

HAJEE KARUTHA ROWTHER HOWDIA COLLEGE

(An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai.)

Re-Accredited with A++ Grade by NAAC (3rd Cycle)

Uthamapalayam - 625 533.



DEPARTMENT OF ENGLISH BACHELOR OF ARTS – ENGLISH SYLLABUS

Choice Based Credit System – CBCS

(As per TANSICHE/MKU Guidelines)

with

Outcome Based Education (OBE)

(with effect from Academic Year 2023 -2024 onwards)

HAJEE KARUTHA ROWTHER HOWDIA COLLEGE

(An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai.)

Re-Accredited with A++ Grade by NAAC (3rd Cycle)

Uthamapalayam - 625 533.

College Vision and Mission

Vision

Our vision is to provide the best type of higher education to all, especially to students hailing from minority Muslim community, rural agricultural families and other deprived, under privileged sections of the society, inculcating the sense of social responsibility in them. Our college is committed to produce talented, duty-bound citizens to take up the challenges of the changing times.

Mission

Our mission is to impart and inculcate social values, spirit of service and religious tolerance as envisioned by our beloved Founder President Hajee Karutha Rowther.

The Vision beckons the Mission continues forever.

HAJEE KARUTHA ROWTHER HOWDIA COLLEGE

(An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai.)

Re-Accredited with A++ Grade by NAAC (3rd Cycle)

Uthamapalayam - 625 533.

Department Vision and Mission

Vision

- To foster knowledge, love of literature and language among students
- To demonstrate our commitment to the society through the intensive curriculum of English Language and Literature
- To cater to the needs of general education - communication, diversity, global perspectives and interdisciplinary studies through a coherent curricular framework
- To assure the students' creativity, fundamental to learning English Language and Literature through drama, poetry, prose, fiction, critical theory as well as develop their creative, critical production and presentation
- To assist students to view themselves as professionals, as a part of their discipline with valuable skills and abilities to pursue higher and prospective career

Mission

- To build knowledge of the content and methods of English education, literary studies as well as academic profession and creative writing in students through the autonomy of framing a suitable syllabus
- To provide appropriate pedagogies within an environment (classroom, equipment, resources, and technology) that will lead to students' development of knowledge in the field of education
- To instill in the faculty, a commitment to an interdisciplinary approach to knowledge
- To prepare graduates for professional study as well as train them in various fields such as publication, research, business, law, government services
- To encourage students to communicate effectively in English

Introduction

The undergraduate programme BA English, aims for students to leverage their knowledge of the English Language for analyzing literature, history, and its modern aspects through the core subjects. In addition, the course explores the intricacies of the English Language and its implementation in diverse fields. Moreover, the subjects in a BA English course are composed by detail-oriented educators, providing a weighty syllabus related to diverse aspects of English literature and the language world.

The BA English subjects list's most significant and initial subject is the English Language. Initiating the three-year journey with the basics of English is necessary to further understand the in-depth concepts, complex language, and intricacies of world literature. The subject deals with a basic understanding of English grammar, with its origin, evolution, advancement, and further change with the modern world. The English language is also necessary to proceed toward complex study slowly. It also narrates the history of English, which can be very engaging and insightful for English learners. The subject allows learning the historical beginning and significance of English literature. Since the richness of English literature is heavily reliant on its history; therefore, this subject gathers the core English history modules covering the details of literature from different regions of the world. English literature also projects societal and cultural changes through the centuries that are reflected through its written works. As a student proceeds ahead, fields and specifications clear a lot better by possessing the knowledge and base of English literature, which is in its history.

A language's most significant trait is to communicate, and this BA course English subject is added to the syllabus with the same intention. Communication in BA English grants students the depth of using English as a communication medium. Fundamentals, theories, and communication tools are provided to the students to further enhance their English skills and make them more accomplishable. Communication subject also comprises the study of creative writing and public relations, helping students get enrolled in communication-based courses with the right foundation.

Under Graduate Programme

Programme Outcomes:

PO1: Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

PO2: Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

PO3: Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

PO4: Analytical Reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.

PO5: Scientific Reasoning: Ability to analyse, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open minded and reasoned perspective.

PO6: Self-directed & Lifelong Learning: Ability to work independently, identify and manage a project. Ability to acquire knowledge and skills, including "learning how to learn", through self-placed and self-directed learning aimed at personal development, meeting economic, social and cultural objectives.

PO7: Reflective Thinking: Critical sensibility to lived experiences, with self awareness and reflexivity of both self and society

PO8: Reading & Projects: Document their reading and interpretive practices in assignments, translation works, and independent projects.

PO9: Confidence & Effectiveness: Confidently and effectively articulate their literary and textual experiences.

PO 10: Social Skills & Empathetic Approach: Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self regulation.

Highlights of the Revamped Curriculum:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience, that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest - Artificial Intelligence.

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome / Benefits
I	<p>Foundation Course To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analysing the world through the literary lens gives rise to a new perspective.</p>	<ul style="list-style-type: none"> ➤ Instill confidence among students ➤ Create interest for the subject
I, II, III, IV	<p>Skill Enhancement papers (Discipline centric / Generic / Entrepreneurial)</p>	<ul style="list-style-type: none"> ➤ Industry ready graduates ➤ Skilled human resource ➤ Students are equipped with essential skills to make them employable
		<ul style="list-style-type: none"> ➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.
		<ul style="list-style-type: none"> ➤ Discipline centric skill will improve the Technical knowhow of solving real life problems.
III, IV, V & VI	<p>Elective papers</p>	<ul style="list-style-type: none"> ➤ Strengthening the domain knowledge ➤ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature ➤ Emerging topics in higher education/ industry/ communication network / health sector etc. are introduced with

		hands-on-training.
--	--	--------------------

IV	Elective Papers	<ul style="list-style-type: none"> ➤ Exposure to industry moulds students into solution providers ➤ Generates Industry ready graduates ➤ Employment opportunities enhanced
V Semester	Elective papers	<ul style="list-style-type: none"> ➤ Self-learning is enhanced ➤ Application of the concept to real situation is conceived resulting in tangible outcome
VI Semester	Elective papers	<ul style="list-style-type: none"> ➤ Enriches the study beyond the course. ➤ Developing a research framework and presenting their independent and intellectual ideas effectively.
Extra Credits: For Advanced Learners / Honors degree		<ul style="list-style-type: none"> ➤ To cater to the needs of peer learners / research aspirants
Skills acquired from the Courses		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

Programme Scheme

Eligibility

A candidate, who has passed in Higher Secondary Examination with any Academic stream or Vocational stream under Higher Secondary Board of Examination, Tamil Nadu as per the norms set by the Government of Tamil Nadu or an Examination accepted as equivalent thereto by the Academic Council, is eligible for the **Bachelor of Arts – English Degree**.

For Programme Completion

A Candidate shall complete:

- Part I - Language papers – Tamil/Arabic in semesters I, II, III and IV respectively
- Part II - Language papers - English in semesters I, II, III, IV respectively
- Part III - Core papers in semesters I, II, III, IV, V and VI respectively
- Part III - Elective papers (Discipline / Generic) in semesters I, II, III, IV, V and VI respectively
- Part IV – Skill Enhancement Course (NME) papers in semesters I and II respectively
- Part IV - Skill Enhancement Course papers in semesters I, II, III, and IV respectively
- Part IV - Skill Enhancement Course (Foundation Course) paper in semester I respectively
- Part IV - Skill Enhancement Course (Professional Competency Skill) in semester VI respectively
- Part IV - Value Education paper in semester V respectively
- Part IV - Environmental Studies paper in semesters III and IV respectively
- Part IV – Summer Internship/Industrial Training paper in semester V respectively
- Part V - Extension activity in semester VI respectively

Scheme of Examinations under Choice Based Credit System

Term End Examinations (TEE)	- 75 Marks
Continuous Internal Assessment Examinations (CIAE)	- 25 Marks
Total	- 100 Marks

Pattern of Continuous Internal Assessment Examinations (CIAE)

Average of Two Internal Tests (each 20 marks)	- 20 Marks
Assignment	- 05 Marks
Total	- 25 Marks

Pattern of Term End Examinations

(Max. Marks: 75 / Time: 3 Hours)

External Examinations Question Paper Pattern for Part I & III and Part IV (Non- Major Elective & Skill based Subject)

Section – A (10 X 1 = 10 Marks)

Answer ALL questions.

- Questions 1 - 10
- Two questions from each unit
- Multiple choice questions and each question carries Four choices

Section – B (5 X 7 = 35 Marks)

Answer ALL questions choosing either A or B.

- Questions 11 - 15
- Two questions from each unit (either.... or.... type)
- Descriptive Type

Section – C (3 X 10 = 30 Marks)

Answer any THREE out of five questions.

- Questions 16 - 20
- One question from each unit
- Descriptive Type

External Examinations Question Paper Pattern for Part IV (Environmental Studies and Value Education)

Section – A: (5 X 6 = 30 Marks)

Answer ALL questions choosing either A or B.

- Questions 1 - 5
- Two questions from each unit (either.... or.... type)
- Descriptive Type

Section – B (3 X 15 = 45 Marks)

Answer any THREE out of five questions.

- Questions 6 – 10
- One question from each unit
- Descriptive Type

Part V (Extension Activities)

- Internal Evaluation

Passing Marks

Minimum 27 for External Exam

Eligibility for the degree – passing minimum is **40%**

Practical Examination

Internal – 40 marks

External – 60 marks

Total – 100 marks

Passing minimum is **40%**

Semester-I

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max Marks	Credits
Part I	23UTALL11	பொதுத்தமிழ் - 1 தமிழ் இலக்கிய வரலாறு -1	6	25	75	100	3
	23UARLL11	Paper I : Prose					
	23UMMLL11	Prose, Composition and Translation					
Part II	23UENLL11	General English - I	6	25	75	100	3
Part - III	23UENCC11	Introduction to Literature	5	25	75	100	5
	23UENCC12	Indian Writing in English	5	25	75	100	5
	23UENGE11	Social History of England	4	25	75	100	3
Part IV	23UENSE11	Popular Literature and Culture	2	25	75	100	2
	23UENFN11	Reading and Writing Competency	2	25	75	100	2
Total			30				23

Semester-II

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max Marks	Credits
Part I	23UTALL21	பொதுத்தமிழ் - 2 தமிழ் இலக்கிய வரலாறு -2	6	25	75	100	3
	23UARLL21	Paper II : Grammar					
	23UMMLL21	Office Communication Malayalam					
Part II	23UENLL21	General English- II	6	25	75	100	3
Part - III	23UENCC21	British Literature - I	5	25	75	100	5
	23UENCC22	American Literature - I	5	25	75	100	5
	23UENGE21	History of English Literature	4	25	75	100	3
Part IV	23UENSE21	Philosophy For Literature	2	25	75	100	2
	23UENSE22	English For Communication	2	25	75	100	2
Total			30				23

FIRST YEAR - SEMESTER - I

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UENCC11	INTRODUCTION TO LITERATURE	Core	5	5	25	75	100

Learning Objectives		
L1	To introduce the different forms of literature	
L2	To provide learners with the background knowledge of literature	
L3	To enable learners to understand the different genres of writing	
L4	To examine the various themes and methodologies present in literature	
L5	To create the ability of critically examining a text	
UNIT	Contents	No. of Hours
I	Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad. Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.	15
II	Michael Drayton - The Parting. William Shakespeare - Sonnet 18, Sonnet 116. John Milton - When I Consider How My Light is Spent, William Wordsworth - Daffodils. John Keats - Ode to Nightingale. Thomas Gray - Elegy Written in a Country Churchyard. Robert Frost - Mending Wall Theodore Roethke – The Meadow Mouse	15
III	J.M. Barrie - The Admirable Crichton. Lady Gregory - The Rising of the Moon.	15
IV	Manohar Malgonkar - Spy in Amber. Don Quixote - Tilting at the Windmills. A Dill Pickle, The Escape from Katherine Mansfield - Bliss and other stories.	15
V	Saki - The Open Window Robert Lynd – Sweet Jerome K. Jerome - excerpt from - Three Men in a Boat – (Packing Episode)	15
Total		75

Course Outcomes		Knowledge Level
CO	On completion of this course, students will	

1	Appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.	K1,K2,K3,K4
2	Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	K1,K2,K3,K4,K5,K6
3	Explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	K1,K2,K3,K4,K5,K6
4	Use library resources to research and develop arguments about literary works.	K1,K2,K3,K4,K5,K6
5	Work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	K1,K2,K3,K4,K5
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–Laurie Kirszner, by Cengage Learning, 2016	
Reference Books		
1	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.	
2	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St. Martin's, August 2021.	
3	Janice Campbell., Introduction to Literature: Excellence in Literature English1, 4th Ed, Everyday Education, LLC, January 2021.	
4	Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021.	
5	Adamson H. D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019.	
6	Felicity Titjen et al.(ed), Teaching English Language and Literature, Taylor & Francis,2020	
Web Resources		
1.	ASIATIC: IITUM Journal of English Language & Literature	
2.	The English Historical Review (EHR)	

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2

Strong-3

Medium-2

Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PS01	PS02	PS03	PS04	PS05
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

Strong-3

Medium-2

Low-1

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UENCC12	INDIAN WRITING IN ENGLISH	Core	5	5	25	75	100

Learning Objectives		
L1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.	
L2	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.	
L3	To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.	
L4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.	
L5	To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts	
UNIT	Contents	No. of Hours
I	Winning of Friends (Panchathantra) – Vishnu harma (there are four stories to choose from) Hachiko – Pamela S. Turner Brother’s Day from Folktales – A.K. Ramanujan Handful of Nuts, Night Train to Deoli from Ruskin Bond Sparrows - K.A. Abbas	15
II	Rabindranath Tagore - Khabhuliwala. India through a Traveller’s Eye excerpt from My Several Worlds - Pearl S Buck. <i>The School Among the Pines, Boy Scouts Forever, Uncle Ken’s Rumble in the Jungle from School Days</i> - Ruskin Bond Inspection Episode-Examination- from Part I Childhood – M.K. Gandhi -Autobiography Science, Humanities and Religion	15
III	The Lotus - Toru Dutt The Tiger and the Deer - Sri Aurobindo	15
IV	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	15
V	Rabindranath Tagore - Mukhthadhara. The Window, Sentry’s Lantern - Five Plays - Harindranath Chattopadhyay Nalini: A Comedy in Three Acts – Three Plays - Nissim Ezeikel Joginder Paul - Sleepwalkers.	15
Total		75
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	

1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	K1,K2,K3,K4
2	Analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism	K1,K2,K3,K4,K5,K6
3	Understand the role of English as a medium for	K1,K2,K3,K4,K5,K6
4	political awakening and the use of English in India for creative writing	K1,K2,K3,K4,K5,K6
5	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	K1,K2,K3,K4,K5
6	Evaluate critically the contributions of major Indian English poets and dramatists	K1,K2,K3,K4

Textbooks

1	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.
---	---

Reference Books

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

Web Resources

1.	<i>Ranger, Paul. "Technical Features." She Stoops to Conquer by Oliver Goldsmith, 1985, pp. 51-68., https://doi.org/10.1007/978-1-349-07664-2_5.</i>
2.	Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008, https://doi.org/10.1093/owc/9780199536238.003.0047 .

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PS01	PS02	PS03	PS04	PS05
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UENGE11	SOCIAL HISTORY OF ENGLAND	Elective	3	4	25	75	100

Learning Objectives		
L1	To provide students with a comprehensive idea about the development of English literature and language over the ages	
L2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era	
L3	To help them develop an understanding of the structural development of the English language	
L4	To inform them about the various external linguistic influences that have contributed to the making of the language	
L5	To create the ability of critically examining a text	
UNIT	Contents	No. of Hours
I	The Renaissance And Its Impact On England, The Reformation - Causes And Effects	12
II	The Commonwealth Of Nations, The Restoration, Coffee - Houses And Their Social Relevance	12
III	Impact Of The Industrial, Agrarian And The French Revolutions On The English Society, Humanitarian Movements In England	12
IV	The Reform Bills And The Spread Of Education- Social Impact Of The Two World Wars, The Labour Movement, The Welfare State	12
V	The Cold War (1985-1991)- The Falkland War (1981)-The Gulf War (1991).	12
Total		60
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	K1,K2,K3,K4
2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	K1,K2,K3,K4,K5,K6
3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	K1,K2,K3,K4,K5,K6
4	Develop a nuanced appreciation of the literary stalwarts of those times.	K1,K2,K3,K4,K5,K6
5	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.	K1,K2,K3,K4,K5

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.	<i>A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive</i>

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UENFN11	READING AND WRITING COMPETENCY	FOUNDATION COURSE	2	2	25	75	100

Learning Objectives		
L1	To broaden the idea of creative writing.	
L2	To learn describe and narrate the themes creatively.	
L3	To make students to write essay using creative contexts.	
L4	To make students to learn the various features of story, fiction, novel and biography	
L5	To analyze the different kinds of parts of speech	
UNIT	Contents	No. of Hours
I	Creative Competence, Format and Style, Pre-requisites and first step, Ways to become an Effective Writer	6
II	Paragraph Writing (Emerging Themes), Description and Narration	6
III	Essay Writing – Creative Context	6
IV	Features of Story, Fiction and Novel, Biography and Anecdotes	6
V	Figures of Speech, Types of Discourse, Symbolism, Acrostics, Free Verse, Writing on Blog, Web pages and LMS	6
	Total	30
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.	K1,K2,K3,K4
2	Have an awareness of the major schools of thought in western philosophy.	K1,K2,K3,K4, K5,K6
3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning.	K1,K2,K3,K4, K5,K6
4	Talk about some of the key figures in Philosophy.	K1,K2,K3,K4, K5,K6
5	Analyze and appreciate texts critically, from different philosophical perspectives.	K1,K2,K3,K4, K5
Textbooks		
1.	Narayanaswami, V.R. Strengthen your Writing, Hyderabad: Orient Blackswan 2005.	
Reference Books		

1.	Paul, S. Creative Writing (A Monograph for the Beginners) Ludhiana: Kalyani Publishers, 1997.
Web Resources	
1.	https://books.google.mg/books?id=plruTSvDwgkC&printsec=copyright#v=onepage&q&f=false
2.	https://englishfinders.com/paragraph-writing-tips/

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PS01	PS02	PS03	PS04	PS05
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

FIRST YEAR - SEMESTER - II

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UENCC21	BRITISH LITERATURE-I	Core	5	5	25	75	100

Learning Objectives		
L1	To introduce British Identity, Periods and other related forms.	
L2	To increase the ability for students to intellectually assess the world and their place in it.	
L3	To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.	
L4	To closely examine the various themes and methodologies present in British literature	
L5	To create an aptitude of critically probing through the text	
UNIT	Contents	No. of Hours
I	Of Truth, Of Adversity -Francis Bacon A City Night – Piece - Oliver Goldsmith The Spectator Club, On Gratitude, On Giving Advice - Joseph Addison and Sir Richard Steele	15
II	Robert Jamieson - Robinhood & The MonkRobert Edgar Burns - The Potter Anne Bradstreet – Prologue William Blake - The Chimney SweeperJohn Keats - Endymion Book-I	15
III	P.B.Shelly - Arethusa, Hymn to Intellectual Beauty. William Wordsworth - Ode: To Intimation & ImmoralityLord Byron - She Walks In Beauty John Milton - Paradise Lost Bk 4.	15
IV	Christopher Marlowe - Dr. Faustus Francis Beaumont and John Fletcher - PhilasterOliver Goldsmith - She Stoops to Conquer	15
V	Mary Shelly - Captain Walton’s Conclusion-Frankenstein Jonathan Swift - Voyage to Lilliput / Houyhnhnms-Gulliver’s TravelsCharles Dickens - Recalled to Life- A Tale of Two Cities.	15
	Total	75
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	K1,K2,K3,K4

2	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation.	K1,K2,K3,K4,K5,K6
3	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	K1,K2,K3,K4,K5,K6
4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	K1,K2,K3,K4,K5,K6
5	Write about literature using standard literary terminology and other literary conventions.	K1,K2,K3,K4,K5
Textbooks		
1	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.	
Reference Books		
1	Bacon, Francis, and Michel Leiris. <i>Francis Bacon</i> . Ediciones Poligrafa, 2008.	
2	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOK ON DEMAND LTD, 2021.	
3	Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . CreateSpace, 2015.	
4	Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University Press, 2019.	
Web Resources		
1.	<i>Ranger, Paul. "Technical Features." She Stoops to Conquer by Oliver Goldsmith, 1985, pp. 51-68., https://doi.org/10.1007/978-1-349-07664-2_5.</i>	
2.	<i>Dickens, Charles. "Fifty-Two." A Tale of Two Cities, 2008, https://doi.org/10.1093/owc/9780199536238.003.0047.</i>	

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UENCC22	AMERICAN LITERATURE-I	Core	5	5	25	75	100

Learning Objectives		
L1	To Understand the growth and development of American literature.	
L2	To critically examine how various genres developed and progressed.	
L3	Learn about prominent writers and famous works in American literature.	
L4	To closely examine the various themes and methodologies present in British literature	
L5	To create an aptitude of critically probing through the text	
UNIT	Contents	No. of Hours
I	E.M.Foster - The Prologue Passage to India (Lines 1 - 68).Walt Whitman O Captain, My Captain! – Walt Whitman	15
II	Sherman Alexie- Crow Testament, Evolution Edgar Allan Poe - The Raven Emily Dickinson - Because I Could Not Stop for Death.	15
III	Edgar Allan Poe - The Philosophy of CompositionMartin Luther King Jr- I have a Dream Abraham Lincoln - Gettysburg Address	15
IV	Tennessee Williams- The Glass Menagerie Eugene O' Neill - Emperor Jones	15
V	Harriet Beecher Stowe - Uncle Tom's CabinHerman Melville- Billy Budd Washington Irving- The Legend of the Sleepy Hollow, Rip Van Winkle Leslie Marmon Silko- Ceremony	15
Total		75
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).	K1,K2,K3,K4
2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.	K1,K2,K3,K4,K5,K6
3	Articulate ways that American literature reflects complex historical and cultural experiences.	K1,K2,K3,K4,K5,K6
4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	K1,K2,K3,K4,K5,K6

5	Analyze and describe about American literature using standard literary terminology and other literary conventions.	K1,K2,K3,K4,K5
Textbooks		
1	Levine, Robert S., et al. <i>The Norton Anthology of American Literature</i> . W.W. Norton & Company, 2022.	
Reference Books		
1	Dickinson, Emily, and Johanna Brownell. <i>Emily Dickinson: Poems</i> . Chartwell Books, 2015.	
2	Gould, Jean. <i>American Women Poets: Pioneers of Modern Poetry</i> . DODD, MEAD, 1980.	
3	Poe, Edgar Allan, et al. <i>Poetry for Young People: Edgar Allen Poe</i> . Sterling Pub.Co., 1995.	
4	Kallen, Stuart A., and Terry Boles. <i>The Gettysburg Address</i> . Abdo & Daughters, 1994.	
Web Resources		
1.	“Harriet Beecher Stowe's Uncle Tom's Cabin.” 2003, https://doi.org/10.4324/9781315812113 .	
2.	Mason, Ronald. “Herman Melville and ‘Billy Budd.’” <i>Tempo</i> , no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PO	PS01	PS02	PS03	PS04	PS05
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UENGE21	HISTORY OF ENGLISH LITERATURE	Elective	3	4	25	75	100

Learning Objectives		
L1	To help students with a survey of the history of English literature from Old English times to the Modern period.	
L2	Help them gain particular reference to the major literary movements and authors	
L3	To help them with an overview of the major linguistic influences on the English language	
L4	To provide them with a look at certain linguistic processes that have contributed to the development of the English language	
L5	To create the ability of critically examining a text	
UNIT	Contents	No. of Hours
I	History Of British Literature British Poetry, Prose, Drama and Fiction, Covering Representative Writers Down The Ages	12
II	The Renaissance Period (1350 – 1660): An Introduction To Bible Translation -Tyndale, Coverdale, The University Wits, Elizabethan and Jacobean Drama, Comedy Of Humours	12
III	The Late Seventeenth And The Eighteenth Centuries (1660 - 1800): Comedy Of Manners, Neo-Classicism, Sentimental And Anti-Sentimental Comedies Pre- Romantics	12
IV	Well Made Play (Drama Of Ideas - Shaw And Ibsen), Existential Drama, Comedy Of Menace, Kitchen-Sink Drama, Problem Play, Didactic Drama (Propaganda Play), One-Act Play	12
V	The Victorian Age (1832 - 1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets - Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers - Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats	12
Total		60
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Gain extensive insight into the history of English literature, while laying special emphasis on various	K1,K2,K3,K4

	literary movements, genres and writers that are held to be the representatives of their times.	
2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	K1,K2,K3,K4,K5,K6
3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	K1,K2,K3,K4,K5,K6
4	Develop a nuanced appreciation of the literary stalwarts of those times.	K1,K2,K3,K4,K5,K6
5	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.	K1,K2,K3,K4,K5
Textbooks		
1	Hamilton, I. (ed.). The Oxford Companion to Twentieth-Century Poetry in English (Oxford: Oxford University Press, 1994). A well-edited and balanced reference book.	
2	Parker, P. (ed.). The Reader's Companion to Twentieth-Century Writing (London: Helicon, 1995). Stringer, J. (ed.). The Oxford Companion to Twentieth-Century Literature in English (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book	
Reference Books		
1.	Bergonzi, B. Heroes' Twilight: A Study of the Literature of the Great War, 2nd edn (London: Constable, 1980).	
2.	Fussell, P. The Great War and Modern Memory (Oxford: Oxford University Press, 1975)	
Web Resources		
1.	<i>ALEX00.PDF (manavata.org)</i>	

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UENSE22	ENGLISH FOR COMMUNICATION	SEC	2	2	25	75	100

Learning Objectives		
L1	To enhance the level of literary and aesthetic experience of students and to help them respond creatively.	
L2	To sensitize students to the major issues in the society and the world.	
L3	To provide the students with an ability to build and enrich their communicationskills.	
L4	To equip students to utilize the digital knowledge resources effectively for their chosen fields of study	
L5	To help them think and write imaginatively and critically	
UNIT	Contents	No. of Hours
I	Communication: Basic Communication Styles- Passive, Aggressive, Assertive-Significance of communication.	6
II	Types of communication-Verbal-Non-Verbal.	6
III	Effective communication skills	6
IV	Skills to be acquired in communication Speaking/reading/writing/listening	6
V	Application of learning	6
	Total	30
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Identify the basic principles of communication	K1,K2,K3,K4,K5,K6
2	Analyze the various types of communication	K1,K2,K3,K4,K5,K6
3	Make use of the essential principles of communication	K1,K2,K3,K4,K5,K6
4	Identify the prominent methods and models of Communication.	K1,K2,K3,K4,K5
5	Learn about the four skills of language and get familiarized with them.	K1,K2,K3,K4
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.	(1)Subject: ENGLISH COMMUNICATION SKILLS (THEORY goiga la jijuna - Academia.edu

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	3	3	2
CO 2	2	3	3	3	2	3	3	2
CO 3	3	3	3	2	3	3	3	2
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	3	3	3	2

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UENSE11	POPULAR LITERATURE AND CULTURE	SEC	2	2	25	75	100

Learning Objectives		
L1	To broaden the idea of literature and the concept of texts.	
L2	To learn the difference between genre fiction and literary fiction.	
L3	To make students gain an understanding of the folk roots of popular literature.	
L4	To make students find a perspective into the debate between high and low cultures.	
L5	To analyze the fantasy work that gains popularity.	
UNIT	Contents	No. of Hours
I	Glover, David and Scott McCracken. -Introduction as an essay Felicity Hughes, 'Children's Literature: Theory and Practice', EnglishLiterary History, vol. 45, 1978	6
II	Brothers Grimm – -The Juniper Tree Adventure of the Speckled Band Roald Dahl - Extracts from Charlie and the Chocolate Factory (Chapters 13 to 15,Penguin2013)	6
III	Satyajit Ray – -Professor Shonku and the UFO (from The Mystery of Munroe Island and Other Stories, Puffin Classics 2015)	6
IV	Herge:Tintin in Tibet (Hergé. Tintin in Tibet. London:Egmont. 2012)Somdev Bhatt: -The Story of Padmavati and Prince Vajramukti (Vikram-Betaal Story)	6
V	Anuja Chauhan:The Zoya Factor J. K. Rowling:Harry Potter and the Philosopher's Stone	6
	Total	30
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.	K1,K2,K3,K4
2	Have an awareness of the major schools of thought inwestern philosophy.	K1,K2,K3,K4,K5,K6
3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning.	K1,K2,K3,K4,K5,K6
4	Talk about some of the key figures in Philosophy.	K1,K2,K3,K4,K5,K6
5	Analyze and appreciate texts critically, from different philosophical perspectives.	K1,K2,K3,K4,K5

Textbooks

1	Chute, Hillary. -Comics as Literature .Reading Graphic Narrative .PMLA – Publications of The Modern Language Association of America. 123. 452-465. 2008.
2	Herge. <i>Tintin in Tibet</i> .Baker and Taylor, 2009.
Reference Books	
1.	Chauhan, Anuja. <i>The Zoya Factor</i> Harper Collins, 2008.
2.	Gill, Rosalind & Herdieckerhoff, Elena. -Rewriting the romance: new femininities in chick lit? .Feminist Media Studies 6(4). 2006.
Web Resources	
1.	https://fdocuments.in/document/childrens-literature-55845ad6244ac.html
2.	(http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UENSE21	PHILOSOPHY FOR LITERATURE	SEC	2	2	25	75	100

Learning Objectives		
L1	Engage with the philosophy of literary representations.	
L2	Give the students a historical overview of the major figures in philosophy	
L3	Introduce to them some of the significant schools of thought that has influenced human perception.	
L4	Inform students how an understanding of philosophy is vital to the reading of literature	
L5	Analyze the philosophical thought	
UNIT	Contents	No. of Hours
I	The World of Greeks-Heraclitus—Flux and the unity of opposites—Socrates— Nature of Poet and Rhapsode— Dialogue with Ion—Plato—Concept of Forms—Ideal vs Physical— Aristotle—Concept of Soul—Beauty—Art—Nature	6
II	Robert Frost. -West- Running Brook-S T Coleridge. -Kubla Khan-P B Shelley. -Ozymandias, Keats. -Endymion (First 33 lines) (Aristotle's idea of soul, beauty, art and nature)	6
III	Enlightenment and After-Rene Descartes—Rationalism— Dualism—Spinoza—idea of Nature and God— Pantheism— concept of substance and modes— Cartesiandualism vs Spinoza's monism—John Locke— Liberalism— Empiricism—Immanuel Kant— Transcendental Idealism—Edmund Husserl— Phenomenology—Karl Marx—Critique of Capitalist Society—Base and Superstructure	6
IV	Emily Dickinson. -The Brain—is wider than the Sky (Debate the Cartesian mind body or material immaterial dualism),Walt Whitman. -On the Beach at Night Alone. (Spinoza's pantheism), William Ross Wallace. -The Liberty Bell (Locke's liberalism M and the turn of humanity),D. H. Lawrence.-How Beastly the Bourgeois Is? (Marx's idea of social44class)	6
V	Nihilism, Existentialism and Afterwards-Wallace Stevens. -Sad Strains of a Gay Waltz, (Nietzsche's idea of nihilism and the death of god), W H Auden. -Who's Who? (Heidgger's idea of Dasein and Geworfenheit, -Being- thrown- in-the-world), Ted Hughes. -Hawk Roosting, (ego that mediates the instinctual id and the critical super-ego), Maya Angelou. -When I think of myself, (de Beauvoir's concept of becoming),	6

		Total	30
		Course Outcomes	Knowledge Level
CO	On completion of this course, students will		
1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.		K1,K2,K3,K4
2	Have an awareness of the major schools of thought in western philosophy.		K1,K2,K3,K4,K5,K6
3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning		K1,K2,K3,K4,K5,K6
4	Talk about some of the key figures in Philosophy.		K1,K2,K3,K4,K5,K6
5	Analyze and appreciate texts critically, from different philosophical perspectives.		K1,K2,K3,K4,K5
Textbooks			
1	Durrant, Will. <i>The Story of Philosophy</i> , Simon & Schuster, 1991.		
2	Gaarder, Jostein. <i>Sophie's World: 20th Anniversary Edition</i> . Orion, 2015.		
Reference Books			
1.	Russell, Bertrand. <i>History of Western Philosophy</i> . Routledge, 2016.		
2.	Gibson, John. <i>The Philosophy of Poetry</i> . Oxford UP, 2015.		
Web Resources			
1.	https://www.philosophybasics.com/general_what_is.html		
2.	https://archive.org/details/SophiesWorld_989/page/n5/mode/2up		

Mapping with Programme Outcomes:

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

Strong-3 Medium-2 Low-1