

CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)

NATIONALLY ACCREDITED WITH “A” GRADE BY NAAC

ISO 9001: 2015 CERTIFIED

TIRUCHIRAPALLI

PG DEPARTMENT OF ENGLISH



B.A ENGLISH

SYLLABUS

2023- 2024 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 2023 - 2024 Batch and onwards)

SEMESTER - I

Semester	Part	Course	Title	Subject Code	Inst. Hrs./ Week	Credits	Exam			Total
							Hours	Marks		
								Int	Ext	
I	I	Language Course - I (LC) - Tamil*/Other Languages*	பொதுத்தமிழ் – I	23ULT1	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)	Value Education	23UGVE	2	2	-	100	-	100
	Total					30	21			600

SEMESTER - II

Semester	Part	Course	Course Title	Subject Code	Inst.	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



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(For the Candidates admitted from the Academic Year 2023 – 2024 Batch and onwards)
Semester - III

Semester	Part	Course	Course Title	Subject Code	Inst. Hrs / Week	Credits	Exam			Total
							Hours	Marks		
								Int	Ext	
III	I	Language Course - III(LC) - Tamil*/ Other Languages*	பொதுத்தமிழ் - III	23ULT3	6	3	3	25	75	100
			Hindi Literature & Grammar -III	22ULH3						
			Drama, Grammar and History of Sanskrit Literature	23ULS3						
			Intermediate French – I	22ULF3						
	II	English Language Course - III (ELC)	Learning Grammar Through Literature – I	23UE3	6	3	3	25	75	100
	III	Core Course - V (CC)	One Act Plays	23UEN3CC5	5	5	3	25	75	100
		Core Course - VI (CC)	Poetry – II	23UEN3CC6	5	5	3	25	75	100
		Second Allied Course - I (AC)	History of English Literature - I	23UEN3AC3	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	23UEN3GEC1	2	2	3	25	75	100
			Basic Tamil – I	22ULC3BT1						
			Special Tamil – I	22ULC3ST1						
		Extra Credit Course	SWAYAM		As per UGC Recommendation					
		Total				30	22			
	15 DAYS INTERNSHIP DURING SEMESTER HOLIDAYS									

SEMESTER – IV

Semester	Part	Course	Course Title	Subject Code	Inst. Hrs /	Credits	Exam			Total
							Hours	Marks		
								Int	Ext	
IV	I	Language Course - IV (LC) - Tamil*/ Other Languages*	பொதுத்தமிழ் - IV	23ULT4	6	3	3	25	75	100
			Hindi Literature & Functional Hindi	22ULH4						
			Alankara, Didactic and Modern Literatures and Translation	23ULS4						
			Intermediate French - II	22ULF4						
	II	English Language Course - IV (ELC)	Learning Grammar Through Literature - II	23UE4	6	3	3	25	75	100
	III	Core Course - VII (CC)	Drama	23UEN4CC7	5	5	3	25	75	100
		Core Course - VIII (CC)	Introduction to Language and Linguistics	23UEN4CC8	5	5	3	25	75	100
		Second Allied Course - II (AC)	History of English Literature -II	23UEN4AC4	4	3	3	25	75	100
		Internship	Internship	22UEN4INT	-	2	-	-	-	100
	IV	Generic Elective Course -II (GEC)	Communication Skills inEnglish	23UEN4GEC2	2	2	3	25	75	100
			Basic Tamil - II	22ULC4BT2						
			Special Tamil - II	22ULC4ST2						
		Skill Enhancement Course - I (SEC)	Public Speaking (P)	23UEN4SEC1P	2	2	3	40	60	100
		Extra Credit Course	SWAYAM	As per UGC Recommendation						
		Total			30	25				800

COURSES & CREDITS FOR UG PROGRAMME

Part	Course	No. of Courses	Credits	Total Credits
I	Tamil/Other Languages	4	12	12
II	English	4	12	12
III	Core Courses	16	75	99
	Project Work	1	4	
	Internship	1	2	
	First Allied–Allied Course (AC)	2	6	
	Second Allied–Allied Course (AC)	2	6	
	Discipline Specific Elective (DSE)	2	6	
IV	Generic Elective Course (GEC)	2	4	15
	Skill Enhancement Course (SEC)	2	4	
	AECC-I -Universal Human Values	1	2	
	AECC-II- Environmental Studies	1	2	
	AECC-III-Innovation and Entrepreneurship	1	1	
	AECC-IV-Professional Skills	1	2	
V	AECC-V-Gender Studies	1	1	02
	Extension Activities	-	1	
	Total	41		140



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(For the Candidates admitted from the Academic Year 2023 - 2024 onwards)

I SEMESTER

Semester	Part	Course	Title	Subject Code	Inst. Hrs./ Week	Credits	Exam			Total
							Hours	Marks		
								Int	Ext	
I	I	Language Course - I (LC) - Tamil*/Other Languages*	பொதுத்தமிழ் - I	23ULT1	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)	Value Education	23UGVE	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

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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](http://asiatic.iitum.edu.my/asiatic/index.php/aiell)

<https://journals.iitum.edu.my/asiatic/index.php/aiell>

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

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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/greatercommonmod.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 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=Dfu5IUNoMhU5liTy	-	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

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 – III

Semester	Part	Course	Course Title	Subject Code	Inst. Hrs / Week	Credits	Exam			Total
							Hours	Marks		
								Int	Ext	
III	I	Language Course - III(LC) - Tamil*/ Other Languages*	பொதுத்தமிழ் - III	23ULT3	6	3	3	25	75	100
			Hindi Literature & Grammar -III	22ULH3						
			Drama, Grammar and History of Sanskrit Literature	23ULS3						
			Intermediate French – I	22ULF3						
	II	English Language Course - III (ELC)	Learning Grammar Through Literature – I	23UE3	6	3	3	25	75	100
	III	Core Course - V (CC)	One Act Plays	23UEN3CC5	5	5	3	25	75	100
		Core Course - VI (CC)	Poetry – II	23UEN3CC6	5	5	3	25	75	100
		Second Allied Course - I (AC)	History of English Literature – I	23UEN3AC3	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	23UEN3GEC1	2	2	3	25	75	100
			Basic Tamil – I	22ULC3BT1						
			Special Tamil – I	22ULC3ST1						
Extra Credit Course	SWAYAM	As per UGC Recommendation								
Total					30	22				700
	15 DAYS INTERNSHIP DURING SEMESTER HOLIDAYS									

Semester - III	Internal Marks: 25		External Marks: 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23UE3	LEARNING GRAMMAR THROUGH LITERATURE - I	ENGLISH LANGUAGE COURSE - III	6	3

COURSE OBJECTIVES

- To make the learner connect English language skills to life activities.
- To encourage learners to communicate fluently, appropriately and accurately in real life situations.
- To provide opportunities for the learner to appreciate the beauty of universal life through Literature and language.

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 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 the 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 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	POETRY Alfred Tennyson - "Ulysses" Walt Whitman- "O' Captain! My Captain!" GRAMMAR & VOCABULARY Modals and Tenses SPEAKING SKILLS Greeting and Introducing People	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	PROSE Francis Bacon: "Of Friendship" Robert Lynd: "Window View" GRAMMAR & VOCABULARY Concord, Voices SPEAKING SKILLS Accepting and Rejecting an Invitation	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	SHORT STORIES WW Jacobs- "The Monkey's Paw" Leo Tolstoy- "How Much Land Does a Man Need?" GRAMMAR & VOCABULARY Idioms and Phrases (50 Nos) SPEAKING SKILLS Asking and Giving Information	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	DRAMA William Shakespeare- <i>As You Like It</i> (Abridged Version) GRAMMAR & VOCABULARY Expansion of Proverbs SPEAKING SKILLS Asking and Giving Direction	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	AUTOBIOGRAPHY M.K.Gandhi- <i>My Experiments with Truth</i> Birth and Parentage – Childhood Towards Self-restraint - Stealing and Atonement Two Passions - Woes of Third-class Passengers How I Began Life GRAMMAR & VOCABULARY Report Writing and Comprehension SPEAKING SKILLS Thanking and Responding	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	Self-Study for Enrichment (Not included for End Semester Examination) Personal Integrity - Honesty, Adaptability and Dependability Life Skills – Interpersonal Skills - Solve Problems – Think Critically and Creatively - Communicate Effectively - Build Healthy Relationships - Empathize with Others. POEM William Wordsworth – "The Solitary Reaper" PROSE Helen Keller - "My Teacher" Short Story Mark Twain - "A True Story"	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4

TEXT BOOKS

Whitman, Walt, *O' Captain! My Captain!* CreateSpace Independent Publishing Platform, 2017.
Tennyson, A. T. *Selected Poems*. London: Penguin Books, 1991.
Bacon Francis, *Bacon Essays*, Ed by Lahiri. J. Ganguli, A.L. Lakshmi Narin Agarwal Publication, 1963 (Chapter X).
Menon, K.P.K., *Selected Prose for Degree Classes*, The Macmillan Co. of India Limited, 1973 (Chapter III).
Jacobs, W.W. *The Monkey's Paw and Other Tales*, Compiled by Gray Hoppenstand, 2005.
Tolstoy, Leo. *How Much Land Does a Man Need?* The Floating Press and its licensors. 2016
Shakespeare, William, *As You Like It*, Fingerprint Publishing, Prakash Books India Pvt Ltd, 113A, Ansari Road, Daryaganj, New Delhi- 02, 2018.
Karamchand Mohandas, Gandhi. *The Story of My Experiments with Truth, An Autobiography*, Om Books International, 2010.
Chakravarthy Anima, *Comprehensive Grammar Composition*, Pearson, 2012.
Solomon Sophia, *Spoken English*, Srivari Publication.

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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*, 3rd Edition, Laxmi Publications. 2009

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<https://www.marxists.org/archive/tolstoy/1886/how-much-land-does-a-man-need.html>
<https://www.poetryfoundation.org/poems/45392/ulysses>
<http://sittingbee.com/on-habits-a-g-gardiner/>
https://www.btbores.org/Downloads/6_The%20Monkeys%20Paw%20by%20WW%20Jacobs.pdf

PEDAGOGY - Assignment, Quiz and Seminar

COURSE DESIGNERS - Ms. Irudhaya Pushpam

Semester – III	Internal Marks: 25		External Marks: 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23UEN3CC5	ONE ACT PLAYS	CORE COURSE - V	5	5

COURSE OBJECTIVES

- The course is structured to know the impact of the 20th century One Act Plays.
- Enable 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

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Relate the theoretical elements of drama in knowing the realities of life.	K1
CO2	Explain the techniques employed in writing One Act Plays.	K2
CO3	Illustrate the diverse theoretical cultures and traditional approaches in the plays for knowing its moral and social values.	K2
CO4	Construct the sub-genres of theoretical art to bring out the aesthetic effect employed in the play and face the challenges.	K3
CO5	Analyse critically the theme, plot and cultural aspects prevalent in the plays for a holistic approach 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	3	3	3	3	3	2	3	3	2
CO2	3	2	2	3	3	2	3	2	2	3
CO3	3	3	3	3	3	3	3	3	2	3
CO4	3	3	2	2	3	3	3	2	3	3
CO5	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	A.A.Milne - <i>The Ugly Duckling</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	Anton Chekhov - <i>A Marriage Proposal</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	Norman Mckinnel - <i>The Bishop's Candlesticks</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	Alice Gerstenberg – <i>Fourteen</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	J.M. Synge - <i>Riders to the Sea</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	Self-study for Enrichment (Not to be included for End Semester Examination) John Galsworthy – <i>The Little Man</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

[Ugly Duckling by a. a. Milne - \[PDF Document\] \(vdocument.in\)](http://www.balallyplayers.com/productions/2015%20The%20Proposal/The%20Proposal%20by%20Anton%20Chekhov.pdf)
[https://www.balallyplayers.com/productions/2015 The Proposal/The%20Proposal%20by%20Anton%20Chekhov.pdf](https://www.balallyplayers.com/productions/2015%20The%20Proposal/The%20Proposal%20by%20Anton%20Chekhov.pdf)
[https://www.cbse.gov.in/publications/interact in english lit ix/UNIT-14.PDF](https://www.cbse.gov.in/publications/interact%20in%20english%20lit%20ix/UNIT-14.PDF)
<http://litothfour.weebly.com/fourteen.html>
<https://www.gutenberg.org/files/994/994-h/994-h.htm>

PEDAGOGY- Quiz, Assignment, Seminar, PowerPoint Presentation, Discussion.

COURSE DESIGNER- Dr.Cecilia Merlin Wilton

Semester - III	Internal Marks: 25			External Marks: 75	
COURSE CODE	TITLE	CATEGORY	HOURS / WEEK	CREDITS	
23UEN3CC6	POETRY- II	CORE COURSE - VI	5	5	

COURSE OBJECTIVES

- To enable learners to possess thorough background knowledge of the poems, poets and render a thought-provoking touch.
- To acquaint learners to analyze and critically examine the various themes, styles, texture, values and various elements of poetry.
- Explore poetry with profound interest and train learners to write creative poetry.

COURSE OUTCOME AND COGNITIVE LEVEL MAPPING

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

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Relate poems of various backgrounds, content, poet's social background and explore one's self to face real life situations.	K1
CO2	Illustrate poems with an aesthetic sense of nature, inculcate virtues and values to brave the challenges to create a better world.	K2
CO3	Build the learners' knowledge by rendering a philosophical and thought-provoking touch for lifelong learning.	K3
CO4	Analyze the various themes, figures of speech, imagery, tone, structure, metrical and poetical devices.	K4
CO5	Examine the poems with in depth comprehension so as to write creatively for higher learning 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	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	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	William Blake - "A Poison Tree" William Wordsworth - "The Solitary Reaper"	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" Thomas Hardy - "The Darkling Thrush"	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" Stephen Spender - "The Double Shame"	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	Self-study for Enrichment (Not to be included for End Semester Examination) <ul style="list-style-type: none"> Nature Poets - Lord Byron, P.B. Shelley & Alfred Tennyson War Poets - Siegfried Sassoon, Rupert Brooke & Wilfred Owen 	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

TEXT BOOK

Green, David. *The Winged Word*, 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.

Sengupta, Ambika. *Selected College Poems*. Orient Blackswan, 2016

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<https://www.poetryfoundation.org/poems/45554/the-solitary-reaper>

<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.poetryoutloud.org/poem/the-darkling/thrush/>

<https://poemhunter.com/poem/if/>

<https://www.poetryfoundation.org/poems/43289/easter-1916>

<https://poets.org/poem/unknown-citizen>

https://books.google.co.in/books/about/collected_Poems_1928_1953.html?id=C1RqwxwEACAAJ&redir_esc=y

<https://www.freeup.app/product/Macmillan-The-Winged-Word-By-David-Green/1157971827311744000>

PEDAGOGY - Group Discussion, Quiz, Assignment & Seminar

COURSE DESIGNER - Dr. Cecilia Merlin Wilton

Semester - III	Internal Marks: 25			External Marks: 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS	
23UEN3AC3	HISTORY OF ENGLISH LITERATURE – I	SECOND ALLIED COURSE - I	4	3	

COURSE OBJECTIVES

- To study political, historical, religious and cultural features of England.
- To analyse the birth of genres in literature and their special features and the literary writers of various ages.
- 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

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Relate the historical, sociocultural contexts, literary movements and styles that emerged in different ages of England	K1
CO2	Illustrate the influence of major literary figures and works on English literature's evolution and its global impact.	K2
CO3	Develop knowledge about the genres of literature and their emergence and growth through the ages.	K3
CO4	Analyze the religious, social and political history of England influenced by the English writers from the Chaucerian Age to Augustan Age for higher learning and research	K4
CO5	Examine the learners' knowledge by enriching various concepts in literature through critical thinking in literary studies 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	2	2	3	3	3	2	3	2
CO2	3	3	3	2	3	3	3	3	2	3
CO3	3	3	3	3	3	2	3	3	2	3
CO4	3	3	3	3	2	3	3	3	2	3
CO5	2	3	3	2	3	3	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	Pre- Chaucerian and The Age of Chaucer i) Pre-Chaucerian: Classical Greek and Roman Era ii) Historical Background of the Age of Chaucer iii) Geoffrey Chaucer and his works and Contemporary Writers	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	The Elizabethan Age and The Jacobean Age i) Pre- Shakespearean writers ii) Development of Drama iii) University Wits iv) Historical background of the Age of Shakespeare v) William Shakespeare and his Contemporaries vi) Elizabethan Theatre vii) Jacobean Writers	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	The Age of Milton i) Historical background of the Age of Milton ii) John Milton and his Works iii) The Cavaliers' / Caroline and The Interregnum iv) The Metaphysical Writers	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	The Age of Dryden i) Historical Background of the Age of Dryden ii) John Dryden and his Works and Contemporary Writers iii) Restoration Dramatists.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	The Age of Pope i) Historical Background of the Age of Pope ii) Alexander Pope and his works and Contemporary Writers. iii) Periodical Essays and the Rise of the English Novels.	12	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	Self-study for Enrichment (Not to be included for End Semester Examination) Minor Writers – the important genres: Epic: <i>Beowulf</i> – Abridged - Metaphysical Poet: George Herbert - <i>The Pulley</i> - Restoration Writing: Samuel Pepys - <i>The Diary of Samuel Pepys</i>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4

TEXT BOOKS

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

REFERENCE BOOKS

Daiches, David. *A Critical History of English Literature*. New York: Ronald Press Co., 1960.

Abrams, M. H. *A Glossary of Literary Terms*, Cengage Publishers, New Delhi, 2014

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

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

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

<https://www.unife.it/lettere/filosofia/lm.lingue/insegnamenti/letteratura-inglese-ii/materiale-didattico-2019-2020/Edward%20Albert-%20History%20of%20English%20Literature-%20OUP-%202000.pdf>

PEDAGOGY - Group Discussion, Quiz, Assignment & Seminar

COURSE DESIGNER - Dr. R. Vanitha

Semester – III	Internal Marks: 25			External Marks: 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS	
23UEN3GEC1	PRESENTATION SKILLS IN ENGLISH	GENERIC ELECTIVE COURSE – I	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 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 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	Apply the mechanism of Audio - Visual aids and its usage for presentation for higher learning purposes	K3
CO4	Built presentation skills in public speaking to enhance an all round personality with a professional touch.	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	3	3	2	3
CO5	3	3	2	3	3	3	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	Introduction to Presentation Skills Classic Structure of a Presentation – Greetings – Addressing - Introducing Self - Opening remarks - Creating a Presentation - Presenting Message with Confidence	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	Preparation for Presentation Skills – Think about the 4 Ps Challenges and Benefits of Effective Speaking Skills	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	Presentation Planning - Visualize the PowerPoint Presentation - Organize the Aids- Knowing the Target Audience - Good Planning - Visual Representation of Data	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	Deliverance – How to deliver an Effective Presentation - 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	Evaluation – Concluding a Presentation - Interactive Session - Encouraging Questions - Discussion with the Audience- Maintaining Good Relationship with the Audience-Active Listening Tasks	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	Self-study for Enrichment (Not to be included for End Semester Examination) Practice Speaking - Receive Feedback - Content Writing - Status Report -Team Presentation	-	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
Adair, John. *Effective Communication*. London: Pan Macmillan Ltd., 2003

REFERENCE BOOKS

Bradbury, A. *Successful Presentation Skills* (4th ed.), Kogan Page (2010)
Cottrell, S. *The Study Skills Handbook* (3rd ed.), Palgrave Macmillan (2008)
Abraham, Dulcie. *Planning and Teaching, Practical Suggestions for English in the Classroom*, Penebit Fajar Bakit 2022
Hasbany Ghassan : *How to make Winning Presentation* : Jaico Publication
Pasty McCarthy, Caroline Hatcher. *Presentation Adair Skills*, SAGE, 2002

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<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 - Quiz, Assignment, Seminar, 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 2023 – 2024 Batch and Onwards)

SEMESTER – IV

Semester	Part	Course	Course Title	Subject Code	Inst. Hrs / Week	Credits	Exam			Total
							Hours	Marks		
								Int	Ext	
IV	I	Language Course - IV(LC) - Tamil*/ Other Languages*	பொதுத்தமிழ் - IV	23ULT4	6	3	3	25	75	100
			Hindi Literature and Functional Hindi	22ULH4						
			Alankara, Didactic and Modern Literatures and Translation	23ULS4						
			Intermediate French - II	22ULF4						
	II	English Language Course - IV (ELC)	Learning Grammar Through Literature – II	23UE4	6	3	3	25	75	100
	III	Core Course - VII (CC)	Drama	23UEN4CC7	5	5	3	25	75	100
		Core Course - VIII (CC)	Introduction to Language and Linguistics	23UEN4CC8	5	5	3	25	75	100
		Second Allied Course - II (AC)	History of English Literature -II	23UEN4AC4	4	3	3	25	75	100
		Internship	Internship	22UEN4INT	-	2	-	-	-	100
	IV	Generic Elective Course -II (GEC)	Communication Skills in English	23UEN4GEC2	2	2	3	25	75	100
			Basic Tamil - II	22ULC4BT2						
			Special Tamil - II	22ULC4ST2						
		Skill Enhancement Course - I (SEC)	Public Speaking (P)	23UEN4SEC1P	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
23UE4	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	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 the 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	POETRY - Robert Frost – “Nothing Gold Can Stay” John Keats – “Ode to a Nightingale” SPEAKING SKILLS – Meeting People, Exchanging Greetings and Taking Leave	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	PROSE - Stephen Leacock – “My Financial Career” A.G.Gardiner - “On the Rule of the Road” SPEAKING SKILLS - Answering the Telephone and Asking for Someone, Dealing with a Wrong Number	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	SHORT STORY - Rabindranath Tagore – “The Postmaster” Anton Chekov – “The Bet” SPEAKING SKILLS - Getting People’s Attention and Interrupting, Giving Instructions and Seeking Clarification	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	GRAMMAR - Question Tags Transformation of Sentences Simple, Compound and Complex Active and Passive Voice Reported Speech SPEAKING SKILLS – Describing Daily Routines, Talking about Possessions, Asking for the Time and Date	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	Interview Skills - Letter of Application & CV Preparing for Interviews Group Discussion SPEAKING SKILLS – Accepting and Refusing a Job Offer, Apologizing and Responding to an Apology	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	Self-Study for Enrichment (Not to be Included for End Semester Examination) POEM – Sylvia Plath - “Daddy” SHORT STORY - O Henry – “After 20 Years” PROSE – Carlyle – “Signs of the Time”	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4

❖ Spoken English Not Included for End Semester Examination

TEXT BOOKS

Frost, Robert. 5 Poems from New Hampshire, Englawood Review of Books, 1923

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

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- 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.

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- <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
23UEN4CC7	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 homelands
- 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 with real life situation.	K1
CO2	Develop Critical thinking skills through the interpretation and evaluation of dramatic texts and performances.	K2
CO3	Explore the historical, social and cultural contexts of dramatic texts and how they influence the interpretation and performance.	K3
CO4	Identifying the types of drama and their characteristics.	K3
CO5	Analyze the significance of drama from the audience Perspective to gain better prospects.	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

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Origin of Drama, Definition of Drama, Elements of Drama, Structure and Classification of Drama. Christopher Marlowe - <i>Dr.Faustus</i> (Morality Play)	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	Samuel Beckett - <i>Waiting for Godot</i> (Absurdist comedy)	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	Oliver Goldsmith – <i>She Stoops to Conquer</i> (Anti-sentimental comedy)	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	G. B Shaw – <i>Pygmalion</i> (Romantic comedy)	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	T. S. Eliot - <i>Murder in the Cathedral</i> (Verse drama & Tragedy)	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	Self-Study For Enrichment (Not to be included for End Semester Examination) 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.

Goldsmith, Oliver. *She Stoops to Conquer*. Peacock Books. 2003.

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

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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

Semester - IV	Internal Marks: 25			External Marks: 75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS	
23UEN4CC8	INTRODUCTION TO LANGUAGE AND LINGUISTICS	CORE COURSE - VIII	5	5	

COURSE OBJECTIVES

- To introduce the learners to English Language and Linguistics.
- To classify sounds and other units of a word.
- To enable 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

CO NUMBER	CO STATEMENT	COGNITIVE LEVEL
CO1	Relate the study of linguistics and its purpose in life situation.	K1
CO2	Explain the mechanism and the biological organs involved in speech production.	K2
CO3	Explore the classification of speech sounds as vowels, consonant and its further distribution for higher learning.	K3
CO4	Examine the various speech sounds into basic elements.	K4
CO5	Develop the semantics and syntax of sentence	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	2	3	3
CO2	2	3	3	3	3	2	3	2	3	3
CO3	3	3	3	3	3	2	3	2	3	2
CO4	3	3	3	2	3	2	3	3	3	3
CO5	3	3	3	3	3	2	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	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	Self-Study For Enrichment (Not to be included for End Semester Examination) Gestures and Sign Language Phonetic Transcription of Words in the English Language Using IPA Symbols.	-	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

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	
23UEN4AC4	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 the historical, sociocultural contexts, literary movements and styles that emerged in different ages of England.	K1
CO2	Illustrate the influence of major literary figures and works on English literature's evolution and its global impact.	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 the learners' skills through the preparation of various concepts in literature through critical thinking in literary studies 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	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

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	The Age of Transition or Pre-Romantic Period General Features – Chief characteristics of Pre-Romantic Poetry Growth of Poets, Prose Writers, Novelists The Reactionary School: Samuel Johnson The Transitional Poets The Rise of the Women Writers in the 18 th Century	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	The Romantic Age /The Return to Nature / The Age of Wordsworth 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	The Victorian Age or The Age of Tennyson Introduction – Historic Background, Theme, Style Growth of Victorian Literature: Poets, Prose Writers, Dramatist and Novelists	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	The Edwardian Period - The Georgian Period The Historic Background, Theme, Style Georgian Poets and their characteristics	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	The Twentieth Century- onwards Towards Modernism – Historic Background, Theme, Style Social and Political Developments in the 20 th Century – Modernist Literature - Growth of Literature: Poetry, Prose, Drama, Fiction	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	Self-study for Enrichment (Not to be included for End Semester Examination) 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

TEXT BOOKS

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://leverageedu.com/blog/history-of-english-literature>
<https://www.thoughtco.com/british-literary-periods-739034>
<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
23UEN4GEC2	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.
- Develop Language 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	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	Apply skills in various situations of framing dialogues and conversation practice	K3
CO5	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	Barriers to communication: Physical Barriers, Cultural Barriers, Language Barriers, Gender Barriers, Interpersonal Barriers, Psychological Barriers, Emotional Barriers	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	Elements of Communication: 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	Interview Skills: 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	Group Discussion: 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	Self-study for Enrichment (Not to be included for End Semester Examination) LSRW Skills, Mock Interview, Socialization, Grammar, Building of Vocabulary, Watching Educational Videos, Conversation	--	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

TEXT BOOKS

Robbins. P.Stephen. *Organizational Behavior*, 1st Edition, Pearson, 2013

Hasson, Gill. *Brilliant- Communication Skills*, 1st Edition, Pearson Life, 2011

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

Nira, Konar. *Communication Skills for Professionals*, 2nd Edition, New arrivals – PHI, 2011

Mitra, K. Barun. *Personality Development and Soft Skills*, 1st 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	
23UEN4SEC1P	PUBLIC SPEAKING (P)	SKILL ENHANCEMENT COURSE – I	2	2	

COURSE OBJECTIVES

- To 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.
- To 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 in social setup	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 confidently.	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

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no Correlation.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Introduction to Public Speaking Definition - Understanding the Importance of Public Speaking – and their Benefits Practical for Unit I – Icebreaking Session (Self-Introduction / Hobbies and Interests) – Fear Busting Exercises – Tongue Twisters	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	Speech Delivery Elements: Diction, Pronunciation – Articulation – Usages of ICTs Practical for Unit II - Topics – Linking Objects with Stories – Preparing PowerPoint Slides – Presentation Templates	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	Types of Speech & Organising Types & its Function – Use of Humour in Speeches - Speaking Occasions - Role of a Speaker and Strategies Used Practical for Unit III – Active Listening Exercises – Impromptu – Occasion Speech - Role Play - Interviewing the Personality	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	Method of Delivery (Poetry & Drama) The Voice – Body Language Practical for Unit IV - Recitation - Dialogue - Creating Stories	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	Speech Language and Style The Style of a Speech: Speaker, Audience and Purpose – Effective Use of Language Practical for Unit V - Extempore with Presentation - Debate Powerful Public Speeches: Study the Experts – (TED TALKS etc) Aaron Beverly - An Unbelievable Story (2019 Toastmasters) Oprah Winfrey - Golden Globe Speech	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

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https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists?language=en

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

https://ed.ted.com/best_of_web/4Tpzh53v

[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)

https://youtu.be/xmj1LBJu_Ss?feature=shared

PEDAGOGY - Group Discussion, Activity and Assignment

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