

CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)

NATIONALLY ACCREDITED (IV CYCLE) A+ GRADE BY NAAC

TIRUCHIRAPALLI

PG DEPARTMENT OF ENGLISH



BA ENGLISH

SYLLABUS

2026 - 2027 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)
PG DEPARTMENT OF ENGLISH – BA ENGLISH PROGRAMME STRUCTURE
CHOICE BASED CREDIT SYSTEM-LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS - LOCF)
 (For the Candidates admitted from the Academic year 2026 - 2027 and onwards)

Semester	Part	Course	Course Title	Course Code	Inst. Hrs. / week	Credits	Exam			Total	
							Hrs.	Marks			
								Int	Ext		
I	I	Ability Enhancement Course – I (AEC - I)	பொதுத்தமிழ் – I	26ULT1	6	3	3	30	70	100	
			Hindi Language and Literature - I	26ULH1							
			Sanskrit Prose and Vocabulary	26ULS1							
			Basic French – I	26ULF1							
	II	Ability Enhancement Course – II (AEC - II)	General English – I	26UE1	6	3	3	30	70	100	
	III	Core Course – I (CC - I)	Introduction to Literature	26UEN1CC1	4	4	3	30	70	100	
			Core Course - II (CC - II)	Indian Writing in English	26UEN1CC2	4	4	3	30	70	100
			Allied Course - I (AC - I)	Short Stories	26UEN1AC1	3	3	3	30	70	100
			Allied Course - II (AC - II)	Social History of England – I	26UEN1AC2	3	3	3	30	70	100
	IV	Ability Enhancement Compulsory Course – I (AECC - I)	Value Education	26UGVE	2	2	-	100	-	100	
Ability Enhancement Compulsory Course - II (AECC - II)			Indian Knowledge System	26UGIKS	2	2	-	100	-	100	
Total					30	24				800	
II	I	Ability Enhancement Course – III (AEC - III)	பொதுத்தமிழ் – II	26ULT2	6	3	3	30	70	100	
			Hindi Language and Literature - II	26ULH2							
			Sanskrit Poetry and Grammar - I	26ULS2							
			Basic French – II	26ULF2							
	II	Ability Enhancement Course – IV (AEC - IV)	General English – II	26UE2	6	3	3	30	70	100	
	Core Course – III (CC - III)	Poetry – I	26UEN2CC3	4	4	3	30	70	100		
		Core Course- IV (CC - IV)	Fiction	26UEN2CC4	4	4	3	30	70	100	
	III	Allied Course - III (AC - III)	Translation: Theory and Practice	26UEN2AC3	3	3	3	30	70	100	
	Allied Course - IV (AC - IV)	Social History of England - II	26UEN2AC4	3	3	3	30	70	100		
	IV	Ability Enhancement Compulsory Course -III (AECC-III)	Environmental Studies	26UGES	2	2	-	100	-	100	
Ability Enhancement Compulsory Course-IV (AECC -IV)			Innovation and Entrepreneurship	26UGIE	2	2	-	100	-	100	
Extra Credit Course		SWAYAM	As per UGC Recommendation								
Total					30	24				800	
III	I	Ability Enhancement Course – V (AEC - V)	பொதுத்தமிழ் – III	26ULT3	6	3	3	30	70	100	
			Hindi Language and Literature - III	26ULH3							
			Sanskrit Didactics, Alankara and Grammar – II	26ULS3							
			Intermediate French – I	26ULF3							
	II	Ability Enhancement Course – VI (AEC - VI)	Learning Grammar Through Literature – I	26UE3	6	3	3	30	70	100	
	Core Course– V (CC)	One-Act Plays	26UEN3CC5	5	4	3	30	70	100		
		Core Course – VI (CC)	Poetry – II	26UEN3CC6	5	4	3	30	70	100	
	III	Allied Course - V (AC - V)	History of English Literature – I	26UEN3AC5	3	3	3	30	70	100	
	Allied Course - VI (AC - VI)	Literary Forms	26UEN3AC6	3	3	3	30	70	100		
	IV	Interdisciplinary Course- I (IDC - I)	Introduction to NCC@	26UNC3ID1	2	2	3	30	70	100	
Presentation Skills in English			26UEN3ID1								
Basic Tamil – I			26ULC3BT1								
Special Tamil – I			26ULC3ST1								
Ability Enhancement Compulsory Course – V (AECC - V)	Health and Wellness	26UGHW	2*	1	-	100	-	100			
Extra Credit Course		SWAYAM	As per UGC Recommendation								
Total					30	23				800	

IV	I	Ability Enhancement Course – VII (AEC - VII)	பொதுத்தமிழ் – IV	26ULT4	6	3	3	30	70	100	
			Hindi Language and Literature - IV	26ULH4							
			Sanskrit Drama and Grammar - III	26ULS4							
			Intermediate French – II	26ULF4							
	II	Ability Enhancement Course –VIII (AEC- VIII)	Learning Grammar Through Literature – II	26UE4	6	3	3	30	70	100	
	III	Core Course – VII (CC - VII)	Drama	26UEN4CC7	4	4	3	30	70	100	
			Core Course – VIII (CC - VIII)	Introduction to Language and Linguistics	26UEN4CC8	4	4	3	30	70	100
			Allied Course - VII (AC - VII)	History of English Literature - II	26UEN4AC7	3	3	3	30	70	100
			Allied Course - VIII (AC - VIII)	Diasporic Literature	26UEN4AC8	3	3	3	30	70	100
	IV	Interdisciplinary Course- II (IDC - II)	Specialization in Army@	26UNC4ID2	2	2	2	-	100	100	
Communication Skills in English			26UEN4ID2								
Basic Tamil – II			26ULC4BT2								
Special Tamil -II			26ULC4ST2								
Skill Enhancement Course – I (SEC-I)	Public Speaking (P)	23UEN4SEC1P	2	2	3	40	60	100			
Extra Credit Course		SWAYAM	As per UGC Recommendation								
Total					30	24				800	
30 Days INTERNSHIP during Semester Holidays											
V	III	Core Course – IX (CC - IX)	Shakespeare	26UEN5CC9	5	4	3	30	70	100	
			Core Course – X (CC - X)	Principles of Literary Criticism	26UEN5CC10	5	4	3	30	70	100
			Core Course – XI (CC - XI)	American Literature	26UEN5CC11	5	4	3	30	70	100
			Core Course – XII (CC - XII)	Women’s Writing in English	26UEN5CC12	5	4		30	70	100
			Discipline Centric Elective Course – I (DCEC - I)	A. Journalism	26UEN5DCE1A	4	4	3	30	70	100
				B. Content Writing	26UEN5DCE1B						
				C. Phonetics	26UEN5DCE1C						
			Discipline Centric Elective Course – II (DCEC - II)	A. Mastering English Literature	26UEN5DCE2A	4	4	3	30	70	100
	B. Mass Communication	26UEN5DCE2B									
	C. Film and Literature	26UEN5DCE2C									
Internship	Internship	26UEN5INT	-	2	-	20	80	100			
IV	Ability Enhancement Compulsory Course - VI (AECC-VI)	Introduction to Disaster Management	26UGDM	2	2	-	100	-	100		
Extra Credit Course		SWAYAM	As per UGC Recommendation								
Total					30	28				800	
VI	III	Core Course – XIII (CC - XIII)	English Language Teaching	26UEN6CC13	5	4	3	30	70	100	
			Core Course –XIV (CC - XIV)	Canadian Literature	26UEN6CC14	5	4	3	30	70	100
			Core Course – XV (CC - XV)	Commonwealth Literature	26UEN6CC15	5	4	3	30	70	100
			Core Course – XVI (CC - XVI)	Green Literature	26UEN6CC16	4	4	3	30	70	100
			Discipline Centric Elective Course – III (DCEC - III)	A. Writing for Media	26UEN6DCE3A	4	4	3	30	70	100
				B. English for Business	26UEN6DCE3B						
	C. English for BPO	26UEN6DCE3C									
	Project	Project Work	26UEN6PW	4	3	-	20	80	100		
	IV	Skill Enhancement Course – II (SEC)	Professional Competency- General Studies for Competitive Examinations	26UEN6SE2	2	2	2	-	100	100	
	IV	Ability Enhancement Compulsory Course - VII (AECC)	Gender Studies	26UGGS	1	1	-	100	-	100	
V	Extension Activity		26UGEA	-	1	-	-	-	-		
Total					30	27				800	
Grand Total					180	150				4800	
<ul style="list-style-type: none"> @ NCC is one of the choices in GEC. Only the NCC cadets are eligible to choose this course. However, the NCC Course is a Compulsory Course for the NCC Cadets. If the Cadet has not studied Tamil in the school level, she has to take Basic Tamil Course. * Shall be outside instruction hours 											
# Should complete a minimum of one Extra Credit Course from Semester II onwards											

B.A /B.SW/BBA/B.Com
CHOICE BASED CREDIT SYSTEM-LEARNING OUTCOME BASED
CURRICULUM FRAMEWORK (CBCS - LOCF)
(For the Candidates admitted from the Academic year 2026-2027 and onwards)

Curriculum Structure

Courses & Credits for UG Programmes (Arts)

Part	Course	No of Courses	Hours	Credits	Total
I	Ability Enhancement Course	4	6	4*3=12	12
II	Ability Enhancement Course	4	6	4*3=12	12
III	Core (Theory & Practical)	16	4/5	16*4=64	105
	Project Work	1	4	3	
	Internship	1	-	2	
	Allied Course	8	3	8*3=24	
	DCEC	3	4	3*4=12	
IV	IDC	2	2	2*2=4	20
	SEC	2	2	2*2=4	
	AECC-I- Value Education	1	2	2	
	AECC-II- Indian Knowledge System	1	2	2	
	AECC-III-Environmental Science	1	2	2	
	AECC-IV-Innovation and Entrepreneurship	1	2	2	
	AECC-V-Health and Wellness	1	-	1	
	AECC-VI- Introduction to Disaster Management	1	2	2	
AECC-VII Gender Studies	1	1	1		
V	Extension Activity		-	1	01
		48		150	150



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BA ENGLISH PROGRAMME STRUCTURE
CHOICE BASED CREDIT SYSTEM-LEARNING OUTCOME BASED CURRICULUM
FRAMEWORK (CBCS - LOCF)

(For the Candidates admitted from the Academic year 2026 - 2027 and onwards)

Semester – I

Semester	Part	Course	Course Title	Course Code	Inst. Hrs / Week	Credits	Exam			Total		
							Hours	Marks				
								Int	Ext			
I	I	Ability Enhancement Course – I (AEC - I)	பொதுத்தமிழ் – I	26ULT1	6	3	3	30	70	100		
			Hindi Language and Literature - I	26ULH1								
			Sanskrit Prose and Vocabulary	26ULS1								
			Basic French – I	26ULF1								
	II	Ability Enhancement Course – II (AEC- II)	General English – I	26UE1	6	3	3	30	70	100		
	III	Core Course – I (CC - I)	Introduction to Literature	26UEN1CC1	4	4	3	30	70	100		
				Core Course - II (CC - II)	Indian Writing in English	26UEN1CC2	4	4	3	30	70	100
				Allied Course - I (MC - I)	Short Stories	26UEN1AC1	3	3	3	30	70	100
				Allied Course - II (MC - II)	Social History of England - I	26UEN1AC2	3	3	3	30	70	100
	IV	Ability Enhancement Compulsory Course - I (AECC - I)	Value Education	26UGVE	2	2	-	100	-	100		
Ability Enhancement Compulsory Course - II (AECC - II)				Indian Knowledge System	26UGIKS	2	2	-	100	-	100	
Total					30	24				800		

Semester I	Internal Marks: 30		External Marks: 70	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
26UEI	GENERAL ENGLISH - I	ABILITY ENHANCEMENT	6	3
		COURSE – II		

COURSE OBJECTIVES

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

S. No.	Course Features	Relevance Status
1.	Course emphasis on Employability / Entrepreneurship / Skill Development.	Employability, Entrepreneurship, Skill Development
2.	Course integrates cross-cutting issues relevant to Professional Ethics / Gender sensitization / Environment and Sustainability / Human Values / Indian Knowledge System.	Environment and Sustainability
3.	Course relevant to Local / Regional / National / Global needs.	Global need
4.	Course focuses on Sustainable Developmental Goals.	SDG – 4, 8, 15

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 language skills - Listening, Speaking, Reading and Writing.	K1
CO2	Illustrate the overall content and underlying meaning in the context.	K2
CO3	Develop the habit of reading for both pleasure and for information.	K3
CO4	Analyse the characters and plot development in the prescribed text.	K4
CO5	Evaluate the effectiveness of the author's language and style.	K5

MAPPING OF CO WITH PO AND PSO

	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	<p>Listening - AOE LAB - Level I- Units -1, 2 & 3</p> <p>Speaking - Level 1 – Basic Social Interaction</p> <ul style="list-style-type: none"> • Meeting People, Exchanging Greetings & Taking Leave • Introducing Yourself • Introducing People to Others <p>Reading - Poetry - Subramania Bharati - “A Patch of Land”</p> <p>Writing - Letter Writing</p> <ul style="list-style-type: none"> • Format and Conventions • Informal Letters <p>Grammar - Parts of Speech</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
II	<p>Listening - AOE LAB - Level I- Units- 4, 5 & 6</p> <p>Speaking - Level 2 – Personal Communication</p> <ul style="list-style-type: none"> • Giving Personal Information • Talking about People, Animals and Places <p>Reading - Prose -Jerome K. Jerome - “Uncle Podger Hangs a Picture”</p> <p>Writing - Formal Letters (Complaint, Enquiry, Leave, Permission, Exception, Requisition, Letter of Application & Cover Letter)</p> <p>Grammar – Articles</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
III	<p>Listening - AOE LAB - Level I- Unit- 7- Level II- Units- 1 & 2</p> <p>Speaking - Level 3 – Telephone Communication (Basic)</p> <ul style="list-style-type: none"> • Answering the Telephone and Asking for Someone • Dealing with a Wrong Number <p>Reading - Short stories - Sudha Murty - <i>How I Taught My Grandmother to Read</i></p> <p>Writing - Emails & Tweets</p> <p>Grammar - Tenses</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
IV	<p>Listening - AOE LAB - Level II- Units- 3 & 4</p> <p>Speaking - Level 4 – Telephone Communication (Advanced)</p> <ul style="list-style-type: none"> • Taking and Leaving Messages • Making Inquiries on the Phone <p>Reading - Short stories - R.K. Laxman - <i>The Gold Frame</i></p> <p>Writing - Notices</p> <p>Grammar – Types of Sentences (Declarative, Interrogative, Imperative, Exclamatory)</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
V	<p>Listening - AOE Lab – Level II - Units 5, 6 & 7</p> <p>Speaking - Level 5 – Functional Interaction Skills</p> <ul style="list-style-type: none"> • Making Requests and Responding to Requests • Thanking Someone and Responding to Thanks <p>Reading - One Act Play - Stanley Houghton - <i>The Dear Departed</i></p> <p>Writing - Report Writing</p> <p>Grammar - Basic Sentence Structure (S – V patterns, word order) Punctuation</p> <p>Language Competency – Vocabulary (Synonyms, Antonyms, Word Formation)</p>	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5

VI	Self-study for Enrichment (Not Included for End Semester Examination) Mark Twain – <i>The Adventures of Tom Sawyer</i> Robert Louis Stevenson - <i>Treasure Island</i> Usage of Direct and Indirect Speech, Active and Passive Voice Level 6 – Direction & Information Exchange <ul style="list-style-type: none"> • Asking for Directions and Giving Directions • Giving Instructions and Seeking Clarifications Level 7 – Advanced Communication Skills <ul style="list-style-type: none"> • Getting People's Attention and Interrupting Calling for Help in an Emergency	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4, K5
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TEXT BOOKS

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

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

Houghton, Stanley. *The Dear Departed: A Comedy in One Act*. London: Samuel French Ltd, (French's Acting Edition), 1963.

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

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

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

<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 - Group Discussion, Quiz, Assignment, and adding contents to Student's English Portfolio.

Semester I	Internal Marks: 30		External Marks: 70	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
26UEN1CC1	INTRODUCTION TO LITERATURE	CORE COURSE - I	4	4

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 the literature.
- To create the ability to critically examine a text.

S. No.	Course Features	Relevance Status
1.	Course emphasis on Employability / Entrepreneurship / Skill Development.	Employability, Entrepreneurship, Skill Development
2.	Course integrates cross-cutting issues relevant to Professional Ethics / Gender sensitization / Environment and Sustainability / Human Values / Indian Knowledge System.	Environment and Sustainability
3.	Course relevant to Local / Regional / National / Global needs.	Global need
4.	Course focuses on Sustainable Development Goals.	SDG 1,3,4

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 fundamental concepts, genres, and forms of literature including poetry, prose, and drama.	K1
CO2	Explain literary elements such as theme, structure, character, tone, and style across different genres.	K2
CO3	Apply literary concepts to analyze poems, plays, and prose texts.	K3
CO4	Analyze literary texts by distinguishing themes, techniques, and stylistic features using appropriate critical tools.	K4
CO5	Evaluate literary works by developing reasoned arguments and critical judgments individually and in groups.	K5

MAPPING OF CO WITH PO AND PSO

	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

“2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” Indicates there is No Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COS	COGNITIVE LEVEL
I	Introduction: Poetry - Different forms of poetry: Lyric, Sonnet, Ode, Elegy, Ballad, Epic, Limerick. Prose - Short Story, Essay, Biography, Autobiography, Novella, Novel. Drama - Comedy, Tragedy, Tragic-Comedy. Basic literary devices (Simile, Metaphor, Imagery)	12	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
II	POETRY Elements Of Poetry: Imagery, Symbolism, Tone, Mood Robert Frost – “Mending Wall” John Keats – “La Belle Dame Sans Merci”	12	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
III	DRAMA Elements of Drama: Plot, Dialogue, Characterization Lady Gregory - <i>The Rising of the Moon</i>	12	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
IV	SHORT STORY Structure of Short Story Plot development and twist ending Themes & Narrative Style Oscar Wilde - <i>The Selfish Giant</i>	12	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
V	NOVELLA Features of novella as a literary form Narrative techniques and point of view Character analysis and development Ruskin Bond – <i>The Blue Umbrella</i>	12	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
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>	-	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5

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–Laurie Kirszner, by Cengage Learning, 2016

WEB REFERENCE

[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 - **Dr. S. Jayashree Agarwal.**

Semester I	Internal Marks: 30		External Marks: 70	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
26UEN1CC2	INDIAN WRITING IN ENGLISH	CORE COURSE – II	4	4

COURSE OBJECTIVES

- To familiarize students with Indian Writing in English and its colonial-era growth.
- To help students understand issues in Indian Writing in English: culture, identity, history, nation, gender politics, and cross-cultural change.
- To enable learners to appreciate nationalism, counter-discourse, subalternity, and identity movements.
- To examine themes and methods in Contemporary Indian Writing in English closely.
- To help learners apply Indian Aesthetics concepts to literary texts.

S. No.	Course Features	Relevance Status
1.	Course emphasis on Employability / Entrepreneurship / Skill Development.	Employability, Entrepreneurship, Skill Development
2.	Course integrates cross-cutting issues relevant to Professional Ethics / Gender Sensitization / Environment and Sustainability / Human Values / Indian Knowledge System.	Environment and Sustainability
3.	Course relevant to Local / Regional / National / Global needs.	Global need
4.	Course focuses on Sustainable Development Goals.	SDG - 3, 13, 15

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 the history of Indian Writing in English genres from the colonial era to the present.	K1
CO2	Illustrate Indian English texts through colonial, postcolonial, regional, and nationalist contexts.	K2
CO3	Identify English's role in political awakening and creative writing in India.	K3
CO4	Analyze sociological, historical, cultural, and political influences on selected texts.	K4
CO5	Evaluate the contributions of major Indian English poets and dramatists.	K5

MAPPING OF CO WITH PO AND PSO

	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 - “Our Casuarina Tree” Sri Aurobindo - “The Tiger and the Deer” Sarojini Naidu - “The Queen’s Rival” Nissim Ezekiel - “Night of the Scorpion”	12	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
II	Prose Jawaharlal Nehru - The Discovery of India (Chapter - 5) Swami Vivekananda - “The Secret of Work”	12	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
III	Short Stories R.K. Narayan - “Engine Trouble” Rohinton Mistry - “Swimming Lessons” Rabindranath Tagore - “Kabuliwala”	12	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
IV	Drama Girish Karnad - <i>Hayavadana</i>	12	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
V	Novel Anita Desai - <i>Fire on the Mountain</i>	12	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
VI	Self-study for Enrichment (Not Included for End Semester Examination) Toru Dutt - “The Lotus” K.A.Abbas - “Sparrows” A.P.J.Abdul Kalam - “The Power of Prayer” Mahesh Dattani - <i>Final Solutions</i> Vikram Seth - <i>The Suitable Boy</i>	-	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5

TEXT BOOKS

Desai, Anita. *Fire on the Mountain*. Allied Publishers, 1977.

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

Mistry, Rohinton. “Swimming Lessons.” *Tales from Firozsha Baag*. Penguin Modern Classics, 2006.

Nehru, Jawaharlal. *The Discovery of India*. Penguin Books, 2004.

Narayan, R. K. *Malgudi Days*. Penguin Books India, 2006.

Tagore, Rabindranath. “Kabuliwala.” *Selected Short Stories*. Translated by William Radice, Penguin Classics, 2005.

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

BOOKS FOR REFERENCE

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

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

WEB REFERENCE

<https://poemanalysis.com/toru-dutt/our-casuarina-tree/>

<https://englishenthusiasts.net/the-queens-rival-by-sarojini-naidu/>

<https://creativereligious.com/night-of-the-scorpion-by-nissim-ezekiel/>

PEDAGOGY - Assignment, Discussion, Quiz, and Seminar

COURSE DESIGNER – Dr. P. Helan Jona

Semester I	Internal Marks: 30		External Marks: 70	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
26UEN1AC1	SHORT STORIES	ALLIED COURSE - I	3	3

COURSE OBJECTIVES

- To develop literary understanding and critical thinking.
- To explore social, cultural, and human values through short fiction.
- To strengthen communication and analytical writing skills.
- To identify the story's central conflict.
- To analyse the symbolism and imagery used in the story.

S. No.	Course Features	Relevance Status
1.	Course emphasis on Employability / Entrepreneurship / Skill Development.	Employability, Entrepreneurship, Skill Development
2.	Course integrates cross-cutting issues relevant to Professional Ethics / Gender sensitization / Environment and Sustainability / Human Values / Indian Knowledge System.	Environment and Sustainability
3.	Course relevant to Local / Regional / National / Global needs.	Global need
4.	Course focuses on Sustainable Development Goals.	SDG – 1, 5, 15

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 the key elements of a short story, such as plot, character, setting, point of view, and theme.	K1
CO2	Explain how literary devices (symbolism, imagery, irony, tone) shape meaning in short stories.	K2
CO3	Apply the social, cultural, and psychological dimensions represented in selected short stories.	K3
CO4	Analyze themes and authorial intentions using critical and theoretical perspectives.	K4
CO5	Assess interpretations by evaluating ideas, arguments, and personal insights in coherent responses or presentations.	K5

MAPPING OF CO WITH PO AND PSO

	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	Human Values & Relationships Anton Chekhov – “The Cook’s Wedding” O. Henry - “The Gift of the Magi” Janice Parriat - “A Waterfall of Horses”	9	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
II	Courage, Adventure & Determination Matsuo Basho – “The Aged Mother” (Translated from Japanese Fairy Tales) Rudyard Kipling - “Rikki-Tikki-Tavi” Ted Poston - “The Revolt of the Evil Fairies”	9	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
III	Mystery & Suspense Ruskin Bond – “The Cherry Tree” R. K. Narayan - “An Astrologer’s Day” Tobias Wolff - “Powder”	9	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
IV	Science-Fiction & Imagination Kate Chopin – “The Storm” Ray Bradbury - “The Veldt” Octavia Butler - “Bloodchild”	9	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
V	Society & Moral Lessons Guy de Maupassant - “The Necklace” Stephen Crane – “The Open Boat” William Faulkner - “A Rose for Emily”	9	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
VI	Self-study For Enrichment (Not to be Included for Semester Examination) Octavia Butler - “Speech Sounds” O. Henry - “The Last Leaf” Shirley Jackson - “The Lottery”	-	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5

TEXT BOOKS

Hughes, Langston. “Thank You, Ma’am.” *Collected Stories of Langston Hughes*, edited by Arnold Rampersad, Vintage Classics, 1996

Kipling, Rudyard. “Rikki-Tikki-Tavi.” *The Jungle Book*, Macmillan, 1894.

Gilman, Charlotte Perkins. "The Yellow Wallpaper." *The New England Magazine*, vol. 5, 1892.
Butler, Octavia E. "Bloodchild." *Bloodchild and Other Stories*, Seven Stories Press, 1995.
Maupassant, Guy de. "The Necklace." *The Complete Short Stories of Guy de Maupassant*, translated by Marjorie Laurie, Cassell, 1934.
Chekhov, Anton. "The Cook's Wedding." *The Complete Short Novels*, translated by Constance Garnett, 1903.
Chopin, Kate. "The Storm." *The Complete Works of Kate Chopin*, edited by Per Seyersted, Louisiana State UP, 1969
Crane, Stephen. "The Open Boat." *Scribner's Magazine*, vol. 21, no. 6, June 1897, pp. 728-740.
Bond, Ruskin. *Collected Short Stories*. Penguin Books India, 2005, pp. 201-206.

BOOKS FOR REFERENCE

O. Henry. "The Gift of the Magi." *The Four Million*, Doubleday, 1906.
O'Flaherty, Liam. "The Sniper." *The Irish Times*, 12 Jan. 1923.
Wolff, Tobias. "Powder." *The New Yorker*, 30 Jan. 1995.
Bradbury, Ray. "The Veldt." *The Illustrated Man*. Doubleday, 1951.
Faulkner, William. "A Rose for Emily." *Forum*, vol. 30, no. 1, 1930, pp. 22-25

WEB REFERENCE

<https://happano.sub.jp/happano/birdsong/html/36-janice.html>
https://mrsleaver.weebly.com/uploads/2/2/6/8/22685286/revolt_of_the_evil_fairies.pdf
<https://syllableblog.wordpress.com/wp-content/uploads/2017/06/an-astrologers-day-text.pdf>
https://ec.europa.eu/employment_social/2010againstpoverty/export/sites/default/extranet/news_documents/188_The_Happy_Prince_.pdf
<https://collegelit2014.wordpress.com/wp-content/uploads/2014/02/the-fly-katherine-mansfield.pdf>
Bashō, Matsuo. "The Aged Mother." *American Literature*, <https://americanliterature.com/author/matsuo-basho/short-story/the-aged-mother>

PEDAGOGY - Group Discussion, Quiz, Assignment

COURSE DESIGNER - Ms. A. Edel Flora Mary

Semester I	Internal Marks: 30		External Marks: 70	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
26UEN1AC2	SOCIAL HISTORY OF ENGLAND – I	ALLIED COURSE - II	3	3

COURSE OBJECTIVES

- To provide students with a comprehensive idea about the development of English literature and language over the ages.
- To help students 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 to examine a text critically.

S. No.	Course Features	Relevance Status
1.	Course emphasis on Employability / Entrepreneurship / Skill Development.	Employability, Entrepreneurship, Skill Development
2.	Course integrates cross-cutting issues relevant to Professional Ethics / Gender Sensitization / Environment and Sustainability / Human Values / Indian Knowledge System.	Environment and Sustainability
3.	Course relevant to Local / Regional/National / Global needs.	Global need
4.	Course focuses on Sustainable Development Goals.	SDG – 4, 8, 9, 11

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 the ways of socio-cultural and historical phenomena influencing the literary production of a particular period.	K2
CO3	Apply the factors that influence within the social ambience and the discursive frameworks of various ages.	K3
CO4	Analyse a nuanced appreciation of the literary stalwarts of those times.	K4
CO5	Assess 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.	K5

MAPPING OF CO WITH PO AND PSO

	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

“2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” Indicates there is No Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COS	COGNITIVE LEVEL
I	Early England: A Historical Overview The Renaissance The Reformation	9	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
II	The Dissolution of the Monasteries The Religion of England The Tudor Navy and the Spanish Armada	9	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
III	The Elizabethan Theatre The East India Company Colonial Expansion	9	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
IV	The Civil War and its Social Significance Puritanism, Political Parties in England	9	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
V	Age of Queen Anne Coffee Houses: Life in London The Union of England and Scotland	9	CO1, CO2, CO3, CO4 CO5	K1, K2, K3, K4, K5
VI	Self-Study For Enrichment (Not 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, K5

TEXT BOOKS

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

BOOKS FOR REFERENCE

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

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

Trevelyan, G.M. English Social History: A Survey of Six Centuries, Chaucer to Queen Victoria. Longmans, Green and Co., London, 1944

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

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

WEB REFERENCE

[https:// www. A Social History of England: Briggs, Asa, 1921- : Free Download, Borrow, and Streaming: Internet Archive](https://www. A Social History of England: Briggs, Asa, 1921- : Free Download, Borrow, and Streaming: Internet Archive)

<https://www.avinashigasc.in/learning-materials/files/129-Allied%20-I%20Social%20Hostroy%20of%20England%20-1.%20The%20Renaissance.pdf>

PEDAGOGY - Assignment, Discussion, Quiz, and Seminar

COURSE DESIGNER - Dr R. Vanitha