SACRED HEART COLLEGE (AUTONOMOUS)

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Ready for Every Good Work

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A Don Bosco Institution of Higher Education, Founded in 1951 * Affiliated to Thiruvalluvar University, Vellore * Autonomous since 1987

Accredited by NAAC (4th Cycle – under RAF) with CGPA of 3.31 / 4 at 'A+' Grade

Name of the Programme: B.A ENGLISH

s. no	Title of the Paper	Course Code	Course Objectives	Course Outcomes	Relevance
1.	English – I: Basic Communication	EN111T	• To introduce students to the basics of communication in English • To learn a list of vocabularies like nouns that are commonly used in daily life • To introduce students to basic grammar • To be able to frame correct sentences both in spoken and written forms • To prepare the students to interact with others in English with apt body language • To enable students to appreciate literary pieces	• CO1:Converse in simple English using appropriate vocabulary at home, in the playground, at college, and while cooking and eating • CO2:Greet others, introduce oneself and others, invite and request someone, offer help-accept it and decline it, seek permission, ask for advice, and express gratitude • CO3:Exhibit adequate writing skill in English using nouns and verbs prescribed for study • CO4: Demonstrate practical knowledge of various parts of speech; past tense, present tense, and future tense; articles and prepositions	**regional developmental needs**

				• CO5: Discuss and analyse, themes and characters of short stories written by Jean Ure, Stephen Leacock, A. G. Gardiner, and Somerset Maugham and poems by Robert Frost and G. M. Hopkins; express appreciation of aesthetic aspects of literary works	
2.	English - III: Public Communication	EN113T	• To introduce students to the art of communication and public speaking in English • To train the minds to think in English • To narrate an incident or a story, share an experience, etc. • To enhance proficiency in Writing skills of the students focusing on vocabulary already learnt and acquiring new vocabulary • To express their opinion on various current issues related to social, political, etc. • To understand and appreciate English prose passages and Poems	• At the end of the Course, the learners will be able to: • CO1: Introduce oneself, describe, narrate in informal situations; welcome, introduce a guest and thank in a formal gathering; face an interview in person or online; seek and give information over telephone in simple English • CO2: Prepare and present professional presentations; negotiate and involve in Group Discussionswitha professional approach in English • CO3: Exhibit writing skill in English in writing short speeches, apply for jobs, prepare resumes, pen business letters and write professional reports • CO4: Demonstrate knowledge and use of phrasal verbs and idiomsthat	**regional developmental needs**

				• are commonly used as well asjob-related in real life situations • CO5: Discuss and analyse, themes and characters of short stories written by Edward De Bono Kamala Das, O. Henry, T.S Eliot. Stockton, , John Milton, express appreciation of aesthetic aspects of literary works	
3.	English - IV: Business Communication	EN114T	• To Enhance the proficiency of Business Communication skills of the students focusing on the words, and expressions commonly used in the business environment • To develop the ability to communicate clearly, correctly and effectively in written English on matters having relevance to day-to-day business operations • To use appropriate words, proper construction of sentences, and coherent presentation conforming to widely accepted corporate practices • To create quality work force for the industry	• At the end of the Course, the learners will be able: • To prepare their resumes and write business-related letters • To face both face-to-face interview and tele-interviews • To write minutes of meeting and short reports • To follow telephone etiquette in asking for and giving information, and make, cancel and reschedule appointments • To write letters to express congratulations, sympathy, and condolences • To handle visitors and customers in a business environment with proper diction • To negotiate in business situations and participate in Group Discussions	**Regional developmental needs**

4.	Romantic Age	EN306	• To make students read sand understand the age of romanticism in the light of recent approaches • To review the traditional concepts of genres and also to focus on new interpretation in the contemporary context • To provide an overview of the literary climate where the romantic sensibility finds an authentic voice touch and intensity • To enable students to demonstrate knowledge and understanding of a range of fictional, Poetic and other texts often described as 'Romantic' • To find the interrelationship between the literary production and its wider historical context	• CO1: Know and remember the various developmental stages of Romantic age in English literary field • CO2: Demonstrate an understanding of Poetical production during Romantic Era in English literary world • CO3: Able to apply and test knowledge on variety of Poetical and literary productions • CO4: Able to describe, analyze, interpret and evaluate the concepts of |Romantic age • CO5: Able to evaluate poems, Novels, and the dramas of Romantic era and use critical analysis in writing analytical articles	**regional**
5.	History of English Language	EN309	• To comprehend the mechanisms of Language change and an acceptance of the inevitable nature of Language change • To acquire knowledge of the Origins of English and its place in respect to other languages of the world • To recognize the major stages in the Language and important changes in the	• An understanding of the history of English language from the old • English Period to Modern day Influence • Distinguish between language varieties. • Students will understand origin and development of the language • Apprehend the growth of vocabulary for ages.	**regional developmental needs**

			development of English from a Synthetic to an Analytic language • To understand, how the current state of the language has resulted from historical change • To develop a knowledge of the English Language from its Indo-European past to the present day		
6.	Major English Tragedies	EN407	• To enable the students to appreciate tragedy as an enduring literary term and relate with the tragic themes • To enable the students to understand the works of various writers that embody truths and transcend time and all cultures • To make the students gain knowledge of the style of the tragedies, the heroic deeds, understand the tragic flaws and the tragic end of the • To help the students to study Major English Tragedies which are abound with ideas that are still relevant today protagonist.	• The students will be able to appreciate tragedy as an enduring literary term and can relate with the tragic themes • The students will be able to understand the works of various writers that embody truths and transcend time and all cultures • The students can gain knowledge of the style of the tragedies, the heroic deeds, understand the tragic flaws and the tragic end of the plays • The students will be able to understand the Major English Tragedies which are abound with ideas that are still relevant to today's protagonist.	**regional developmental needs**

7.	Indian Writing in English – I (Pre-Independence Era)	EN416	• To inspire the learners to approach and appreciate Indian literature in English • To provide an overview of the various phases of the evolution of Indian writing in English • To explore its uniqueness and its place among the literature in English • To motivate the learners for a critical and comparative study of Indian literature	• Identify the major writers of Indian literature in the Pre-Independence era • Compare and contrast the different genres of writing • Read and interpret the various movements of the age • Demonstrate an understanding of the themes present in Indian literature • Develop the ability to critically read a text	**regional developmental needs**
8.	Phonetics	EN410	• To help the students to understand all the sounds of English and the organs of Speech • To provide students an overview of vowels, Consonants, and word Accent, intonation. • To acquire an understanding of speech as the international phonetic transcription • To give a systematic, conscious consideration of how speech sounds are made, what they sound like, and how they compare with each other.	• CO1: Decipher phonetics symbol with sounds • CO2: Use right accent, intonation and rhythm in speaking • CO3: Analyse the syllable and accent • CO4: Classify the speech sound • CO5: Transcribe into phonetic language	**regional developmental needs**

9.	Victorian Age	EN408	• To enable the learners to form an overview of the Victorian age • To help the learners to understand and appreciate the writers of Victorian age • To train the learners to read and appreciate the novel of Victorian age • To expose the learners to few poems, short stories of Victorian age • To develop a clearer understanding of the period its tensions, enthusiasm, hopes, fears, and sometimes contradictory moral and intellectual principles through reading, discussion, and writing.	• CO1: acquire knowledge about the writers and their works in the Victorian age • CO2: Assimilate the subjects in their critical way will be high regarding the works of writers of Victorian age • CO3: Analyse the work of a range of Victorian writers, both canonical and less well-known, and with a range of genres including the novel, short story and poetry. • CO4: Identify and discuss theoretical discourse concerning class, sexuality, gender and colonialism as these illuminate a range of Victorian texts • CO5: understand and deploy a range of terms and concepts integral to Victorian Literature	**regional developmental needs**
10.	20th Century English Literature	EN409	• To introduce the essential characteristics, major trends and techniques of 20th Century English Literature • To familiarize them to the works of modern writers	• CO1: student might have learnt the essential characteristics, major and techniques of 20th century English literature. • CO2: they can identify and describe distinct literary characteristics of modern writers • CO3: students can analyse poetic works for their structure and meaning, using the correct terminology	**regional developmental needs**

				• CO4: students will be able to enact the dramas through that they can categories the various dramas • CO5: know and remember the various developmental stages of 20th century English literature.	
11.	Indian Writings in English (Post-Independence era)	EN520	• To introduce the students to major writers of Indian Literature in English of the Post-Independence period. • To familiarize them with the different genres off writing • To introduce them to the different movements of the age • To examine the themes presented in Indian Literature • To develop the ability to critically analyse a text	• Identify the major writers of Indian literature in the Post-Independence era • Compare and contrast the different genres of writing • Read and interpret the various movements of the age • Demonstrate an understanding of the themes present in Indian literature • Develop the ability to critically read a text	**regional developmental needs**
12.	Literary Criticism-I	EN519	• To introduce to the students the world of Literary Criticism. • To make the students to learn and understand critical analysis and interpretation. • To make the students to learn and understand to evaluate literature. • To make the students to learn and understand the examination of literary	• understand Literary Criticism • understand critical analysis and interpretation • evaluate literature • examine the literary contexts, types, theme, trends, history, or principles • appreciate and enhance and be proficient in all kinds of literary work	**regional developmental needs**

			contexts, types, theme, trends, history, or principles • To enable the students to understand and appreciate and to enhance proficiency in all kinds of literary work.		
13.	Elective-I: Women's Writings	EN521C	• To initiate an interest in the learners for the women writers in English • To enable students to approach the thought and expression of women writers who displayed their perception on the world, culture and gender – bias with novelty in attitude and innovation in techniques • To know the underlying themes expressed by women writers • To understand and appreciate the inner and deeper aspirations of the women writers	• CO1: Critically respond to literature from a feminist perspective • CO2: Differentiate how patriarchal notions pervade in the social and cultural scenario and how feminism exposes these notions • CO3: Identify how stereotypical representations of women were constructed and how these are subverted by women's writing • CO4: Analyse and engage in theoretical and scholarly debates about feminist fiction. • CO5: Know the developments, themes and narrative techniques of women's writings.	**regional developmental needs**
14.	NME-English for Career Examinations	NEN504	• To instill in students the confidence and skills necessary to face the challenges of a competitive exam • To equip them with English language skills to	• students will be confident and possess the skills necessary to face the challenges of a competitive exam • They will acquire English language skills to achieve	**regional developmental needs**

			achieve success in the competitive examinations • To give exposure and train them to succeed in group discussions and interviews	success in the competitive examinations • They will be exposed to write competitive examinations • They will be able to participate in Group discussions and interviews	
15.	Literary Criticism - II	EN617	• To introduce to the students the world of Literary Criticism. • To make the students to learn and understand critical analysis and interpretation. • To make the students to learn and understand to evaluate literature. • To make the students to learn and understand the examination of literary contexts, types, theme, trends, history, or principles • To enable the students to understand and appreciate and to enhance proficiency in all kinds of literary work.	• understand Literary Criticism • understand critical analysis and interpretation • evaluate literature • examine the literary contexts, types, theme, trends, history, or principles. • appreciate and enhance and be proficient in all kinds of literary work.	**regional developmental needs**
16.	Epics in English	EN619	• To acquaint the students with the great epics of English Literature • To enrich learners with the types of Epic • To familiarize the conventions of Epic	• CO1: Students can identify a variety of forms and genres of poetry from diverse cultures and historic periods. • CO2: They can understand the nature and development of the genre of ancient epic.	**regional developmental needs**

				• CO3: They can understand the internal structure and unity of the individual epics studied in the syllabus. • CO4: They can analyse the text with critical approaches and scholarly theories concerning these works. • CO5: They can understand the different historical contexts which produced the works.	
17.	Translation: Theory and Practice	EN620	• To help the students understand how translation has shaped the knowledge of the world in the past and equip for the future. • To develop practical skills in translation • To develop an understanding of difference in the text type.	• •Use language properly including language patterning, textual organisation and the semiotics of verbal and non-verbal communication to translate texts. • Effectively employ their knowledge of the nuances of translation to translate texts from any regional language into English. • •Translate literary texts	**regional developmental needs**
18.	Project- Journalism	EN621J	• To enable students to understand that writing for media is an art • To offer hands-on experience to the learners by empowering them to do real time projects • To familiarize students with the nuances of Journalism	• Students will be able to understand that writing for media is an art • They will be able to offer hands-on experience to the learners by empowering them to do real time projects • They will be able to familiarize students with the nuances of Journalism. • Facilitate the students on	**regional developmental needs**

				technical writing • Draft their original work	