

**CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)**  
**NATIONALLY ACCREDITED WITH “A” GRADE BY NAAC**  
**ISO 9001: 2015 CERTIFIED**  
**TIRUCHIRAPPALLI**

**PG DEPARTMENT OF ENGLISH**



**B.A ENGLISH**

**SYLLABUS**

**2022- 2023 AND ONWARDS**

**CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)**

**PG DEPARTMENT OF ENGLISH**

**VISION**

- The Department of English envisions the learners to explore and empower LSRW skills there by gaining competency in various genres of literature across the world.
- Ensuring the aesthetic sensibility and creativity of the learners for higher pursuits in research and professional career.

**MISSION**

- Procure academic excellence by mastering language and literature, imbibe human values embedded with personality enrichment.
- To gratify the needs of employability and enshrine learners as socially responsible citizens

## PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEOs	STATEMENTS
<b>PEO1</b>	<b>LEARNING ENVIRONMENT</b> To facilitate value-based holistic and comprehensive learning by integrating innovative learning practices to match the highest quality standards and train the students to be effective leaders in their chosen fields.
<b>PEO2</b>	<b>ACADEMIC EXCELLENCE</b> To provide a conducive environment to unleash their hidden talents and to nurture the spirit of critical thinking and encourage them to achieve their goal.
<b>PEO3</b>	<b>EMPLOYABILITY</b> To equip students with the required skills in order to adapt to the changing global scenario and gain access to versatile career opportunities in multidisciplinary domains.
<b>PEO4</b>	<b>PROFESSIONAL ETHICS AND SOCIAL RESPONSIBILITY</b> To develop a sense of social responsibility by formulating ethics and equity to transform students into committed professionals with a strong attitude towards the development of the nation.
<b>PEO5</b>	<b>GREEN SUSTAINABILITY</b> To understand the impact of professional solutions in societal and environmental contexts and demonstrate the knowledge for an overall sustainable development.

**PROGRAMME OUT COMES FOR BA ARTS (TAMIL, ENGLISH AND SOCIAL  
WORK PROGRAMME**

<b>PO NO.</b>	<b>PROGRAMME OUT COMES</b> <b>On completion of BA Programme, the students will be able to</b>
<b>PO1</b>	Possess thorough knowledge of language and understand the concerns of the society in real situations and work environment. (Academic Excellence with Social Thinking)
<b>PO2</b>	Express thoughts and ideas effectively using appropriate texts, media and evaluate practices, policies and theories by applying scientific and social approaches. (Skilled Proficiency)
<b>PO3</b>	Acquire training skills in research, internships and foster team spirit in the global world and face the challenges in a multicultural society. (Team Building and Problem Solving)
<b>PO4</b>	Relate and apply exemplary role models/writers and their values to elucidate different kinds of unknown problems. (Leadership Traits & Critical Thinking)
<b>PO5</b>	Inculcate lifelong learning by fostering scientific attitude aimed at personal and societal development to meet the changing demands of work and career through knowledge and skills. (Situational Approach and Lifelong Learning)

**PROGRAMME SPECIFIC OUT COMES FOR BA ENGLISH**

<b>PSO NO.</b>	<b>PROGRAMME SPECIFIC OUTCOMES</b> <b>Students of BA English will be able to</b>	<b>POs Addressed</b>
<b>PSO 1</b>	Gain competence and confidence in acquiring LSRW skills in English Language and Literature to face the realities of life.	<b>PO1</b>
<b>PSO 2</b>	Empower and appreciate knowledge of various genres of literature and develop an eclectic taste to appreciate the literary movements, cultural and social contexts in relation with the society and the world.	<b>PO2 PO3</b>
<b>PSO 3</b>	Explore and analyse the works of the writers from political, historical, ethical and sociological perspectives for higher learning and research.	<b>PO3</b>
<b>PSO 4</b>	Attain proficiency to solve the complexities of human life through various genres of literature till the present modern age and train them to be socially committed citizens.	<b>PO1 PO4</b>
<b>PSO 5</b>	Achieve in depth knowledge to comprehend communication skills, linguistics, journalism and literature in different modes of learning to gain job opportunities for a better self and society.	<b>PO5</b>



**CAUVERY COLLEGE FOR WOMEN, AUTONOMOUS, TRICHY - 18.**  
**PG DEPARTMENT OF ENGLISH**  
**BA ENGLISH - Programme Structure**  
**LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**  
**(For the Candidates admitted from the Academic Year 2022 - 2023 onwards)**

**SEMESTER - I**

Semester	Part	Course	Course Title	Course Code	Inst. Hrs./ Week	Credits	Exam			Total
							Hours	Marks		
								Int.	Ext	
I	I	Language Course - I(LC) - Tamil*/ OtherLanguages*	Ikkala Ilakiyam - I	22ULT1	6	3	3	25	75	100
			Hindi Literature & Grammar - I	22ULH1						
			History of Popular Tales, Literature and Sanskrit Story	22ULS1						
			Basic French - I	22ULF1						
	II	English Language Course - I (ELC)	Functional English for Effective Communication - I	22UE1	6	3	3	25	75	100
	III	Core Course - I (CC)	Prose	22UEN1CC1	6	6	3	25	75	100
		Core Course - II (CC)	Short Stories	22UEN1CC2	6	6	3	25	75	100
		First Allied Course - I (AC)	Social History of England	22UEN1AC1	4	3	3	25	75	100
	IV	Ability Enhancement Compulsory Course - I (AECC)	UGC - Jeevan Kaushal Universal Human Values	22UGVE	2	2	-	100	-	100
	Total					30	23			

**SEMESTER - II**

Semester	Part	Course	Course Title	Course Code	Inst. Hrs/ Week	Credits	Exam			Total
							Hours	Marks		
								Int.	Ext	
II	I	Language Course - II (LC) - Tamil*/ Other Languages*	Idaikala Ilakiyamum Pudhinamum	22ULT2	5	3	3	25	75	100
			Hindi Literature & Grammar - II	22ULH2						
			Poetry, Textual Grammar and Alakara	22ULS2						
			Basic French - II	22ULF2						
	II	English Language Course - II (ELC)	Functional English for Effective Communication -II	22UE2	6	3	3	25	75	100
	III	Core Course - III (CC)	Poetry - I	22UEN2CC3	6	6	3	25	75	100
		Core Course - IV (CC)	Fiction	22UEN2CC4	6	6	3	25	75	100
		First Allied Course - II (AC)	Literary Forms	22UEN2AC2	5	3	3	25	75	100
	IV	Ability Enhancement Compulsory Course - II (AECC)	Environmental Studies	22UGEVS	2	2	-	100	-	100
		Extra Credit Course	SWAYAM		As per UGC Recommendation					
Total					30	23				600



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**SEMESTER - III**

Semester	Part	Course	Course Title	Course Code	Inst. Hrs/ Week	Credits	Exam			Total
							Hours	Marks		
								Int.	Ext	
III	I	Language Course - III (LC) - Tamil*/ Other Languages*	Kapiyamum Nadagamum	22ULT3	5	3	3	25	75	100
			Hindi Literature & Grammar –III	22ULH3						
			Prose, Textual Grammar and Vakyarachana	22ULS3						
			Intermediate French - I	22ULF3						
	II	English Language Course - III (ELC)	Learning Grammar Through Literature - I	22UE3	6	3	3	25	75	100
	III	Core Course - V (CC)	One Act Plays	22UEN3CC5	6	6	3	25	75	100
		Core Course - VI (CC)	Poetry - II	22UEN3CC6	5	5	3	25	75	100
		Second Allied Course - I (AC)	History of English Literature - I	22UEN3AC3	4	3	3	25	75	100
	IV	Ability Enhancement Compulsory Course - III (AECC)	Innovation and Entrepreneurship	22UGIE	2	1	-	100	-	100
		Generic Elective Course - I (GEC)	Presentation Skills in English	22UEN3GEC1	2	2	3	25	75	100
			Basic Tamil - I	22ULC3BT1						
			Special Tamil - I	22ULC3ST1						
	Extra Credit Course	SWAYAM		As per UGC Recommendation						
	Total					30	23			
	15 DAYS INTERNSHIP DURING SEMESTER HOLIDAYS									

**SEMESTER - IV**

Semester	Part	Course	Course Title	Course Code	Inst. Hrs /Week	Credits	Exam			Total
							Hours	Marks		
								Int	Ext	
IV	I	Language Course - IV (LC) - Tamil*/ Other Languages*	Pandaiya Illakiyamum Urainadaiyum	22ULT4	6	3	3	25	75	100
			Hindi Literature & Functional Hindi	22ULH4						
			Drama, History of Drama Literature	22ULS4						
			Intermediate French – II	22ULF4						
	II	English Language Course - IV (ELC)	Learning Grammar Through Literature – II	22UE4	6	3	3	25	75	100
	III	Core Course - VII (CC)	Drama	22UEN4CC7	5	5	3	25	75	100
		Core Course - VIII (CC)	Introduction of Language and Linguistics	22UEN4CC8	5	5	3	25	75	100
		Second Allied Course – II(AC)	History of English Literature –II	22UEN4AC4	4	3	3	25	75	100
		Internship	Internship	22UEN4INT	-	2	-	-	-	100
	IV	Generic Elective Course -II (GEC)	Communication Skills in English	22UEN4GEC2	2	2	3	25	75	100
			Basic Tamil – II	22ULC4BT2						
			Special Tamil -II	22ULC4ST2						
	V	Skill Enhancement Course - I (SEC)	Public Speaking (P)	22UEN4SEC1P	2	2	3	40	60	100
	Extra Credit Course	SWAYAM		As per UGC Recommendation						
Total					30	25				800



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**SEMESTER - V**

Semester	Part	Course	Course Title	Course Code	Inst. Hrs / Week	Credits	Exam			Total
							Hours	Marks		
								Int	Ext	
V	III	Core Course - IX (CC)	Shakespeare	22UEN5CC9	6	6	3	25	75	100
		Core Course - X (CC)	Principles of Literary Criticism	22UEN5CC10	5	5	3	25	75	100
		Core Course - XI (CC)	American Literature	22UEN5CC11	5	5	3	25	75	100
		Core Course - XII (CC)	Women’s Writing in English	22UEN5CC12	5	5	3	25	75	100
		Discipline Specific Elective - I (DSE)	A. Diasporic Literature	22UEN5DSE1A	5	4	3	25	75	100
			B. Translation: Theory and Practice	22UEN5DSE1B						
			C. World Classics in Translation	22UEN5DSE1C						
	IV	Ability Enhancement Compulsory Course - IV (AECC)	UGC – Jeevan Kaushal – Professional Skills	22UGPS	2	2	-	100	-	100
		Skill Enhancement Course - II (SEC)	English for BPO	22UEN5SEC2	2	2	3	25	75	100
		Extra Credit Course		SWAYAM	As per UGC Recommendations					
Total				30	29				700	

**SEMESTER - VI**

Semester	Part	Course	Course Title	Course Code	Inst. Hrs / Week	Credits	Exam			Total
							Hours	Marks		
								Int	Ext	
VI	III	Core Course - XIII (CC)	English Language Teaching	22UEN6CC13	4	4	3	25	75	100
		Core Course - XIV (CC)	Indian Writing in English	22UEN6CC14	5	5	3	25	75	100
		Core Course - XV (CC)	Commonwealth Literature	22UEN6CC15	5	5	3	25	75	100
		Core Course - XVI (CC)	Cyber Security	22UGCS	5	4	3	25	75	100
		Discipline Specific Elective - II (DSE)	A. Journalism	22UEN6DSE2A	5	4	3	25	75	100
			B. Content Writing	22UEN6DSE2B						
			C. Phonetics	22UEN6DSE2C						
	Project	Project Work	22UEN6PW	5	3	-	-	100	100	
	V	Ability Enhancement Compulsory Course-V (AECC)	Gender Studies	22UGGS	1	1	-	100	-	100
		Extension Activity		22UGEA	-	1	-	-	-	-
Total				30	27				700	
GRAND TOTAL					180	150				4100



### COURSES & CREDITS FOR UG PROGRAMME

<b>Part</b>	<b>Course</b>	<b>No. of Courses</b>	<b>Credits</b>	<b>Total Credits</b>
<b>I</b>	<b>Tamil/Other Languages</b>	<b>4</b>	<b>12</b>	<b>12</b>
<b>II</b>	<b>English</b>	<b>4</b>	<b>12</b>	<b>12</b>
<b>III</b>	<b>Core Courses</b>	<b>16</b>	<b>84</b>	<b>109</b>
	<b>Project Work</b>	<b>1</b>	<b>3</b>	
	<b>Internship</b>	<b>1</b>	<b>2</b>	
	<b>First Allied–Allied Course (AC)</b>	<b>2</b>	<b>6</b>	
	<b>Second Allied–Allied Course (AC)</b>	<b>2</b>	<b>6</b>	
	<b>Discipline Specific Elective (DSE)</b>	<b>2</b>	<b>8</b>	
<b>IV</b>	<b>Generic Elective Course (GEC)</b>	<b>2</b>	<b>4</b>	<b>15</b>
	<b>Skill Enhancement Course (SEC)</b>	<b>2</b>	<b>4</b>	
	<b>AECC-I -Universal Human Values</b>	<b>1</b>	<b>2</b>	
	<b>AECC-II- Environmental Studies</b>	<b>1</b>	<b>2</b>	
	<b>AECC-III-Innovation and Entrepreneurship</b>	<b>1</b>	<b>1</b>	
	<b>AECC-IV-Professional Skills</b>	<b>1</b>	<b>2</b>	
<b>V</b>	<b>AECC-V-Gender Studies</b>	<b>1</b>	<b>1</b>	<b>02</b>
	<b>Extension Activities</b>	<b>-</b>	<b>1</b>	
	<b>Total</b>	<b>41</b>		<b>150</b>



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**I SEMESTER**

Semester	Part	Course	Course Title	Course Code	Inst. Hrs./ Week	Credits	Exam			Total	
							Hours	Marks			
								Int.	Ext.		
I	I	Language Course – I (LC) – Tamil/ Other Languages	Ikkala Ilakiyam– I	22ULT1	6	3	3	25	75	100	
			Hindi Literature& Grammar - I	22ULH1							
			History of Popular Tales, Literature andSanskrit Story	22ULS1							
			Basic French - I	22ULF1							
	II	English Language Course- I (ELC)	Functional Englishfor Effective Communication– I	22UE1	6	3	3	25	75	100	
	III	Core Course- I (CC)	Prose	22UEN1CC1	6	6	3	25	75	100	
		CoreCourse- II (CC)	Short Stories	22UEN1CC2	6	6	3	25	75	100	
		First Allied Course - I (AC)	Social History of England	22UEN1AC1	4	3	3	25	75	100	
	IV	Ability Enhancement Compulsory Course-I (AECC)	UGC Jeevan Kaushal – Universal Human Values	22UGVE	2	2	-	100	-	100	
	Total					30	23				600

Semester I	Internal Marks: 25		External Marks:75	
COURSECODE	COURSE TITLE	CATEGORY	HOURS/WEEK	CREDITS
22UE1	FUNCTIONAL ENGLISH FOR EFFECTIVE COMMUNICATION I	ENGLISH LANGUAGE COURSE I	6	3

### COURSE OBJECTIVES

- To enhance Vocabularies and Sentences for Effective Communication
- To express and practice the language through personal experience and expressions
- To reinforce the approach through Writing and Self-Assessment
- To understand usage of functional grammar through Short Stories

### COURSE OUTCOME AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Recall Parts of Speech and relate them with Vocabularies and Sentence Structures	K1
CO2	Explain and illustrate actions based on time and situation.	K2
CO3	Analyze and build a profound knowledge in grammar through communication based on everyday Conversation and RolePlays	K3
CO4	Identify and restate various sentence structures through grammar to develop accuracy and fluency.	K3
CO5	Evaluate and Synthesize statements to enhance LSRW Skills through Short Stories.	K4

### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	3	3	3	3	3	2	3
CO2	3	2	3	3	2	3	2	3	3	3
CO3	3	3	3	3	2	3	2	3	3	3
CO4	3	2	3	3	3	3	3	3	3	3
CO5	2	3	2	3	3	3	3	3	2	3

“1” – Slight (Low) Correlation “2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation “-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Listening</b> - AOE LAB- Level I- Units -1, 2 & 3 <b>Speaking</b> - Self Introduction/ Describe your favourite Person/Food/Place <b>Reading</b> - Short Story - O. Henry-The Last Leaf <b>Writing</b> -Paragraph Writing <b>Grammar</b> - Nouns, Pronouns and Adjectives	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	<b>Listening</b> - AOE LAB- Level I- Units- 4, 5 & 6 <b>Speaking</b> - Express an Incident of your life where you realized the Importance of Love <b>Reading</b> - Short Story- Rabindranath Tagore - Kabuliwala <b>Writing</b> - Essay Writing <b>Grammar</b> -Verbs-Tenses	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	<b>Listening</b> - AOE LAB- Level I- Unit- 7- Level II- Units- 1 & 2 <b>Speaking</b> - Ordering food in a restaurant, booking a room, Booking and cancellation of tickets, Enquiring on Availability of Transportation <b>Reading</b> - Short Story-Ernest Hemingway- Cat in the Rain <b>Writing</b> - Writing a Short Story <b>Grammar</b> - Voice and Concord	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	<b>Listening</b> - AOE LAB- Level II- Units- 3 & 4 <b>Speaking</b> - Express your feelings and emotions if you are lost in acrowd <b>Reading</b> - Short Story- R.K. Narayan-An Astrologer's Day <b>Writing</b> - Letter Writing- Formal <b>Grammar</b> - Adverb and Determiners	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	<b>Listening</b> - AOE LAB- Level II- Units- 5, 6 & 7 <b>Speaking</b> - Mention about a childhood habit that you wish you would not have possessed <b>Reading</b> - Short Story- Leo Tolstoy- Little Girls are wiser than Men <b>Writing</b> - Letter Writing- Informal <b>Grammar</b> - Preposition, Conjunction and Interjection	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4

VI	<p><b>Self-study for Enrichment</b></p> <p><b>(Not Included for End Semester Examination)</b></p> <p><b>Listening-</b> Comprehension Passage</p> <p><b>Speaking-</b> Express your feelings if you have become the Prime Minister of a country, how will you feel if you are the last person to left on earth.</p> <p><b>Reading-</b> The Adventures of Tom Sawyer-Mark Twain, Treasure Island- Robert Louis Stevenson</p> <p><b>Writing-</b> Write a poem of 10 lines about your favourite teacher, Write a short note on your favourite festival, describe on your pet at your home, Write a note on step-by-step preparation of coffee.</p> <p><b>Grammar-</b> Direct and Indirect Speech, Active and Passive Voice</p>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
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## TEXT BOOKS

- Chakravarty, Anima. *Comprehensive Grammar and Composition*. Pearson Publication, 2011.
- David, James and Viron, Thomas Christian. *English Today*. IELSC Publications Sdn.Bhd, 2000.
- Henry, O. *The Trimmed Lamp and other Stories of the Four Million*. Dodo Press, 2008.
- Tagore, Rabindranath. *Kabuliwala and other Stories*. Maple Press, 2019.
- Hemingway, Ernest. *Cat in the Rain and other Short Stories*. MG Books, 2020.
- Narayan, R.K. *An Astrologer's Day*. Andesite Press, 2015.
- Tolstoy, Leo. *Little Girls Wiser Than Men*. Tara Books, 2021.

## BOOKS FOR REFERENCE

- Murphy, Raymond. *English Grammar in Use: A Self Study and Practice Book Intermediate Learners Book*. Cambridge University Press, 2013.

## WEB REFERENCES

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<https://www.englishliterature.info/2021/04/kabuliwala-short-story-by-tagore.html>  
[file:///C:/Users/DELL/Downloads/Hemingway%20cat%20in%20the%20rain%20\(1\).pdf](file:///C:/Users/DELL/Downloads/Hemingway%20cat%20in%20the%20rain%20(1).pdf)  
<http://www.collaborativelearning.org/astrologersday.pdf>  
<https://druid675333030.files.wordpress.com/2018/03/little-girls-are-wiser-than-men.pdf>

**PEDAGOGY:** Assignment, Quiz, and Seminar

**COURSE DESIGNER:** Ms. A. Esther Rani

<b>Semester I</b>	<b>Internal Marks: 25</b>		<b>External Marks:75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HOURS/WEEK</b>	<b>CREDITS</b>
<b>22UEN1CC1</b>	<b>PROSE</b>	<b>CORE COURSE I</b>	<b>6</b>	<b>6</b>

### **COURSE OBJECTIVES**

- To acquaint students with the styles of the prose writers of the English literary tradition.
- To enable students to differentiate the prose styles of individual authors.
- To enable students to understand and appreciate prose.

### **COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING**

On the successful completion of this course, the students will be able to

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Recall the modern prose writers of English literary tradition and their works.	<b>K1</b>
<b>CO2</b>	Illustrate the prose styles of individual authors, themes and styles of writing.	<b>K2</b>
<b>CO3</b>	Identify the writer's perspectives from the Elizabethan period till modern period.	<b>K3</b>
<b>CO4</b>	Examine ambiguity and complexity for better understanding of the text.	<b>K4</b>
<b>CO5</b>	Analyze their own interpretations with an awareness and curiosity for other perspectives to gain better prospects.	<b>K4</b>

### **MAPPING OF CO WITH PO AND PSO**

<b>COs</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>

“1” – Slight (Low) Correlation  
“3” – Substantial (High) Correlation

“2” – Moderate (Medium) Correlation  
“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
<b>I</b>	Francis Bacon : Of Studies Oliver Goldsmith : The Man in black	<b>18</b>	<b>CO1, CO2, CO3, CO4, CO5.</b>	<b>K1, K2, K3, K4.</b>
<b>II</b>	Richard Steele : The Spectator Club Joseph Addison : Periodical Essay (A great book is a great evil )	<b>18</b>	<b>CO1, CO2, CO3, CO4, CO5.</b>	<b>K1, K2, K3, K4.</b>
<b>III</b>	Charles Lamb : Dream Children: A Reverie William Hazlitt : On Going a Journey	<b>18</b>	<b>CO1, CO2, CO3, CO4, CO5.</b>	<b>K1, K2, K3, K4.</b>
<b>IV</b>	G.K. Chesterton : The Worship of The Wealthy Winston Churchill : Blood, Soil, Tears and Sweat	<b>18</b>	<b>CO1, CO2, CO3, CO4, CO5.</b>	<b>K1, K2, K3, K4.</b>
<b>V</b>	J.B. Priestly : Lectures Robert Lynd : In Praise Of Mistakes	<b>18</b>	<b>CO1, CO2, CO3, CO4, CO5.</b>	<b>K1, K2, K3, K4.</b>
<b>VI</b>	<b>Self-Study For Enrichment (Not to be included for External Examination)</b>  Reading topics from Francis Bacon's Essays - Reading and Writing Comprehension passages - Learning values of Great Personality and their works – Reading topics on Charles Lamb Essays of Elia.		<b>CO1, CO2, CO3, CO4, CO5.</b>	<b>K1, K2, K3, K4.</b>

**TEXT BOOKS**

Kumar, Ashok. *Selected Essays: An Anthology of English Essays for Undergraduates*.  
Orient Blackswan, 2014.  
M.G Nayar. *A Galaxy of English Essayists*. Macmillan,  
1986.P.K.Thakar, S. D.Desai, Oxford University Press, 2006.

**REFERENCE BOOK**

Abbott, Edwin A. *Bacon's Essay with Introductions, Notes and Index – (Volume I)*.  
Penguin Publishers, 2018.

**WEB REFERENCES**

<https://www.thoughtco.com/of-studies-by-francis-bacon-1688771>  
<https://gfgc.kar.nic.in/sadalga/GenericDocHandler/263-5df2b3cd-d279-4012-863b-45afb9be338d.pdf>  
<https://www.britannica.com/biography/Joseph-Addison>  
<https://www.litgalaxy2019.com/2020/03/The-Worship-Wealthy-GK-Chesterton.html>

**PEDAGOGY:** Seminar, Quiz, Assignment and Discussion

**COURSE DESIGNER:** Ms. M. Irudhaya Pushpam



<b>Semester I</b>	<b>Internal Marks: 25</b>		<b>External Marks:75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HOURS/ WEEK</b>	<b>CREDITS</b>
<b>22UEN1CC2</b>	<b>SHORT STORIES</b>	<b>CORE COURSE II</b>	<b>6</b>	<b>6</b>

### **COURSE OBJECTIVES**

- To explore the sequences in understanding a story
- To acquire new vocabulary of words and use in sentences
- To identify the characters and events of the story

### **COURSE OUTCOME AND COGNITIVE LEVEL MAPPING**

On the successful completion of the course, students will be able to

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Recall and relate the stories written from different parts of the world.	<b>K1</b>
<b>CO2</b>	Classify different types of characters and how they react to the situation.	<b>K2</b>
<b>CO3</b>	Apply decisions taken by the characters in the given situation and synchronize in readers' own life.	<b>K3</b>
<b>CO4</b>	Analyze the different themes and its purpose of the making of the plot.	<b>K4</b>
<b>CO5</b>	Examine the story based on themes and analyze the style of writing, and study other aspects of the stories from the global world to enhance job opportunities.	<b>K4</b>

### **MAPPING OF CO WITH PO AND PSO**

<b>Cos</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	3	3	3	2	3	3	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	2	3	3	3	3	2	3	3	3	3
<b>CO5</b>	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation “2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation “-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	(BRITISH) Saki : The Open Window Somerset Maugham : The Verger	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	(INDIAN) Rabindranath Tagore : Subha R.K. Narayan : A Hero	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	(RUSSIAN) Anton Chekhov : The Bet Leo Tolstoy : The Candle	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	(AMERICAN) Nathaniel Hawthorne : The Snow Image Ray Bradbury : A Sound of Thunder	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	(NEW ZEALAND & FRENCH) Katherine Mansfield : A Cup of Tea Guy De Maupassant : The Diamond Necklace	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-Study for Enrichment:</b> <b>(Not to be included for End Semester Examination)</b> Implication of reading various classical and modern short stories of various countries across the world – Writing a short story with a theme, plot, content, values and virtues-Express a short story complete an incomplete story creatively- Making a short video of a short story.	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOK

Joseph A. and Balasubramanian. *Memorable Tales*. Pogo Publishing House, 2013.

### BOOKS FOR REFERENCE

Tagore, Rabindranath and Radice, William. *Selected Short Stories*. Penguin books, 1991.

Mansfield, Katherine. *The Doves' Nest and other Stories*. Kessinger Pub Co, 2004.

Bradbury, Ray. *The Golden Apples of the Sun: and other Stories*. Subterranean, 2008.

Brein, TerryO'. *50 Greatest Short Stories*. Rupa Publications, 2015.

## WEB REFERENCES

<https://www.vma.is/static/files/enska/Bokmenntir/Short%20Stories/TheOpenWindowSaki.pdf>

[https://www.teachingenglish.org.uk/sites/teacheng/files/Maugham\\_The\\_Verger\\_0.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/Maugham_The_Verger_0.pdf)

<https://www.englishliterature.info/2021/04/subha-story-by-rabindranath-tagore.html>

[https://www.google.com/url?sa=t&source=web&rct=j&url=https://dspss.in/wp-content/uploads/2020/05/Ch-05-English-Golden-Rays-Class-10.pdf&ved=2ahUKEwjUipin5p\\_3AhUEXTgGHdkBB7c4PBAWegOIBhAB&usg=AOvVaw\\_1csOdga0\\_ORTs9qwffXIwMq](https://www.google.com/url?sa=t&source=web&rct=j&url=https://dspss.in/wp-content/uploads/2020/05/Ch-05-English-Golden-Rays-Class-10.pdf&ved=2ahUKEwjUipin5p_3AhUEXTgGHdkBB7c4PBAWegOIBhAB&usg=AOvVaw_1csOdga0_ORTs9qwffXIwMq)

<https://www.acschools.org/cms/lib/PA01916405/Centricity/Domain/399/The%20Bet.pdf>

<https://www.edutechtree.com/Eleven%20Stories.pdf>

<https://americanliterature.com/author/nathaniel-hawthorne/short-story/the-snow-image-a-childish-miracle>

[https://www.rosaryhs.com/s/1514/images/editor\\_documents/academics/2017-18/a-sound-of-thunder.pdf?no\\_cookie=1](https://www.rosaryhs.com/s/1514/images/editor_documents/academics/2017-18/a-sound-of-thunder.pdf?no_cookie=1)

<http://nzetc.victoria.ac.nz/tm/scholarly/tei-ManDove-t1-body1-d4.html>

[https://fac.ksu.edu.sa/sites/default/files/the\\_diamond\\_necklace.pdf](https://fac.ksu.edu.sa/sites/default/files/the_diamond_necklace.pdf)

**PEDAGOGY:** Role Play, Assignment, Discussion, Quiz, Seminar.

**COURSE DESIGNER:** Dr. J. Jenifer Nancy

Semester I	Internal Marks: 25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HOURS /WEEK	CREDITS
22UEN1AC1	SOCIAL HISTORY OF ENGLAND	FIRST ALLIED-I	4	3

### COURSE OBJECTIVES

- To have a comprehensive knowledge of the Social History of England.
- To facilitate better appreciation of literary masterpieces by knowing the social background of England.
- Tolerate historical movements and its impact on the writers and their literary works.

### COURSE OUTCOME AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	COURSE STATEMENT	Cognitive Level
CO1	Recall and discuss the Renaissance, Reformation that made a great change in the socio-cultural- political-economic and religious revolution in England	K1
CO2	Relate the facts about the expansion of Colonies and Political parties of England	K2
CO3	Identify the changes during Queen Anne and the role of Coffee Houses life in London	K3
CO4	Analyse the reasons for Revolutions, Humanitarian, and the growth of Industries, Science and Technology	K4
CO5	Examine the background study about the society of England thereby to enhance career opportunities.	K4

### MAPPING OF CO WITH PO AND PSO

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	2	3	2	3	3	3
CO3	3	3	3	3	2	3	2	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	2	3

"1"–Slight (Low) Correlation

"2"–Moderate (Medium) Correlation

"3"–Substantial (High) Correlation

"-" indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>From Darkness to Light Rebirth</b> Brief Historical Background of England The Renaissance The Reformation The Dissolution and the Religion of England	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4,
II	<b>The Golden Age in English History</b> The Spanish Armada, The Elizabethan Theatre The East India Company The Colonial Expansion	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4,
III	<b>Radical Changes in English Society</b> The Civil War / The American War of Independence, Puritanism, Political Parties in England Age of Queen Anne and Coffee Houses	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4,
IV	<b>Various Revolutions</b> The Union of England, Scotland and Ireland The Agrarian Revolution The Industrial Revolution and Other Revolutions	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4,
V	<b>Victorianism and World Wars</b> Humanitarian Movements The Victorian Age The World Wars and Social Security	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4,
VI	Self-Study For Enrichment (Not to be included for End Semester Examination) Political, Social and Economic conditions prevailing in England - The growth of Industries and Communication - Explore the impact of England on Europe	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4,

### TEXT BOOK

Xavier, A. G. *An Introduction to the Social History of England*. Viswanathan Printers, 2007.

### BOOKS FOR REFERENCE

Trevelyan, G.M. *Social History of England*. The English Language Book Society & Longmans, 1962.

William J. Long. *English Literature: Its History and Its Significance for the Life of the English-Speaking World*. Rupa Publications, 2015.

Hudson, W.H. *An Outline History of English Literature*. Maple Press, 2011.

## **WEB REFERENCES**

[https://www.uh.edu/~djudkins/life\\_in\\_renaissance\\_england.htm2.](https://www.uh.edu/~djudkins/life_in_renaissance_england.htm2)

<https://www.history.com/.amp/topics/reformation/reformation>

<https://www.history.com/.amp/topics/british-history/church-of-england>

**PEDAGOGY:** Quiz, Assignment and Seminar

**COURSE DESIGNER:** Ms. U. Sree Aruna



**CAUVERY COLLEGE FOR WOMEN, AUTONOMOUS, TRICHY - 18.**  
**PG DEPARTMENT OF ENGLISH**  
**BA ENGLISH - Programme Structure**  
**LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**  
**(For the Candidates admitted from the Academic Year 2022 - 2023 onwards)**

**II SEMESTER**

Semester	Part	Course	Title	Subject Code	Inst. Hrs/ Week	Credits	Exam			Total
							Hours	Marks		
								Int.	Ext	
II	I	Language Course - II (LC) - Tamil*/Other Languages*	Idaikala Ilakiyamum Pudhinamum	22ULT2	5	3	3	25	75	100
			Hindi Literature & Grammar - II	22ULH2						
			Poetry, Textual Grammar and Alakara	22ULS2						
			Basic French - II	22ULF2						
	II	English Language Course - II (ELC)	Functional English for Effective Communication - II	22UE2	6	3	3	25	75	100
	III	Core Course - III (CC)	Poetry - I	22UEN2CC3	6	6	3	25	75	100
		Core Course - IV (CC)	Fiction	22UEN2CC4	6	6	3	25	75	100
		First Allied Course - II (AC)	Literary Forms	22UEN2AC2	5	3	3	25	75	100
	IV	Ability Enhancement Compulsory Course - II (AECC)	Environmental Studies	22UGEVS	2	2	-	100	-	100
		Extra Credit Course	SWAYAM		As per UGC Recommendation					
Total					30	23				600

Semester II	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
22UE2	FUNCTIONAL ENGLISH FOR EFFECTIVE COMMUNICATION- II	ENGLISH LANGUAGE COURSE - II	6	3

## COURSE OBJECTIVES

- To acquire language competency by enhancing LSRW skills
- To acquire vocabularies to frame apposite sentences and to express thoughts affluently
- To understand the different forms of sentences and its transformation thereby creating appropriate contents

## COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Recall the appropriate usage of phrases and clauses and relate them with different sentence structures.	K1
CO2	Explain and interpret using appropriate vocabulary and Grammar in communication and writing.	K2
CO3	Build knowledge to frame spoken and written expressions for holistic learning.	K3
CO4	Identify and explore the vocabulary and sentence structures in different genres.	K3
CO5	Analyze and synthesize the four skills of language learning to construct creative contents for better prospects.	K4

## MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	2	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	3	3	2	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation      “2” - Moderate (Medium) Correlation  
“3” – Substantial (High) Correlation    “-” indicates there is no Correlation.



## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Listening</b> - AOE LAB - Level -III- Units – 1, 2 & 3 <b>Speaking</b> - Express the memories you cherish / Share your unforgettable experience <b>Reading</b> - Short Story - Oscar Wilde - <i>The Happy Prince</i> <b>Writing</b> – E-mails, Blogs and Vlog writing <b>Grammar</b> - Phrases and Clauses	18	CO1, CO2, CO3, CO4, CO5	K1, K2  K3, K4
II	<b>Listening</b> - AOE LAB - Level -III - Units- 4, 5 & 6 <b>Speaking</b> - Giving Instructions / Taking Appointment <b>Reading</b> - Prose: <i>Stephen Leacock - How to Live to be 200</i> <b>Writing</b> – Notice, Writing a Report <b>Grammar</b> - Sentences, Kinds and Types of Sentences	18	CO1, CO2, CO3, CO4, CO5	K1, K2  K3, K4
III	<b>Listening</b> - AOE LAB - Level III - Unit- 7- Level IV - Units- 1 & 2 <b>Speaking</b> - Mother's Day poem / the superpower which every mother should have. <b>Reading</b> - One - Act Play: J.B. Priestley - <i>Mother's Day</i> <b>Writing</b> – CV Writing, Cover Letter, Letter of Recommendation, Statement of Purpose (SOP) <b>Grammar</b> - Direct and Indirect Speech	18	CO1, CO2, CO3, CO4, CO5	K1, K2  K3, K4
IV	<b>Listening</b> - AOE LAB - Level IV- Units- 3 & 4 <b>Speaking</b> - Is Freedom of Speech a necessity / State reasons to follow the rules of the society <b>Reading</b> - Fiction: George Orwell - <i>Animal Farm</i> (an abridged version) <b>Writing</b> – Presentation Skills and Tweets <b>Grammar</b> - Question Formation	24	CO1, CO2, CO3, CO4, CO5	K1, K2  K3, K4
V	<b>Listening</b> - AOE LAB- Level IV - Units- 5, 6 & 7 <b>Speaking</b> - A message to your friend or a contemporary issue in the surrounding <b>Reading</b> - Poetry: Shel Silverstein - <i>The Giving Tree</i> <b>Writing</b> – Poster Making and Advertising <b>Grammar</b> - Conditionals	12	CO1, CO2, CO3, CO4, CO5	K1, K2  K3, K4

VI	<b>Self-Study For Enrichment (Not to Be Included for End Semester Examination)</b> <b>Listening</b> – Comprehension Passage <b>Speaking</b> – Speaking about your dream career or your aim and the way you are working for its fulfilment. <b>Reading</b> - Short Story: Amy Tan - <i>Two Kinds</i> <b>Writing</b> – Writing a Biography, Dialogue Writing & Screenplay Writing <b>Grammar</b> - Integrated Grammar Practice	-	<b>CO1,</b> <b>CO2,</b> <b>CO3,</b> <b>CO4,</b> <b>CO5</b>	<b>K1, K2</b> <b>K3, K4</b>
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\* AOE LAB and Speaking will not be Included for Question Paper Settings

\* **It's for Internal Assessment Only**

### TEXT BOOKS

Chakraverty, Anima. *Comprehensive Grammar and Composition by Pearson*. 2011.

David, James and Christian, Thomas. *English Today*. IELSC Publications, 2000.

Hamid, Aftab. *Animal Farm – An Abridged Version*. ISBN -13: -979-8672625515, 2020.

Leacock, Stephen. *Literary Lapses*. General Books, 2009.

Markel, Michael H. *Technical Communication*. St. Martin's Press, 2002.

Priestley, J. B. *Mother's Day*. Samuel French Ltd., 2019.

Silverstein, Shel. *Where the Sidewalk Ends*. Harper Collins. 2014.

Wilde, Oscar. *The Happy Prince and Other Stories*. Rupa Publications, 2018.

### REFERENCE BOOKS

Murphy, Raymond. *English Grammar in Use: A Self Study and Practice Book Intermediate Learners Book*. Cambridge University Press, 2013.

Bhatnagar R.P. and Bhargava Rajul. *English for Competitive Examinations*. Macmillan. 2002.

### WEB REFERENCES

<https://www.grammarbook.com/grammar/clause-phrase.asp>

<https://www.inenglishwithlove.com/blog/improving-sentence-structure>

<https://learnenglish.britishcouncil.org/skills/reading>

[https://dictionary.cambridge.org/grammar/british-grammar/reported-speech\\_2](https://dictionary.cambridge.org/grammar/british-grammar/reported-speech_2)

<https://cpb-us-w2.wpmucdn.com/campuspress.yale.edu/dist/4/2533/files/2018/08/two-kinds-amy-tan-1nl7j7y.pdf>

### PEDAGOGY

Vocabulary Enrichment Sheet, Group Discussion, Quiz, Assignment, Adding contents to Student's English Portfolio.

**COURSE DESIGNER:** Ms. R. Shanthi

Semester II	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
22UEN2CC3	POETRY - I	CORE COURSE – III	6	6

## COURSE OBJECTIVES

- To enable the students to master Poetry by giving rich background knowledge of the poet's poem and its poetic elements.
- To make the learners be exposed to write creative poetry, think critically and identify the musical elements of the poem and the poetic devices
- To enhance and enrich learners knowledge with social, cultural, moral and humanity values.

## COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Recall and relate the various elements of poetry, rhyme, meter, tone, and themes by understanding the content and real life situations in society	K1
CO2	Illustrate and interpret the contents of the poem with a social and cultural background	K2
CO3	Explain the values in the poem with a moralistic outlook and thought-provoking touch	K2
CO4	Identify the various poetic devices and structural aspects of the poem	K3
CO5	Analyse and explore the poems and poets from a multi-dimensional paradigm with holistic thinking to create a better self and a better world	K4

## MAPPING OF CO WITH AND PSO AND PO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3	3	3	3	3	3
CO2	3	3	3	3	3	3	2	2	2	3
CO3	2	3	3	3	3	2	2	3	3	3
CO4	3	3	3	2	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3	3	2	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation “-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENTS	HOURS	Cos	COGNITIVE LEVEL
I	Shakespeare - Let me not to the Marriage of True Minds George Herbert - The Pulley	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	John Milton - Lycidas Abraham Cowley - The Wish	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	John Dryden - A Song for St. Cecilia's Day Alexander Pope - Ode on Solitude	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	S.T. Coleridge - Kubla Khan P.B Shelley - Ode to the West Wind	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	Alfred Tennyson - Ulysses Dante Gabriel Rossetti - The Blessed Damozel	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	<b>Self-Study For Enrichment (Not to Be Included for End Semester Examination)</b> Background study of various poets and poems – Romantic poets - Significance of Nature in poetry – Identification of themes – Sonnets of Shakespeare	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4

### TEXT BOOKS

Zama, Margaret *Poetry Down the Ages*, Orient Blackswan, 2006.

### REFERENCE BOOKS

Green, David. *The Winged Word*, Macmillan 2006.

Sengupta, Ambika. *Selected College Poems* Orient Blackswan, 2009

### WEB REFERENCES

<https://www.poetryfoundation.org/poems/45106/sonnet-116-let-me-not-to-the-marriage-of-true-minds>

<https://poemanalysis.com/george-herbert/the-pulley/>

<https://www.poetryfoundation.org/poems/44733/lycidas>

[https://englishverse.com/poems/the\\_wish](https://englishverse.com/poems/the_wish)

<https://poemanalysis.com/alexander-pope/ode-on-solitude/>

<https://www.poetryfoundation.org/poems/43991/kubla-khan>

<https://poemanalysis.com/dante-gabriel-rossetti/the-blessed-damozel/>

**PEDAGOGY** Quiz, Seminar, Discussion

**COURSE DESIGNER** Dr. Cecilia Merlin Wilton

Semester II	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
22UEN2CC4	FICTION	CORE COURSE - IV	6	6

## COURSE OBJECTIVES

- To identify the strategies in the novel relating to plot, theme, characters etc.
- To build vocabulary knowledge and create a passion for reading books by enhancing reading skills.
- To analyze the text from social, cultural and moral background and thereby inculcate values.

## COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of the course, students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Recall and relate the story by exploring the novel to know the society and the world.	K1
CO2	Illustrate the characters, themes and plot and examine in real life situations.	K2
CO3	Explain the novel creating an interest to delve deep in narrative techniques of the novel.	K2
CO4	Construct the different strategies of the novel by exploring the myth, culture, values etc. in reality.	K3
CO5	Analyse the novel from various perspectives to develop a holistic thinking for better prospects.	K4

## MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	2
CO3	3	3	3	3	2	3	3	2	2	3
CO4	3	3	2	3	3	3	3	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation “-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	Cos	COGNITIVE LEVEL
I	Daniel Defoe - <i>Robinson Crusoe</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	Charles Dickens - <i>A Christmas Carol</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	Bama Faustina Soosairaj - <i>Karukku</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	Toni Morrison - <i>God Help the Child</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	Jonathan Swift - <i>Gulliver's Travels</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-Study For Enrichment (Not To Be Included for End Semester Examination)</b> Robert Louis Stevenson - <i>Treasure Island</i> Subhash Vyam Durgabai Vyam - <i>Bhimayana: Experiences of Untouchability</i>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

Defoe, Daniel. *Robinson Crusoe*, Peacock Books, 2018.

Dickens, Charles. *A Christmas Carol*, Penguin Classics, 2003.

Faustina, Soosairaj Bama. *Karukku*, MacMillian India, 1992.

Morrison, Toni. *God help the Child*, Vintage Publishing, 2016.

Swift, Jonathan. *Gulliver's Travels*, Peacock Books, 2015.

### BOOKS FOR REFERENCE

Roberts, Edgar V. *An Introduction to Reading and Writing*. Fourth Edition. New Jersey: Prentice Hall. 1993.

Sucksmith, Harvey Peter, *The Narrative Art of Charles Dickens*. Great Britain: University Press, Oxford. 1970.

Kumar, Gajendra and Uday Shankar Ojhe. *Indian English Fiction: Readings and Reflections*, Karan Paperbacks, New Delhi: 2019.

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<https://www.onlinereadfreebooks.com/en/God-Help-the-Child-A-novel-546882/1>

<https://www.gutenberg.org/files/829/829-h/829-h.htm>

<https://feminisminindia.com/2017/02/20/karukku-bama-book-review/>

**PEDAGOGY** : Group Discussion, Seminar, Assignments, Quiz and Assignment

**COURSE DESIGNER** : Ms. T. Haseena Banu

Semester - II	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS. / WEEK	CREDITS
22UEN2AC2	LITERARY FORMS	FIRST ALLIED COURSE-II ALLIED COURSE (AC)	5	3

### COURSE OBJECTIVES

- To introduce students to various genres of literature thoroughly.
- To familiarize works of literature classified by various strategies and forms.
- To provide students a holistic approach to analyze literature in different perspectives.

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of the course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Define the skills to analyze the text in terms of their content, purpose and form in language and literature.	K1
CO2	Interpret the texts in terms of social, cultural, theoretical and historical contexts and for research in a multicultural society.	K2
CO3	Classify the texts for a variety of purposes and assess the effectiveness in conveying the meaning for higher learning.	K2
CO4	Identify the elements of Drama and Poetry from a multi-dimensional level for a holistic thinking.	K3
CO5	Determine the variety of Literary Forms in terms of Style, figurative language and Convention in various genres for higher learning and better prospects.	K4

### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	2	2	2	3	2	2	2
CO2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	2	3	3	3	3
CO4	3	3	2	3	2	2	2	3	3	2
CO5	3	3	3	2	3	3	3	3	3	3

“1” – Slight (Low) Correlation      “2” - Moderate (Medium) Correlation  
“3” – Substantial (High) Correlation    “-” indicates there is no Correlation

## SYLLABUS

UNIT	CONTENT	HOURS	Cos	COGNITIVE LEVEL
I	Definition – Nature and Elements of Poetry -Subjective and Objective Poetry–The Lyric – The Ode – The Sonnet –The Elegy– The Idyll- The Epic -The Ballad – The Satire.	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	The Heroic Couplet- Terza Rima – The Chaucerian Stanza or Rhyme Royal- The Ottava Rima-The Spenserian Stanza.	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	Dramatic art-Origin of the English Drama-Origin of the English Theatre-Dramatic Types– Tragedy and Comedy – Tragic- Comedy–Farce and Melodrama-The Masque-One-act Play- The Dramatic Monologue.	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	Dramatic Irony-Aside-Soliloquy-Expectations and Surprise-Stage Directions.	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	The Essay-The Novel-Short Story – Biography - Autobiography – Literary Criticism – Style	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-Study For Enrichment (Not to Be Included for End Semester Examination)</b> <b>Notes On Shakespeare</b> Shakespearean Comedy- Shakespearean Tragedy- Shakespearean Romance- Shakespeare’s English Historical plays- Shakespeare’s Roman plays.	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

Prasad. B, A Background to the Study of English Literature, Trinity Press Publication, New Delhi, 1999.

### REFERENCE BOOKS

W. H. Hudson, *Introduction to the Study of English*. AITBS Publishers, 2009.

Kumar Sathish, *Ages, Movements and Literary Forms*. Agra. Educational Publisher, 2007

Abrams, M.H. *A Glossary of Literary Terms*. Fort Worth: Harcourt Brace Jovanovich College Publishers, 1993.

### WEB REFERENCES

<https://examples.yourdictionary.com/different-types-of-drama-in-literature.html>

<https://www.homeofbob.com/literature/genre/poetry/elements.html>

<https://penandthepad.com/dramatic-techniques-literature-8618589.html>

### PEDAGOGY

Group Discussion, Assignments, Quiz

**COURSE DESIGNER:** Ms. K. Kanimozhi



Semester	Part	Course	Course Title	Course Code	Inst. Hrs /Week	Credits	Exam			Total
							Hours	Marks		
								Int.	Ext.	
III	I	Language Course - III (LC) - Tamil*/ Other Languages*	Kapiyamum Nadagamum	22ULT3	5	3	3	25	75	100
			Hindi Literature & Grammar –III	22ULH3						
			Prose, Textual Grammar and Vakyarachana	22ULS3						
			Intermediate French – I	22ULF3						
	II	English Language Course - III (ELC)	Learning Grammar Through Literature – I	22UE3	6	3	3	25	75	100
	III	Core Course - V (CC)	One Act Plays	22UEN3CC5	6	6	3	25	75	100
		Core Course - VI (CC)	Poetry – II	22UEN3CC6	5	5	3	25	75	100
		Second Allied Course - I (AC)	History of English Literature - I	22UEN3AC3	4	3	3	25	75	100
	IV	Ability Enhancement Compulsory Course - III (AECC)	Innovation and Entrepreneurship	22UGIE	2	1	-	100	-	100
		Generic Elective Course - I (GEC)	Presentation Skills in English	22UEN3GEC1	2	2	3	25	75	100
			Basic Tamil – I	22ULC3BT1						
			Special Tamil – I	22ULC3ST1						
		Extra Credit Course	SWAYAM		As per UGC Recommendation					
Total				30	23				700	
	15 DAYS INTERNSHIP DURING SEMESTER HOLIDAYS									

<b>Semester - III</b>	<b>Internal Marks:25</b>		<b>External Marks:75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
<b>22UE3</b>	<b>LEARNING GRAMMAR THROUGH LITERATURE - I</b>	<b>ENGLISH LANGUAGE COURSE - III</b>	<b>6</b>	<b>3</b>

### **COURSE OBJECTIVES**

- To make the learner connect English language Skills to life activities.
- To encourage the learner, communicate fluently, appropriately and accurately in real life situations.
- To provide opportunities for the learner to appreciate the beauty of universal life through Literature.
- To develop the most important objective of learning the four language skills i.e., Listening, Speaking, Reading and Writing.

### **COURSE OUTCOME AND COGNITIVE LEVEL MAPPING**

On the successful completion of this course, the students will be able to

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Remember, recall and develop the interest in poems, short stories and prose to strengthen life values, and appreciative skills with a social and moralistic approach.	<b>K1</b>
<b>CO2</b>	Illustrate and explain roleplays and actions based on situational learning for conversational practice.	<b>K2</b>
<b>CO3</b>	Identify poetry through poetical devices and explore the poems in a holistic manner.	<b>K3</b>
<b>CO4</b>	Examine the communicative skills effectively and appropriately in real Life situations and enhance grammar knowledge and vocabulary building.	<b>K4</b>
<b>CO5</b>	Compare and contrast literary ideas from texts and arrive at conclusions To improve language through literature for learners to gain better prospects.	<b>K4</b>

### **MAPPING OF CO WITH PO AND PSO**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>

**“1” – Slight (Low) Correlation**

**“2” – Moderate (Medium) Correlation**

**“3” – Substantial (High) Correlation**

**“-” indicates there is No Correlation.**

## SYLLABUS

UNIT	CONTENT	HOURS	COS	COGNITIVE LEVEL
I	<b>POETRY</b> - i) Kishwar Naheed's "The Grass is Really Like Me" ii) Sarojini Naidu's "The Coromandel Fishers" <b>GRAMMAR</b> - Verbs, Synthesis and Transformations, Reported Speech, Concord <b>SPOKEN ENGLISH</b> - Greeting and Introducing People	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	<b>POETRY</b> - i) Florence Hoatson's "The Pencil's Story" ii) P.B.Shelley's "Ozymandias" <b>GRAMMAR</b> – Correction of Sentences, Spotting the Errors Synonyms & Antonyms, Choice of Words, <b>SPOKEN ENGLISH</b> - Accepting and Rejecting an Invitation	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	<b>PROSE</b> - i) Jesse Owens' "My Greatest Olympic Prize" <b>GRAMMAR</b> - Idioms, Words often Confused, Expansion of Proverbs. <b>SPOKEN ENGLISH</b> - Asking and Giving Information	18	CO1,CO2, CO3,CO4, CO5	K1, K2, K3, K4
IV	<b>PROSE</b> - i) Dr. APJ Abdul Kalam's "My Vision for India" <b>GRAMMAR</b> – One Word Substitution, Cloze Test, Dialogue Writing, Letter Writing <b>SPOKEN ENGLISH</b> - Asking and Giving Direction	18	CO1, CO2, CO3,CO4, CO5	K1, K2, K3, K4
V	<b>SHORT STORY</b> - i) Saki's <i>The Story Teller</i> <b>GRAMMAR</b> - Precise Writing, Writing an Essay, Reading Comprehension <b>SPOKEN ENGLISH</b> - Thanking and Responding	18	CO1, CO2, CO3,CO4, CO5	K1, K2, K3, K4
VI	<b>Self-Study for Enrichment</b> <b>(Not Included for End Semester Examination)</b> <b>Personal Integrity</b> - Honesty, Adaptability and Dependability <b>Life Skills</b> – Interpersonal Skills - Solve Problems – Think Critically and Creatively - Communicate Effectively - Build Healthy Relationships - Empathize with Others. <b>Short Story</b> Lal Bahadur Shastri's <i>Honesty</i>	-	CO1, CO2, CO3,CO4, CO5	K1, K2, K3, K4

## TEXT BOOKS

Pillai , Radhakrishna.G, *Emerald English and Composition*, Emerald Publishers,2008.

Chakraverthy Anima, *Comprehensive Grammar Composition*, Pearson, 2012.

Solomom Japhia, *Spoken English*, Srivari Publication.

## BOOKS FOR REFERENCE

Murphy, Raymond. *English Grammar in Use: A Self Study and Practice Book Intermediate Learners Book*. Cambridge University Press, 2013.

Hari Mohan Prasad, Uma Rani Sinha, *Objective English for all Competitive Examinations*. Mc Graw Hill, 2000.

Bhatnagar.R.P., *English for Competitive Examinations*, 3<sup>rd</sup> Edition, Laxmi Publications. 2009

## WEB REFERENCES

<https://www.fluentu.com/blog/english/questions-in-english-grammar/>

<https://www.grammar-monster.com/glossary/degree.htm>

<http://sujarithasaravanan.blogspot.com/2020/05/summary-of-sparrows.html?m=1>

<https://allpoetry.com/The-Village-Schoolmaster2>

<https://englishsummary.com/lesson/the-village-school-master-poem-summary-notes-and-line-by-line-explanation-in-english-class-9th/>

**PEDAGOGY:** Assignment, Quiz and Seminar

**COURSE DESIGNERS:** Dr.Prema Joshua & Dr.G.Gayathri

<b>Semester – III</b>	<b>Internal Marks:25</b>		<b>External Marks:75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>22UEN3CC5</b>	<b>ONE ACT PLAYS</b>	<b>CORE COURSE - V</b>	<b>6</b>	<b>6</b>

### **COURSE OBJECTIVES**

- The course is structured to know the impact of the 20<sup>th</sup> century One Act Plays.
- Enables the learners to link the incidents and the situations with characterization and expand their ability to resolve situations thereby to create a better self and society.
- Develop a deeper understanding of the various roles, interpretation, performance and production.

### **COURSE OUTCOME AND COGNITIVE LEVEL MAPPING**

On the successful completion of this course, the students will be able to

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Relate and recall the theoretical elements of drama in knowing the realities of life.	<b>K1</b>
<b>CO2</b>	Explain the techniques employed in writing One Act Plays.	<b>K2</b>
<b>CO3</b>	Illustrate the diverse theoretical cultures and traditional approaches in the plays for knowing its moral and social values.	<b>K2</b>
<b>CO4</b>	Construct the sub-genres of theoretical art to bring out the aesthetic effect employed in the play and face the challenges.	<b>K3</b>
<b>CO5</b>	Analyse critically the theme, plot and cultural aspects prevalent in the plays for a holistic approach to gain better prospects.	<b>K4</b>

### **MAPPING OF CO WITH PO AND PSO**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	3	3	3	3	2	3	3	2
<b>CO2</b>	3	2	2	3	3	2	3	2	2	3
<b>CO3</b>	3	3	3	3	3	3	3	3	2	3
<b>CO4</b>	3	3	2	2	3	3	3	2	3	3
<b>CO5</b>	3	3	2	3	3	3	3	2	3	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation “-” indicates there is No Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Alice Gerstenberg : <i>Fourteen</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	Anton Chekhov : <i>A Marriage Proposal</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	Norman Mckinnel : <i>The Bishop's Candlesticks</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	Fritz Karinthy : <i>Refund</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	J.M. Synge : <i>Riders to the Sea</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study for Enrichment</b> <b>(Not to be included for External Examination)</b> A.A.Milne : <i>The Ugly Duckling</i>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

T.B. Reddy. *Nine Modern Plays*. Oxford University, 2015.

K.G. Seshadri. *A Pride of Plays*. Anuradha Publications, 2011.

### REFERENCE BOOKS

Sujatha.K. *On the stage: One-Act Plays*. Orient Blackswan, 2011.

Kandaswami.S. *Modern One-Act Plays*. Emerald Publishers, 2004.

### WEB REFERENCES

[https://en.wikipedia.org/wiki/Fourteen\\_\(play\)](https://en.wikipedia.org/wiki/Fourteen_(play))

[https://en.wikipedia.org/wiki/A\\_Marriage\\_Proposal](https://en.wikipedia.org/wiki/A_Marriage_Proposal)

[https://en.wikisource.org/wiki/The\\_Bishop%27s\\_Candlesticks](https://en.wikisource.org/wiki/The_Bishop%27s_Candlesticks)

<https://www.surendra534.com.np/2021/04/refund-by-fritz-karinthy-summary-and.html>

[https://en.wikipedia.org/wiki/Riders\\_to\\_the\\_Sea#:~:text=Riders%20to%20the%20Sea%20is,with%20Helen%20Laird%20playing%20Maurya.](https://en.wikipedia.org/wiki/Riders_to_the_Sea#:~:text=Riders%20to%20the%20Sea%20is,with%20Helen%20Laird%20playing%20Maurya.)

**PEDAGOGY:** Quiz, Assignment, Seminar, PowerPoint Presentation, Discussion.

**COURSE DESIGNER:** Dr.Cecilia Merlin Wilton

Semester – III	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS /WEEK	CREDITS
22UEN3CC6	POETRY II	CORE COURSE - VI	5	5

### COURSE OBJECTIVES

- To enable students to possess thorough background knowledge of the poems, poets and the various poetic devices.
- To make the learners analyze and critically examine the various themes, styles, texture, values and various elements of poetry.
- Explore poetry in depth and train to write creative poetry.

### COURSE OUTCOME AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Recall and relate poems of various background, with the poet's social background and in real life situations.	K1
CO2	Explain and illustrate poems with an aesthetic sense of nature, patriotism, virtues and values thereby to face the challenges to create a better world.	K2
CO3	Apply and build the knowledge of the students' minds by rendering a philosophical and thought-provoking touch.	K3
CO4	Identify the various themes, figures of speech, structure, metrical and poetical devices.	K3
CO5	Examine and explore the poems in depth so as to write creatively for higher learning and better prospects.	K4

### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	2	3	3	3	3	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3
CO4	2	3	3	3	3	2	2	3	2	2
CO5	3	3	2	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is No correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	William Blake : “A Poison Tree” William Wordsworth : “Lines Written a few miles above Tintern Abbey”	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	John Keats : “Ode to Autumn” Robert Browning : “My Last Duchess”	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	Matthew Arnold : “The Forsaken Merman” G.M.Hopkins : “Pied Beauty”	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	Rudyard Kipling : “If” W.B Yeats : “Easter 1916”	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	W.H.Auden : “The Unknown Citizen” Dylan Thomas : “Fern Hill”	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study for Enrichment (Not to be included for End Semester Exam)</b> <ul style="list-style-type: none"> <li>• The Romantic Age</li> <li>• War Poets - War poems</li> <li>• Wordsworth - Poems on Nature</li> <li>• Modern Poetry</li> </ul>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

Green, David. *The Winged Word: An Anthology of Poems for Degree Course*. Macmillan, 2006.

### REFERENCE BOOKS

Zama, Margaret. *Poetry Down The Ages*. Orient Blackswan, 2006.

Khan. M.Q & Das, Bijay Kumar. *Treasury of Poems*. Oxford University Press, New Delhi, 2012

### WEB REFERENCES

<https://www.google.com/search?q=william+blake+poison+tree+text&oq=william+blake+poison+tree+text&aqs=chrome..69i57.14915j0j15&source=chrome&ie=UTF->

<https://www.owleyes.org/text/lines-composed-few-milesabove-tintern-abbey/read/lines-composed-few>

<https://www.poetsgraves.co.uk/Classic%20poems/keats/to-autumn.htm>

<https://www.poetryfoundation.org/poems/43768/my-last-duchess>

<https://www.poetryfoundation.org/poems/43589/the-forsaken-merman>

<https://www.poetryfoundation.org/poems/44399/pied-beauty>

**PEDAGOGY:** Quiz, Assignment, Seminar, PowerPoint Presentation

**COURSE DESIGNER: Dr.Cecilia Merlin Wilton**



<b>Semester - III</b>	<b>Internal Marks:25</b>		<b>External Marks:75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
<b>22UEN3AC3</b>	<b>HISTORY OF ENGLISH LITERATURE – I</b>	<b>SECOND ALLIED COURSE-I (AC)</b>	<b>4</b>	<b>3</b>

### **COURSE OBJECTIVES**

- To study political, historical, religious and cultural features of England.
- To analyse the birth of genre in literature and their special features and the literary writers.
- To inculcate in depth knowledge about evolution of the literary exponents of every age

### **COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING**

On the successful completion of the course students will be able to

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Relate the works of Chaucer, and literary writers influenced by him and the development of Language & Literature with social concerns.	<b>K1</b>
<b>CO2</b>	Illustrate the development of variety in drama with regard to Elizabethan dramatists highlighting the values, themes for a better self and society.	<b>K2</b>
<b>CO3</b>	Construct the ideals of Puritan Age with reference to the paths of the great Renaissance writers for higher learning.	<b>K3</b>
<b>CO4</b>	Examine the Age of Restoration and enhance critical thinking by knowing the complexity of human life through various genres of literature.	<b>K4</b>
<b>CO5</b>	Analyse the essence of classical writings in the Augustan Age through the works of Alexander Pope and his contemporaries in different modes of learning to create a better self and a better world.	<b>K4</b>

### **MAPPING OF CO WITH PO AND PSO**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	2	2	3	3	3	2	3	2
<b>CO2</b>	3	3	3	2	3	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3	2	3	3	2	3
<b>CO4</b>	3	3	3	3	2	3	3	3	2	3
<b>CO5</b>	2	3	3	2	3	3	3	2	3	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is No correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Pre- Chaucerian and The Age of Chaucer</b>  i) Pre-Chaucerian Works ii) Historical Background of The Age of Chaucer iii) Geoffrey Chaucer and his contemporaries	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4,
II	<b>Pre-Shakespearean period, The Age of Shakespeare and Post-Shakespearean period</b> i) Pre- Shakespearean writer ii) Development of Drama iii) University Wits iv) Historical background of the Age of Shakespeare v) William Shakespeare and his contemporaries vi) Jacobean Writers	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4,
III	<b>The Age of Milton</b>  i) Historical background of the Age of Milton ii) John Milton and his Works iii) The Cavaliers' / Caroline iv) The Metaphysicals'	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4,
IV	<b>The Age of Dryden</b> i) Historical Background of the Age of Dryden ii) John Dryden and his contemporaries iii) Restoration dramatists.	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4,
V	<b>The Age of Pope</b> i) Historical Background of the Age of Pope ii) Alexander Pope and his contemporaries. iii) The Rise of the English Novels.	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4,
VI	<b>Self-study for Enrichment: (Not included for End Semester Examination)</b> Minor writers – the importance genres: Epic: <i>Beowulf</i> – Abridged -Early theatre and Elizabethan theatre - Metaphysical Poetry: George Herbert's <i>The Pulley</i> - Restoration writing: Samuel Pepys' <i>The Diary of Samuel Pepys</i> - Anti-sentimental comedy: Oliver Goldsmith <i>She Stoops to Conquer</i>		CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4,

## **TEXT BOOKS**

Albert, Edward. *History of English Literature*, Oxford University Press, 2009.

## **REFERENCE BOOKS**

Hudson, William Henry. *An Outline History of English Literature*, AITBS Publishers, 2011.

Rickett, Compton. *A History of English Literature*, UBS Publishers, 2009.

## **WEB REFERENCES**

<https://www.pdfdrive.com/a-critical-history-of-english-literature-from-the-beginnings-to-milton-v-1-e156749741.html>

<https://www.pdfdrive.com/a-critical-history-of-english-literature-the-restoration-to-the-present-day-v-2-e156803501.html>

## **PEDAGOGY**

Group Discussion, Quiz, Assignment & Seminar

**COURSE DESIGNER:** Ms. Vijayarenganayaki & Dr. R. Vanitha

Semester III	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HOURS / WEEK	CRED ITS
22UEN3GEC1	PRESENTATION SKILLS IN ENGLISH	GENERIC ELECTIVE COURSE -I (GEC)	2	2

### COURSE OBJECTIVES

- To enhance the student's personality and to develop their leadership traits
- To improve their communication skills and gain competence in presentation skills
- To be good orators, presenters and skill creators in English Language with a professional touch

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of the course students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Relate the modalities of presentation skills with a professional touch by being competent and confident in life	K1
CO2	Illustrate the plan and structure for effective presentation with innovative techniques, knowledge with global standards	K2
CO3	Select the mechanism of Audio - Visual aids and its usage for presentation for higher learning purposes	K3
CO4	Apply the presentation skills in public speaking to enhance an all round personality with good presentation skills	K3
CO5	Analyze the different levels in various Presentation skills to comprehend higher learning for a better self and society	K4

### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3	3	3	2	3	3
CO2	3	3	2	3	3	3	3	3	2	3
CO3	2	2	3	2	3	3	3	2	2	3
CO4	3	3	2	3	3	3	2	3	2	3
CO5	3	3	2	3	3	3	3	2	2	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is No Correlation

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Introduction to Presentation Skills</b> Classic Structure of a Presentation- Getting Started (Greetings, Addressing, Introducing Self, Opening Remarks,) Know Your Audience - Presenting Message with Confidence	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	<b>Preparation for Presentation Skills</b> Think about, the 4 Ps, 8 Ways to Perfect your Presentation Skills in English. Challenges and Benefits of Effective Speaking Skills	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	<b>Presentation Planning</b> Visualize the PowerPoint Presentation - Anticipate the Difficulties - Organize the Aids - Knowing the Target Audience - Good Planning - Visual Representation of Data	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	<b>Deliverance</b> How to Deliver an Effective Presentation Be Aware of your Non – Verbal Communication - Take Time to Think During your Presentation - Pay Attention to your Voice - Body Language	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	<b>Evaluation</b> Concluding a Presentation, Interactive Session, Encouraging Questions - Discussion with the Audience - Maintaining Good Relationship with the Audience	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	<b>Self- Study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b> Active Listening Tasks - Practice Speaking – More Visuals Aids - Content Writing	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4

### TEXT BOOKS

Roz Townsend, *Presentation Skills for the Upwardly Mobile*, Emerald Publishers, 2009

Hill, Monica. Storey Anne, *Speak Easy! Oral Presentation Skills in English for Academic and Professional Use*. Hong Kong University Press, 2000

Kizan, Merrier, Logan and Williams, *Effective business communication*, Cengage Learning, 2008

## REFERENCE BOOKS

Bradbury, A. *Successful Presentation Skills* (4<sup>th</sup> ed.), Kogan Page (2010) Cottrell, S. *The Study Skills Handbook* (3<sup>rd</sup> ed.), Palgrave Macmillan (2008)

Abraham, Dulcie. *Planning and Teaching, Practical Suggestions for English in the Classroom*, PenebitFajar Bakit 2022

Hasbany Ghassan : *How to Make Winning Presentation* : Jaico Publication

## WEB REFERENCES

<https://www.quora.com> <https://www.theknowledgeacademy.com>  
<https://www.wordstream.com> <https://presentationskills.me/body-language/>  
<https://www.envision-creative.com/top-powerpoint-tips-dos-and-donts/>

**PEDAGOGY:** Seminar, Quiz, Assignment, Group Discussion

**COURSE DESIGNER:** Ms.C.Chithra



**CAUVERY COLLEGE FOR WOMEN, AUTONOMOUS, TRICHY - 18.**  
**PG DEPARTMENT OF ENGLISH**  
**BA ENGLISH - Programme Structure**  
**LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**  
**(For the Candidates admitted from the Academic Year 2022 - 2023 onwards)**

**SEMESTER – IV**

Semester	Part	Course	Course Title	Course Code	Inst. Hrs / Week	Credits	Exam			Total
							Hours	Marks		
								Int	Ext	
IV	I	Language Course - IV(LC) - Tamil*/ Other Languages*	Pandaiya Illakiyamum Urainadaiyum	22ULT4	6	3	3	25	75	100
			Hindi Literature & Functional Hindi	22ULH4						
			Drama, History of Drama Literature	22ULS4						
			Intermediate French – II	22ULF4						
	II	English Language Course - IV (ELC)	Learning Grammar Through Literature – II	22UE4	6	3	3	25	75	100
	III	Core Course - VII (CC)	Drama	22UEN4CC7	5	5	3	25	75	100
		Core Course - VIII (CC)	Introduction of Language and Linguistics	22UEN4CC8	5	5	3	25	75	100
		Second Allied Course – II (AC)	History of English Literature – II	22UEN4AC4	4	3	3	25	75	100
		Internship	Internship	22UEN4INT	-	2	-	-	-	100
	IV	Generic Elective Course -II (GEC)	Communication Skills in English	22UEN4GEC2	2	2	3	25	75	100
			Basic Tamil – II	22ULC4BT2						
			Special Tamil -II	22ULC4ST2						
	V	Skill Enhancement Course - I (SEC)	Public Speaking (P)	22UEN4SEC1P	2	2	3	40	60	100
	Extra Credit Course	SWAYAM		As per UGC Recommendation						
	Total				30	25			800	

Semester - IV	Internal Marks: 25		External Marks: 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
22UE4	LEARNING GRAMMAR THROUGH LITERATURE - II	ENGLISH LANGUAGE COURSE - IV	6	3

### COURSE OBJECTIVES

- A strong grasp of language through literature to enhance communication skills both in Writing and Speaking.
- Learning Language through literature can be more engaging and enjoyable.
- Literature allows learners to critically analyze sentence structure, presentation choices and grammatical nuance used by authors to convey meaning.
- Studying Language through literature can improve creativity in writing and encourage learner to experiment with language in their own writing.

### COURSE OUTCOME AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Remember, recall and develop the interest in poems, short stories and prose to strengthen life values, and appreciative skills with a social and moralistic approach.	K1
CO2	Illustrate and explain roleplays and actions based on situational learning for conversational practice.	K2
CO3	Identify poetry through poetical devices and explore the poems in a holistic manner.	K3
CO4	Examine the communicative skills effectively and appropriately in real life situations and enhance grammar knowledge and vocabulary building.	K4
CO5	Compare and contrast literary ideas from texts and arrive at conclusions to improve language through literature for learners to gain better prospects.	K4

### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	3	3	3	3	3	2	3
CO2	3	2	3	3	2	3	2	3	3	3
CO3	3	3	3	3	2	3	2	3	3	3
CO4	3	2	3	3	3	3	3	3	3	3
CO5	2	3	2	3	3	3	3	3	2	3

“1” – Slight (Low) Correlation

“2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.



## SYLLABUS

UNIT	CONTENT	HOURS	COS	COGNITIVE LEVEL
I	<b>POETRY</b> - Robert Frost – “Mending Wall” John Keats – “Ode to a Nightingale” <b>SPOKEN ENGLISH</b> – Meeting People, Exchanging Greetings and Taking Leave	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	<b>PROSE</b> - Stephen Leacock – “My Financial Career” A.G.Gardiner - “On the Rule of the Road” <b>SPOKEN ENGLISH</b> -Answering the Telephone and Asking for Someone, Dealing with a Wrong Number	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	<b>SHORT STORY</b> - Rabindranath Tagore - <i>The Postmaster</i> Anton Chekov – <i>The Bet</i> <b>SPOKEN ENGLISH</b> –Getting People’s Attention and Interrupting, Giving Instructions and Seeking Clarification	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	<b>GRAMMAR</b> - Question Tags Transformation of Sentences (Continued) Simple, Compound and Complex Active and Passive Voice Reported Speech I & II <b>SPOKEN ENGLISH</b> – Describing Daily Routines, Talking about Possessions, Asking for the Time and Date	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	<b>Interview Skills</b> - Letter of Application & CV Preparing for Interviews Group Discussion <b>SPOKEN ENGLISH</b> – Accepting and Refusing a Job Offer, Apologizing and Responding to an Apology	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	<b>Self-Study for Enrichment</b> <b>(Not to be Included for End Semester Examination)</b> <b>POEM</b> – William Wordsworth- “Daffodils” Rudyard Kipling – “If” <b>SHORT STORY</b> - O Henry - <i>After 20 Years</i> John Donne - <i>No Man Is an Island</i> <b>PROSE</b> – Carlyle – “Signs of the Time” Macaulay – “London in 1685”	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4

### ❖ Spoken English Not Included for End Semester Examination

#### TEXT BOOKS

Keats, John. Selincourt, Ernest De (ed). *The Poems of John Keats*. Dodd Mead & Company, 1905

Tagore, Rabindranath. *The Postmaster*, Createspace Independent Publishing Platform, 2014.

Sadanand, Kamlesh & Punitha, Susheela. *Spoken English A Foundation Course, Part – I & II*, Orient Blackswan Publishers, 2008

Chekhov Anton, 'The Bet 'Masterpiece (Pymble, N.S.W) Angus & Robertson 1995

## **BOOKS FOR REFERENCE**

Haglund, David (2013-08-15). "What Orange Is the New Black Gets Right About Robert Frost". Slate. ISSN 1091-2339. Retrieved 2023-04-20.

Brooks, Cleanth & Warren, Robert Penn (1968), "The Ode to a Nightingale", in Stillinger, Jack (ed.), Keats's Odes, Englewood, NJ: Prentice-Hall, pp. 44–47.

McDonald, Russ (2001). The Bedford Companion to Shakespeare: An Introduction with Documents. Bedford/St. Martin's. pp. 53–. ISBN 978-0312248802. Retrieved 2014-11-25.

Brooks, Cleanth & Warren, Robert Penn (1968), "The Ode to a Nightingale", in Stillinger, Jack (ed.), Keats's Odes, Englewood, NJ: Prentice-Hall, pp. 44–47.

## **WEB REFERENCES**

<https://www.comparetoday.in/books/English-for-Competitive-Examinations-3rd-Edition/9780230638075>

<https://poemanalysis.com/langston-hughes/harlem-a-dream-deferred/>

<https://www.supersummary.com/the-bet/summary/>

**PEDAGOGY** - Assignment, Quiz and Seminar

**COURSE DESIGNER** – Ms.C.Chithra

Semester – IV	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
22UEN4CC7	DRAMA	CORE COURSE -VII	5	5

### COURSE OBJECTIVES

- To incorporate reading and writing in a conversational form
- To understand the description and writing of different authors from various homeland.
- To initiate interest in other interrelated social science

### COURSE OUTCOME AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Recall the elements of Drama and explain how these elements combine a theatrical experience.	K1
CO2	Explain the limitations and opportunities pertaining to the theatre and film.	K2
CO3	Construct a drama by using the similar characters were virtue is rewarded and vices punished to enhance creative skills for higher learning.	K3
CO4	Identifying the types of drama and their characteristics.	K2
CO5	Analyze the significance of drama from the audience perspective.	K4

### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	2	2	2	3	3	2	3	2
CO2	2	3	2	3	2	2	2	2	3	2
CO3	2	2	2	3	2	2	2	2	3	2
CO4	2	3	2	2	2	2	2	2	3	2
CO5	3	2	2	2	3	2	2	2	2	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Thomas Kyd - <i>The Spanish Tragedy</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	Christopher Marlowe - <i>Dr.Faustus</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	Samuel Beckett - <i>Waiting for Godot</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	G. B Shaw – <i>Pygmalion</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	T. S. Eliot - <i>Murder in the Cathedral</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-Study For Enrichment (Not To Be Included for End Semester Examination)</b> Ben Johnson - <i>The Alchemist</i>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

Beckett, Samuel. *Waiting for Godot*. New Delhi: Rama Brothers India, Pvt.Ltd.2015.  
 Eliot, T.S. *Murder in the Cathedral*. New Delhi: Surjeet Publications. 1963.  
 Kyd, Thomas. *The Spanish Tragedy*. Kessinger Publishers. 2004.  
 Marlowe, Christopher. *Dr.Faustus*. Dover publications.1994.

### REFERENCE BOOKS

Hutchings ,William. *Samuel Beckett's Waiting for Godot: A Reference Guide*. Cliff notes,1980  
 Shaw, George Bernard. *Pygmalion*. New Delhi: Maple Press. New Delhi: Maple Press,2014  
 T.S. Eliot. *Murder in the Cathedral*. Unique publications, 2020

### WEB REFERENCES

[https://en.wikipedia.org/wiki/the\\_spanish\\_tragedy](https://en.wikipedia.org/wiki/the_spanish_tragedy)  
<https://www.cliffsnotes.com/literature/d/doctor-faustus/play-summary>  
<https://interestingliterature.com/2021/06/t-s-eliot-murder-in-the-cathedral-summary-analysis/>

**PEDAGOGY** - Group Discussion, Assignments, Quiz

**COURSE DESIGNER** - Ms. K. Kanimozhi

<b>Semester - IV</b>	<b>Internal Marks: 25</b>	<b>External Marks: 75</b>		
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>22UEN4CC8</b>	<b>INTRODUCTION OF LANGUAGE AND LINGUISTICS</b>	<b>CORE COURSE - VIII</b>	<b>5</b>	<b>5</b>

### **COURSE OBJECTIVES**

- To introduce the learners of English language to Linguistics.
- To classify sounds and other units of a word.
- To enables the learners to gain knowledge in further application of the learnt concepts.
- To develop proper articulation and classification of sounds.

### **COURSE OUTCOME AND COGNITIVE LEVEL MAPPING**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Recall and identify the study of linguistics and its purpose.	<b>K1</b>
<b>CO2</b>	Explain the mechanism and the biological organs involved in speech production.	<b>K2</b>
<b>CO3</b>	Apply and classify speech sounds as vowels, consonant and its further distribution for higher learning.	<b>K3</b>
<b>CO4</b>	Examine to determine speech sounds into basic elements.	<b>K4</b>
<b>CO5</b>	Analyze the semantics and syntax of a sentence and transcribe the spoken language text.	<b>K4</b>

### **MAPPING OF CO WITH PO AND PSO**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	2	3	3	3	3	3	2	3	3
<b>CO2</b>	2	3	3	3	3	2	3	2	3	3
<b>CO3</b>	3	3	3	3	3	2	3	2	3	2
<b>CO4</b>	3	3	3	2	3	2	3	3	3	3
<b>CO5</b>	3	3	3	3	3	2	3	2	3	3

**“1” – Slight (Low) Correlation**

**“3” – Substantial (High) Correlation**

**“2” - Moderate (Medium) Correlation**

**“-” indicates there is no Correlation.**

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	The Origin and the Development of Language	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	The Organs of Speech – Classification of Speech Sounds	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	Phonology – Morphology	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	Syntax – Semantics	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	Social Variation in Language	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-Study For Enrichment</b> <b>(Not To Be Included for End Semester Examination)</b> Gestures and Sign Language	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

Yule, George. *The Study of Language: An Introduction*. Cambridge: Cambridge UP, 1985  
 Balasubramanian. *T A Textbook of English Phonetics for Indian Students*. Laxmi publisher, 2017.  
 O'Connor.J.D *Better English Pronunciation*. Cambridge University Press, 1980. 2nd Edition.

### REFERENCE BOOKS

Wrenn.C L. *The English Language*. London: Methuen, 1949.

### WEB REFERENCES

<https://learnclax.com/schooltextbooks/schooltextbooks.php?bookid=4481&The-Study-of-Language-7th-edition-PDF-by-George-Yule>  
[https://books.google.co.in/books/about/The\\_English\\_Language.html?id=RdxDAQAAIAAJ&redir\\_esc=y](https://books.google.co.in/books/about/The_English_Language.html?id=RdxDAQAAIAAJ&redir_esc=y)

**PEDAGOGY** - Phonetic Transcription, Quiz, Assignment

**COURSE DESIGNER** - Ms. A. Violet Pangaja Bai

Semester - IV	Internal Marks: 25	External Marks: 75		
COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
22UEN4AC4	HISTORY OF ENGLISH LITERATURE – II	SECOND ALLIED COURSE - II	4	3

### COURSE OBJECTIVES

- To have extensive knowledge of the historical and political impact on English Literature.
- To enrich the knowledge of biographical details of the English Literary authors.
- To expose the students, to understand the varied genres in English Literature.

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Relate and understand the historical, sociocultural contexts, literary movements and styles that emerged in different ages of England.	K1
CO2	Infer about prominent writers and famous works in English literature.	K2
CO3	Develop knowledge about the genres of literature and their emergence and growth through the ages for higher learning.	K3
CO4	Analyze the religious and political history of England influenced the English writers from the Transition Age to Modern Age for higher learning and research.	K4
CO5	Examine and explore the learners' skills through the preparation of various concepts in literature through critical thinking in literary studies for better prospect.	K4

### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	2	3	3	3	3	3	3	3	3
CO3	3	3	3	2	3	3	2	3	3	3
CO4	3	3	3	3	3	3	3	3	2	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>The Age of Transition or Pre-Romantic Period</b> General Features – chief characteristics of Pre-Romantic Poetry Growth of Poets, Prose Writers, Novelists The Reactionary School: Samuel Johnson The Transitional Poets	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	<b>The Romantic Age /The Return to Nature / The Age of Wordsworth</b> Introduction – Historic Background, Theme, Style Precursors of Romanticism The Older Poets & The Younger Poets Growth of Romantic Literature: Poets -Prose Writers – Literary Criticism – Novelist	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<b>The Victorian Age or The Age of Tennyson</b> Introduction – Historic Background, Theme, Style Growth of Victorian Literature: Poets, Prose Writers, Play Writers and Novelists	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<b>The Edwardian Period - The Georgian Period</b> The Historic Background, Theme, Style Georgian Poets and their characteristics	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<b>The Twentieth Century- onwards</b> Introduction – Historic Background, Theme, Style Social and Political Developments in the 20 <sup>th</sup> Century Growth of Literature: Poetry, Prose, Drama, Fiction	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b> Satanic School – Cockney School, Dark Romantic – Transcendentalism -The Pre-Raphaelite Movement - War Poets - Oxford Movements - Existentialism - Black Comedy- Angry Young Man - Kitchen Sink Drama – Dadaism - Absurd Drama	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4



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Albert, Edward. *History of English Literature*, New Delhi: OUP India, 1997.

## **REFERENCE BOOKS**

W. H. Hudson. *An Outline History of English Literature*. India, AITBS Publishers, 2013.

Carter, Ronald & McRae, John. *The Routledge History of Literature in English: Britain and Ireland*. Taylor & Francis, 2016.

Compton, Rickett. *A History of English Literature*, UBS Publishers, 2009.

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<https://literariness.org/2018/07/18/a-brief-history-of-english-literature/>

<https://www.pdfdrive.com/a-history-of-english-literature-e33444148.html>

**PEDAGOGY** - Group Discussion, Quiz, Assignment and Seminar

**COURSE DESIGNER** - Dr. R. Vanitha

Semester – IV	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
22UEN4GEC2	COMMUNICATION SKILLS IN ENGLISH	GENERIC ELECTIVE COURSE - II	2	2

### COURSE OBJECTIVES

- To equip the students with LSRW Skills to expose them to write and communicate in English
- To enrich their knowledge in vocabulary and making them feel competent and confident to face the global world.
- Language Develop skills to possess flair and fluency in spoken and written English.

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Relate the various skills and drill practice of speaking and writing effectively in creating a better self in society.	KI
CO2	Illustrate and interpret vocabulary with meaning by demonstrating roleplays, applying descriptive and narrative techniques of knowing various genres.	K2
CO3	Classify the various skills by letting the learners to avoid errors and speak with fluency.	K2
CO4	Build and apply skills in various situations of framing dialogues and conversation practice	K3
CO5	Analyse to examine reading skills and speaking skills for communicational approach in facing the world for bright opportunities.	K4

### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	3	3
CO3	2	3	3	2	3	3	3	3	2	3
CO4	3	3	2	3	3	2	2	2	3	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Communication: An Introduction, Definition, Nature and Scope of Communication, Importance and Purpose of Communication, Process of Communication, Types of Communication	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	<b>Barriers to communication:</b> Physiological Barriers, Physical Barriers, Cultural Barriers, Language Barriers, Gender Barriers, Interpersonal Barriers, Psychological Barriers, Emotional Barriers <b>Perspectives in Communication:</b> Introduction, Visual Perception, Language, Other Factors Affecting our Perspective - Past Experiences, Prejudices, Feelings, Environment	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<b>Elements of Communication:</b> Introduction, Face to Face Communication – Tone of voice, Body Language (Non-Verbal Communication), Verbal Communication Physical Communication.	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<b>Interview Skills:</b> Purpose of an interview, Do's and Don'ts of an interview Giving Presentations: Dealing with Fears, Planning your Presentation, Structuring Your Presentation, Delivering Your Presentation, Techniques of Delivery	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<b>Group Discussion:</b> Introduction, Communication Skills in Group Discussion, Group Dynamics, Do's and Don'ts of Group discussion	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b> LSRW Skills, Mock Interview, Socialization, Grammar, Building of Vocabulary, Watching Educational Videos, Conversation	--	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

## **TEXT BOOKS**

Basic communication skills for Technology, Andreja. J. Ruther Ford, 2nd Edition, Pearson Education, 2011

Communication skills, Sanjay Kumar, Pushpalata, 1<sup>st</sup> Edition, Oxford Press, 2011

Organizational Behavior, Stephen.P. Robbins, 1<sup>st</sup> Edition, Pearson, 2013

Brilliant- Communication skills, Gill Hasson, 1<sup>st</sup> Edition, Pearson Life, 2011

The Ace of Soft Skills: Attitude, Communication and Etiquette for success, GopalaSwamy Ramesh, 5<sup>th</sup> Edition, Pearson, 2013

Developing your influencing skills, Deborah Dalley, Lois Burton, Margaret, Greenhall, 1st Edition Universe of Learning LTD, 2010

Communication skills for professionals, Konar Nira, 2ndEdition, New arrivals –PHI, 2011

Personality development and soft skills, Barun K Mitra, 1<sup>st</sup> Edition, Oxford Press,2011

## **REFERENCE BOOKS**

Dutt. P.Kirmani, Rajeevan. Geetha, Prakash.CL.N A Course in Communication Skill Foundation

Books New Delhi: Cambridge University Press Ltd,2010

Murphy, Raymond English Grammar in Use Cambridge,2012.

## **WEB REFERENCES**

<https://link.springer.com>

<https://www.sanfountry.com>

**PEDAGOGY** - Seminar, Roleplay, Quiz and Discussion

**COURSE DESIGNER** - Ms.J.Vanipriya

Semester – IV	Internal Marks: 40		External Marks: 60	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
22UEN4SEC1P	PUBLIC SPEAKING (P)	SKILL ENHANCEMENT COURSE – I	2	2

#### COURSE OBJECTIVES

- Organize ideas in logical patterns that are consistent with the specific purpose of a speech.
- To develop opportunities, to strengthen and prepare the skills needed for public speaking in different situations.
- Recognize what constitutes ethical speaking skills that are consistent with freedom of speech.

#### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENTS	COGNITIVE LEVEL
CO1	Relate and create a positive ambience with the audience through effective communication skills and transform learners into public speakers	K1
CO2	Demonstrate learners' ability to use organizational formats with a clear specific purpose of establishing social networking opportunities	K2
CO3	Identify the problems of stress, and anxiety and overcome fears by instilling confidence and courage to express self-assuredly	K2
CO4	Apply practical skills and knowledge to express with self-confidence and brevity to meet the growing demands of society	K3
CO5	Examine verbal and non-verbal skills, critical thinking and ethical behaviors through individuals, community, and the environment to create a better self and a better world	K4

#### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3	3	3	2	2	3
CO2	3	2	3	3	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	2	2	3	3	3	2	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Introduction to Public Speaking</b> Definition - Understanding the Importance of Public Speaking – Benefits - Speaking Competencies - Ethics in Public Speaking  <b>Practical for Unit I</b> – Icebreaking Session (Self-Introduction/ Hobbies and Interests) – Fear Busting Exercises – Tongue Twisters	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	<b>Speech Delivery</b> Elements: Diction, Grammar, Pronunciation and Fluency - Voice Modulation and Articulation – Methods of Delivery - Body Language - Gestures – Expressions – Usages of ICTs  <b>Practical for Unit II</b> – Vocal Exercises - Pitch Variation for a Speech – Dialogue - Creating Stories / Topics – Linking Objects with Stories – Preparing PowerPoint Slides – Presentation Templates	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<b>Types of Speech</b> Types: Informative – Persuasive- Demonstrative – Entertainment – Function, Characteristics and purposes – Speaking Occasions - Role of a Speaker and their Strategies  <b>Practical for Unit III</b> – Presentation – Active Listening Exercises – Impromptu – Occasion Speech	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<b>Speech Organising, Outlining</b> Selecting, Analyzing Topics and their Purpose - Structuring a Speech – Brain Storming - Connecting the main points - Organizational Styles - Outlining the Speech – Questioning and Feedback  <b>Practical for Unit IV</b> – Role Play- Interviewing the Personality	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<b>UNIT – V Speech Language and Style</b> The Style of a Speech: Speaker, Audience and Purpose– Using Vivid Language - - Language Pitfalls - Voice Control - Using Professional Language - The Importance of Accurate Language Powerful Public Speeches: Study the Experts – (TED TALKS etc) Abraham Lincoln - Gettysburg Speech Oprah Winfrey - Golden Globe Speech Chimamanda Ngozi Adichie - We should all be Feminists  <b>Practical for Unit V:</b> Extempore with Presentation – Debate	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

## REFERENCE BOOKS

Lucas, Stephen. *The Art of Public Speaking*, Edition 7, McGraw Hill. 2001.

Carnagey, Dale, J Esenwein. *The Art of Public Speaking: Masterpiece in Communication*. 2017.

Ferenc, John Searle and Bierwisch, *Speech Act Theory and Pragmatics*. 1980.

Hernández, Lorena Pérez. *Speech Acts in English: From Research to Instruction and Textbook Development*, 2020

[https://socialsci.libretexts.org/Bookshelves/Communication/Public\\_Speaking/Public\\_Speaking\\_\(The\\_Public\\_Speaking\\_Project\)/08%3A\\_Organizing\\_and\\_Outlining](https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Public_Speaking_(The_Public_Speaking_Project)/08%3A_Organizing_and_Outlining)

## WEB REFERENCES

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<https://ted.com/why-oprahs-talk-works-insight-from-a-ted-speaker-coach/>

[https://ed.ted.com/best\\_of\\_web/4Tpzh53v](https://ed.ted.com/best_of_web/4Tpzh53v)

**PEDAGOGY** - Group Discussion, Activity and Assignment

**COURSE DESIGNER** - Dr. R. Vanitha



**CAUVERY COLLEGE FOR WOMEN, AUTONOMOUS, TRICHY - 18.**

**PG DEPARTMENT OF ENGLISH**

**BA ENGLISH - Programme Structure**

**LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(For the Candidates admitted from the Academic Year 2022 – 2023 onwards)**

**SEMESTER - V**

Semester	Part	Course	Course Title	Course Code	Inst. Hrs / Week	Credits	Exam			Total
							Hours	Marks		
								Int	Ext	
V	III	Core Course - IX (CC)	Shakespeare	22UEN5CC9	6	6	3	25	75	100
		Core Course - X (CC)	Principles of Literary Criticism	22UEN5CC10	5	5	3	25	75	100
		Core Course - XI (CC)	American Literature	22UEN5CC11	5	5	3	25	75	100
		Core Course - XII (CC)	Women’s Writing in English	22UEN5CC12	5	5	3	25	75	100
		Discipline Specific Elective - I (DSE)	A. Diasporic Literature	22UEN5DSE1A	5	4	3	25	75	100
			B. Translation: Theory and Practice	22UEN5DSE1B						
			C. World Classics in Translation	22UEN5DSE1C						
	IV	Ability Enhancement Compulsory Course - IV (AECC)	UGC – Jeevan Kaushal Professional Skills	22UGPS	2	2	-	100	-	100
		Skill Enhancement Course - II (SEC)	English for BPO	22UEN5SEC2	2	2	3	25	75	100
		Extra Credit Course		SWAYAM	As per UGC Recommendations					
Total				30	29				700	



Semester -V	Internal Marks: 25		External Marks: 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
22UEN5CC9	SHAKESPEARE	CORE COURSE – IX	6	6

## COURSE OBJECTIVES

- To introduce the dramatic techniques to the learners.
- To make the learners understand the characterization, dramatic and poetic techniques in Shakespearean plays.
- To enhance the learner's appreciation of select plays of Shakespeare

## COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Relate and recall details of the Age of Shakespeare and his works	K1
CO2	Demonstrate the settings of Shakespearean Theatre	K2
CO3	Identify the aesthetics and uniqueness of Shakespeare both as a dramatist and poet for higher learning.	K3
CO4	Built the characters portrayed by Shakespeare to be explored in-depth for better prospects	K3
CO5	Analyse the style and techniques of Shakespearean Plays	K4

## MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	2	2	3	2	2	2	2
CO2	3	2	3	2	2	3	2	3	2	2
CO3	2	2	2	2	2	2	2	2	2	2
CO4	2	2	2	3	2	2	2	2	3	2
CO5	2	2	2	2	2	2	2	2	2	2

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no Correlation.

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Shakespearean theatre and audience. Supernatural elements in Shakespearean plays. Shakespearean Soliloquies.	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	Sonnets: 53, 104, 116,130	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<i>Hamlet</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<i>Julius Caesar</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<i>The Tempest</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study For Enrichment</b> <b>(Not to be Included for End Semester Examination)</b> <i>A Midsummer Night's Dream.</i>		CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### SYLLABUS

#### TEXT BOOKS

Shakespeare, William. *The Complete Works of Shakespeare*. Wilco Publishing House, 2018.

#### REFERENCE BOOKS

AC.Brady. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. Macmillan and Co, 1905.

H.B.Charlton . *Shakespearean Comedy*. London: Mathew,1938

Boris Ford. *The Age of Shakespeare*. Penguin Books, 1982.

#### WEB REFERENCES

<http://shakespeare.mit.edu/tempest/full.html>

<https://shakespeare.folger.edu/shakespeares-works/julius-caesar/entire-play/>

<https://www.shakespeare.org.uk/explore-shakespeare/shakespedia/shakespeares-plays/as-you-like-it/>

**PEDAGOGY** - Group Discussion, Assignments, Quiz

**COURSE DESIGNER** - Ms. K. Kanimozhi

<b>Semester – V</b>	<b>Internal Marks:25</b>		<b>External Marks:75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>22UEN5CC10</b>	<b>PRINCIPLES OF LITERARY CRITICISM</b>	<b>CORE COURSE - X</b>	<b>5</b>	<b>5</b>

### **COURSE OBJECTIVES**

- To identify the difference and the advancement in critical terms and concept - from classical criticism to the present age.
- To enable the learners use critical tools and demonstrate the critical understanding of literary criticism.
- To appreciate various approaches in literary criticism.

### **COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING**

On the successful completion of this course, the students will be able to

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Relate the mode of criticism in literary works.	<b>K1</b>
<b>CO2</b>	Interpret the literary texts with the given criticism	<b>K2</b>
<b>CO3</b>	Illustrate the features of literary text with reference to literary criticism for higher learning.	<b>K2</b>
<b>CO4</b>	Apply various literary approaches in literary works	<b>K3</b>
<b>CO5</b>	Analyze the critical works of art for higher learning and better prospects.	<b>K4</b>

### **MAPPING OF CO WITH PO AND PSO**

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	3	3	3	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3	3	3	3	3	3
<b>CO4</b>	3	3	3	2	3	3	3	3	2	3
<b>CO5</b>	3	3	3	2	3	3	3	3	2	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Plato - Theory of Ideas, Indictment of Poetry Aristotle – Six Elements of Tragedy Horace Precepts concerning the Art of Poetry and Drama Longinus - On the Sublime –Definition – True and False Sublime - Distinction between True and False Sublime	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	Sir Philip Sidney - An Apology for Poetry Samuel Johnson - Preface to Shakespeare	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	William Wordsworth – Preface to Lyrical Ballads Mathew Arnold – The Study of Poetry	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	T.S. Eliot – Tradition and Individual Talent M.H. Abrams - Orientation of Critical Theories	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	Five Approaches to Literary Criticism: Moralistic Approach, Psychological Approach, Sociological Approach, Formalistic Approach and Archetypal Approach	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study For Enrichment</b> <b>(Not to be Included for End Semester Examination)</b> Alexander Pope - An Essay on Criticism S.T. Coleridge - Biographia Literaria ( Chapter XIV)	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

Mundra Sc, Agarwal Sc. *Principles & History of Literary Criticism*. Prakash Book Depot, 2009.  
 Scott, Wilbur. *Five Approaches of Literary Criticism*. Macmillan, 1963.  
 Dryden, John. *An Essay on Dramatic Poesy*. OUP, 1918.

### REFERENCE BOOKS

Enright & de Chickera. *English Critical Texts*. OUP, 1975.  
 Rafey Habib. *A History of Literary Criticism: from Plato to the Present Halden*. Blackwell Publishing Ltd, 2005.  
 S. Joesph Arul. Jayraj, S. Paul Pragash & M. John Britto. *Literary Criticism*. Lambert Academic Publishing, 2010.  
 Birjadish Prasad. *An Introduction to English Criticism*. Macmillan India Ltd, 1965.

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[http://www.letras.ufmg.br/padrao\\_cms/documentos/profs/marcel/LyricalBallads.pdf](http://www.letras.ufmg.br/padrao_cms/documentos/profs/marcel/LyricalBallads.pdf)  
<http://public-library.uk/pdfs/8/865.pdf>  
[http://www.letras.ufmg.br/padrao\\_cms/documentos/profs/marcel/LyricalBallads.pdf](http://www.letras.ufmg.br/padrao_cms/documentos/profs/marcel/LyricalBallads.pdf)  
[https://www.sas.upenn.edu/~cavitch/pdf-library/Arnold\\_Study.pdf](https://www.sas.upenn.edu/~cavitch/pdf-library/Arnold_Study.pdf)

**PEDAGOGY** - Group Discussion, Quiz, Assignment

**COURSE DESIGNER** - Ms. P.K. Durgadevi

Semester – V	Internal Marks: 25		External Marks: 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS /WEEK	CREDITS
22UEN5CC11	AMERICAN LITERATURE	CORE COURSE - XI	5	5

### COURSE OBJECTIVES

- Identify representations of American authors and works, significant historical or cultural events.
- Analyze American literary works of individuals and communal values within social, political, religious contexts of different literary periods.
- Develop an understanding of the progress of American characteristic forms or styles of expression in different periods.

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Relate the understanding about American Transcendentalism.	K1
CO2	Illustrate the key ideas and works with major and minor poets of America.	K2
CO3	Interpret the American history and social conditions with the referred text for higher learning.	K2
CO4	Construct to develop the literary dramas in terms of cultural and social issues.	K3
CO5	Analyse the elements such as imagery, theme, motif & style in literature for critical and for better prospects.	K4

### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	2	3	3	3	3	2	3	3	3	3
CO4	3	3	3	2	3	3	3	3	2	3
CO5	3	3	3	3	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	POETRY Emily Dickinson -. Success is Counted Sweetest James Russell Owen - The Cathedral Sylvia Plath - Mirror	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	PROSE Edgar Allan Poe – Philosophy of Composition Martin Luther King - I Have a Dream	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	SHORT STORY Mark Twain – Ghost Story James Thurber – Secret Life of Walter Mitty	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	DRAMA Samuel Shepard - <i>Curse of Starving Class</i> Arthur Miller – All My Sons	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	FICTION Earnest Hemingway - <i>The Old Man and the Sea</i> Toni Morrison – <i>The Bluest Eye</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study For Enrichment</b> <b>(Not to be Included for End Semester Examination)</b> Reading from Emily Dickinson: Hope is the thing with feathers Robert Frost - Best Running Brooks. Nathaniel Hawthorne - The Scarlet letter John Steinbeck - The Grapes Of Wrath.	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

Hemingway, Earnest, *The Old Man and the Sea*, RHUK, 1994

Shepard, Sam, *Curse of the Starving Class*, Dramatists Play service, INC

Wolfe, Thomas, *The Complete Short Stories of Thomas Wolfe*, Collier Books, 1989.

### REFERENCE BOOKS

Fisher, William J, K B. Vaid, H. Willard Reninger and Relph Samuelson. *American Literature of the Nineteenth Century: An Anthology*. Eurasia.

Hawthorne, Nathaniel. *The Scarlet Letter*. Maple Press 2010.

Ellison, Ralph Waldo. *Invisible Man*. Penguin UK, 2009.

Das, Ajay. *Great American Poets*. First Edition, Bhasker Publications, 2010. Subbian, c. *American Literature: An Anthology of poems*. Emerald Publishers, 2010.

### WEB REFERENCES

Poetry Foundation, Poetry Foundation, [www.poetryfoundation.org/](http://www.poetryfoundation.org/).

“English and American Literature:” Home – SCSU Research Guides at Southern Connecticut State University, 24Apr.2000, [Libguides.southernct.edu/](http://libguides.southernct.edu/).

“American Literature; A Research & References Guide: Primary Resources.”

Research Guides, 25 Aug 199, [research.lib.buffalo.edu/American-literature-research/primary-sources](http://research.lib.buffalo.edu/American-literature-research/primary-sources).

**PEDAGOGY** - Group Discussion, Seminar, Quiz and Assignment.

**COURSE DESIGNER** - Ms. Irudhaya Pushpam. M

Semester - V	Internal Marks: 25		External Marks: 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
22UEN5CC12	WOMEN'S WRITINGS IN ENGLISH	COURE COURSE - XII	5	5

### COURSE OBJECTIVES

- To enrich the knowledge of women's lives in the global world as silent sufferers, toil, pain and the atrocities faced by men.
- To enhance and empower women's literature and understand feminism from social and cultural background of the society.
- To differentiate and appreciate the works of women writers of various countries and ages.

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Recall and relate the woes and miseries faced by women with emphasis on class, race, gender in the world.	K1
CO2	Illustrate and interpret the difficulties of women and empowerment	K2
CO3	Identify the problems and highlight solutions by education and empowerment for higher learning.	K3
CO4	Compare and contrast the lives of the women in today's world and the past.	K4
CO5	Analyse the works of the women writers with critics thinking and empower with moral and social responsibility aiming for better future.	K4

### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	3	3	3	3	3	2	3
CO2	3	3	3	3	3	3	3	3	3	3
CO3	2	2	2	3	3	2	3	3	2	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	2	3	3	2	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Poetry</b> Maya Angelou – I Know why the Caged Bird Sings Sylvia Plath - Poppies in October Christina Rosetti - Remember	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	<b>Prose</b> Chi Alice Munro - Boys and Girls Chimamanda Ngozi Adichie – We Should All Be Feminist	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<b>Short Stories</b> Virginia Woolf - The Mark on the Wall Kate Chopin - The Story of an Hour	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<b>Drama</b> Lorraine Hansberry- <i>A Raisin in the Sun</i> Susan Glaspell - <i>The Outside</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<b>Fiction</b> Doris Lessing - <i>The Grass is Singing</i> Maggie O Farrell - <i>The Marriage Portrait</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study For Enrichment</b> <b>(Not to be Included for End Semester Examination)</b> Alice Munro's <i>Save the Reaper</i> , Kamala Das's <i>The Losing Battle</i> Susan Glaspell <i>Trifles</i> , Character Sketch, Themes	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

Angelou, Maya. *I Know Why the Caged Bird Sings*. Random House, 2009.

Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. 2014.

Chopin, Kate. "The Story of an Hour." *The Norton Introduction to Literature*, edited by Kelly J. Mays, shorter 14th ed., W. W. Norton, 2022.

### REFERENCE BOOKS

Bauermeister, Erica. *500 Great Books by Women Writers: A Reader's Guide*. Penguin, 1994.

### WEB REFERENCES

<https://allpoetry.com/Poppies-In-October>

<https://nmi.org/wp-content/uploads/PublicDomain/TheOutsideDrama.pdf>

[https://en.wikipedia.org/wiki/List\\_of\\_Maya\\_Angelou\\_works](https://en.wikipedia.org/wiki/List_of_Maya_Angelou_works)

<https://www.litcharts.com/lit/a-raisin-in-the-sun/summary>

<https://www.supersummary.com/the-marriage-portrait/summary/>

**PEDAGOGY** - Group Discussion, Debate, Paper presentation, Extensive reading, Seminar with PPT

**COURSE DESIGNER** - Ms. A. Edel Flora Mary



Semester – V	Internal Marks: 25		External Marks: 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
22UEN5DSE1A	DIASPORIC LITERATURE	DISCIPLINE SPECIFIC ELECTIVE - I	5	4

### COURSE OBJECTIVES

- Expose the students to the Diasporic life and experience.
- Make the students aware of the process of emigration and the impact of cultural displacement.
- To enhance the learners, understand and infer Diasporic Literature from the representative works.

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Relate the elements of alienation, quest of identity and displacement and disintegration of cultures in real life.	K1
CO2	Compare and contrast the concern of individual's community attachment to the homeland and the new land from social cultural background.	K2
CO3	Identify to explore the mass migration in search of work, economic status, values and cultures for higher learning.	K3
CO4	Apply knowledge of critical thinking sensitivity to regional and global perspectives to identify and solve problems.	K3
CO5	Analyse cross cultural issues of migrations, loss of homeland, resettlement struggle of the inner mind for enrichment of ideas for better prospects.	K4

### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	2
CO2	3	3	3	3	2	3	3	3	2	3
CO3	2	3	3	3	2	3	3	3	2	3
CO4	3	3	2	3	3	3	3	3	3	3
CO5	3	3	3	2	3	3	3	3	3	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Definition of the terms “Diaspora”– Birth of Diasporic Literature and its Modern Meaning– Colonialism and Diaspora –Classification of “Diaspora”. Concept of Diaspora, Ethnicity, Issues of location, Nostalgia and Memory Loss Cultural Hybridism	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	<b>Poetry</b> Rick Barot- Bonnard’s Garden Imtiaz Dharker -The Right Word	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<b>Short Story</b> Jhumpa Lahiri- This Blessed house (Interpreter of Maladies, Chapter VII) Chitra Banerjee Divakaruni- Clothes (Arranged Marriage, Chapter II)	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<b>Drama</b> David Henry Hwang- M. Butterfly	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<b>Novel</b> Salman Rushdie - <i>Midnight’s Children</i> Bharathi Mukerji - <i>Tiger’s Daughter</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study For Enrichment</b> <b>(Not to be Included for End Semester Examination)</b> Self-identity, Expatriation, Exuberance of Immigration, Hybridity, Nostalgia for Home Displacement, Rootlessness	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

John, B. Alphonso - Karkala. Indo- English Literature in the Nineteenth Century. Mysore, 1970. Print.  
Peeradina, Saleem. Ed. Contemporary Indian Poetry in English: An Assessment and Selection.  
Chennai: Macmillan Pub. Pvt. Ltd. 2010. Print

### REFERENCE BOOKS

Cohen, Robin 1997. Global Diaspora: An Introduction. London: UCL Press. [Introduction] Eleonore Kofman, Annie Phizacklea, Parvati Raghuram, Rosemary Sales. 2000. Gender and International Migration in Europe: Employment, Welfare and Politics. London: Routledge. [Introduction].  
Jain, Jasbir. *Writers of the Indian Diaspora*. Delhi: Rawat Publications, 2003. Print.  
Lal, Brijvilash. *The Encyclopedia of the Indian Diaspora*. Delhi: Oxford University Press, 2006. Print.  
Natarajan, Nalini. *Handbook of Twentieth-Century Literatures of India*. Delhi: Greenwood Publishing Group, 1996. Print.

### WEB REFERENCES

[http://shodhganga.inflibnet.ac.in/bitstream/10603/85357/8/08\\_chapter2.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/85357/8/08_chapter2.pdf)  
<https://www.bing.com/search?q=tiger%27s+daughters&form=ANNT11&ref=8e7cc5f175e54e2aa8ba741b45080bb7&sp=2&lq=0&q=HS&pq=ti&sk=HS1&sc=10-2&cvid=8e7cc5f175e54e2aa8ba741b45080bb7>

**PEDAGOGY** - Group Discussion, Debate, Paper presentation, Extensive reading, Seminar with PPT

**COURSE DESIGNER – J. Vani Priya**

Semester - V	Internal Marks: 25		External Marks: 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
22UEN5DSE1B	TRANSLATION: THEORY AND PRACTICE	DISCIPLINE SPECIFIC ELECTIVE - I	5	4

### COURSE OBJECTIVES

- To provide students with a thorough knowledge of the history of translation and its issues.
- To verify the validity and applicability of the theoretical paradigms through the analysis of a number of existing translations.
- To identify and highlight the comparative differences in literary traditions through the linguistic and literary analysis of original and translated texts.

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Define various theories of translation and apply in translation by possessing thorough knowledge	K1
CO2	Illustrate the relationship between theory & practice of some text by applying scientific and social approaches	K2
CO3	Construct knowledge of historical development of translation theory and translating classics from Source Language to Target Language for research and higher learning	K3
CO4	Analyse the knowledge of various views of translation theorists, problems faced by the translators in Prose, Poetry, Drama and other genres to solve various problems	K3
CO5	Examine concepts of translation principles and methods in translating one text to another as in Thirukkural for personal and societal development for better prospects	K4

### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	2	2	3	3	3	3	2	3	3
CO2	3	3	3	3	3	3	3	2	3	2
CO3	3	3	3	3	3	3	3	3	3	3
CO4	2	3	2	3	3	2	2	3	3	3
CO5	3	3	3	3	3	3	3	2	3	3

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Define Translation - History of Translation- History of Translation in India- Do's and Don'ts of Translation- Scope of Translation Studies	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	Dryden on Translation- J.C. Catford's view on Translation- Eugene Nida- Peter Newmark- Susan Bassnett- Theodore Savory	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	Types of Translation- Methods of Translation- Principles of Translation- Principles of Translator	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	Equivalence- Untranslatability- Translation of Poem- Translation of Prose- Translation of Drama	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K
V	N. Kalyana Raman - <i>The Story of a Black Goat</i> Thirukkural Chapter LXXIX, LXXXII & LXXXIII	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study For Enrichment (Not to be Included for End Semester Examination)</b> Translating verse translation in Thirukkural, Paragraph Translation based on Comprehension Passages, Translation of Roman Jakobson, Mc-Guire, Horst Frenz, Translation of Bharathiyar Poems, Perumal Murugan - <i>Poonachi</i>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

Bassnett-McGuire, Susan. Translation Studies. New York: Methuen & Co., 1980.  
 Catford, J.C. A Linguistic Theory of Translation. London: Oxford University Press, 1974.  
 Lefevere, André. Translating Literature: Practice and Theory in a Comparative Literature Context. New York: Modern Language Association, 1992.  
 Newmark, Peter. Approaches to Translation. Oxford: Pergamon Press, 1988.  
 Steiner, George. After Babel. New York and London: Oxford University Press, 1975, 3rd edition 1999

### REFERENCE BOOKS

Bassnett-McGuire, Susan., and André Lefevere, eds. Translation, History and Culture. London: Pinter Publishers Limited, 1991.  
 Belloc, Hilaire. On Translation. Oxford: Oxford University Press, 1931.  
 Savory, Theodore. The Art of Translation. Boston: The Writer Inc., 1968  
 Frost, William, ed. Dryden and the Art of Translation. New Haven: Yale University Press, 1955.

## **WEB REFERENCES**

[www.logos.net](http://www.logos.net)

[www.catranslation.org](http://www.catranslation.org)

<http://www.lai.com/companion.html>

<http://www.mcelhearn.com/lit.html>

<http://fuzzy.arts.kuleuven.ac.be/cetra/people.htm>

<http://www.erudit.org/erudit/meta/> Meta

<http://www.translatum.gr/trjournal.ht>

[Chapter 79 : Friendship | Thirukkural in English \(wordpress.com\)](#)

[Chapter 82: Adverse friendship | Thirukkural in English \(wordpress.com\)](#)

[Chapter 83: Undesirable friendship | Thirukkural in English \(wordpress.com\)](#)

**PEDAGOGY** - Group Discussion, Quiz, Assignment, Translation Practice

**COURSE DESIGNER** - Ms. A. Edel Flora Mary

Semester - V	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
22UEN5DSE1C	WORLD CLASSICS IN TRANSLATION	DISCIPLINE SPECIFIC ELECTIVE - I	5	4

### COURSE OBJECTIVES

- To introduce the learners the World's best Classics in translations.
- To generate a broad vision of life by making the learners gain an understanding of early human experiences, the universal problems and varied life situations.
- To enable the learners to excel in learning various genres such as poetry, fiction, short stories and drama of World Classics.

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Relate to recall the contemporary relevance with World Classics	K1
CO2	Illustrate a deep insight into the famous Classical Poems and Epics and cultivate judicious appreciation.	K2
CO3	Apply the knowledge gained to various real-life situations and human experiences for higher learning.	K3
CO4	Analyse the preliminary understanding of the Classical literature.	K4
CO5	Examine and correlate the ideals to one's own life and in various situation for higher learning.	K4

### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	2	2	3	2	3	2	2	3
CO2	3	3	2	2	3	3	3	2	2	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	2	3	2	2	3	2	3	2	2	3

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Poetry:</b> Kalidasa - “Megha Duta or the Cloud Messenger” (Argument and Lines 01-48) Dante Alighieri - “The Gate of Hell” : Canto III (Inferno) Bertolt Brecht - “The Burning of the Books” Anna Akhmatova - “Lot’s Wife” Tao Yuanming - “Returning to Live in the Country”	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	<b>Prose:</b> Introduction to Greek Classical Literature A.K.Ramanujan - 'On Ancient Tamil Poetics'	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<b>Drama:</b> Sophocles - Oedipus Rex	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<b>Short Story:</b> Alexander Pushkin - “The Blizzard” Guy de Maupassant - “The Convert” Leo Tolstoy - “The Empty Drum” Fyodor Dostoyevsky - “A Christmas Tree and a Wedding”	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<b>Fiction:</b> Alexander Dumas - The Count of Monte Cristo	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study For Enrichment</b> <b>(Not to be Included for End Semester Examination)</b> Gothe - The Reunion Hermann Hesse - Siddhartha Dostoevsky - Notes from Underground Maxim Gorky - One Autumn Night Bhasha - Karnabharam Miguel Cervantes - Don Quixote Henrik Ibsen - A Dolls House	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

*The Odyssey* by Homer -Penguin Classics

*Indian Literary Criticism*, G.N. Devy. Orient Black Swan (pg 346-374)

*The Mégha Dúta, Or, Cloud Messenger: A Poem, in the Sanskrit Language*. Calcutta: Trans. by Horace Hayman Wilson-1813.

*Texts and their Worlds- II* - K.Narayana Chandran, Foundation Books, 2005

*The Theban Plays* by Sophocles - Penguin Classics

Masterpieces of World Fiction: Selected Stories by Guy De Maupassant

Selected Stories by Leo Tolstoy (Masterpieces of World Fiction)

## REFERENCE BOOKS

*World Literature Reader: A Reader* - edited by Theo D'haen, César Domínguez, Mads Rosendahl Thomsen  
*Reading World Literature: Theory, History, Practice* - edited by Sarah Lawall  
*A History of Western Literature* –J.M.Cohen  
1789: *The French Revolution Begins*. - Blackman, R. Cambridge University Press.  
*A History of European Literature: The West and the World from Antiquity to the Present*. - Walter Cohen Edinburgh University Press  
*Modernism: A Guide to European Literature*. 1890-1930. Malcolm Bradbury and James McFarlane. Penguin.

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<https://www.poetrynook.com/poem/returning-live-country>  
<https://www.poetryfoundation.org/poems>  
<https://archive.org/details/mghadtaorcloudm00wilsgoog/page/n136/mode/2up>  
<https://www.thefreshreads.com/the-blizzard/>  
<https://www.berfrois.com/2013/12/two-christmas-short-stories-fyodor-dostoyevsky/>  
<https://www.britannica.com/art/Greek-literature/Classical-period-5th-and-4th-centuries-bc>  
<https://www.thoughtco.com/inferno-canto-iii-divine-comedy-dante-alighieri-4098791>  
<https://www.britannica.com/biography/Sophocles>  
<https://www.britannica.com/art/French-literature/The-reaction-against-reason>  
<https://www.britannica.com/art/Russian-literature>

## RECOMMENDED MOOC

NPTEL: Introduction to World Literature <https://nptel.ac.in/courses/109/106/109106147/>  
edX- Harvard University: Modern Masterpieces of world Literature  
<https://www.edx.org/course/modern-masterpieces-of-world-literature>

## TED TALKS

Why Read the Classics? Valdir Chagas | TEDxYouth@ACS  
<https://www.youtube.com/watch?v=Ss36LZ5xoPA>  
What if everyone had a classical education? | Rebekah Hagstrom | TEDxMahtomedi  
<https://www.youtube.com/watch?v=0m5yDZCy2pE>

**PEDAGOGY** - Quiz, Assignment, Activity, Powerpoint Presentation

**COURSE DESIGNER** – Ms. S. Ramalakshmi



Semester - V	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
22UGPS	UGC - JEEVAN KAUSHAL PROFESSIONAL SKILLS	ABILITY ENHANCEMENT COMPULSORY COURSE – IV	2	2

### COURSE OBJECTIVES

- To prepare students to become viable entrepreneurs or employees with necessary professional skills with sound knowledge of Indian and Tamil Culture and Heritage.
- To enhance the comprehensive skills required for a work environment leading them competent and confident.
- To motivate the learners to excel in a challenging environment for organization and personal growth with a professional touch

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENTS	COGNITIVE LEVEL
CO1	Relate and define communication skills in good technical writing, presentation skills with professional touch.	K1
CO2	Develop confidence and competence in professional skills to understand ambitions and goals to achieve the target.	K2
CO3	Build professional skills with a practical approach and enhance critical thinking abilities in various situation of life for lifelong learning.	K3
CO4	Examine the cultural heritage of Tamil Nadu and India to develop an understanding of cultural nuances and practices, to navigate diverse workplaces with sensitivity and respect.	K4
CO5	Analyze the acquired skills to pursue successful career path with an assertive attitude for better prospects in the global world.	K4

### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3	3	3	2	2	3
CO2	3	3	3	3	3	3	3	2	2	3
CO3	3	3	2	3	3	3	3	3	3	3
CO4	3	3	3	2	2	3	3	3	2	3
CO5	3	3	3	2	3	3	3	3	3	3

“1” – Slight (Low) Correlation

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“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Resume Skills</b> Preparation and Presentation. Avoiding Common Errors in Resume Writing Preparing Resumes for Specific Purposes	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	<b>Interview Skills</b> Useful Vocabulary Preparation and Presentation. Avoid Fear and Stress Observation of a Simulated Interview	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	<b>Body Language and Personal Grooming</b> Importance of Body Language Postures, Eye Contact, Expressions & Etiquette Good Grooming is Being Clean	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	<b>Social and Cultural Etiquette</b> <b>Existing Traditional Tamil and Indian Culture</b> Introduction to Tamil Culture Introduction to Indian Culture and Etiquette <b>Pls. Note: (Subjected to inclusions based on the requirements of the respective disciplines)</b> Good Manners and Etiquette Table Manners Manners in Public Places	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	<b>Group Discussion Skills</b> Meaning and Methods of Group Discussion. Procedure of Group Discussion. The Do's and Don'ts of a Group Discussion Assessment Criteria	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	<b>Self-Study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b> Time Management - Personality Development - Problem Solving - Public Speaking - Leadership Skills	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4

**TEXT BOOK**

A Handbook of Professional Skills by Dr. Rita Shanthakumar and Dr. S. Jayashree Agarwal

**REFERENCE BOOKS**

Gorden. L Raymond, *Basic Interviewing Skills*, Waveland Press, Inc, US, 1992  
Dr. Rashmi Achmare, Handbook of Communication Skills for Professional Students,  
Publisher: IPH Edition: First-2021

**WEB REFERENCES**

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**PEDAGOGY** - Seminar, Simulation Quiz and Assignment

**COURSE DESIGNER** - Dr. Rita Shanthakumar and Dr. S. Jayashree Agarwal

Semester - V	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
22UEN5SEC2	ENGLISH FOR BPO	SKILL ENHANCEMENT COURSE – II	2	2

### COURSE OBJECTIVES

- To enable students to learn the significance of communication in business.
- To help them expand their vocabulary related to different business communications.
- To make them learn the techniques of interviews and group discussion.

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

On the successful completion of this course, the students will be able to

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Relate the learner's ability to use grammar both in spoken and written form.	K1
CO2	Explain the basic grammar used in constructing a sentence as well as in speaking.	K2
CO3	Develop their speaking ability in English, both in terms of fluency and comprehension.	K3
CO4	Inspect their reading speed and comprehension level.	K4
CO5	Examine their correct usage of English grammar in speaking and writing	K4

### MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3	3	3	3	3	3
CO2	3	2	3	3	3	2	2	3	3	3
CO3	3	2	2	3	3	3	3	3	3	3
CO4	3	3	2	3	3	3	3	3	2	3
CO5	3	3	3	3	3	3	3	3	3	2

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Introductory Session</b> Introducing BPO The importance of English for BPOs Skills required for BPOs	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	<b>Accent Neutralization</b> Pronunciation of consonants and vowels Intonation and stress Basics of British and American Accents	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<b>Emphasis on LSW Skills</b> Listening Process and Comprehension Practice Accent Training, Voice Modulation and Short Conversation Practice Transcription (Listening and Converting into Text) and Error Correction	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<b>Personality Enhancement</b> Avoiding Nervousness and Building Confidence Body Language Telephone Etiquettes Mock Call Practice	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<b>Preparation for the Interview</b> Interview Process at BPOs and Various Job Interview Rounds Listening and Answering the Queries Preparing for the personal interview	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-Study for Enrichment</b> <b>(Not to be included for the End Semester Examination)</b> Smart Skills for the Job Market Resume Formatting The most Common Mistakes made in Group Discussions Mirror Practice	--	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

Kulkarni, Sarika. *Business Process Outsourcing*. Jaico Publishing House, Dehi. 2005.  
Binkowski, Donna Deans. *Learn to Speak English (Work book)*. BPP Publication. 2005.  
W.W.S Bhaskar and N.S.Prabhu *English Through Reading* Macmillan:India,2008.

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John Laguna. *College Writing Skills*, media edition. London: Macmillan,1998, Print.  
Baug H. L.S., Frayer. M., Thomas. D., *Handbook for Business Writing*. NTC Business Books:Illinois, 1987.  
Thomas Elliott Berry *The Most Common Mistakes in English Usage*, Tata McGraw-Hill, India,2007.  
Alex.K. *Soft Skills*, New Delhi:S.Chand and Company Ltd, 2009.

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<https://www.javatpoint.com/group-discussion#:~:text=Group%20Discussion%20GD%20is,group%20represents%20his%20Fher%20perspective.>  
<https://www.businessnewsdaily.com/3207-resume-writing-tips.html>

**PEDAGOGY** - Activity, Classroom interaction, Role play, Group discussion

**COURSE DESIGNER** - Ms. N.Yoga