

CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)

NATIONALLY ACCREDITED 'A+' GRADE BY NAAC

TIRUCHIRAPALLI

PG DEPARTMENT OF ENGLISH



BA ENGLISH

SYLLABUS

2025 - 2026 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
PEO1	LEARNING ENVIRONMENT 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.
PEO2	ACADEMIC EXCELLENCE 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.
PEO3	EMPLOYABILITY 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.
PEO4	PROFESSIONAL ETHICS AND SOCIAL RESPONSIBILITY 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.
PEO5	GREEN SUSTAINABILITY 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)**

PO NO.	PROGRAMME OUT COMES On completion of BA Programme, the students will be able to
PO1	Possess thorough knowledge of language and understand the concerns of the society in real situations and work environment. (Academic Excellence with Social Thinking)
PO2	Express thoughts and ideas effectively using appropriate texts, media and evaluate practices, policies and theories by applying scientific and social approaches. (Skilled Proficiency)
PO3	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)
PO4	Relate and apply exemplary role models/writers and their values to elucidate different kinds of unknown problems. (Leadership Traits & Critical Thinking)
PO5	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

PSO NO.	PROGRAMME SPECIFIC OUTCOMES Students of BA English will be able to	POs Addressed
PSO 1	Gain competence and confidence in acquiring LSRW skills in English Language and Literature to face the realities of life.	PO1
PSO 2	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.	PO2 PO3
PSO 3	Explore and analyse the works of the writers from political, historical, ethical and sociological perspectives for higher learning and research.	PO3
PSO 4	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.	PO1 PO4
PSO 5	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.	PO5



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 2025 - 2026 Batch and 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 Ilakkiya Varalaru - I	25ULT1	6	3	3	25	75	100
			Hindi ka Samanya Gyan aur Nibandh	23ULH1						
			Poetry, Grammar and History of Sanskrit Literature	23ULS1						
			Foundation Course: Paper – I - French - I	23ULF1						
	II	English Language Course- I (ELC)	General English – I	23UE1	6	3	3	25	75	100
	III	Core Course – I (CC)	Introduction to Literature	23UEN1CC1	6	5	3	25	75	100
		Core Course - II (CC)	Indian Writing in English	23UEN1CC2	6	5	3	25	75	100
		First Allied Course- I (AC)	Social History of England	23UEN1AC1	4	3	3	25	75	100
	IV	Ability Enhancement Compulsory Course - I (AECC)	UGC Jeevan Kaushal – Universal Human Values	25UGVE	2	2	-	100	-	100
	Total					30	21			

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)	பொதுத்தமிழ் – II	23ULT2	6	3	3	25	75	100
			Hindi Literature & Grammar – II	22ULH2						
			Prose, Grammar and History of Sanskrit Literature	23ULS2						
			Basic French – II	22ULF2						
	II	English Language Course - II (ELC)	General English - II	23UE2	6	3	3	25	75	100
	III	Core Course – III (CC)	Poetry – I	23UEN2CC3	6	5	3	25	75	100
		Core Course- IV (CC)	Fiction	23UEN2CC4	5	5	3	25	75	100
		First Allied Course – II (AC)	Literary Forms	23UEN2AC2	5	3	3	25	75	100
	IV	Ability Enhancement Compulsory Course - II (AECC)	Environmental Studies	23UGEVS	2	2	-	100	-	100
	Extra Credit Course		SWAYAM	As per UGC Recommendation						
Total					30	21				600



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 2025 - 2026 Batch and 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 Ilakkiya Varalaru - I	25ULT1	6	3	3	25	75	100
			Hindi ka Samanya Gyan aur Nibandh	23ULH1						
			Poetry, Grammar and History of Sanskrit Literature	23ULS1						
			Foundation Course: Paper – I - French - I	23ULF1						
	II	English Language Course- I (ELC)	General English – I	23UE1	6	3	3	25	75	100
	III	Core Course – I (CC)	Introduction to Literature	23UEN1CC1	6	5	3	25	75	100
		Core Course - II (CC)	Indian Writing in English	23UEN1CC2	6	5	3	25	75	100
		First Allied Course- I (AC)	Social History of England	23UEN1AC1	4	3	3	25	75	100
	IV	Ability Enhancement Compulsory Course - I (AECC)	UGC Jeevan Kaushal – Universal Human Values	25UGVE	2	2	-	100	-	100
	Total				30	21				600

Semester I	Internal Marks: 25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
23UE1	GENERAL ENGLISH -I	ENGLISH LANGUAGE COURSE –I	6	3

COURSE OBJECTIVES

- Enable learners to acquire the linguistic competence necessarily required in various life situations.
- Help them understand the written text and able to use skimming, scanning skills
- Assist them in creative thinking abilities
- Enable them become better readers and writers
- Assist them in developing correct reading habits, silently, extensively and intensively

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	Relate and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing	K1
CO2	Illustrate and interpret the total content and underlying meaning in the context.	K2
CO3	Develop the habit of reading for pleasure and for information	K3
CO4	Analyse the material other than the prescribed text	K4
CO5	Classify and examine the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.	K4

MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	2	3	3	3	2	3	3
CO2	3	3	3	2	3	3	3	2	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	2	3	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	Poetry 1.1 “A Patch of Land” - Subramania Bharati 1.2 “The Sparrow” - Paul Laurence Dunbar 1.3 “A Nation’s Strength” – Ralph Waldo Emerson 1.4 “Love Cycle” - Chinua Achebe 1.5 AOE LAB - Level I- Units -1, 2 & 3	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	Prose 2.1 “JRD” - Harish Bhat 2.2 “Us and Them” - David Sedaris (From Dress Your Family in Corduroy and Denim) 2.3 “Uncle Podger Hangs a Picture” - Jerome K Jerome 2.4 AOE LAB - Level I- Units- 4, 5 & 6	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	Short Story 3.1 <i>The Faltering Pendulum</i> - Bhabani Bhattacharya 3.2 <i>How I Taught my Grandmother to Read</i> – Sudha Murthy 3.3 <i>The Gold Frame</i> - R.K. Laxman 3.4 AOE LAB - Level I- Unit- 7- Level II- Units- 1 & 2	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	Language Competency 4.1 Vocabulary: Synonyms, Antonyms, Word Formation 4.2 Appropriate use of Articles and Parts of Speech 4.3 Error Correction 4.4 AOE LAB - Level II- Units- 3 & 4	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	English for Workplace 5.1 Self - Introduction, Greetings 5.2 Introducing Others 5.3 Listening for General and Specific Information 5.4 Listening to and Giving Instructions / Directions 5.5 AOE LAB - Level II- Units- 5, 6 & 7	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	Self-study for Enrichment (Not Included for End Semester Examination) 6.1 <i>Adventures of Tom Sawyer</i> -Mark Twain <i>Treasure Island</i> - Robert Louis Stevenson 6.2 Usage of Direct and Indirect Speech, Active and Passive Voice 6.3 Listening to Comprehension Passage 6.4 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.	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4

***AOE LAB Syllabus will not be Included for Question Paper Settings**

*** Its for Internal Assessment Only**

TEXT BOOKS

Bhattacharya, Bhabani. *Steel Hawk and Other Stories*. New Delhi: Sahitya Akademi, 1967.

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

Viron Murthy, Sudha, *How I Taught my Grandmother to Read and Other Stories*. Penguin Books, India, 2004.

BOOKS FOR REFERENCE

Kumar, T. Vijay, Bhavani, K. Durga Bhavani, Murphy, YL Srinivas. Raymond. *English in use - A Textbook for College Students*.

Swan, Michael. *Practical English Usage*. 4th Edition.

Shepherd Margaret, Penny Carter, (Illustrator). *The Art of Civilized Conversation: A Guide to Expressing Yourself with Style and Grace*, Sharon Hogan, 2005.

WEB REFERENCES

A Patch of Land by Subramania Bharati translated by Usha Rajagoplan:

https://books.google.co.in/books?id=iSHvOmXuvLMC&printsec=frontcover&dq=subramania+bharati+poems&hl=en&newbks=1&newbks_redir=0&source=gb_mobile_search&sa=X&redir_esc=y#v=onepage&q=subramania%20bharati%20poems&f=false

The Sparrow by Paul Laurence Dunbar: <https://poets.org/poem/sparrow-0>

A Nation's Strength by Emerson: <https://poets.org/poem/nations-strength>

Love cycle by Chinua Achebe : <https://www.best-poems.net/chinua-achebe/love-cycle.html>

JRD by Harish Bhat <https://www.tata.com/newsroom/heritage/coffee-tea-jrd-tata-stories>

Us and Them by David Sedaris From Dress Your Family in Corduroy and Denim:

<https://legacy.npr.org/programs/morning/features/2004/jun/sedaris/usandthem.html>

Uncle Podger Hangs a Picture: <http://rosyhunt.blogspot.com/2013/01/uncle-podger-hangs-picture.html>

The Gold Frame: <https://fybaenglish.blogspot.com/2018/12/the-gold-frame-r-k-laxman.html>

PEDAGOGY - Assignment, Quiz, And Seminar

COURSE DESIGNER - Dr. R. Shanthi

Semester I	Internal Marks: 25	External Marks:75		
COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
23UEN1CC1	INTRODUCTION TO LITERATURE	CORE COURSE - I	6	5

COURSE OBJECTIVES

- To introduce the different forms of literature
- To provide learners with the background knowledge of literature
- To enable learners to understand the different genres of writing
- To examine the various themes and methodologies present in literature
- To create the ability of critically examining a text

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 the basic elements of poetry, including meter, rhyme, and theme.	K1
CO2	Illustrate the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	K2
CO3	Apply and built the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	K3
CO4	Examine the library resources for research and develop arguments about literary works.	K4
CO5	Inspect and analysis skillfully within a team, respect coworkers, delegate work and contribute to a group project.	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	3	3	3	3	3	3	3	3
CO3	3	3	3	3	2	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3
CO5	2	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	Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad. Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	Michael Drayton – “The Parting” William Shakespeare – “Sonnet – 18, 116” John Milton – “When I Consider How my Light is Spent”, “Daffodils” John Keats – “Ode to Nightingale” Thomas Gray – “Elegy Written in a Country Churchyard” Robert Frost – “Mending Wall”	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	J.M Barrie - <i>The Admirable Crichton</i> . Lady Gregory - <i>The Rising of the Moon</i> .	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	Shashi Deshpande - <i>Roots and Shadows</i> . Katherine Mansfield - <i>Bliss and other stories</i> .	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	Saki - <i>The Open Window</i> Emmy Laybourne – <i>Sweet</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	Self-Study For Enrichment (Not to be included for External Examination) Don Quixote – “Tilting at the Windmills”. Jerome K.Jerome – Excerpt from – <i>Three Men in a Boat-Packing</i> John Keats – “La Belle Dame Sans Merci”	-	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

Kennedy. X.J, Backpack Literature: An Introduction to Fiction, Poetry, Drama and Writing, Pearson, 2016

BOOKS FOR REFERENCE

Portable Literature: Reading, Reacting, Writing - 9th edition–LaurieKirsznern, by Cengage Learning, 2016

WEB REFERENCES

[ASIATIC: IITUM Journal of English Language & Literature](https://journals.iium.edu.my/asiatic/index.php/ajell)

<https://journals.iium.edu.my/asiatic/index.php/ajell>

PEDAGOGY - Assignment, Discussion, Quiz, and Seminar

COURSE DESIGNER - Ms. A. Violet Pangaja Bai

Semester I	Internal Marks: 25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
23UEN1CC2	INDIAN WRITING IN ENGLISH	CORE COURSE - II	6	5

COURSE OBJECTIVES

- To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
- To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (post)national and gender politics, cross-cultural transformations.
- To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.
- To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.
- To help learners apply the ideas encapsulated in Indian Aesthetics to literary text

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	Relate to find the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	K1
CO2	Demonstrate to illustrate Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism and nationalism	K2
CO3	Identify and apply the role of English as a medium for political awakening and the use of English in India for creative writing	K3
CO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	K4
CO5	Examine critically the contributions of major Indian English poets and Dramatists	K4

MAPPING OF CO WITH PO AND PSO

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	3	2	3	3	3	3
CO2	2	3	3	3	3	2	3	3	3	3
CO3	3	3	3	2	3	3	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	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	Poetry Toru Dutt – “The Lotus” Sri Aurobindo – “The Tiger and the Deer” Sarojini Naidu- “The Village Song” A.K. Ramanujam – “Still Another View of Grace” Shiv K Kumar – “Indian Women”	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	Prose Pearl S Buck - excerpt from “My Several Worlds”- India through a Traveller’s Eye. Swami Vivekananda – “The Secret of Work” Arundhati Roy – “The Great Common Good”	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	Short Stories Pandit Vishnu Sharma - <i>Winning of Friends</i> (Panchathantra) Ruskin Bond - <i>Night Train to Deoli</i> K.A. Abbas – <i>Sparrows</i> Rabindranath Tagore – <i>Kabuliwala</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	Drama Rabindranath Tagore - <i>Mukhthadhara</i> Girish Karnad - <i>Hayavadana</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	Novel Ruskin Bond - <i>The Blue Umbrella</i> R.K. Narayan- <i>The Man-Eater of Malgudi</i>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	Self-study for Enrichment (Not Included for End Semester Examination) Nissim Ezekiel - “Night of the Scorpion” A.P.J.Abdul Kalam - “The Power of Prayer” R.K.Narayan - <i>The Missing Mail</i> Mahesh Dattani - <i>Final Solutions</i> Vikram Seth - <i>The Suitable Boy</i>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4

TEXT BOOKS

Singh R.P & Prasad S.K, Anthology of Indian English Poetry, Orient Blackswan, 1989

Pandit Vishnu Sharma - *Winning of Friends* (Panchathantra), Rupa & Company, 2004

Swami Vivekananda – “The Secret of Work”, Advaita Ashrama, 2022

Girish Karnad, *Hayavadana*, Oxford University Press, 2008

R.K. Narayan- *The Man-Eater of Malgudi*, Indian Thought, 2009

BOOKS FOR REFERENCE

Rajaram Mehrotra, Indian English Texts and Interpretation, Amsterdam Philadelphia, 1998

K.R.Srinivasa Iyengar, Indian Writing in English, Sterling, 2019

WEB REFERENCES

<https://www.bookishsanta.com/blogs/booklings-world/sparrows-by-k-a-abbas>

<https://web.cecs.pdx.edu/~sheard/course/Design&Society/Readings/Narmada/greatercommonsgod.pdf>

PEDAGOGY - Assignment, Discussion, Quiz, and Seminar

COURSE DESIGNER – Dr. P. Helan Jona

Semester I	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HOURS /WEEK	CREDITS
23UEN1AC1	SOCIAL HISTORY OF ENGLAND	FIRST ALLIED COURSE -I	4	3

COURSE OBJECTIVES

- To provide students with a comprehensive idea about the development of English literature and language over the ages
- To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era
- To help them develop an understanding of the structural development of the English language
- To inform them about the various external linguistic influences that have contributed to the making of the language
- To create the ability of critically examining a text

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	Relate profound insight into the history of English literature, while laying special emphasis on various literary movements, genres And writers that are held to be the representatives of their times.	K1
CO2	Illustrate and explain the way socio-cultural and historical phenomena influence the literary production of a particular period	K2
CO3	Apply and build themselves with the socio-cultural ambience and the discursive frameworks of various ages	K3
CO4	Analysis a nuanced appreciation of the literary stalwarts of those times.	K4
CO5	Examine and explore understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	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	2	2	3
CO2	2	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	2	3	3	3	3	2	3	3
CO5	3	3	3	3	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	The Renaissance and its Impact on England, The Reformation - causes and effects, The Tudor Navy and The Spanish Armada	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	The Commonwealth of Nations, The Restoration, Coffee-houses and their Social Relevance	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	Impact of the Industrial, Agrarian, Humanitarian Movements in England and the French Revolutions on the English society.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	The Reform Bills and the Spread of Education, Social impact of the two World Wars, the Labour Movement, the Welfare State	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	The Cold War (1985-1991)- The Falkland War (1981) - The Gulf War (1991).	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	Self-Study For Enrichment (Not included for End Semester Examination) Political, Social and Economic conditions prevailing in England – Trade Unionism - the growth of Transport and Communication - Explore the impact of England on Europe	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4

TEXT BOOKS

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

Ed. Keith Wrightson, *A Social History of England, 1500- 1750*, 2018, Norton Press.

Ed. Julia Crick, Elisabeth Van Houts, *A Social History of England, 900-1200*, 2012, Cambridge University Press.

BOOKS FOR REFERENCE

Ed. Rosemary Horrox, *A Social History of England, 1200-1500*, June 2012, Cambridge University Press

WEB REFERENCES

A Social History of England: Briggs, Asa, 1921- : Free Download, Borrow, and Streaming: Internet Archive

PEDAGOGY - Assignment, Discussion, Quiz, and Seminar

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 2025 - 2026 Batch and onwards)
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)	பொதுத்தமிழ் – II	23ULT2	6	3	3	25	75	100
			Hindi Literature & Grammar – II	22ULH2						
			Prose, Grammar and History of Sanskrit Literature	23ULS2						
			Basic French – II	22ULF2						
	II	English Language Course - II (ELC)	General English - II	23UE2	6	3	3	25	75	100
	III	Core Course – III (CC)	Poetry – I	23UEN2CC3	6	5	3	25	75	100
		Core Course- IV (CC)	Fiction	23UEN2CC4	5	5	3	25	75	100
		First Allied Course – II (AC)	Literary Forms	23UEN2AC2	5	3	3	25	75	100
	IV	Ability Enhancement Compulsory Course - II (AECC)	Environmental Studies	23UGEVS	2	2	-	100	-	100
	Extra Credit Course		SWAYAM	As per UGC Recommendation						
Total				30	21				600	



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 2023 - 2024 onwards)

SEMESTER - II

Semester	Part	Course	Course Title	Subject Code	Inst. Hrs/ Week	Credits	Exam			Total
							Hours	Marks		
								Int.	Ext	
II	I	Language Course - II (LC) - Tamil*/ Other Languages*	பொதுத்தமிழ் - II	23ULT2	6	3	3	25	75	100
			Hindi Literature & Grammar – II	22ULH2						
			Prose, Grammar and History of Sanskrit Literature	23ULS2						
			Basic French – II	22ULF2						
	II	English Language Course - II (ELC)	General English – II	23UE2	6	3	3	25	75	100
	III	Core Course - III (CC)	Poetry – I	23UEN2CC3	6	5	3	25	75	100
		Core Course - IV (CC)	Fiction	23UEN2CC4	5	5	3	25	75	100
		First Allied Course - II(AC)	Literary Forms	23UEN2AC2	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	21			600	

Semester - II	Internal Marks: 25		External Marks: 75	
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23UE2	GENERAL ENGLISH- 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 and for higher 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	Listening - AOE LAB - Level -III- Units – 1, 2 & 3 Speaking - Share your Unforgettable Experience Reading - Short Story - Oscar Wilde - <i>The Devoted Friend</i> Writing – Notices, Writing a Report Grammar - Parts of Speech (Practice Exercises)	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	Listening - AOE LAB - Level -III - Units- 4, 5 & 6 Speaking – Importance of Technology on Society Reading - Prose: Francis Bacon- “Of Gardens” Writing – CV Writing, Cover Letter, Letter of Recommendation Grammar - Phrases and Clauses	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	Listening - AOE LAB - Level III - Unit- 7- Level IV - Units- 1 & 2 Speaking - Speaking about your Dream Career Reading - One - Act Play: Fritz Karinthy - <i>Refund</i> Writing – E-mails & Tweets Grammar - Sentences, Kinds and Types of Sentences	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	Listening - AOE LAB - Level IV- Units- 3 & 4 Speaking – Is Freedom of Speech a Necessity Reading - Fiction: Kenneth Grahame - <i>The Wind in the Willows</i> Writing – Blogs and Vlog Writing Grammar - Question Tags	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	Listening - AOE LAB- Level IV - Units- 5, 6 & 7 Speaking – Contemporary Social and Political Issues. Reading - Poetry: William Wordsworth – “My Heart Leaps Up” Writing – Poster Making and Advertising Grammar - Direct and Indirect Speech	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	Self-study for Enrichment (Not to be Included for End Semester Examination) Short Story: Amy Tan - <i>Two Kinds</i> https://youtu.be/Uo9b6LsgEuU?si=t01bjPcP-Bj6SQ1g https://youtu.be/z97_vajw-Do?si=Dfu5lUNoMhU5liTy	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

*** AOE LAB and Speaking will not be Included for Question Paper Settings**

*** Its 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.

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://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. Diana Betty Garrett

Semester - II	Internal Marks: 25		External Marks: 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
23UEN2CC3	POETRY - I	CORE COURSE – III	6	5

COURSE OBJECTIVES

- To enable the learners to master Poetry by giving rich background knowledge of the poets, poems and its poetic elements.
- To expose the learners to write creative poetry, think critically and identify the musical elements of the poem and the poetic devices.
- To enhance and empower learners' knowledge with social, cultural, moral and humanitarian 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 enrich learners with a thought-provoking touch for higher learning and research.	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 PO AND PSO

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	The Age of Shakespeare Shakespeare – “All the World’s a Stage” George Herbert – “The Pulley”	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	The Age of Milton John Milton – “Lycidas” Abraham Cowley – “The Wish”	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	The Age of Dryden and Pope 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	The Romantic Age S.T. Coleridge – “The Rime of the Ancient Mariner” P.B Shelley – “Ode to the West Wind”	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	The Victorian Age Alfred Tennyson – “Tithonus” Dante Gabriel Rossetti – “The Blessed Damsel”	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	Self-Study for Enrichment (Not to be included for End Semester Examination) Background study of various poets and poems - Romantic Poets - Significance of Nature in poetry – Identification of themes and values – 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://internetpoem.com/william-shakespeare/all-the-world-s-a-stage-poem/>

<https://www.poemhunter.com/poem/the-pulley/>

<https://rpo.library.utoronto.ca/content/lycidas>

https://englishverse.com/poems/the_wish

<https://poets.org/poem/song-st-cecilas-day>

<https://allpoetry.com/Tithonous>

PEDAGOGY - Quiz, Seminar, Discussion

COURSE DESIGNER - Dr. Cecilia Merlin Wilton

SEMESTER - II	Internal Marks: 25		External Marks: 75	
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23UEN2CC4	FICTION	CORE COURSE - IV	5	5

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 analyse 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 for higher learning.	K2
CO4	Construct the different strategies of the novel by exploring the myth, culture, values and 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	Harper Lee – <i>To Kill A Mocking Bird</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	Charles Dickens - <i>A Christmas Carol</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	Mulk Raj Anand – <i>Untouchable</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	Toni Morrison - <i>God Help the Child</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	Anita Desai - <i>Clear Light of Day</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	Self-Study for Enrichment (Not to be included for End Semester Examination) Robert Louis Stevenson: <i>Treasure Island</i>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

TEXT BOOKS

Lee, Harper. *To Kill A Mocking Bird*, Harpercollins, 2015
 Dickens, Charles. *A Christmas Carol*, Penguin Classics, 2003.
 Anand, Mulk Raj. *Untouchable*, Penguin Classics, 2014.
 Morrison, Toni. *God help the Child*, Vintage Publishing, 2016.
 Desai, Anita. *Clear Light of Day*, Penguin Random House India, 2012.

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.
 Desai, Anita. *Clear Light of Day*. Lall R Paperback, New Delhi: 1 January 2003.

WEB REFERENCES

<https://www.charlesdickenspage.com/carol-dickens-reading-text.html>
https://www.academia.edu/22427817/A_critical_analysis_on_To_Kill_A_Mockingbird
<https://www.javatpoint.com/untouchable-summary>
<https://www.onlinereadfreebooks.com/en/God-Help-the-Child-A-novel-546882/1>
<https://www.worldwidejournals.com/global-journal-for-research`-analysis>

PEDAGOGY – Group Discussion, Seminar, Quiz and Assignment

COURSE DESIGNER - Ms. T. Haseena Banu

SEMESTER - II	Internal Marks: 25		External Marks: 75	
SUBJECT CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23UEN2AC2	LITERARY FORMS	FIRST ALLIED COURSE - II	5	3

COURSE OBJECTIVES

- To introduce learners 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	Relate and 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 and research.	K2
CO4	Identify the elements of Drama and Poetry from a multi-dimensional level for a holistic thinking.	K3
CO5	Analyse the 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 - Heroic couplet - Terza rima - The Rhyme Royal - Ottava rima -The Spenserian stanza.	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	Allegory - Allusion - Alliteration - Metaphor - Simile - Onomatopoeia - Dramatic Irony - Aside - Soliloquy - Farce - Catastrophe - Catharsis - Pathetic Fallacy - Personification.	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	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 - Flat and Round Characters	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	Elements of Fiction - Short Story - Historical Novel - Picaresque Novel - Detective Fiction - Science Fiction -The Sentimental Novel - Gothic novel.	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	The Essay - Biography - Autobiography - Literary Criticism – Style	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	Self -study for Enrichment (Not To Be Included for End Semester Examination) 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