



MUSLIM ARTS COLLEGE

(Autonomous)

(Accredited by NAAC with B+ grade & Affiliated to Manonmaniam Sundaranar University,
Tirunelveli; Recognized US 2(f) 12 (B) of UGC Act.)

Thiruvithancode, Kanyakumari District, Tamil Nadu - 629174.

DEPARTMENT OF ENGLISH

CBCS SYLLABUS

Learning Outcome-based Curriculum Framework for

ENGLISH (B.A.)

*Applicable for students admitted from June 2026 as per the Resolutions of the Academic Council Meeting held
on 01.06.2026*

Vision

- To nurture individuals with true knowledge, original thinking, and refined sensibility by providing excellent education and training in literary and linguistic studies, with a special focus on English language and literature.

Mission

- To provide students with the right motivation, experience, and training in literary and related studies
- To develop linguistic competence and critical thinking skills for effective analysis and expression
- To encourage creative and critical engagement with literature and life
- To motivate and guide students in research and scholarly pursuits
- To help students relate academic learning to personal and social contexts
- To foster a broader, global perspective in understanding literature and culture
- To ensure continuous improvement through regular feedback and academic innovation

Academic and Professional Attributes of the Graduates

1. Knowledge and Intellectual Competence

Sound knowledge in English language, literature, linguistics and related disciplines with critical, analytical and creative thinking abilities.

2. Communication Skills

Effective oral and written communication skills for academic, professional and social interaction.

3. Critical and Creative Thinking

Ability to interpret, analyse and critically evaluate literary and linguistic texts with creative expression of ideas.

4. Research Aptitude

Basic research skills in literary and linguistic studies, including interpretation, documentation and academic writing.

5. Ethical and Social Responsibility

Positive attitude, moral values and social awareness contributing to personal and societal development.

6. Global and Cultural Awareness

Understanding of diverse cultures, languages and literary traditions with sensitivity towards human values.

7. Lifelong Learning

Interest in continuous learning, self-improvement and intellectual growth.

8. Leadership and Teamwork

Leadership qualities, interpersonal skills and collaborative spirit in academic and social environments.

9. Professional Readiness

Linguistic and professional competencies required for higher studies, teaching, research and other careers.

10. Reflective Learning

Ability to engage in self-assessment, constructive learning and continuous academic development.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEOs	Upon completion of the B.A. English Degree Programme, graduates are expected to	Mapping with Mission
PEO1	demonstrate sound knowledge in English language, literature and related studies with effective linguistic and communication skills.	M1 & M2
PEO2	exhibit critical thinking, creativity and research aptitude in literary, linguistic and interdisciplinary studies.	M3 & M4
PEO3	apply knowledge and values positively in personal, social and professional life with ethical responsibility and broader perspectives.	M5 & M6
PEO4	pursue lifelong learning, self-improvement and active participation through constructive feedback and reflective practices.	M6 & M7

Programme Outcomes (POs)

POs	Upon completion of the B.A. English Degree Programme, students will be able to:	Mapping with PEOs
PO1: Disciplinary Knowledge	Demonstrate comprehensive knowledge of English language, literature, linguistics and related disciplines.	PEO1
PO2: Critical Thinking	Analyse, interpret and critically evaluate literary, linguistic and cultural texts using appropriate theoretical and analytical approaches.	PEO1, PEO2
PO3: Problem Solving	Apply literary, linguistic and communication skills to address academic, professional and real-life challenges effectively.	PEO1, PEO3
PO4: Analytical Reasoning	Evaluate evidence, formulate logical arguments and synthesize information from diverse literary and linguistic sources.	PEO2
PO5: Scientific Reasoning	Undertake research-oriented inquiry by interpreting qualitative and quantitative data and drawing reasoned conclusions.	PEO2
PO6: Self-directed and Lifelong Learning	Engage in independent learning, self-development and continuous acquisition of knowledge and skills.	PEO3, PEO4
PO7: Reflective Thinking	Exhibit self-awareness and critical reflection on personal experiences, literature, culture and society.	PEO3, PEO4
PO8: Reading and Project Skills	Demonstrate proficiency in reading, documentation, translation, academic writing and project-based learning.	PEO2, PEO4
PO9: Confidence and Communication Effectiveness	Communicate ideas confidently and effectively through oral, written and digital modes in academic and professional settings.	PEO1, PEO3
PO10: Social Skills and Empathetic Approach	Display leadership, teamwork, ethical values, empathy, social responsibility and respect for diversity in personal and professional life.	PEO3, PEO4

Programme Specific Outcomes (PSOs)

PSOs	Upon completion of the B.A. English Degree Programme, students will be able to:	Mapping with POs
PSO1	Demonstrate comprehensive knowledge and understanding of English language, literature, linguistics and allied areas, enabling critical interpretation and analysis of texts.	PO1, PO2, PO4
PSO2	Apply linguistic, literary and analytical skills to examine cultural, social and contemporary issues and communicate ideas effectively in diverse contexts.	PO2, PO3, PO4, PO9
PSO3	Exhibit creativity, critical thinking, leadership and interpersonal skills while engaging with diverse perspectives, cultures and communities.	PO2, PO7, PO9, PO10
PSO4	Undertake basic research in literary and linguistic studies through the application of appropriate research methodologies, documentation practices and academic writing skills.	PO5, PO6, PO8
PSO5	Develop professional competencies, communication skills and ethical values required for careers in teaching, media, content writing, publishing, public service and other related professions.	PO3, PO6, PO9, PO10
PSO6	Demonstrate social responsibility, cultural sensitivity and a holistic understanding of societal, environmental and global issues through informed and reflective engagement.	PO7, PO9, PO10

Mapping of Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

POs / PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
PO1: Disciplinary Knowledge	3	2	1	2	2	1
PO2: Critical Thinking	3	3	3	2	2	2
PO3: Problem Solving	2	3	2	2	3	2
PO4: Analytical Reasoning	3	3	2	2	2	2
PO5: Scientific Reasoning	2	1	1	3	2	1
PO6: Self-directed & Lifelong Learning	2	2	2	3	3	2
PO7: Reflective Thinking	2	2	3	2	2	3
PO8: Reading & Project Skills	2	2	1	3	2	1
PO9: Confidence & Communication Effectiveness	2	3	3	2	3	2
PO10: Social Skills & Empathetic Approach	1	2	3	1	3	3

□ 3 – High Correlation

□ 2 – Moderate Correlation

□ 1 – Low Correlation

COURSES OFFERED

SEMESTER I

Part	Course Code	Title of the Course	Credits	Hours / Week
Part I	AGTL11 / AGMY11/ AGAB11/ AGHD11	Language: Tamil /Malayalam/Arabic/Hindi	3	6
Part II	AGEN11	English	3	6
Part III	AMEN11	Core Course I: Introduction to Literature	5	5
	AMEN12	Core Course II: Indian Writing in English	5	5
	AEEN11	Elective Course I: Social History of England	3	4
Part IV	ASEN11	SEC I: Technology Enhanced Language Learning	2	2
	AFEN11	Foundation Course: Basic English Language Skills	2	2
Total			23	30

SEMESTER I

CORE COURSE I: INTRODUCTION TO LITERATURE

Course Code: AMEN11

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
AMEN11	Core	Y	Y	-	-	4	5	25	75	100

Pre-requisite

Basic ability to appreciate different genres of literature along with communication, comprehension and critical thinking skills. **Learning Objectives** The course aims to:

1. Introduce students to the major genres and forms of literature.
 2. Provide foundational knowledge of literary studies and literary appreciation.
 3. Develop the ability to read, analyse and interpret literary texts.
 4. Familiarize students with representative works of poetry, prose, fiction and drama.
 5. Enhance research, communication and collaborative skills through literary studies.
- Course Outcomes (COs)**

Upon successful completion of the course, students will be able to:

CO No.	Course Outcomes	BT Level
CO1	Identify and recall the major genres of literature and their characteristic features, including poetry, prose, fiction and drama.	K1
CO2	Explain the structure, themes and literary elements of poems, short stories, novels and plays.	K2
CO3	Apply literary concepts and critical approaches to analyse prescribed literary texts.	K3
CO4	Analyse literary works using appropriate research methods and library resources to construct informed interpretations and arguments.	K4
CO5	Demonstrate effective teamwork, communication and collaborative skills in literary discussions, presentations and projects.	K3

Bloom's Taxonomy Levels

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 – Create

Course Content

Units	Contents	No. of Hours
I	Introduction to Literature Poetry-Different forms of poetry- Sonnet, Ode, Lyric, Ballad. Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.	15

II	POETRY William Shakespeare – <i>Sonnet 18, Sonnet 116.</i> John Milton- <i>When I Consider How My Light is Spent</i> , William Wordsworth - <i>Daffodils.</i> John Keats – <i>Ode to Nightingale.</i> Thomas Gray- <i>Elegy Written in a Country Churchyard.</i> Robert Frost - <i>Mending Wall</i>	15
III	DRAMA J.M. Barrie - <i>The Admirable Crichton.</i> Lady Gregory- <i>The Rising of the Moon.</i>	15
IV	SHORT STORIES Saki - The Open Window Jerome K. Jerome- excerpt from- Three Men in a Boat– (Packing Episode) Katherine Mansfield - <i>A Dill Pickle, The Escape</i>	15
V	FICTION Manohar Malgonkar - <i>Spy in Amber.</i> Don Quixote - <i>Tilting at the Windmills.</i>	15
	Total	75

S. No.	Text Book
1	Kennedy, X. J., and Dana Gioia. <i>Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing.</i> Pearson, 2016.
2	Shakespeare, William. <i>The Sonnets.</i> Arden Shakespeare.
3	Milton, John. <i>The Complete English Poems.</i> Everyman's Library.
4	Wordsworth, William. <i>Selected Poems.</i> Penguin Classics.
5	Keats, John. <i>Selected Poems and Letters.</i> Penguin Classics.
6	Gray, Thomas. <i>Selected Poems.</i> Oxford University Press.
7	Frost, Robert. <i>The Poetry of Robert Frost.</i> Henry Holt.
8	Lazarus, Arnold, ed. <i>Modern British Drama: A Collection of Plays.</i> Oxford University Press.
9	Narasimhaiah, C. D., ed. <i>An Anthology of Commonwealth Prose and Fiction.</i> Macmillan.
10	Malgonkar, Manohar. <i>Spy in Amber.</i> Orient Paperbacks.
11	Cervantes, Miguel de. <i>Don Quixote.</i> Translated by Edith Grossman, Harper Perennial.

S. No.	Reference Books
1	Meyer, Michael, and D. Quentin Miller. <i>The Compact Bedford Introduction to Literature.</i> Bedford/St. Martin's, 2021.
2	Kennedy, X. J., and Dana Gioia. <i>Literature: An Introduction to Fiction, Poetry, Drama, and Writing.</i> 14th ed., Pearson, 2020.
3	Kirsznar, Laurie G., and Stephen R. Mandell. <i>Portable Literature: Reading, Reacting, Writing.</i> 9th ed., Cengage Learning, 2016.
4	Abrams, M. H., and Geoffrey Galt Harpham. <i>A Glossary of Literary Terms.</i> 11th ed., Cengage Learning, 2015.

5	Peck, John, and Martin Coyle. <i>Literary Terms and Criticism</i> . 4th ed., Palgrave Macmillan, 2014.
6	Prasad, B. <i>A Background to the Study of English Literature</i> . Trinity Press, 2018.
7	Hudson, William Henry. <i>An Introduction to the Study of Literature</i> . Atlantic Publishers, 2015.
8	Carter, Ronald, and John McRae. <i>The Routledge History of Literature in English</i> . Routledge, 2016.

S. No.	Web Resources
1	https://www.poetryfoundation.org
2	https://www.britannica.com/art/literature
3	https://www.bl.uk/discovering-literature
4	https://www.gutenberg.org
5	https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/index.html

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

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes

CO /PO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
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
Weight age	15	15	15	15	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

FIRST YEAR - SEMESTER I

CORE COURSE II - INDIAN WRITING IN ENGLISH

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
AMEN12	Core	Y	Y	-	-	4	5	25	75	100

Learning Objectives

The course aims to:

1. Introduce students to the major genres and forms of literature.
2. Provide foundational knowledge of literary studies and literary appreciation.
3. Develop the ability to read, analyse and interpret literary texts.
4. Familiarize students with representative works of poetry, prose, fiction and drama.
5. Enhance research, communication and collaborative skills through literary studies.

Course Outcomes

Upon successful completion of the course, students will be able to:

CO No.	Course Outcomes	BT Level
CO1	Describe the historical development and major trends of Indian Writing in English from the colonial period to the present.	K2
CO2	Analyse Indian literary texts in relation to colonialism, postcolonialism, regionalism and nationalism.	K4
CO3	Explain the role of English as a medium of political awakening and creative expression in India.	K2
CO4	Analyse the influence of sociological, historical, cultural and political contexts on the prescribed literary texts.	K4
CO5	Evaluate critically the contributions of major Indian English poets and dramatists to Indian Writing in English.	K5

Bloom's Taxonomy Levels

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 – Create

Course Content

Units	Contents	No. of Hours
I	PROSE Pamela S. Turner – <i>Hachiko</i> A. K. Ramanujan – <i>Brother's Day</i> Pearl S. Buck – <i>India through a Traveller's Eye</i> (excerpt from <i>My Several Worlds</i>) M. K. Gandhi – <i>Autobiography: Inspection Episode – Examination</i> (from Part I: "Childhood")	15
II	POETRY Toru Dutt – <i>The Lotus</i> Sri Aurobindo – <i>The Tiger and the Deer</i> Nissim Ezekiel – <i>Night of the Scorpion</i> R. Parthasarathy – <i>Home Coming</i> Jayantha Mahapatra – <i>Freedom</i>	15

	Mirza Ghalib – <i>It Is Not Love, It Is Madness</i>	
III	SHORT STORIES Ruskin Bond – <i>A Handful of Nuts, Night Train at Deoli K.</i> A. Abbas – <i>Sparrows</i>	15
IV	DRAMA Rabindranath Tagore – <i>Muktadhara</i> Nissim Ezekiel – <i>Nalini: A Comedy in Three Acts</i>	15
V	FICTION Joginder Paul – <i>Sleepwalkers</i>	15
	Total	75

S. No.	Text Book
1	Turner, Pamela S. <i>Hachiko: The True Story of a Loyal Dog</i> . Houghton Mifflin Harcourt, 2004.
2	Ramanujan, A. K. <i>A Flowering Tree and Other Oral Tales from India</i> . Penguin Books, 2004.
3	Bond, Ruskin. <i>The Night Train at Deoli and Other Stories</i> . Penguin Books.
4	Abbas, K. A. <i>One Hundred Indian Short Stories</i> . National Book Trust.
5	Buck, Pearl S. <i>My Several Worlds: A Personal Record</i> . John Day Company, 1954.
6	Gandhi, M. K. <i>An Autobiography: The Story of My Experiments with Truth</i> . Navajivan Publishing House.
7	Radhakrishnan, S. <i>Recovery of Faith</i> . Harper & Brothers.
8	Dutt, Toru. <i>Ancient Ballads and Legends of Hindustan</i> . Kegan Paul.
9	Aurobindo, Sri. <i>Collected Poems</i> . Sri Aurobindo Ashram Publication Department.
10	Ezekiel, Nissim. <i>The Exact Name</i> . Oxford University Press.
11	Parthasarathy, R. <i>Rough Passage</i> . Oxford University Press.
12	Naidu, Sarojini. <i>The Bird of Time</i> . William Heinemann.
13	Mahapatra, Jayanta. <i>Relationship</i> . Greenfield Publishers.
14	Kumar, Shiv K. <i>Cobwebs in the Sun</i> . United Publishers.
15	Ghalib, Mirza. <i>Selected Poems of Ghalib</i> . Various English translations.
16	Tagore, Rabindranath. <i>Muktadhara</i> . Macmillan.
17	Ezekiel, Nissim. <i>Collected Plays</i> . Oxford University Press.
18	Paul, Joginder. <i>Sleepwalkers</i> . Katha Publications.

S. No.	Reference Books
1	Meyer, Michael, and D. Quentin Miller. <i>The Compact Bedford Introduction to Literature</i> . Bedford/St. Martin's, 2021.
2	Herawati, Henny, et al. <i>Introduction to Literature</i> . Sanata Dharma University Press, 2021.

3	Campbell, Janice. <i>Introduction to Literature: Excellence in Literature English I</i> . 4th ed., Everyday Education, LLC, 2021.
4	Adamson, H. D. <i>Linguistics and English Literature: An Introduction</i> . Cambridge University Press, 2019.
5	Titjen, Felicity, et al., editors. <i>Teaching English Language and Literature</i> . Taylor & Francis, 2020.
6	Mund, Subhendu. <i>The Making of Indian English Literature</i> . Taylor & Francis, 2021.
7	Abrams, M. H., and Geoffrey Galt Harpham. <i>A Glossary of Literary Terms</i> . 11th ed., Cengage Learning, 2015.
8	Prasad, B. <i>A Background to the Study of English Literature</i> . Trinity Press, 2018.

S. No.	Web Sources
1	https://www.sahitya-akademi.gov.in
2	https://www.poetryfoundation.org
3	https://www.gutenberg.org
4	https://archive.org
5	https://www.britannica.com/art/literature

Mapping with Programme Outcomes

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3
Weightage	14	14	15	14	14	15	15	10	12	11
Weighted Percentage of Course Contribution to POs	2.8	2.8	3.0	2.8	2.8	3.0	3.0	2.0	2.4	2.2

3 – Strong, 2 – Medium, 1 – Low

Mapping with Programme Specific Outcomes

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
Weightage	15	15	15	14	15
Weighted Percentage of Course Contribution to PSOs	3.0	3.0	3.0	2.8	3.0

FIRST YEAR - SEMESTER I

ME 1– SOCIAL HISTORY OF ENGLAND (ELECTIVE)

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
AEEN11	Core	Y	Y	-	-	4	4	25	75	100

Learning Objectives

The course aims to:

1. Provide students with a comprehensive understanding of the social, cultural and literary developments that shaped English society and literature through different historical periods.
2. Enable students to trace the evolution of English literature from its origins in the Anglo-Saxon period to the modern era.
3. Develop an understanding of the growth and structural development of the English language across different historical stages.
4. Familiarize students with the major linguistic, cultural and historical influences that contributed to the formation and enrichment of the English language.
5. Cultivate the ability to critically examine literary texts in relation to their social, historical and cultural contexts.

Course Outcomes

Upon successful completion of the course, students will be able to:

CO No.	Course Outcomes	BT Level
CO1	Explain the major periods, literary movements, genres and representative writers in the history of English literature.	K2
CO2	Evaluate the influence of socio-cultural, political and historical factors on the literary production of different periods.	K5
CO3	Describe the socio-cultural contexts and intellectual traditions that shaped various ages of English literary history.	K2
CO4	Analyse the contributions of major literary figures and their works in relation to their historical and cultural backgrounds.	K4
CO5	Explain the development of the English language, including the influence of Latin, French and other languages on its structure and growth.	K2

Bloom's Taxonomy Levels

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 – Create

Course Content

Unit	Contents	No. of Hours
I	The Renaissance and Its Impact on England, The Reformation - Causes and Effects	15

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

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes

CO /PO	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
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
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

SEMESTER I

SKILL ENHANCEMENT COURSE -I (SEC)

TECHNOLOGY-ENHANCED LANGUAGE LEARNING – I

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
ASEN11	Core	Y	Y	-	-	2	2	25	75	100

Learning Objectives

The course aims to:

1. Introduce students to the role of technology in enhancing English language learning and communication.
2. Develop basic digital literacy skills required for accessing and utilizing online language learning resources.
3. Familiarize students with digital tools and applications for improving listening, speaking, reading and writing skills.
4. Enable students to use technology-assisted platforms for vocabulary development, grammar practice and language enrichment.
5. Enhance students' ability to communicate effectively through digital media and online collaborative environments.
6. Encourage independent and self-directed learning through technology-enabled educational resources.
7. Develop awareness of ethical, responsible and safe practices in the use of digital technologies for learning.

Course Outcomes

Upon successful completion of the course, students will be able to:

CO No.	Course Outcomes	BT Level
CO1	Explain the role and significance of technology in language learning and communication.	K2
CO2	Use digital tools and online resources to enhance vocabulary, grammar and language skills.	K3
CO3	Apply technology-assisted platforms to improve listening, speaking, reading and writing abilities.	K3
CO4	Analyse and select appropriate digital resources for independent and collaborative language learning.	K4
CO5	Demonstrate responsible, ethical and effective use of technology for academic and professional communication.	K3

Bloom's Taxonomy Levels

K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 – Create

Course Content

Unit	Contents	No. of Hours
I	Introduction to Technology-Enhanced Language Learning Meaning and Importance of Technology in Language Learning Digital Literacy Skills Introduction to Computers, Smartphones and the Internet Online Safety and Responsible Use of Technology	6
II	Technology for Vocabulary and Grammar Learning Using Online Dictionaries and Thesauruses Vocabulary Learning Apps Grammar Learning Tools Practice through Interactive Language Games	6
III	Technology for Listening and Speaking Skills Listening through Podcasts and Educational Videos Pronunciation Tools and Speech Recognition Software Using Voice Assistants for Language Practice Recording and Improving Speaking Skills	6
IV	Technology for Reading and Writing Skills E-books and Online Reading Platforms Digital Note-taking Tools Basic Academic Writing using Word Processors Spelling and Grammar Checking Tools	6
V	Online Communication and Collaborative Learning Email Writing Basics Learning through Online Discussion Forums Collaborative Learning using Google Docs and Similar Platforms Creating Simple Digital Presentations	6
	Total	30

S. No.	Text Book
1	Stanley, Graham. <i>Language Learning with Technology: Ideas for Integrating Technology in the Classroom</i> . Cambridge University Press, 2013.
2	Dudeney, Gavin, and Nicky Hockly. <i>How to Teach English with Technology</i> . Pearson Education, 2007.

S. No.	Reference Books
1	Dudeney, Gavin, and Nicky Hockly. <i>How to Teach English with Technology</i> . Pearson Education, 2007.
2	Stanley, Graham. <i>Language Learning with Technology: Ideas for Integrating Technology in the Classroom</i> . Cambridge University Press, 2013.
3	Beatty, Ken. <i>Teaching and Researching Computer-Assisted Language Learning</i> . 3rd ed., Routledge, 2019.
4	Hubbard, Philip, and Mike Levy, editors. <i>Teacher Education in CALL</i> . John Benjamins Publishing, 2006.

5	Chapelle, Carol A., and Shannon Sauro, editors. <i>The Handbook of Technology and Second Language Teaching and Learning</i> . Wiley-Blackwell, 2017.
6	Warschauer, Mark, and Deborah Healey. <i>Computers and Language Learning: An Overview</i> . Longman, 2018.
7	Blake, Robert J. <i>Brave New Digital Classroom: Technology and Foreign Language Learning</i> . 2nd ed., Georgetown University Press, 2016.
8	Hockly, Nicky. <i>Focus on Learning Technologies</i> . Oxford University Press, 2016.

S. No.	Web Resources
1	https://www.teachingenglish.org.uk
2	https://www.cambridgeenglish.org/learning-english
3	https://www.bbc.co.uk/learningenglish
4	https://schools.duolingo.com
5	https://quizlet.com

MAPPING OF COURSE OUTCOMES WITH PROGRAMME OUTCOMES (POs)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	1	1	1	2	1	1	2	1
CO2	2	2	3	2	1	2	1	2	2	1
CO3	1	2	3	2	1	2	1	1	3	2
CO4	2	2	3	2	1	2	1	3	2	1
CO5	1	2	2	1	1	2	2	2	3	3

3 – Strong Correlation, 2 – Moderate Correlation, 1 – Low Correlation.

MAPPING OF COURSE OUTCOMES WITH PROGRAMME OUTCOMES (POs)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	1	1	1	2	1	1	2	1
CO2	2	2	3	2	1	2	1	2	2	1
CO3	1	2	3	2	1	2	1	1	3	2
CO4	2	2	3	2	1	2	1	3	2	1
CO5	1	2	2	1	1	2	2	2	3	3
Weightage	8	10	12	8	5	10	6	9	12	8
Weighted Percentage of Course Contribution to POs	1.6	2.0	2.4	1.6	1.0	2.0	1.2	1.8	2.4	1.6

3 – Strong Correlation, 2 – Moderate Correlation, 1 – Low Correlation

FIRST YEAR – SEMESTER I

FOUNDATION COURSE- BASIC ENGLISH LANGUAGE SKILLS

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	CIA	External	Total
AFEN11	Foundation Course	Y	Y	-	-	2	2	25	75	100

Learning Objectives

The course aims to:

1. Introduce students to the fundamental concepts and structures of English grammar.
2. Develop learners' understanding of basic grammatical categories such as nouns, pronouns, verbs, adjectives, adverbs and prepositions.
3. Enable students to construct grammatically correct sentences using appropriate tenses and sentence patterns.
4. Familiarize learners with the correct use of auxiliaries, modals, determiners and quantifiers in communication.
5. Improve students' accuracy in spoken and written English through the application of grammatical rules.
6. Develop paragraph-writing skills using appropriate grammar and vocabulary.
7. Build confidence in using English effectively for academic, social and everyday communication.

Course Outcomes

Upon successful completion of the course, students will be able to:

CO No.	Course Outcomes	BT Level
CO1	Recall the basic concepts and rules of English grammar.	K1
CO2	Explain the functions of parts of speech, auxiliaries and sentence structures.	K2
CO3	Apply grammatical rules to construct correct sentences in English.	K3
CO4	Use appropriate tenses, modals and determiners in spoken and written communication.	K3

Course Content

Unit	Contents	No. of Hours
I	Getting Started with English General Introduction to Grammar The Importance of Grammar Common Problems of English Language Structure Words and Sentences Greetings and Introductions	6

II	Basic Grammar Nouns and Pronouns Articles: A, An, The Adjectives and Adverbs Prepositions Simple Sentence Patterns	6
III	Verbs and Tenses Forms of Be (<i>am, is, are, was, were</i>) Forms of Have (<i>have, has, had</i>) Simple Present Tense Simple Past Tense Simple Future Tense	6
IV	Communication Skills Making Requests Asking and Answering Questions Expressing Likes and Dislikes Giving Directions Telephone and Everyday Conversations	6
V	Basic Writing Skills Writing Simple Sentences Paragraph Writing Writing about Myself and My Family Writing about My College and Friends Writing on Everyday Topics	6
	Total	30

S. No.	Text Books
1	Murphy, Raymond. <i>Essential Grammar in Use</i> . 4th ed., Cambridge University Press, 2015.
2	Mohan, Krishna, and Meera Banerji. <i>Developing Communication Skills</i> . 2nd ed., Macmillan Education India, 2018.

S. No.	Reference Books
1	Murphy, Raymond. <i>Essential Grammar in Use</i> . 4th ed., Cambridge University Press, 2015.
2	Eastwood, John. <i>Oxford Practice Grammar: Basic</i> . Oxford University Press, 2020.
3	Mohan, Krishna, and Meera Banerji. <i>Developing Communication Skills</i> . 2nd ed., Macmillan Education India, 2018.
4	Swan, Michael. <i>Practical English Usage</i> . 4th ed., Oxford University Press, 2016.
5	Sinclair, John, editor. <i>Collins COBUILD English Grammar</i> . HarperCollins, 2017.
6	Redman, Stuart. <i>English Vocabulary in Use: Elementary</i> . Cambridge University Press, 2017.
7	Soars, Liz, and John Soars. <i>New Headway Elementary Student's Book</i> . 5th ed., Oxford University Press, 2019.

8	Raman, Meenakshi, and Sangeeta Sharma. <i>Communication Skills</i> . Oxford University Press, 2019.
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S. No.	Web Resources
1	https://learnenglish.britishcouncil.org
2	https://www.bbc.co.uk/learningenglish
3	https://www.cambridgeenglish.org/learning-english
4	https://www.oxfordlearnersdictionaries.com
5	https://owl.purdue.edu

MAPPING OF COURSE OUTCOMES WITH PROGRAMME OUTCOMES (POs)

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	2	2	1	1	2	1	2	2	1
CO2	3	2	2	2	1	2	1	2	2	1
CO3	2	2	3	2	1	2	1	2	3	1
CO4	2	2	3	2	1	2	2	1	3	3
CO5	2	2	2	2	1	2	2	3	3	2

Mapping Scale

3 – Strong Correlation, 2 – Moderate Correlation, 1 – Low Correlation

MAPPING OF COURSE OUTCOMES WITH PROGRAMME SPECIFIC OUTCOMES (PSOs)

CO / PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	1	1	2	1
CO2	3	2	1	1	2	1
CO3	2	3	2	1	3	1
CO4	2	3	3	1	3	2
CO5	2	3	2	2	3	2
Weightage	12	13	9	6	13	7
Weighted Percentage of Course Contribution to PSOs	2.4	2.6	1.8	1.2	2.6	1.4

Mapping Scale

3 – Strong Correlation, 2 – Moderate Correlation, 1 – Low Correlation