



SHRIMATI INDIRA GANDHI COLLEGE

(Nationally Accredited at "A" Grade (3rd Cycle) by NAAC)

Chatram Bus Stand, Tiruchirappalli – 620002.

CRITERION - II

2.6.2. PO CO MAPPING FOR ENGLISH

UG DEPARTMENT OF ENGLISH
SHRIMATI INDIRA GANDHI COLLEGE
(Nationally Accredited at A Grade (3rd Cycle) by NAAC)
(Affiliated to Bharathidasan University)
Tiruchirappalli 620 002

Programme Outcomes in Arts (UG) (PO)

- PO1: Understand LSRW and apply knowledge of human communication and language processes.
- PO2: Prepare culture and praise worthy as a citizen of India.
- PO3: Examine employment / entrepreneurship opportunities.
- PO4: Understand the fundamental values /principles of Indian consciousness.
- PO5: Ability to use communication and soft skills effectively.

B.A., English Programme Specific Outcome (PSO)

- PSO1: The basic aim in pursuing B.A. English Literature is to think creatively and analytically about the English language in its varied forms.
- PSO2: This requires critical Listening, Speaking, Reading and Writing as an effective basis of literary inquiry in association with literary contexts. These skills include clear expression and sound mechanics that can be practiced through creative writing, research and critical argument.
- PSO3: It also employs understanding of literature as a basis of literary inquiry. These contexts include: the influences of culture, race and gender -genre, literary traditions and historical periods: literary production and the insights of literary theories.

PSO4: All the above outcomes are developed through class discussion including film, visual media and performance.

PSO5: An English language-focused degree will train students to analyse the working of the English language outside literature, including language-based communication in all kinds of forms and contexts.

PSO6: B.A. English degree can lead to a wide range of careers. The graduates can work in areas such as professional writing, publishing, teaching, IT, law (by conversion course), education policy, event management, leisure and tourism management, marketing and journalism.

SEMESTER -1

CORE COURSE I 16ACCEN1: PROSE

Unit – I

Francis Bacon : “Of Studies”

John Milton : “Books”

Unit – II

Joseph Addison : “Periodical Essays”

Richard Steele : “The Spectator Club”

Unit – II

William Hazlitt : “On Going a Journey”

Charles Lamb : “Dream-Children; A Reverie”

Unit – IV

R. L Stevenson : “An Apology for Idlers”

Robert Lynd : “The Pleasures of Ignorance”

Unit – V

A.G. Gardiner : “On the Rule of the Road”

E.V. Lucas : “On Finding Things”

Course Outcomes:

- To develop the love for natural objects.
- To give certain facts and lessons through the story.
- To develop the language ability of the learners.
- To do intense study of the students.
- To shape the students' character

16ACCEN1: PROSE

MAPPING

CO-PO-PSO matrix of course

1.Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘-‘

Po/Pso / Co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	-	2	3	2	2	-	2	3
CO	3	-	2	3	2	2	-	2	3
CO	2	-	2	3	2	3	-	3	2
CO	2	-	3	2	3	2	-	2	3
CO	2	-	2	3	2	2	-	3	3
Average	2.4	-	2.2	2.8	2.4	2.2	-	2.4	2.8

CORE COURSE II
16ACCEN2: SHORT STORIES

Unit – I (British)

Saki : “Alice and the Liberal Party”

Somerset Maugham : “The Verger”

Unit – II (Indian)

Rabindranath Tagore : “The Postmaster”

Lakshmi Kannan : “Muniyakka”

Unit – III (Russian)

Anton Chekhov : “The Bet”

Leo Tolstoy : “The Candle”

Unit – IV (American)

Nathaniel Hawthorne : “The Snow-Image”

Edgar Allan Poe : “The Purloined Letter”

Unit – V (New Zealand & African)

Katherine Mansfield : “An Ideal Family”

Chinua Achebe : “The Sacrificial Eggs”

Course Outcomes:

- Analyze the art of story telling and the various structural elements.
- Instituting comparisons with various Literary Movements to help deconstructing texts with greater clarity.
- Reconstruct an expression of the human experience.
- Creates a short narrative story with collaboration.

16ACCEN2: SHORT STORIES

MAPPING

CO-PO-PSO matrice of course

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

if there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	3	3	3	3	3	3	3
CO	3	3	2	2	2	2	3	2	3
CO	2	3	2	3	3	3	2	3	2
CO	3	2	3	3	2	2	3	2	3
CO	2	2	2	2	3	3	2	3	2
Average	2.6	2.8	2.8	2.6	2.6	2.6	2.6	2.6	2.6

16AACEN1: ALLIED COURSE I

SOCIAL HISTORY OF ENGLAND

Unit – I

Medieval and Tudor England – Renaissance, Reformation

Unit – II

The Civil War and the Restoration England

Unit – III

The Age of Queen Anne

Unit – IV

The Victorian Age

Unit – V

Twentieth Century

Course Outcomes:

- To learn the social history of England and acquire general knowledge about the old period, the medieval or middle period and the modern period of England in a political perspective.
- Correlate the socio-political history with the literary history of English and will be able to perceive how the land's literature reflects or/and refracts the nation's history.
- Decipher that the knowledge of socio-political history would enable them to get familiarized with representative literary and cultural texts within a significant span of historical, geographical, and cultural contexts.
- Identify, analyse, interpret and describe the critical ideas, values and themes that appear in literary and cultural texts of various genres.
- Comprehend the evolution of the history of literary genres as contextualised in a land's social history.

16AACEN1: SOCIAL HISTORY OF ENGLAND

MAPPING

CO-PO-PSO matrice of course

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

if there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	3	3	3	3	3	3	3
CO	3	3	2	2	2	2	3	2	3
CO	2	3	2	3	3	3	2	3	2
CO	3	2	3	3	2	2	3	2	3
CO	2	2	2	2	3	3	2	3	2
Average	2.6	2.8	2.8	2.6	2.6	2.6	2.6	2.6	2.6

20CEL1: Communicative English-I

Unit I (20 hours)

1. Listening and Speaking
 - a. Introducing self and others
 - b. Listening for specific information
 - c. Pronunciation (without phonetic symbols)
 - i. Essentials of pronunciation
 - ii. American and British pronunciation
2. Reading and Writing
 - a. Reading short articles – newspaper reports / fact based articles
 - i. Skimming and scanning
 - ii. Diction and tone
 - iii. Identifying topic sentences
 - b. Reading aloud: Reading an article/report
 - c. Journal (Diary) Writing
3. Study Skills - 1
 - a. Using dictionaries, encyclopaedias, thesaurus
4. Grammar in Context:
Naming and Describing
Nouns & Pronouns
Adjectives

Unit II (20 hours)

1. Listening and Speaking
 - a. Listening with a Purpose
 - b. Effective Listening
 - c. Tonal Variation
 - d. Listening for Information
 - e. Asking for Information
 - f. Giving Information

Reading and Writing

1. a. Strategies of Reading:

Skimming and Scanning

b. Types of Reading

Extensive and Intensive Reading

c. Reading a prose passage

d. Reading a poem

e. Reading a short story

2. Paragraphs: Structure and Types

a. What is a Paragraph?

b. Paragraph structure

c. Topic Sentence

d. Unity

e. Coherence

f. Connections between Ideas: Using

Transitional words and expressions

g. Types of Paragraphs

Study Skills II:

Using the Internet as a Resource

a. Online search

b. Know the keyword

c. Refine your search

d. Guidelines for using the Resources

e. e-learning resources of Government of India

f. Terms to know

4. Grammar in Context Involving Action-I

a. Verbs

b. Concord

Unit III (16 hours)

1. Listening and Speaking

a. Giving and following instructions

- b. Asking for and giving directions
- c. Continuing discussions with connecting ideas

2. Reading and writing

- a. Reading feature articles (from newspapers and magazines)
- b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)
- c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.

3. Grammar in Context:

Involving Action – II

3

Verbals - Gerund, Participle,

Infinitive

Modals

Unit IV (16 hours)

- 1. Listening and Speaking
 - a. Giving and responding to opinions
- 2. Reading and writing
 - a. Note taking
 - b. Narrative writing – writing narrative essays of two to three paragraphs
- 3. Grammar in Context:

Tense

Present

Past

Future

Unit V (18 hours)

1. Listening and Speaking
 - a. Participating in a Group Discussion
2. Reading and writing
 - a. Reading diagrammatic information
– interpretations maps, graphs and pie charts
 - b. Writing short essays using the language of comparison and contrast
3. Grammar in Context: Voice (showing the relationship between Tense and Voice)

COURSE OUTCOME

- Help learners read and comprehend literary texts to communicate effectively
- Train learners to improve their comprehension and composition skills

20CEL1- COMMUNICATIVE ENGLISH 1

MAPPING

CO-PO-PSO matrice of course

1.Slight(Low) 2.Moderate(Medium) 3.Substantial(High)

If there is no correlation,put -

Po/psO/ co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	2	-	2	2	3	2	3
CO	3	3	2	-	2	2	3	2	3
CO	2	2	-	-	2	-	-	3	2
CO	2	2	3	-	-	2	-	2	3
CO	2	2	2	-	-	2	2	-	-
Average	2.4	2.2	1.8	-	1.1	1.2	1.6	1.8	2.2

20PELAS1: PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-I

UNIT 1: COMMUNICATION

1. Listening: Listening to instructions
2. Speaking: Telephone etiquette and Official phone conversations
3. Reading short passages (3 passages, one from each – History, Sociology/Social Work/ Psychology, English Literature)
5. Writing: Letters and Emails in professional context
6. Grammar in Context:
 - Wh and yes or no,
 - Q tags
 - Imperatives
7. Vocabulary in Context: Word formation - .
 - i) Creating antonyms using Prefixes
 - ii) Intensifying prefixes (E. g inflammable)
Changing words using suffixes
 - A) Noun Endings
 - B) Adjective Endings
 - C) Verb Endings

UNIT 2: DESCRIPTION

Listening – Listening to process description

Speaking - Role play

Formal: With faculty and mentors in academic environment, workplace communication

Informal: With peers in academic environment, workplace communication

Reading –Reading passages on social issue, psychological well-being, literary achievements/contributions

Writing – Writing sentence definitions (e.g. monarchy) and extended definitions (e.g. government)

Picture Description – Description of natural calamities and their impact on people/ Cultures and cultural practices

Grammar in Context: Connectives and linkers.

Vocabulary – Synonyms (register) - Compare & contrast expressions.

UNIT 3: NEGOTIATION STRATEGIES

Listening - Listening to interviews of specialists / inventors in fields (Subject specific)

Speaking – Brainstorming. (mind mapping). Small group discussions (subject specific)

Reading – Longer Reading text. (Comprehensive passages)

Writing – Essay Writing (250 word essay on topics related to subject area, like recording business trans)

Grammar in Context: Active voice & Passive voice – If conditional - Collocations –Phrasal verbs

UNIT 4: PRESENTATION SKILLS

Listening - Listening to presentation. Listening to lectures. Watching – documentaries (discovery / history channel)

Speaking –Short speech - Making formal presentations (PPT)

Reading – Reading a written speech by eminent personalities in the relevant field /Short poems / Short biography.

Writing - Writing Recommendations -Interpreting visuals - charts / tables/flow diagrams/charts

Grammar in Context – Modals

Vocabulary (register) - Single word substitution

UNIT 5: CRITICAL THINKING SKILLS

Listening - Listening to advertisements/news and brief documentary films (with subtitles)

Speaking – Simple problems and suggesting solutions.

Reading: Motivational stories on Professional Competence, Professional Ethics and Life Skills
(subject-specific)

Writing Studying problem and finding solutions- (Essay in 200 words)

Grammar-Make simple sentences

Vocabulary -Fixed expressions

Course Outcome:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar

20PELAS 1: Professional English for Arts& Social Sciences

MAPPING

CO-PO-PSO matrice of course

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘

Po/ps0/ co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	2	3	3	-	3	-	2	3	2
CO	2	2	3	-	-	2	-	2	2
CO	2	2	-	-	2	-	-	3	2
CO	2	2	3	-	-	2	-	2	3
CO	2	2	2	-	-	2	2	-	-
Average	2	2.2	2.2	-	2	1.2	0.8	2	1.8

20PELCM 1: PROFESSIONAL ENGLISH FOR COMMERCE AND MANAGEMENT-I

UNIT 1: COMMUNICATION

1. Listening: Listening to instructions
2. Speaking: Telephone etiquette and Official phone conversations
3. Reading short passages (3 passages selected from Commerce and Management)
5. Writing: Letters and Emails in professional context
6. Grammar in Context:
 - Wh and yes or no,
 - Q tags
 - Imperatives
7. Vocabulary in Context: Word formation - .
 - i) Creating antonyms using Prefixes
 - ii) Intensifying prefixes (E. g inflammable)
Changing words using suffixes
 - A) Noun Endings
 - B) Adjective Endings
 - C) Verb Endings

UNIT 2: DESCRIPTION

Listening – Listening to process description

Speaking - Role play

Formal: With faculty and mentors in academic environment, workplace communication

Informal: With peers in academic environment, workplace communication

Reading –Reading passages on trade/commerce/management

Writing – Writing sentence definitions (e.g. ledger) and extended definitions (e.g. accountancy)

Picture Description – Description of fashion and beauty products (a small write-up promoting the product/an objective review of the product in 150 to 200 words). Grammar in Context: Connectives and linkers.

Vocabulary – Synonyms (register) - Compare & contrast expressions.

UNIT 3: NEGOTIATION STRATEGIES

Listening - Listening to interviews of specialists / inventors in fields (Subject specific)

Speaking – Brainstorming. (mind mapping). Small group discussions (subject specific)

Reading – Longer Reading text. (Comprehensive passages)

Writing – Essay Writing (250 word essay on topics related to subject area, like recording business trans)

Grammar in Context: Active voice & Passive voice – If conditional – Vocabulary: - Collocations

–Phrasal verbs

UNIT 4: PRESENTATION SKILLS

Listening - Listening to presentation. Listening to lectures. Watching – documentaries (discovery / history channel)

Speaking –Short speech - Making formal presentations (PPT)

Reading – Reading a written speech by eminent personalities in the relevant field /Short poems / Short biography.

Writing - Writing Recommendations

Interpreting visuals - charts / tables/flow diagrams/charts

Grammar in Context – Modals

Vocabulary (register) - Single word substitution

UNIT 5: CRITICAL THINKING SKILLS

Listening - Listening to advertisements/news and brief documentary films (with subtitles)

Speaking – Simple problems and suggesting solutions.

Reading: Motivational stories on Professional Competence, Professional Ethics and Life Skills (subject-specific)

Writing Studying problem and finding solutions- (Essay in 200 words)

Grammar-Make simple sentences

Vocabulary -Fixed expressions

Course Outcome:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar

20PELCM1: Professional English For Commerce & Management -I

MAPPING

CO-PO-PSO matrix of course

2. Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘

Po/psO/ co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	2	-	2	2	3	2	3
CO	3	3	2	-	2	2	3	2	3
CO	2	2	-	-	2	-	-	3	2
CO	2	2	3	-	-	2	-	2	3
CO	2	2	2	-	-	2	2	-	-
Average	2.4	2.2	1.8	-	1.2	1.6	1.6	1.8	2.2

20PELLS1: PROFESSIONAL ENGLISH FOR LIFE SCIENCES-I

UNIT 1: COMMUNICATION

1. Listening: Listening to instructions
2. Speaking: Telephone etiquette and Official phone conversations
3. Reading short passages (3 passages, one from each – Botany, Zoology, Biochemistry/Microbiology/Health)
5. Writing: Letters and Emails in professional context
6. Grammar in Context:
 - Wh and yes or no,
 - Q tags
 - Imperatives
7. Vocabulary in Context: Word formation - .
 - i) Creating antonyms using Prefixes
 - ii) Intensifying prefixes (E. g inflammable)
Changing words using suffixes
 - A) Noun Endings
 - B) Adjective Endings
 - C) Verb Endings

UNIT 2: DESCRIPTION

Listening – Listening to process description

Speaking - Role play

Formal: With faculty and mentors in academic environment, workplace communication

Informal: With peers in academic environment, workplace communication

Reading –Reading passages on plant world, animal world, health Writing – Writing sentence

definitions (e.g. species) and extended definitions (e.g. Taxonomy)

Picture Description – Description of creatures and their habitat Grammar in

Context: Connectives and linkers.

Vocabulary – Synonyms (register) - Compare & contrast expressions.

UNIT 3: NEGOTIATION STRATEGIES

Listening - Listening to interviews of specialists / inventors in fields (Subject specific)

Speaking – Brainstorming. (mind mapping). Small group discussions (subject specific)

Reading – longer Reading text. (Comprehensive passages)

Writing – Essay Writing (250 word essay on topics related to subject area, like pollution, use of pesticides in cultivation, healthy lifestyle, environment consciousness)

Grammar in Context: Active voice & Passive voice – If conditional – Vocabulary: -Collocations

-Phrasal verbs

UNIT 4: PRESENTATION SKILLS

Listening - Listening to presentation. Listening to lectures. Watching – documentaries

(discovery / history channel)

Speaking –Short speech - Making formal presentations (PPT)

Reading – Reading a written speech by eminent personalities in the relevant field /Short poems /

Short biography.

Writing - Writing Recommendations

Interpreting visuals - charts/ tables/flow diagrams/

Grammar in Context – Modals

Vocabulary (register) - Single word substitution

UNIT 5: CRITICAL THINKING SKILLS

Listening - Listening to advertisements/news and brief documentary films (with subtitles)

Speaking – Simple problems and suggesting solutions.

Reading: Motivational stories on Professional Competence, Professional Ethics and Life Skills
(subject-specific)

Writing Studying problem and finding solutions- (Essay in 200 words) Grammar-Make simple sentences

Vocabulary -Fixed expressions

Course Outcome:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar

20PELLS1: Professional English For Life Science -I

MAPPING

CO-PO-PSO matrix of course

3. Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘

Po/psO/ co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	2	-	2	2	3	2	3
CO	3	3	2	-	2	2	3	2	3
CO	2	2	-	-	2	-	-	3	2
CO	2	2	3	-	-	2	-	2	3
CO	2	2	2	-	-	2	2	-	-
Average	2.4	2.2	1.8	-	1.2	1.6	1.2	2.4	2.8

20PELPS1: PROFESSIONAL ENGLISH FOR PHYSICAL SCIENCES-I

UNIT 1: COMMUNICATION

1. Listening: Listening to instructions
2. Speaking: Telephone etiquette and Official phone conversations
3. Reading short passages (3 passages, one from each – Physics, Chemistry, Mathematics/Computer Science)
5. Writing: Letters and Emails in professional context
6. Grammar in Context:
 - Wh and yes or no,
 - Q tags
 - Imperatives
7. Vocabulary in Context: Word formation - .
 - i) Creating antonyms using Prefixes
 - ii) Intensifying prefixes (E. g inflammable)
Changing words using suffixes
 - A) Noun Endings
 - B) Adjective Endings
 - C) Verb Endings

UNIT 2: DESCRIPTION

Listening – Listening to process description

Speaking - Role play

Formal: With faculty and mentors in academic environment, workplace communication

Informal: With peers in academic environment, workplace communication

Reading –Reading passages on products, equipment and gadgets

Writing – Writing sentence definitions (e.g. computer) and extended definitions (e.g. artificial intelligence)

Picture Description – Description of Natural Phenomena Grammar in Context: Connectives and linkers.

Vocabulary – Synonyms (register) - Compare & contrast expressions.

UNIT 3: NEGOTIATION STRATEGIES

Listening - Listening to interviews of specialists / inventors in fields (Subject specific)

Speaking – Brainstorming. (mind mapping). Small group discussions (subject specific)

Reading – longer Reading text. (Comprehensive passages)

Writing – Essay Writing (250 word essay on topics related to subject area, like pollution, use of pesticides in cultivation, merits and demerits of devices like mobile phones, merits and demerits of technology in development)

Grammar in Context: Active voice & Passive voice – If conditional - Collocations –Phrasal verbs

UNIT 4: PRESENTATION SKILLS

Listening - Listening to presentation. Listening to lectures. Watching – documentaries (discovery / history channel)

Speaking –Short speech - Making formal presentations (PPT)

Reading – Reading a written speech by eminent personalities in the relevant field /Short poems Short biography.

Writing - Writing Recommendations

Interpreting visuals - charts / tables/flow diagrams/charts

Grammar in Context – Modals

Vocabulary (register) - Single word substitution

UNIT 5: CRITICAL THINKING SKILLS

Listening - Listening to advertisements/news and brief documentary films (with subtitles)

Speaking – Simple problems and suggesting solutions.

Reading: Motivational stories on Professional Competence, Professional Ethics and Life Skills
(subject-specific)

Writing Studying problem and finding solutions- (Essay in 200 words)

Grammar-Make simple sentences

Vocabulary -Fixed expressions

Course Outcome:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar

20PELPS1 :Professional English For Physical Sciences – I

MAPPING

CO-PO-PSO matrice of course

4. Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘

Po/psO/ co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	2	-	2	2	3	2	3
CO	3	3	2	-	2	2	3	2	3
CO	2	2	-	-	2	-	-	3	2
CO	2	2	3	-	-	2	-	2	3
CO	2	2	2	-	-	2	2	-	-
Average	2.4	2.2	1.8	-	1.2	1.6	1.2	2.4	2.8

SEMESTER- 3

CORE COURSE V 16ACCEN5: POETRY II

Unit – I

William Wordsworth : “The Solitary Reaper”

S. T Coleridge : “Dejection: An Ode”

Unit – II

John Keats : “Ode to Nightingale”

P. B Shelley : “Ozymandias”

Unit – III

Robert Browning : “Andrea del Sarto”

Alfred Tennyson : “Break, Break, Break”

Unit – IV

W. B. Yeats : “Sailing to Byzantium”

Philip Larkin : “Ambulances”

Unit – V

T. S. Eliot : “Marina”

Ted Hughes : “Hawk Roosting”

Course Outcomes:

- Make learners sharpen their poetic sensibility and stylistic skills.
- Provide a comprehensive guide to English poetry, its development, its forms and movements, throughout the ages.
- Recognize poetry from a variety of cultures, languages and historic periods.
- Understand and appreciate poetry as a literary art.
- Analyse the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.

16ACCEN5 - POETRY II

MAPPING

CO-PO-PSO matrix of course

5. Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	3	3	3	3	3	2	3
CO	3	3	2	2	2	2	3	3	3
CO	2	2	2	3	2	3	2	3	2
CO	2	3	3	3	3	2	3	2	3
CO	3	2	2	3	2	3	2	2	2
Average	2.6	2.4	2.4	2.6	2.4	2.6	2.6	2.4	2.6

CORE COURSE VI
16ACCEN6: ONE-ACT PLAYS

Unit – I (British)

J. M. Synge : “Riders to the Sea”

Unit – II (Russian)

Anton Chekov : “The Swan Song”

Unit– III (American)

Tennessee Williams : “Lord Byron’s Love Letter”

Unit – IV (Indian)

Asif Currimbhoy : “The Refugee”

Unit – V (African)

Erisa Kironde : “The Trick”

Course Outcomes:

- Interpret literary texts in English by nurturing and utilising their ability to understand drama in a skilled, knowledgeable and ethical manner.
- Conceptualize various types of drama especially the one act plays, the prescribed syllabus and analyse the effect they create in the audience or the readers.
- Understand the structure of the play and learn the dramatic devices used in writing the play.
- Develop reading, writing and analytical skills and communicate their ideas critically and creatively.
- Discern the various cultural and moral values associated with the texts which help them to become ethical communicators.

16ACCEN6: ONE-ACT PLAYS

MAPPING

CO-PO-PSO matrix of course

1.Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘-‘

Po/Pso / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	2	2	2	2	2	2	3
CO	3	3	2	2	2	2	2	2	3
CO	2	2	2	2	2	3	2	3	2
CO	2	2	3	2	3	2	2	2	3
CO	2	2	2	2	2	2	2	3	3
Average	2.4	2.2	2.2	2	2.2	2.2	2	2.4	2.8

16AACEN3: ALLIED COURSE III
HISTORY OF ENGLISH LITERATURE I

Unit– I

Chapters II & III : The Age of Chaucer

Unit– II

Chapters IV & V : Development of Drama

Unit – III

Chapters VI, VII & VIII : The Age of Shakespeare

Unit – IV

Chapters IX & X : The Age of Milton

Unit – V

Chapters XI & XII : The Age of Dryden

Course Outcomes:

- Expose learners to the historical background, rise and fall of literary movements and their relationships to socio-political and socio-religious events.
- Understands the historical context of the writer and his society.
- Delineate major writers and their works in chronological order.
- Provides an insight into the social background through the literary genre.
- Gain knowledge about the evolution of national sensibility.

16AACEN3 – HISTORY OF ENGLISH LITERATURE – I

MAPPING

CO-PO-PSO matrix of course

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
0 if there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	2	2	2	2	3	2	3
CO	3	3	2	3	2	2	3	2	3
CO	2	2	2	2	2	3	3	3	2
CO	2	2	3	3	2	2	3	2	3
CO	2	2	2	2	3	2	2	2	3
Average	2.4	2.2	2.2	2.4	2.2	2.2	2.8	2.2	2.8

16ELCE3 Drama for Effective Communication

William Shakespeare : The Merchant of Venice

Course Outcome:

- They get an insight of different cultures and themes by reading drama.

16ELCE3 - Drama For Effective Communication

MAPPING

CO-PO-PSO matrixe of course

1.Slight(Low) 2.Moderate(Medium) 3.Substantial(High).

If there is no correlation,put -

Po/psol/ co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	2	-	2	2	3	2	3
CO	3	3	2	-	2	2	3	2	3
CO	2	2	-	-	2	-	-	3	2
CO	2	2	3	-	-	2	-	2	3
CO	2	2	2	-	-	2	2	-	-
Average	2.4	2.2	1.8	-	1.2	1.6	1.6	1.8	2.2

SEMESTER- 5

CORE COURSE IX
16ACCEN9: SHAKESPEARE

Unit – I

A Midsummer Night's Dream

Unit – II

Julius Ceasar

Unit– III

King Lear

Unit – IV

Twelfth Night

Unit – V

Shakespearean Theatre and Audience

Shakespearean Fools and Clowns

Shakespearean Women

Supernatural Elements in Shakespearean Plays

Shakespearean Soliloquies

Shakespeare as a Sonneteer and a Narrative Poet

Course Outcomes:

- To understand the tragedies, comedies and tragic comedies of Shakespeare.
- Identify major literary characters in Shakespeare's work.
- Become familiar with the structure of a tragedy play/form.
- Increase their familiarity with Shakespearean language and expression.
- Develop sufficient ability for reading and understanding Elizabethan English to allow for better comprehension of Shakespeare's plays

16ACCEN9: SHAKESPEARE

MAPPING

CO-PO-PSO matrix of course

1.Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘-‘

Po/Pso / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	-	3	2	2	2	2	3
CO	3	3	-	3	2	2	2	2	3
CO	2	2	-	3	2	3	2	3	2
CO	2	2	-	2	3	2	2	2	3
CO	2	2	-	3	2	2	2	3	2
Average	2.4	2.2	-	2.8	2.2	2.2	2	2.4	2.6

CORE COURSE X

16ACCEN10: PRINCIPLES OF LITERARY CRITICISM

Unit – I

Literary Theory – Literary History – Literary Criticism

Unit – II

Classical Criticism:

Plato – Aristotle – Horace – Quintilian – Longinus

Unit – III

Orientation of Critical Theories:

Mimetic Theories – Pragmatic Theories – Sidney – Dryden – Dr. Johnson – Coleridge – Arnold – T. S. Eliot

Unit – IV

Five Approaches:

Moralistic Approach

Psychological Approach

Unit – V

Archetypal Approach

Sociological Approach

Formalistic Approach

Course Outcomes:

- Enriches students' understanding of the literary work.
- Helps to make value judgments on a work, to explain his or her interpretation of the work, or to provide others with relevant historical or biographical information.
- Acquire the knowledge of history of literary criticism, its various trends and schools.
- Learn to apply literary theory and approaches to texts whatever they read in order to enrich their understanding and appreciation of Literature.
- Ingrains the mind towards creative writing, appreciation, critical thinking and critical analysis.

16ACCEN10 – PRINCIPLES OF LITERARY CRITICISM (V SEM)

MAPPING

CO-PO-PSO matrix of course

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

If there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	3	2	3	2	2	3	3	3
CO	3	3	2	2	3	3	3	2	3
CO	2	2	3	3	2	3	2	3	2
CO	3	3	3	2	3	2	3	2	3
CO	3	2	2	3	3	2	2	3	3
Average	2.8	2.6	2.4	2.6	2.6	2.4	2.6	2.6	2.8

CORE COURSE XI
16ACCEN11: AMERICAN LITERATURE

Unit – I: Poetry

Walt Whitman : “I Hear America Singing”

Emily Dickinson : “A Bird Came Down the Walk”

Unit – II: Poetry

Robert Frost : “Mending Wall”

Sylvia Plath : “Lady Lazarus”

Unit – III: Prose

Martin Luther King : “I Have a Dream”

Ralph Waldo Emerson : “The American Scholar”

Unit– IV: Drama

Arthur Miller : Death of a Salesman

Unit– V: Fiction

Nathaniel Hawthorne : The Scarlet Letter

Course Outcomes:

- Identify relationships between moments in American history, colonialism, and culture.
- Instills the background of civil war and transcendentalism.
- Emphasizes on the meaning and the significance of American Dream, then and now.
- Aids to comprehend the effects of racism.
- Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers

16ACCEN11 - AMERICAN LITERATURE (V SEM)

MAPPING

CO-PO-PSO matrix of course

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

If there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO 3	PO 4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	3	2	3	2	2	3	3	3
CO	3	3	2	2	3	3	3	2	3
CO	2	2	3	3	2	3	2	3	2
CO	3	3	3	2	3	2	3	2	3
CO	2	2	2	3	2	2	2	3	3
Average	2.6	2.6	2.4	2.6	2.4	2.4	2.6	2.6	2.8

CORE COURSE XII
16ACCEN12: INDIAN CULTURE AND LITERATURE

Unit – I: Poetry

Kalidasa : “Look to This Day”

K.J. Saunders : “Karma” (Selection from Buddhist Verse)

Unit – II: Poetry

Dr.T. N. Ramachandran : “Tiruyirattaimanimaalai” (Selection from Translation on Kaaraikkaal Ammaiyaar)

Prof.K. G. Seshadri : “Fear We Not” (Selection from Translation on Bharathi)

Unit – III: Prose

S. Radhakrishnan : “Character Is Destiny”

M.K. Gandhi : “Faith on Its Trial”

Unit – IV: Drama

T.P. Kailasam : “The Burden”

D.G. Mukerji : “The Judgment of Indra”

Unit – V: Fiction

Indira Goswami : “The Journey”

Bama : Karukku

Course Outcomes:

- Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present.
- Gain insight into “Indianness” through respective works.
- Analyse literary texts and recognize the limitations, especially due to the challenges by reading non-western texts in a predominantly western academic setting and they learn a wide range of Indian culture.
- Apply the ideas encapsulated in Indian Aesthetics to literary texts
- Understand the special emphasis on the issues such as the representation of culture, identity, history, national and gender politics.

16ACCEN12: INDIAN CULTURE AND LITERATURE

MAPPING

CO-PO-PSO matrix of course

1.Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘-‘

Po/Pso / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	2	2	2	3	2	2	3	2	3
CO	2	3	2	3	3	2	3	2	2
CO	2	2	3	2	2	3	3	2	2
CO	2	2	3	2	3	2	2	2	2
CO	2	2	2	3	2	2	2	3	3
Average	2	2.2	2.4	2.6	2.4	2.2	2.6	2.2	2.4

Major Based Elective I

16AMBEEN1:TRANSLATION: THEORY AND PRACTICE

Unit – I

Translation – Definition, Types, Principles – Decoding and Recoding – Problems of Equivalence – Untranslatability

Unit – II

History of Translation Theory – Period Study – The Romans – Bible Translation – Early Theorists – The Renaissance – 17th Century and 18th Century – Romanticism – Victorians – 20th Century

Unit – III

Problems of Literary Translation – Structures – Translating Poetry – Translating Prose – Translating Dramatic Texts

Unit– IV

Two chapters from G.U Pope’s Translation of Tirukkural:

“The Utterance of Pleasant Words”

“Not Doing Evil”

Unit – V

Translation Practice: Translating Proverbs and Prose from English to Tamil and vice versa

Course Outcomes:

- Introduces theoretical concepts relevant to practical translation. It creates a basic understanding of the theories underpinning the practice of translation
- Creates the awareness of different types of texts (written and oral) approaches and strategies for translating.
- Examine key linguistic and cultural aspects of translating; knowledge and understanding of the types of difficulties encountered when translating.
- Inculcate self - confidence and self-awareness to do independent study.
- Develop awareness of linguistic and cultural contrasts between language

16AMBEEN1: TRANSLATION: THEORY AND PRACTICE

MAPPING

CO-PO-PSO matrix of course

1.Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘-‘

Po/Pso / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	3	3	2	2	3	2	3
CO	3	3	2	3	3	2	3	2	3
CO	2	3	3	2	2	3	2	3	2
CO	2	2	3	2	3	2	2	2	2
CO	2	2	2	3	2	3	2	3	3
Average	2.4	2.4	2.6	2.6	2.4	2.4	2.4	2.4	2.6

UG DEPARTMENT OF ENGLISH
SHRIMATI INDIRA GANDHI COLLEGE
(Nationally Accredited at A Grade (3rd Cycle) by NAAC)
(Affiliated to Bharathidasan University)
Tiruchirappalli 620 002

Programme Outcomes in Arts (UG) (PO)

- PO1: Understand LSRW and apply knowledge of human communication and language processes.
- PO2: Prepare culture and praise worthy as a citizen of India.
- PO3: Examine employment / entrepreneurship opportunities.
- PO4: Understand the fundamental values /principles of Indian consciousness.
- PO5: Ability to use communication and soft skills effectively.

B.A., English Programme Specific Outcome (PSO)

- PSO1: The basic aim in pursuing B.A. English Literature is to think creatively and analytically about the English language in its varied forms.
- PSO2: This requires critical Listening, Speaking, Reading and Writing as an effective basis of literary inquiry in association with literary contexts. These skills include clear expression and sound mechanics that can be practiced through creative writing, research and critical argument.
- PSO3: It also employs understanding of literature as a basis of literary inquiry. These contexts include: the influences of culture, race and gender -genre, literary traditions and historical periods: literary production and the insights of literary theories.

PSO4: All the above outcomes are developed through class discussion including film, visual media and performance.

PSO5: An English language-focused degree will train students to analyse the working of the English language outside literature, including language-based communication in all kinds of forms and contexts.

PSO6: B.A. English degree can lead to a wide range of careers. The graduates can work in areas such as professional writing, publishing, teaching, IT, law (by conversion course), education policy, event management, leisure and tourism management, marketing and journalism.

SEMESTER:2

CORE COURSE III
16ACCEN3: POETRY I

Unit – I

Edmund Spenser : Amoretti LXXV – “One Day I Wrote Her Name”

William Shakespeare : Sonnet 18

Unit– II

John Donne : “Go and Catch the Falling Star”

Andrew Marvel : “A Dialogue between the Soul and Body”

Unit – III

John Milton : “Lycidas”

Unit– IV

John Dryden : “A Song of St. Cecilia’s Day”

Alexander Pope : “Ode on Solitude”

Unit – V

Oliver Goldsmith : “The Village Preacher”

William Blake : “The Lamp”

Course Outcome:

- Make learners sharpen their poetic sensibility and stylistic skills.
- Provide a comprehensive guide to English poetry, its development, its forms and movements, throughout the ages.
- Recognize poetry from a variety of cultures, languages and historic periods.
- Understand and appreciate poetry as a literary art.
- Analyse the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.

16ACCEN3 – POETRY I

MAPPING

CO-PO-PSO matrix of course

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

If there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	2	3	2	2	3	2	3
CO	3	3	2	2	3	3	3	2	3
CO	3	2	2	3	2	3	2	3	2
CO	2	2	3	2	3	2	3	2	3
CO	2	3	3	3	2	2	2	3	2
Average	2.6	2.4	2.4	2.6	2.4	2.4	2.6	2.4	2.6

CORE COURSE IV
16ACCEN4: FICTION

Unit – I

Charles Dickens : David Copperfield

Unit– II

R.L. Stevenson : Treasure Island

Unit– III

Joseph Conrad : Heart of Darkness

Unit – IV

Virginia Woolf : To the Light House

Unit – V

Aldous Huxley : Brave New World

Course Outcome:

- Develop the ability and interest to read literary prose and fiction on their own.
- Understand how society and culture played a significant role in the lives and career of the writers of the age.
- Analyse and appreciate the narrative styles of the writers and the innovative novelistic techniques employed by them.
- Exposed to different cultures, myths and histories of various nation through fiction.
- Receive creative acumen and will be nourished by the scintillating stories and a sense of inclination towards literary sensibility.

16ACCEN4: FICTION

MAPPING

CO-PO-PSO matrice of course

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

if there is no Correlation, put ‘-‘

Po/Pso / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	2	2	2	2	2	2	3	2	3
CO	3	3	2	2	2	2	2	2	2
CO	2	2	2	3	2	3	3	3	2
CO	2	2	3	2	3	2	2	2	3
CO	2	2	2	3	3	2	2	2	3
Average	2.2	2.2	2.2	2.4	2.4	2.2	2.4	2.2	2.6

ALLIED COURSE II
16AACEN2: LITERARY FORMS

Unit– I: Poetry

Ballad – Epic and Mock Epic – Dramatic Monologue –Limerick – Lyric – Ode – Elegy –
Pastoral Elegy – Sonnet

Unit– II: Poetry

Rhyme – Metre – Stanza Form – Types of Verse – Figures of Speech
Imagery – Simile and Metaphor – Personification – Onomatopoeia – Alliteration – Apostrophe –
Hyperbole – Oxymoron – Allegory – Allusion – Irony and Metonymy

Unit – III: Drama

The Origin and Growth of Drama in England – Tragedy and Comedy – Dramatic Design –
Romantic Tragedy and Romantic Comedy – Tragicomedy – Chronicle Plays – Masque and
Antimasque – Comedy of Humours – Comedy of Manners – Genteel Comedy – Sentimental
Comedy – Farce – Melodrama – Expressionist Drama – Absurd Drama – One-Act Play

Unit– IV: Non-Fiction

Biography – Autobiography – Essay – Aphoristic, Personal, Critical, Periodical

Unit – V: Fiction

Short Story – Picaresque Novel – Historical, Sentimental and Gothic Novel – Science Fiction –
Detective – Social and Proletarian – Stream-of-Consciousness Novel

Course Outcome:

- Understand the origin and development of the different genres of literature.
- Identify the unique features of each literary form by way of comprehending its characteristics and conventions.
- Apply knowledge of the various forms of literature to the study of individual works.
- Achieve a bird's eye view to the nuances of English Literature, thereby strengthening expertise in literature students that amounts to their intertextualizing content and form of works of art.
- Analyse the evolution of English Literature and the evolution of its popular genres in terms of politics, culture, social and literary backgrounds.

16AACEN2: LITERARY FORMS MAPPING

CO-PO-PSO matrix of course

2. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

if there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	2	3	3	-	2	3	2	3	3
CO	2	3	2	-	2	2	2	3	3
CO	2	3	2	-	2	3	2	3	2
CO	2	2	3	-	2	2	2	2	3
CO	2	2	2	-	2	3	2	3	2
Average	2	2.8	2.8	-	2	2.6	2	2.8	2.6

20CEL2: Communicative English -II

Unit I

1. Listening and Speaking
 - a. Listening and responding to complaints (formal situation)
 - b. Listening to problems and offering solutions (informal)
2. Reading and writing
 - a. Reading aloud (brief motivational anecdotes)
 - b. Writing a paragraph on a proverbial expression/motivational idea.
3. Word Power/Vocabulary
 - a. Synonyms & Antonyms
4. Grammar in Context
 - AdverbsPrepositions

Unit II

1. Listening and Speaking
 - a. Listening to famous speeches and poems
 - b. Making short speeches- Formal: welcome speech and vote of thanks.
Informal occasions- Farewell party, graduation speech
2. Reading and Writing
 - a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)
 - b. Reading poetry

b.i. Reading aloud: (Intonation and Voice Modulation)

b.ii. Identifying and using figures of speech - simile, metaphor, personification etc.

3. Word Power

a. Idioms & Phrases

4. Grammar in Context

Conjunctions and Interjections

Unit III

1. Listening and Speaking

a. Listening to Ted talks

b. Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds

c. Interactions during and after the presentations

2. Reading and writing

a. Writing emails of complaint

b. Reading aloud famous speeches

3. Word Power

a. One Word Substitution

4. Grammar in Context: Sentence Patterns

Unit IV

1. Listening and Speaking

a. Participating in a meeting: face to face and online

b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks.

2. Reading and Writing

- a. Reading visual texts – advertisements
- b. Writing a Brochure
3. Word Power
 - a. Denotation and Connotation
4. Grammar in Context: Sentence Types

Unit V

1. Listening and Speaking
 - a. Informal interview for feature writing
 - b. Listening and responding to questions at a formal interview
2. Reading and Writing
 - a. Writing letters of application
 - b. Readers' Theatre (Script Reading)
 - c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)
3. Word Power
 - a. Collocation
4. Grammar in Context: Working With Clauses

Course Outcome:

- Train learners to improve their poetic skills.
- Students are able to appreciate the rhyme, rhythm and the style of the poem.
- They can understand the thought and imagination contained in the poem.

20CEL2- COMMUNICATIVE ENGLISH 2

MAPPING

CO-PO-PSO matrix of course

1.Slight(Low) 2.Moderate(Medium) 3.Substantial(High)

If there is no correlation,put -

Po/pso/ co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	2	-	2	2	3	2	3
CO	3	3	2	-	2	2	3	2	3
CO	2	2	-	-	2	-	-	3	2
CO	2	2	3	-	-	2	-	2	3
CO	2	2	2	-	-	2	2	-	-
Average	2.4	2.2	1.8	-	1.2	1.6	1.6	1.8	2.1

20PELLS2: Professional English for Life Sciences-II

Unit 1- Communicative Competence

Listening – Listening to two talks/lectures by specialists on selected subject specific topics -(TED Talks) and answering comprehension exercises(inferential questions) Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions) Reading: Two subject-based reading texts followed by comprehension activities/exercises Writing: Summary writing based on the reading passages.

Unit 2 - Persuasive Communication Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

Unit 3- Digital Competence

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills)

Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject area)

Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

Unit 4 - Creativity and Imagination

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g. <https://www.youtube.com/watch?v=tpvicScuDy0>)

Speaking: Making oral presentations through short films – subject based

Reading : Essay on Creativity and Imagination (subject based)

Writing – Basic Script Writing for short films (subject based) - Creating blogs, flyers and brochures (subject based) - Poster making – writing slogans/captions (subject based)

Unit 5- Workplace Communication & Basics of Academic Writing

Speaking: Short academic presentation using PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting.

Writing an introduction, paraphrasing Punctuation (period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis) Capitalization (use of upper case)

Course Outcome:

- Attend interviews with boldness and confidence.
- Adapt easily into the workplace context, having become
- communicatively competent.
- Apply to the Research & Development organisations/ sections in
- companies and offices with winning proposals.

20PELLS II - PROFESSIONAL ENGLISH FOR LIFE SCIENCES II
(II SEM)

MAPPING

CO-PO-PSO matrix of course

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
co	3	2	3	3	3	3	3	2	3
co	3	3	2	2	3	2	3	3	3
co	2	2	2	3	2	3	2	3	2
co	3	3	3	3	3	2	3	2	3
co	3	2	3	3	3	3	3	3	2
Average	2.8	2.4	2.6	2.6	2.4	2.8	2.8	2.6	2.6

20PELPS2: Professional English for Physical Science

Semester-II

Unit 1- Communicative Competence (18 hrs)

Listening – Listening to two talks/lectures by specialists on selected subject specific topics
-(TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages. Grammar and vocabulary exercises/tasks to be designed based on the discourse patterns of the listening and reading texts in the book. This is applicable for all the units.

Unit 2 - Persuasive Communication (18 hrs)

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

Unit 3- Digital Competence (18 hrs)

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills) Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject area)

Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life. The essay will address all aspects of digital competence in relation to MS

Office and how they can be utilized in relation to work in the subject area

Unit 4 - Creativity and Imagination (18 hrs)

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g. <https://www.youtube.com/watch?v=tpvicScuDy0>)

Speaking: Making oral presentations through short films – subject based

Reading: Essay on Creativity and Imagination (subject based)

Writing – Basic Script Writing for short films (subject based)

- Creating blogs, flyers and brochures (subject based)

- Poster making – writing slogans/captions(subject based)

Unit 5- Workplace Communication& Basics of Academic Writing (18 hrs)

Speaking: Short academic presentation using PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting.

Writing an introduction, paraphrasing Punctuation(period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case)

Course Outcome:

- Attend interviews with boldness and confidence.
- Adapt easily into the workplace context, having become communicatively competent.
- Apply to the Research &Development organisations/ sections in companies and offices with winning proposals.

**20PELPS II - PROFESSIONAL ENGLISH FOR PHYSICAL SCIENCES II
(II SEM)**

MAPPING

CO-PO-PSO matrix of course

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
co	3	2	3	3	3	3	3	2	3
co	3	3	2	2	2	2	3	3	3
co	2	3	2	3	2	3	2	3	2
co	2	3	3	3	3	2	3	2	3
co	3	3	2	3	2	3	2	3	3
Average	2.6	2.8	2.4	2.8	2.4	2.6	2.6	2.6	2.8

20PELAS2: Professional Communication Course for Arts and Science Colleges

Unit 1- Communicative Competence

Listening – Listening to two talks/lectures by specialists on selected subject specific topics
-(TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages. Grammar and vocabulary exercises/tasks to be designed based on the discourse patterns of the listening and reading texts in the book. This is applicable for all the units.

Unit 2 - Persuasive Communication

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

Unit 3- Digital Competence

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills) Creating Vlogs
(How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject area)

Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

Unit 4 - Creativity and Imagination

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g. <https://www.youtube.com/watch?v=tpvicScuDy0>)

Speaking: Making oral presentations through short films – subject based

Reading: Essay on Creativity and Imagination (subject based)

Writing – Basic Script Writing for short films (subject based)

- Creating webpages, blogs, flyers and brochures (subject based)

- Poster making – writing slogans/captions(subject based)

Unit 5- Workplace Communication& Basics of Academic Writing

Speaking: Short academic presentation using PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting.

Writing an introduction, paraphrasing Punctuation(period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis) Capitalization (use of upper case)

Course Outcome:

- Attend interviews with boldness and confidence.
- Adapt easily into the workplace context, having become communicatively competent.
- Apply to the Research & Development organisations/ sections in companies and offices with winning proposals.

**20PELAS II - PROFESSIONAL ENGLISH FOR ARTS & SOCIAL
SCIENCES II**

(II SEM)

MAPPING

CO-PO-PSO matrice of course

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	3	3	3	3	3	2	3
CO	3	2	2	2	3	2	3	3	3
CO	2	3	3	3	2	3	2	3	2
CO	3	2	3	3	3	2	3	2	3
CO	3	3	2	3	2	3	3	3	2
Average	2.8	2.4	2.6	2.8	2.6	2.6	2.8	2.6	2.6

20PELCM 1: PROFESSIONAL ENGLISH FOR COMMERCE AND MANAGEMENT-I

UNIT 1: COMMUNICATION

1. Listening: Listening to instructions
2. Speaking: Telephone etiquette and Official phone conversations
3. Reading short passages (3 passages selected from Commerce and Management)
5. Writing: Letters and Emails in professional context
6. Grammar in Context:
 - Wh and yes or no,
 - Q tags
 - Imperatives
- 7, Vocabulary in Context: Word formation - .
 - i) Creating antonyms using Prefixes
 - ii) Intensifying prefixes (E. g inflammable)
Changing words using suffixes
 - A) Noun Endings
 - B) Adjective Endings
 - C) Verb Endings

UNIT 2: DESCRIPTION

Listening – Listening to process description

Speaking - Role play

Formal: With faculty and mentors in academic environment, workplace communication

Informal: With peers in academic environment, workplace communication

Reading –Reading passages on trade/commerce/management

Writing – Writing sentence definitions (e.g. ledger) and extended definitions (e.g. accountancy)

Picture Description – Description of fashion and beauty products (a small write-up promoting the product/an objective review of the product in 150 to 200 words). Grammar in Context: Connectives and linkers.

Vocabulary – Synonyms (register) - Compare & contrast expressions.

UNIT 3: NEGOTIATION STRATEGIES

Listening - Listening to interviews of specialists / inventors in fields (Subject specific)

Speaking – Brainstorming. (mind mapping). Small group discussions (subject specific)

Reading – Longer Reading text. (Comprehensive passages)

Writing – Essay Writing (250 word essay on topics related to subject area, like recording business trans)

Grammar in Context: Active voice & Passive voice – If conditional – Vocabulary: - Collocations

–Phrasal verbs

UNIT 4: PRESENTATION SKILLS

Listening - Listening to presentation. Listening to lectures. Watching – documentaries (discovery / history channel)

Speaking –Short speech - Making formal presentations (PPT)

Reading – Reading a written speech by eminent personalities in the relevant field /Short poems / Short biography.

Writing - Writing Recommendations

Interpreting visuals - charts / tables/flow diagrams/charts

Grammar in Context – Modals

Vocabulary (register) - Single word substitution

UNIT 5: CRITICAL THINKING SKILLS

Listening - Listening to advertisements/news and brief documentary films (with subtitles)

Speaking – Simple problems and suggesting solutions.

Reading: Motivational stories on Professional Competence, Professional Ethics and Life Skills
(subject-specific)

Writing Studying problem and finding solutions- (Essay in 200 words)

Grammar-Make simple sentences

Vocabulary -Fixed expressions

Course Outcome:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar

**20PELCM II - PROFESSIONAL ENGLISH FOR COMMERCE &
MANAGEMENT II**

(II SEM)

MAPPING

CO-PO-PSO matrix of course

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	3	3	3	3	3	2	3
CO	3	3	2	2	3	2	3	3	3
CO	2	2	2	3	2	3	2	3	2
CO	2	3	3	3	2	2	3	2	3
CO	3	2	3	3	3	3	3	2	2
Average	2.6	2.4	2.6	2.8	2.6	2.6	2.8	2.4	2.6

SEMESTER:4

CORE COURSE VII

16ACCEN7: DRAMA

Unit – I

Christopher Marlowe : Dr. Faustus

Unit – II

Ben Jonson : The Alchemist

Unit – III

Oliver Goldsmith : She Stoops to Conquer

Unit– IV

G. B Shaw : Pygmalion

Unit – V

Samuel Beckett : Waiting for Godot

Course Outcome:

- Understand the evolution of drama from Elizabethan theatre to post war theatre
- Analyse the socio-cultural background in their reading of the plays.
- To make learners comprehend and appreciate various cultures and varieties of its presentation in the representative texts.
- To expose learners to the sociological and psychological dimensions of characterization,
- The rhetorical aspect of drama will help them understand how to represent their experience and ideas critically, creatively, and persuasively through the medium of language

16ACCEN7 – DRAMA

MAPPING

CO-PO-PSO matrix of course

1. Slight (Low) 2. Moderate (Medium) 3.Substantial (High)
if there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	2	3	3	2	3	3	3
CO	3	3	2	2	2	2	3	2	3
CO	2	2	3	3	3	3	2	3	2
CO	3	2	3	2	2	2	3	2	3
CO	2	3	2	3	3	3	2	2	2
Average	2.6	2.4	2.4	2.6	2.6	2.4	2.6	2.4	2.6

CORE COURSE VIII

16ACCEN8: INTRODUCTION TO LANGUAGE AND LINGUISTICS

Unit – I

The Origins and the Development of Language

Unit – II

The Organs of Speech – Classification of Speech Sounds

Unit – III

Phonology – Morphology

Unit – IV

Syntax – Semantics

Unit – V

Language, Society and Culture

Textbook:

Yule, George. The Study of Language: An Introduction. Cambridge: Cambridge UP, 1985.

Course Outcome:

- Classify ancient and traditional theories of language use in the society.
- Understand and describe the structure of the speech organs and their function and the basic methods of articulation.
- Analyse the acoustic property of speech sounds and classify the words based on morphological principles.
- Apply the concepts of various syntactic theories and differences among them and analyse how semantic and pragmatics interact and relate to neighbouring fields such as lexical theory and morphology and syntax.
- Evaluate the relationship between language and society

16ACCEN8: INTRODUCTION TO LANGUAGE AND LINGUISTICS

MAPPING

CO-PO-PSO matrix of course

1.Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘-‘

Po/Pso / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	2	3	2	3	3	2	3
CO	3	3	2	3	2	2	3	2	3
CO	2	2	2	2	2	3	2	3	2
CO	2	2	3	2	2	2	3	2	2
CO	2	2	2	3	2	2	2	2	2
Average	2.4	2.2	2.2	2.6	2	2.4	2.6	2.2	2.4

AILED COURSE IV

16AACEN4: HISTORY OF ENGLISH LITERATURE II

Unit – I

Chapters XIII & XIV : The Age of Pope

Unit – II

Chapters XV to XVII : The Age of Johnson

Unit – III

Chapters XVIII to XXI : The Age of Wordsworth

Unit – IV

Chapters XXII to XXIV : The Age of Tennyson

Unit – V

Chapters XXV & XXVI : The Age of Hardy and the Present Age

Course Outcome:

- Understand the growth and development of English Literature.
- Analyse various genre
- A strong understanding of the historical context of the writer

16AACEN4 – HISTORY OF ENGLISH LITERATURE – II

MAPPING

CO-PO-PSO matrix of course

1.Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	2	3	2	2	3	2	3
CO	3	3	2	3	2	2	3	2	3
CO	2	2	2	3	2	3	3	3	2
CO	2	2	3	2	3	2	3	2	3
CO	2	2	2	3	2	2	2	3	3
Average	2.4	2.2	2.2	2.8	2.4	2.2	2.8	2.4	2.8

16ELCE4: Short Stories for Effective Communication

Unit – I

Rabindranath Tagore : The Auspicious Vision

Bhabani Bhattacharya : Glory at Twilight

Unit –II

Oscar Wilde : The Nightingale and the Rose

John Galsworthy : Acme

Unit – III

Isaac Bashevis Singer : The Son from America

Ray Bradbury : The Pedestrian

Unit – IV

Anton Chekhov : A Nincompoop

Guy de Maupassant : The Diamond Necklace

Unit –V

Katherine Mansfield : Sun and Moon

Saki : Fur

Course Outcome:

They get an insight of different cultures and themes by reading short stories.

16ELCE4: Short Stories for Effective Communication

MAPPING

CO-PO-PSO matrice of course

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High)

if there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	3	3	3	3	3	3	3
CO	3	3	2	2	2	2	3	2	3
CO	2	3	2	3	3	3	2	3	2
CO	3	2	3	3	2	2	3	2	3
CO	2	2	2	2	3	3	2	3	2
Average	2.6	2.8	2.8	2.6	2.6	2.6	2.6	2.6	2.6

SEMESTER 6

CORE COURSE XIII

16ACCEN13: INDIAN WRITING IN ENGLISH

Unit– I: Poetry

Henry Derozio : “The Harp of India”

Sarojini Naidu : “Love and Death”

Unit– II: Poetry

Nissim Ezekiel : “Poet, Lover, Birdwatcher”

A. K. Ramanujan : “Of Mothers, Among Other Things”

Unit – III: Prose

M. K. Gandhi : “Playing the English Gentleman” (Chapter 15 from The Story of My Experiments with Truth)

A. P. J. Abdul Kalam : “The Power of Prayer”

Unit– IV: Drama

Girish Karnad : Nagamandala

Unit– V: Fiction

Mulk Raj Anand : Coolie

Course Outcome:

- Introduces students to major movement’s figure of Indian Literature in English through the study of selected literary texts.
- Creates literary sensibility and emotional response to the literary texts, implants a sense of appreciation of that literature.
- Enables to appreciate the changing trends in Indian Literature in English from pre to post – Independence era.
- Gives an insight into some of the Indian writers in English is also introduced through some of the works.
- Develops a literary sensibility and display an emotional response to the literary texts and cultivate a sense of appreciation for them

CORE COURSE XIV
16ACCEN14:
COMMONWEALTH LITERATURE

Unit – I: Poetry

Sir Charles G.D Roberts : “The Solitary Woodsman”

Razia Khan : “My Daughter’s Boyfriend”

Unit – II: Poetry

Allen Curnow : “House and Land”

E.J Pratt : “The Dying Eagle”

Unit – III: Prose

Margaret Atwood : “Nature as a Monster” from Chapter 2 of Survival:

A Thematic Guide to Canadian Literature

Unit – IV: Drama

Wole Soyinka : The Road

Unit – V: Fiction

Chinua Achebe : Things Fall Apart

Course Outcome:

- Able to trace out the social and literary background of Commonwealth countries.
- Exposes the suppressed society reflected in the Commonwealth Literature.
- Identifies the geography of Commonwealth Literature and the issues of the commonwealth writers.
- Comprehends the major themes, literary trends and the problem of language in creative writing of the commonwealth writers.
- Analyses the relevance of reading these works in the light globalization

16 ACCEN14: COMMONWEALTH LITERATURE

MAPPING

CO-PO-PSO matrix of course

1.Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘-‘

Po/Pso / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	2	2	2	3	2	2	3	2	3
CO	3	2	2	2	2	2	3	2	2
CO	2	2	2	2	2	3	3	3	2
CO	2	2	3	2	2	2	2	2	3
CO	2	2	2	3	2	3	2	2	2
Average	2.2	2	2.2	2.4	2.2	2.4	2.6	2.2	2.4

CORE COURSE XV
16ACCEN15: ENGLISH LANGUAGE TEACHING

Unit – I

Place of English in India – Issues Involved in the Teaching of English – English as Foreign Language, Second Language, and English for Specific Purposes

Unit – II

Approaches and Methods – Grammar Translation Method – Audio-lingual Method – Communicative Approach – Natural Approach – Content-based Instruction – Task-based Language Teaching

Unit– III

Teaching of Prose, Poetry, Drama, Grammar, Composition – Teaching LSRW Skills

Unit – IV

Testing – Types of Tests – Characteristics of a Good Test – Preparation of Model Exercises and Questions

Unit – V

Use of Audio-Visual Aids – Television and Language Lab in Teaching English

Course Outcome:

- Provides knowledge about how English was introduced in India and the role played in pre and post independent India.
- Focuses on in-depth knowledge various techniques, approaches and methods of language teaching. It inculcates an overview of communicative competence, linguistic competence and task-based learning.
- Helps to deal effectively with error analysis theory and the techniques of teaching grammar, poetry, prose, drama and vocabulary.
- Provides an in-depth analysis of LSRW and their sub-skills, and provides a platform to learn how to communicate effectively.
- Focuses on various types of testing and to evaluate the silent way, total physical, response, suggestopedia in language teaching. It provides the steps to design a standard test and also study the samples of competitive tests like TOEFL & IELTS

16ACCEN15 – ENGLISH LANGUAGE TEACHING

MAPPING

CO-PO-PSO matrice of course

1.Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	2	3	2	2	2	2	3
CO	3	3	2	3	2	2	2	2	3
CO	2	2	2	3	2	3	2	3	2
CO	2	2	3	2	2	2	2	2	3
CO	2	2	2	3	2	2	2	3	3
Average	2.4	2.2	2.2	2.8	2	2.2	2	2.4	2.8

Major-Based Elective II
16AMBEEN2: JOURNALISM

Unit – I

Definition of Journalism – Role of Journalism – Ethics – Press Laws – Press Council

Unit–II

News – Definition – Kinds – Elements – Source – News Agencies

Unit– III

Reporting – Qualities of Reporters – Beats – Kinds of Reporting with Special Reference to Court, Crime, Election, Sport – Investigative Reporting

Unit – IV

Editing – News Editor – Sub Editors – Anatomy of Editing.

Unit – V

Language of Journalism – Writing a News Story – Writing Opinion Pieces – Writing Leads – Headlines.

Course Outcome:

- Exposes the students to various aspects of journalism.
- Enables learners on how to provide public with the information they need.
- Provides various scopes to make the best possible decisions about the communities, the societies and the governments.
- Educates the learners as one of the best journalists.
- Makes the learner understand their responsibility and service to society. It also makes them understand the most important thing about journalism.

16 AMBEEN2: JOURNALISM

MAPPING

CO-PO-PSO matrix of course

1.Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘-‘

Po/Pso / CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	2	2	2	3	2	2	3	2	3
CO	3	3	2	3	3	2	2	2	3
CO	2	2	3	3	2	3	3	3	2
CO	2	3	3	2	3	2	2	2	2
CO	2	2	2	3	2	3	2	2	2
Average	2.2	2.4	2.4	2.8	2.4	2.4	2.4	2.2	2.4

Major-Based Elective III

16AMBEEN3: ENGLISH FOR COMPETITIVE EXAMINATIONS

Unit – I

Basics in English Grammar and Usage: Articles, Prepositions, Tenses, Concord, Question Tag

Unit – II

Homophones – Homonyms – Phrases and Idioms – One-word Substitution – Reading Comprehension

Unit – III

Error Correction

Unit – IV

Letter Writing – Formal and Informal – Note-making

Unit – V

Expansion of Proverbs – Writing Essays

Textbook:

Pillai, Radhakrishna. G. English Grammar and Composition. Emerald Publishers, 2002.

Course Outcome:

- Evaluates a person of his knowledge or ability in competitive exams.
- Help students to get some vital information about those exams. To clear these exams dedicated efforts along with certain soft skills are required.
- Helps to gain the knowledge of both descriptive and objective English with sections on grammar, vocabulary, reading, writing and comprehension, this course guarantees improvement.
- Instill confidence in learners and improve their language skills to face the challenges of competitive examination.
- To equip learners with adequate English language skills to achieve success in competitive examinations.

16AMBEEN3 – ENGLISH FOR COMPETITIVE EXAMINATIONS

MAPPING

CO-PO-PSO matrix of course

1. Slight (Low) 2. Moderate (Medium) 3. Substantial (High),
if there is no Correlation, put ‘-‘

Po/Pso / co	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4
CO	3	2	2	3	3	2	3	2	3
CO	3	3	2	2	2	2	3	2	3
CO	2	2	3	3	3	3	2	3	2
CO	3	2	3	3	3	2	3	2	3
CO	2	3	2	3	2	2	2	3	2
Average	2.6	2.2	2.2	2.8	2.6	2.2	2.6	2.4	2.6