

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

PART IV - ENGLISH

SYLLABUS

Choice Based Credit System – CBCS

(As per TANSCHÉ)

With

Outcome Based Education (OBE)

(Academic Year 2023 -2026)

Semester-I

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max Marks	Credits
Part IV	23UENSE11	Popular Literature And Culture (NME)	2	25	75	100	2
	23UENFN11	Reading And Writing Competency	2	25	75	100	2

Semester-II

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max Marks	Credits
Part IV	23UENSE21	Philosophy For Literature (NME)	2	25	75	100	2
	23UENSE22	English For Communication	2	25	75	100	2

Semester-III

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max Marks	Credits
Part IV	23UENSE31	Entrepreneurial Skills	1	25	75	100	1
	23UENSE32	Public Speaking Skills	2	25	75	100	2
	23UGEVS41	Environmental Studies	1	-	-	-	-

Semester-IV

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max Marks	Credits
Part IV	23UENSE41	English for Career	2	25	75	100	2
	23UENSE42	English for Business	2	25	75	100	2
	23UGEVS41	Environmental Studies	1	25	75	100	2
Total			30				25

Semester-V

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max Marks	Credits
Part IV	23UGVED51	Value Education	2	25	75	100	2
	23UENIS51	Internship / Industrial Training	-	-	-	-	2

Semester-VI

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max Marks	Credits
Part IV	23UENSE61	English For Competitive Examinations	2	25	75	100	2

Course Code	Course Title	Category	Credits	Hours	Marks		
					CIAE	TEE	Total
23UENSE11	POPULAR LITERATURE AND CULTURE (NME)	NME	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 in western philosophy.	K1,K2,K3,K4,K5,K6
3	Have a healthy epistemological foundationat 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.Tintin in Tibet.Baker and Taylor, 2009.	
Reference Books		
1.	Chauhan, Anuja. The Zoya Factor Harper Collins, 2008.	

2.	Gill, Rosalind & Herdieckerhoff, Elena. -Rewriting the romance: new femininities in chick lit? <i>Feminist Media Studies</i> 6(4). 2006.
Web Resources	
1.	https://fddocuments.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
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	

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
23UENSE21	PHILOSOPHY FOR LITERATURE (NME)	NME	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 and the turn of humanity), D. H. Lawrence. -How Beastly the Bourgeois Is? (Marx's idea of social class)	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? (Heidegger'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	K1,K2,K3,K4

	century.	
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</i> : 20th Anniversary Edition. 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

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

1.	Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York
Web Resources	
1.	6 Must-Have Entrepreneurial Skills HBS OnlineMindTools Home

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
23UENSE32	PUBLIC SPEAKING SKILLS	SEC	2	2	25	75	100

Learning Objectives		
L1	To help students understand the goals and benefits of public speaking	
L2	To help them recognize communication apprehension and guide them on how to reduce it	
L3	To familiarize them on how public speaking can be used to advocate or create change	
L4	To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric	
L5	To help them think and speak imaginatively and critically	
UNIT	Contents	No. of Hours
I	What is Public Speaking?	6
II	Need for Public Speaking.	6
III	Significance and essentials of public speaking skills	6
IV	Techniques in acquiring the skill	6
V	Speaking any common topic in front of the class	6
	Total	30
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Demonstrate an understanding of the principles of public speaking	K1,K2,K3,K4
2	Recognize barriers to public speaking and identify how to avoid them	K1,K2,K3,K4,K5,K6
3	Understand how to give effective verbal and nonverbal feedback	K1,K2,K3,K4,K5,K6
4	Learn about planning speech organization for the intended audience	K1,K2,K3,K4,K5,K6
5	Practice effective group delivery and speech in formal context.	K1,K2,K3,K4,K5
Textbooks (Latest Editions)		
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 Resources		
1.	Learning Outcomes Public Speaking (lumenlearning.com) lu03_public_speaking.pdf (indianhills.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	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

1.	Bose, D.M. "J.C. Bose." Dr. D. M. Bose Centenary Celebration Commemoration Volume 1885- 1985. Kolkata: Bose Institute, 1995. Print
Web Resources	
1.	(https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf)

Mapping with Programme Outcomes:

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
C0 1	3	3	3	3	3	3	3	2
C0 2	2	3	3	3	2	3	3	2
C0 3	3	3	3	2	3	3	3	2
C0 4	3	3	3	3	3	3	3	2
C0 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
C01	3	3	3	3	3
C02	3	3	3	2	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

1.	Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - Federal University of Technology - Paraná. Curitiba. 2015.
Web Resources	
1.	(English language skills for the future Cambridge English

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
23UENSE61	ENGLISH FOR COMPETITIVE EXAMINATIONS	SEC	2	2	25	75	100

Learning Objectives		
L1	To develop the students intellectual, personal and professional abilities.	
L2	To acquire basic language skills listening, speaking, reading and writing for effective communication.	
L3	To develop confidence in getting job opportunities.	
L4	To provide awareness to the students about the various types of jobs offered in both in the Central and State Government.	
L5	To develop competitive skills through various types of objective tests.	
UNIT	Contents	No. of Hours
I	Parts of Speech, Direct and Indirect Speech, Reading Comprehension, Letter Writing.	6
II	Tenses, Active and Passive Voice, Expansion of Proverbs, Essay Writing.	6
III	Gerund, Infinitives, Idioms and Phrases, Degrees of Comparison, Hints Development, Email Writing, Report Writing.	6
IV	Homonyms, Question Tags, Simple, Complex, Compound, Jumbled Sentences, Dialogue Writing.	6
V	Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Capitalization, Punctuation, Spotting Errors, CV Writing and Cover letter.	6
	Total	30

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.

The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.

The mapping of each CO can be done with any number of POs.

Course Outcomes		Programme Outcomes
CO	On completion of this course, students will	
1	Gain knowledge of English language to face the challenges in Competitive Examinations.	PO1
2	Acquire skills in vocabulary usage and grammar.	PO1, PO2
3	Acquire skills in logical reasoning, question error analysis and correct usage of words.	PO4, PO6
4	Build confidence in getting job opportunities.	PO4, PO5, PO6
5	Aware of the various types of jobs offered in both in the Central and State Government.	PO3, PO8

Textbooks	
1.	English for Competitive Examinations-R.P.Bhatnagar & Rajal Bhargava
2.	Remedial Grammar-F.T.Wood

Reference Books	
1.	Facets of English Language - Ramesh Rao
2.	English for Competitive Examination - Dr.V.Ayothi.
Web Resources	
1.	https://onlinecourses.nptel.ac.in/noc24_hs73/preview

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
C01	3	3	3	3	3	3	3	2	3	2
C02	2	3	3	3	2	3	3	2	2	2
C03	3	3	3	2	3	3	3	2	3	2
C04	3	3	3	3	3	3	3	2	2	2
C05	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
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	2	3
C04	3	3	3	3	3
C05	3	3	3	3	3

Strong-3 Medium-2 Low-1