Learn about prominent writers and famous works in American literature.
- To closely examine the various themes and methodologies present in British literature.
- To create an aptitude of critical probing through the text.

| UNITS | Contents | COs | Cognitive Levels |
|----------|--|-------------------|------------------|
| UNIT-I | 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 – Sacred Writings of the East. | CO1 CO2 CO4 | K1 K2 |
| UNIT-II | Walt Whitman –O Captain, My Captain! Robert Frost – Birches Edgar Allan Poe–The Raven Emily Dickinson–Because I Could not stop for Death | CO1 CO3 | K1 K2 K4 |
| UNIT-III | Martin Luther King Jr.– I have a Dream Ralph Waldo Emerson–Self Reliance | CO2 CO5 | K1 K3 |
| UNIT-IV | Tennessee Williams- The Glass Menagerie | CO1 CO5 | K2 K5 |
| UNIT-V | Nathaniel Hawthorne- The Scarlet Letter | CO3 CO4 | K4 K6 |

Recommended Text Books

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. Emily Dickinson: Poems. Chartwell Books, 2015.
2. Poe, Edgar Allan
3. Poetry for Young People: Edgar Allen Poe. Sterling Pub. Co., 1995.

Website and e-learning source

1. <https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams>
2. <https://www.poetryfoundation.org/poems/48860/the-raven>

Course Learning Outcomes (for Mapping with POs and PSOs)

On completion of the course the students should be able to

| COs | CO Description | Cognitive Level |
|-----|---|-----------------|
| CO1 | Analyze and discuss works of American literature from arrange of genres. | K1,K2,K3 |
| CO2 | Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature | K1,K3,K4 |
| CO3 | Articulate ways that American literature reflects complex historical and cultural experiences. | K1,K2,K5 |
| CO4 | Produce a mix of critical, creative, and/or reflective works about American literature to 1865 | K4,K6 |
| CO5 | Analyze and describe about American literature using standard literary terminology and other literary conventions | K3,K5,K6 |

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 3 | 2 | 2 | - | - | - | 1 | 2 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 1 | 1 | - | - | - | 1 | 2 | 1 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 1 | 3 | - | - | - | 1 | 1 | 2 | 3 | 3 | 3 |
| CO4 | 3 | 1 | 3 | 1 | - | - | - | 2 | 2 | 1 | 3 | 3 | 3 |
| CO5 | 3 | 2 | 2 | 3 | - | - | - | 2 | 2 | 2 | 3 | 3 | 3 |

COURSE DESCRIPTORS

| | | | |
|----------------------------|-------------------------------------|----------------------------|--------|
| Title of the Course | SOCIAL HISTORY OF ENGLAND II | Hours/Week | 04 |
| Course Code | AUEEN23 | Credits | 03 |
| Category | ELECTIVE-II | Year & Semester | I & II |
| Prerequisites | Basic Knowledge in English | Regulation | 2024 |

Objectives of the course:

- Define the social history of England in a political perspective.
- Interpret literary and cultural texts of historical, geographical, and cultural contexts. Explain socio-political history with literary and cultural texts.
- Identify main trends in the social history of England and their influence on literature.
- Analyze the critical ideas, values and themes that appear in literary and cultural texts of various genres.
- To critically analyze the influence of history and cultural diversity on literature and Language.

| UNITS | Contents | COs | Cognitive Levels |
|-----------------|--|-------------------|------------------|
| UNIT-I | The union of England and Scotland The Agrarian Revolution The Industrial Revolution | CO1 CO2 CO4 | K1 K2 K5 |
| UNIT-II | The Methodist movement Other Humanitarian Movements | CO1 CO2 | K2 K5 |
| UNIT-III | The American War of Independence England and Ireland French Revolution & Effects of the French Revolution | CO2 CO3 CO5 | K4 K5 K6 |
| UNIT-IV | The Reform Bills The Victorian Age | CO4 CO5 | K1 K5 K6 |
| UNIT-V | Development of Education in the Victorian England Means of transport and Communication World Wars I & II | CO3 CO5 | K3 K4 K6 |

Recommended Text Books

1. Asa Briggs-*Social History of England*
2. Louise Creighton-*Social History of England*
3. G.M.Trevelyan: *Social History of England*

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

1. Julia Crick and Elisabeth Van Houts Ed.-*Social History of England (900-1200)*
2. Keith Wrightson –*Social History of England (1500-1750)*
3. Francois Bedarida: *A Social History of England 1851-1990, 2nd ed*

<https://www.literpretation.com/post/social-history-of-enland-6#>: <https://gacbe.ac.insematerial>

Course Learning Outcomes (for Mapping with POs and PSOs)

On completion of the course the students should be able to

| COs | CO Description | Cognitive Level |
|-----|---|-----------------|
| CO1 | Recognize the milestones of British History from 18 th century till the modern age and can relate how these movements influence the English society and Literatures of that period | K1,K2,K3 |
| CO2 | Identify the various revolutions and movements of English society leading to form a crucial opinion for the benefit of humanity | K1,K2,K5 |
| CO3 | Examine the causes and consequences of the war of Americans and French | K1,K3,K4 |
| CO4 | Evaluate the effects of the revolutions and their impacts in literature in a better perspective | K5,K6 |
| CO5 | Analyze the reforms and the development of education, transport and communication in the modern era. | K1,K5,K6 |

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 2 | 3 | 2 | 2 | - | - | - | - | 3 | 3 | 3 | 3 | 2 |
| CO2 | 3 | 3 | 3 | 1 | - | - | - | 3 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 2 | 3 | 3 | 1 | - | - | - | 1 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 2 | - | - | - | 2 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3 | 3 | 3 | 1 | - | - | - | 1 | 3 | 3 | 3 | 3 | 3 |

COURSE DESCRIPTORS

| | | | |
|----------------------------|--|----------------------------|--------|
| Title of the Course | PUBLIC SPEAKING SKILLS (SEC-II) | Hours/Week | 02 |
| Course Code | AUSEN24 | Credits | 02 |
| Category | Skill Enhancement Course - 2 | Year & Semester | I & II |
| Prerequisites | Techniques of Public Speaking | Regulation | 2024 |

Objectives of the course:

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

| UNITS | Contents | COs | |
|-----------------|--|--------------------------|----------------------|
| UNIT-I | Definition , Need And Significance of Public Speaking | CO1 CO2 | K1 K2 K4 |
| UNIT-II | Elements of Public Speaking Types of Public Speaking(Ceremonial, Demonstrative, Informative and Persuasive) | CO1 CO2 CO3 | K1 K2 K4 |
| UNIT-III | Techniques for Effective Public Speaking | CO2 CO3 CO4 | K1 K2 K3 K5 |
| UNIT-IV | Methods of Public Speaking Advantages and Disadvantages of Public Speaking | CO1 CO2 CO4 CO5 | K1 K2 K4 K5 |
| UNIT-V | Students Activity- Choose a topic and speak in front of the Class. | CO4 CO5 | K1 K3 K5 K6 |

Recommended Text Books:

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

1. Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. *Journal of Personality and Social Psychology*, 37, 715-727.

Web Sources:

1. Learning Outcomes /Public Speaking(lumenlearning.com)
[lu03_public_speaking.pdf\(indianhills.edu\)](http://indianhills.edu)

Course Learning Outcomes (for Mapping with POs and PSOs)

On completion of the course the students should be able to

| COs | CO Description | Cognitive Level |
|-----|---|-----------------|
| CO1 | Demonstrate an understanding of the principles of public speaking. | K1, K2, K4 |
| CO2 | Recognize barriers to public speaking and identify how to avoid them. | K1, K2, K4, K5 |
| CO3 | Understand how to give effective verbal and nonverbal feedback. | K1, K2, K3, K5 |
| CO4 | Learn about planning speech organization for the intended audience. | K1, K2, K4, K5 |
| CO5 | Practice effective group delivery and speech in informal context. | K1, K3, K5, K6 |

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 2 | 1 | 3 | - | - | - | 1 | - | 2 | 3 | 3 | 3 |
| CO2 | 3 | 1 | 2 | 2 | - | - | - | 2 | 1 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 3 | 3 | 2 | - | - | - | - | 2 | 1 | 3 | 3 | 3 |
| CO4 | 3 | 2 | 1 | 1 | - | - | - | 1 | 1 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 1 | 3 | - | - | - | 2 | 2 | 2 | 3 | 3 | 3 |

COURSE DESCRIPTORS

| | | | |
|----------------------------|---------------------------------------|----------------------------|--------|
| Title of the Course | DIGITAL LITERACY AND CONCEPTS | Hours/Week | 02 |
| Course Code | AUSEN25 | Credits | 02 |
| Category | Skill Enhancement Course III | Year & Semester | I & II |
| Prerequisites | Knowledge of digital content creation | Regulation | 2024 |

Objectives of the course:

- To help the students to be introduced to digital literacy.
- To elaborate on digital values, language and culture.
- To explore digital literacy in terms of information, identity and labeling.
- To discuss teacher's engagement in digital literacy.
- To analyze socio-economic factors in digital literacy.

| UNITS | Contents | COs | Cognitive Levels |
|----------|--|-------------------|------------------|
| UNIT-I | Introduction to Digital Literacy and its types. Digitizing Information. | CO1 CO2 CO3 | K1 K2 K4 |
| UNIT-II | Values and Ethics of Digital Literacy Significance of Digital Literacy Characteristics of Digital Literacy The role of Language in Digital Literacy | CO2 CO4 | K1 K2 K5 |
| UNIT-III | Digital Media and its Types Email, vlog, blog, twitter, Facebook, E-book. | CO3 CO4 CO5 | K3 K4 K6 |
| UNIT-IV | Digital Literacy in Education | CO1 CO2 CO5 | K1 K2 K6 |
| UNIT-V | Challenges in Digital Literacy | CO3 CO4 CO5 | K5 K6 |

Recommended Text Books

1. Introduction to Digital Literacy (2nd Edition)-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 (Latest editions, and the style as given below must be strictly adhered to)

1. Implementing Media Literacy: Empowerment, Participation and Responsibility –S. Livingston.
2. Literacy: Reading the word and the word –P .Freireand P. Macedo.
3. Media Literary in Schools: Practice, Production and Progression – A.Burnand J.Durran.
4. Digital Literacy for Learning–A.Martin and D.Madigan Changing Literacies– C.Lankshear.

Web Resources

1. https://r.search.yahoo.com/_ylt=AwrKFi0NstJmgwQAKXm7HAX.;_ylu=Y29sbwNzZzMEcG9zAzIEdnRpZAMEc2VjA3Ny/RV=2/RE=1726293773/RO=10/RU=https%3a%2f%2fwww.techopedia.com%2fdefinition%2fdigital-literacy-digital-fluency/RK=2/RS=HqWrbwSZu3w6ltl_AdVDtcdxPNg-
2. https://r.search.yahoo.com/_ylt=AwrKFi0NstJmgwQAKXm7HAX.;_ylu=Y29sbwNzZzMEcG9zAzIEdnRpZAMEc2VjA3Ny/RV=2/RE=1726293773/RO=10/RU=https%3a%2f%2fwww.techopedia.com%2fdefinition%2fdigital-literacy-digital-fluency/RK=2/RS=HqWrbwSZu3w6ltl_AdVDtcdxPNg-

Course Learning Outcomes (for Mapping with POs and PSOs)

On completion of the course the students should be able to

| COs | CO Description | Cognitive Level |
|-----|--|-----------------|
| CO1 | Gain knowledge of digital literacy. | K1,K2,K4 |
| CO2 | Acquire skills in text literacies and language. | K2,K3,K5 |
| CO3 | Acquire skills in information digital literacy. | K1,K2,K4,K5 |
| CO4 | Build confidence in using digital literacy. | K3,K4,K6 |
| CO5 | Aware of the various types socio- economic factors in digital literacy | K5,K6 |

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|
| CO1 | 3 | 2 | 1 | 1 | 1 | - | - | - | - | 2 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 1 | 2 | 2 | - | - | - | 1 | 1 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 2 | 1 | 1 | - | - | - | - | 2 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 2 | 2 | - | 1 | - | - | 2 | 1 | 3 | 3 | 3 |
| CO5 | 3 | 2 | 1 | 2 | 2 | - | - | - | - | 1 | 3 | 3 | 3 |