

**CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)**

**NATIONALLY ACCREDITED WITH "A" GRADE BY NAAC**

**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)

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

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

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

**PROGRAMME SPECIFIC OUT COMES FOR BA ENGLISH**

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



CAUVERY COLLEGE FOR WOMEN, AUTONOMOUS, TRICHY - 18.

PG DEPARTMENT OF ENGLISH

BA ENGLISH - Programme Structure

LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (CBCS - LOCF)

(For the Candidates admitted from the Academic Year 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	
	<b>Total</b>					<b>30</b>	<b>21</b>				<b>600</b>

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							
<b>Total</b>					<b>30</b>	<b>21</b>				<b>600</b>	



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**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)	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)	Generic Elective Course -I (GEC)	Innovation and Entrepreneurship	22UGIE	2	1	-	100	-	100	
				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									
<b>Total</b>					<b>30</b>	<b>22</b>				<b>700</b>		
<b>15 DAYS INTERNSHIP DURING SEMESTER HOLIDAYS</b>												

**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)	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)	Skill Enhancement Course - I (SEC)	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									
<b>Total</b>					<b>30</b>	<b>25</b>				<b>800</b>		



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**Semester - V**

Semester	Part	Course	Course Title	Subject Code	Inst. Hrs / Week	Credits	Exam			Total
							Hours	Marks		
								Int	Ext	
V	III	Core Course IX (CC)	Shakespeare	23UEN5CC9	6	5	3	25	75	100
		Core Course X (CC)	Principles of Literary Criticism	23UEN5CC10	5	5	3	25	75	100
		Core Course XI (CC)	American Literature	23UEN5CC11	5	5	3	25	75	100
		Core Course XII (CC)	Women's Writing in English	23UEN5CC12	5	5	3	25	75	100
		Discipline Specific Elective - I (DSE)	A. Diasporic Literature	23UEN5DSE1A	5	3	3	25	75	100
	B. Translation: Theory and Practice		23UEN5DSE1B							
	C. World Classics in Translation		23UEN5DSE1C							
	IV	Ability Enhancement Compulsory Course - IV (AECC)	UGC Jeevan Kaushal - Professional Skills	22UGPS	2	2	-	100	-	100
		Skill Enhancement Course - II (SEC)	English for BPO	23UEN5SEC2	2	2	3	25	75	100
			<b>Extra Credit Course</b>	<b>SWAYAM</b>	<b>As per UGC Recommendations</b>					
		<b>Total</b>			<b>30</b>	<b>27</b>				<b>700</b>

**SEMESTER - VI**

Semester	Part	Course	Course Title	Subject Code	Inst. Hrs / Week	Credits	Exam			Total
							Hours	Marks		
								Int	Ext	
VI	III	Core Course XIII (CC)	English Language Teaching	23UEN6CC13	4	4	3	25	75	100
		Core Course XIV (CC)	Canadian Literature	23UEN6CC14	5	4	3	25	75	100
		Core Course XV (CC)	Commonwealth Literature	23UEN6CC15	5	3	3	25	75	100
		Core Course XVI (CC)	Cyber Security	22UGCS	5	4	3	25	75	100
		Discipline Specific Elective - II (DSE)	A. Journalism	23UEN6DSE2A	5	3	3	25	75	100
			B. Content Writing	23UEN6DSE2B						
			C. Phonetics	23UEN6DSE2C						
	Project	Project Work	23UEN6PW	5	4	-	-	100	100	
	V	Ability Enhancement Compulsory Course-V(AECC)	Gender Studies	22UGGS	1	1	-	100	-	100
		Extension Activity		22UGEA	-	1	-	-	-	-
		<b>Total</b>			<b>30</b>	<b>24</b>				<b>700</b>
		<b>Grand Total</b>			<b>180</b>	<b>140</b>				<b>4100</b>



## COURSES & CREDITS FOR UG PROGRAMME

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



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**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	
	<b>Total</b>					<b>30</b>	<b>21</b>				<b>600</b>

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	<b>Poetry</b> 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 <b>AOE LAB</b> - Level I- Units -1, 2 & 3	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	<b>Prose</b> 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 <b>AOE LAB</b> - Level I- Units- 4, 5 & 6	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	<b>Short Story</b> 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 <b>AOE LAB</b> - Level I- Unit- 7- Level II- Units- 1 & 2	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	<b>Language Competency</b> 4.1 Vocabulary: Synonyms, Antonyms, Word Formation 4.2 Appropriate use of Articles and Parts of Speech 4.3 Error Correction 4.4 <b>AOE LAB</b> - Level II- Units- 3 & 4	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	<b>English for Workplace</b> 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 <b>AOE LAB</b> - Level II- Units- 5, 6 & 7	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	<b>Self-study for Enrichment</b> <b>(Not Included for End Semester Examination)</b> 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](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**

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

### 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

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Recall and relate the basic elements of poetry, including meter, rhyme, and theme.	<b>K1</b>
<b>CO2</b>	Illustrate the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	<b>K2</b>
<b>CO3</b>	Apply and built the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	<b>K3</b>
<b>CO4</b>	Examine the library resources for research and develop arguments about literary works.	<b>K4</b>
<b>CO5</b>	Inspect and analysis skillfully within a team, respect coworkers, delegate work and contribute to a group project.	<b>K4</b>

### MAPPING OF CO WITH PO AND PSO

<b>CO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	3	3	2	3	3	3	2	3	3
<b>CO2</b>	3	3	3	3	3	3	3	3	3	3
<b>CO3</b>	3	3	3	3	2	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3	3	3	3	3	3
<b>CO5</b>	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- 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	<b>Self-Study For Enrichment</b> <b>(Not to be included for External Examination)</b> 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–LaurieKirszner, by Cengage Learning, 2016

## WEB REFERENCES

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

<https://journals.iium.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

“1” – Slight (Low) Correlation

“2” – Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is No Correlation.



# SYLLABUS

UNIT	CONTENT	HOURS	Cos	COGNITIVE LEVEL
<b>I</b>	<b>Poetry</b> 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”	<b>18</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2, K3, K4</b>
<b>II</b>	<b>Prose</b> 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”	<b>18</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2, K3, K4</b>
<b>III</b>	<b>Short Stories</b> 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>	<b>18</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2, K3, K4</b>
<b>IV</b>	<b>Drama</b> Rabindranath Tagore - <i>Mukhthadhara</i> Girish Karnad - <i>Hayavadana</i>	<b>18</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2, K3, K4</b>
<b>V</b>	<b>Novel</b> Ruskin Bond - <i>The Blue Umbrella</i> R.K. Narayan- <i>The Man-Eater of Malgudi</i>	<b>18</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2, K3, K4</b>
<b>VI</b>	<b>Self-study for Enrichment (Not Included for End Semester Examination)</b> 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>	<b>-</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2, K3, K4</b>

## **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	<b>Self-Study For Enrichment (Not included for End Semester Examination)</b> 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					
<b>Total</b>				<b>30</b>	<b>21</b>				<b>600</b>	

<b>Semester - II</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>SUBJECT CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
<b>23UE2</b>	<b>GENERAL ENGLISH- II</b>	<b>ENGLISH LANGUAGE COURSE - II</b>	<b>6</b>	<b>3</b>

## 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

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

## MAPPING OF CO WITH PO AND PSO

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

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Listening</b> - AOE LAB - Level -III- Units – 1, 2 & 3 <b>Speaking</b> - Share your Unforgettable Experience <b>Reading</b> - Short Story - Oscar Wilde - <i>The Devoted Friend</i> <b>Writing</b> – Notices, Writing a Report <b>Grammar</b> - Parts of Speech ( Practice Exercises)	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	<b>Listening</b> - AOE LAB - Level -III - Units- 4, 5 & 6 <b>Speaking</b> – Importance of Technology on Society <b>Reading</b> - Prose: Francis Bacon- “Of Gardens” <b>Writing</b> – CV Writing, Cover Letter, Letter of Recommendation <b>Grammar</b> - Phrases and Clauses	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<b>Listening</b> - AOE LAB - Level III - Unit- 7- Level IV - Units- 1 & 2 <b>Speaking</b> - Speaking about your Dream Career <b>Reading</b> - One - Act Play: Fritz Karinthy - <i>Refund</i> <b>Writing</b> – E-mails & Tweets <b>Grammar</b> - Sentences, Kinds and Types of Sentences	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<b>Listening</b> - AOE LAB - Level IV- Units- 3 & 4 <b>Speaking</b> – Is Freedom of Speech a Necessity <b>Reading</b> - Fiction: Kenneth Grahame - <i>The Wind in the Willows</i> <b>Writing</b> – Blogs and Vlog Writing <b>Grammar</b> - Question Tags	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<b>Listening</b> - AOE LAB- Level IV - Units- 5, 6 & 7 <b>Speaking</b> – Contemporary Social and Political Issues. <b>Reading</b> - Poetry: William Wordsworth – “My Heart Leaps Up” <b>Writing</b> – Poster Making and Advertising <b>Grammar</b> - Direct and Indirect Speech	18	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study for Enrichment</b> <b>(Not to be Included for End Semester Examination)</b> Short Story: Amy Tan - <i>Two Kinds</i> <a href="https://youtu.be/Uo9b6LsgEuU?si=t01bjPcP-Bj6SQ1g">https://youtu.be/Uo9b6LsgEuU?si=t01bjPcP-Bj6SQ1g</a> <a href="https://youtu.be/z97_vajw-Do?si=Dfu5IUNoMhU5liTy">https://youtu.be/z97_vajw-Do?si=Dfu5IUNoMhU5liTy</a>	-	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://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**



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

### 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

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

### MAPPING OF CO WITH PO AND PSO

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

“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	<b>The Age of Shakespeare</b> Shakespeare – “All the World’s a Stage” George Herbert – “The Pulley”	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	<b>The Age of Milton</b> John Milton – “Lycidas” Abraham Cowley – “The Wish”	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	<b>The Age of Dryden and Pope</b> 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	<b>The Romantic Age</b> 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	<b>The Victorian Age</b> Alfred Tennyson – “Tithonus” Dante Gabriel Rossetti – “The Blessed Damozel”	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	<b>Self-Study for Enrichment</b> (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://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

<b>SEMESTER - II</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>SUBJECT CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
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	<b>Self-Study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b> 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.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**

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

### 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

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

### MAPPING OF CO WITH PO AND PSO

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

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
<b>I</b>	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.	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>II</b>	Allegory - Allusion - Alliteration - Metaphor - Simile - Onomatopoeia - Dramatic Irony - Aside - Soliloquy - Farce - Catastrophe - Catharsis - Pathetic Fallacy - Personification.	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>III</b>	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	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>IV</b>	Elements of Fiction - Short Story - Historical Novel - Picaresque Novel - Detective Fiction - Science Fiction -The Sentimental Novel - Gothic novel.	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>V</b>	The Essay - Biography - Autobiography - Literary Criticism – Style	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>VI</b>	<b>Self -study for Enrichment</b> <b>(Not To Be Included for End Semester Examination)</b> Shakespearean Comedy - Shakespearean Tragedy - Shakespearean Romance - Shakespeare’s English Historical Plays - Shakespeare’s Roman plays.	<b>-</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>

## **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									
<b>Total</b>					<b>30</b>	<b>22</b>				<b>700</b>	
<b>15 DAYS INTERNSHIP DURING SEMESTER HOLIDAYS</b>											



Semester - III	Internal Marks: 25		External Marks: 75	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
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	<b>POETRY</b> Alfred Tennyson - "Ulysses" Walt Whitman- "O' Captain! My Captain!" <b>GRAMMAR &amp; VOCABULARY</b> Modals and Tenses <b>SPEAKING SKILLS</b> Greeting and Introducing People	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	<b>PROSE</b> Francis Bacon: "Of Friendship" Robert Lynd: "Window View" <b>GRAMMAR &amp; VOCABULARY</b> Concord, Voices <b>SPEAKING SKILLS</b> Accepting and Rejecting an Invitation	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	<b>SHORT STORIES</b> WW Jacobs- "The Monkey's Paw" Leo Tolstoy- "How Much Land Does a Man Need?" <b>GRAMMAR &amp; VOCABULARY</b> Idioms and Phrases (50 Nos) <b>SPEAKING SKILLS</b> Asking and Giving Information	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	<b>DRAMA</b> William Shakespeare- <i>As You Like It</i> (Abridged Version) <b>GRAMMAR &amp; VOCABULARY</b> Expansion of Proverbs <b>SPEAKING SKILLS</b> Asking and Giving Direction	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	<b>AUTOBIOGRAPHY</b> 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 <b>GRAMMAR &amp; VOCABULARY</b> Report Writing and Comprehension <b>SPEAKING SKILLS</b> Thanking and Responding	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	<b>Self-Study for Enrichment</b> (Not included for End Semester Examination) <b>Personal Integrity</b> - Honesty, Adaptability and Dependability <b>Life Skills</b> – Interpersonal Skills - Solve Problems – Think Critically and Creatively - Communicate Effectively - Build Healthy Relationships - Empathize with Others. <b>POEM</b> William Wordsworth – "The Solitary Reaper" <b>PROSE</b> Helen Keller - "My Teacher" <b>Short Story</b> 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.

## BOOKS FOR REFERENCE

- Murphy, Raymond. *English Grammar in Use: A Self Study and Practice Book Intermediate Learners Book*. Cambridge University Press, 2013.
- Hari Mohan Prasad, Uma Rani Sinha, *Objective English for all Competitive Examinations*. Mc Graw Hill, 2000.
- Bhatnagar.R.P., *English for Competitive Examinations*, 3<sup>rd</sup> Edition, Laxmi Publications. 2009

## WEB REFERENCES

- <https://studylib.net/doc/25501535/sweets-for-angels-text>
- <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](https://www.btbores.org/Downloads/6_The%20Monkeys%20Paw%20by%20WW%20Jacobs.pdf)

**PEDAGOGY** - Assignment, Quiz and Seminar

**COURSE DESIGNERS** - Ms. Irudhaya Pushpam

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

### COURSE OBJECTIVES

- The course is structured to know the impact of the 20<sup>th</sup> 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	<b>Self-study for Enrichment (Not to be included for End Semester Examination)</b> 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 - \[PDF Document\] \(vdocument.in\)](#)

[https://www.balallyplayers.com/productions/2015\\_The\\_Proposal/The%20Proposal%20by%20Anton%20Chekhov.pdf](https://www.balallyplayers.com/productions/2015_The_Proposal/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_in_english_lit_ix/UNIT-14.PDF)

<http://litohfour.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

<b>Semester - III</b>	<b>Internal Marks: 25</b>			<b>External Marks: 75</b>
<b>COURSE CODE</b>	<b>TITLE</b>	<b>CATEGORY</b>	<b>HOURS / WEEK</b>	<b>CREDITS</b>
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	<b>Self-study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b> <ul style="list-style-type: none"> <li>• Nature Poets - Lord Byron, P.B. Shelley &amp; Alfred Tennyson</li> <li>• War Poets - Siegfried Sassoon, Rupert Brooke &amp; Wilfred Owen</li> </ul>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOK

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

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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>

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

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<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

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

### **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

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Relate the historical, sociocultural contexts, literary movements and styles that emerged in different ages of England	<b>K1</b>
<b>CO2</b>	Illustrate the influence of major literary figures and works on English literature's evolution and its global impact.	<b>K2</b>
<b>CO3</b>	Develop knowledge about the genres of literature and their emergence and growth through the ages.	<b>K3</b>
<b>CO4</b>	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	<b>K4</b>
<b>CO5</b>	Examine the learners' knowledge by enriching various concepts in literature through critical thinking in literary studies for better prospects	<b>K4</b>

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

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

**“1” – Slight (Low) Correlation**

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

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

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



## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Pre- Chaucerian and The Age of Chaucer</b> 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	<b>The Elizabethan Age and The Jacobean Age</b> 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	<b>The Age of Milton</b> 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	<b>The Age of Dryden</b> 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	<b>The Age of Pope</b> 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	<b>Self-study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b> 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.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

<b>Semester – III</b>	<b>Internal Marks: 25</b>			<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>	
<b>23UEN3GEC1</b>	<b>PRESENTATION SKILLS IN ENGLISH</b>	<b>GENERIC ELECTIVE COURSE – I</b>	<b>2</b>	<b>2</b>	

### **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

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

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

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

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is No Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Introduction to Presentation Skills</b> 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	<b>Preparation for Presentation Skills</b> – Think about the 4 Ps Challenges and Benefits of Effective Speaking Skills	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<b>Presentation Planning</b> - Visualize the PowerPoint Presentation - Organize the Aids- Knowing the Target Audience - Good Planning - Visual Representation of Data	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<b>Deliverance</b> – How to deliver an Effective Presentation - Non-verbal Communication - Take Time to think during your Presentation - Pay Attention to your Voice - Body Language	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<b>Evaluation</b> – Concluding a Presentation - Interactive Session - Encouraging Questions - Discussion with the Audience- Maintaining Good Relationship with the Audience-Active Listening Tasks	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study for Enrichment (Not to be included for End Semester Examination)</b> 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* (4<sup>th</sup> ed.), Kogan Page (2010)  
 Cottrell, S. *The Study Skills Handbook* (3<sup>rd</sup> ed.), Palgrave Macmillan (2008)  
 Abraham, Dulcie. *Planning and Teaching, Practical Suggestions for English in the Classroom*, 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>  
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<https://presentationsskills.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) Core Course - VIII (CC) Second Allied Course - II (AC) Internship	Drama	23UEN4CC7	5	5	3	25	75	100
			Introduction to Language and Linguistics	23UEN4CC8	5	5	3	25	75	100
			History of English Literature -II	23UEN4AC4	4	3	3	25	75	100
			Internship	22UEN4INT	-	2	-	-	-	100
	IV	Generic Elective Course -II (GEC) Skill Enhancement Course - I (SEC)	Communication Skills in English	23UEN4GEC2	2	2	3	25	75	100
			Basic Tamil - II	22ULC4BT2						
			Special Tamil - II	22ULC4ST2						
			Public Speaking (P)	23UEN4SEC1P	2	2	3	40	60	100
		<b>Extra Credit Course</b>	<b>SWAYAM</b>	<b>As per UGC Recommendation</b>						
	<b>Total</b>			<b>30</b>	<b>25</b>					<b>800</b>

Semester - IV	Internal Marks: 25		External Marks: 75	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
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	<b>POETRY</b> - Robert Frost – “Nothing Gold Can Stay” John Keats – “Ode to a Nightingale” <b>SPEAKING SKILLS</b> – Meeting People, Exchanging Greetings and Taking Leave	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	<b>PROSE</b> - Stephen Leacock – ‘My Financial Career’ A.G.Gardiner - ‘On the Rule of the Road’ <b>SPEAKING SKILLS</b> - Answering the Telephone and Asking for Someone, Dealing with a Wrong Number	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	<b>SHORT STORY</b> - Rabindranath Tagore – “The Postmaster” Anton Chekov – “The Bet” <b>SPEAKING SKILLS</b> - Getting People’s Attention and Interrupting, Giving Instructions and Seeking Clarification	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	<b>GRAMMAR</b> - Question Tags Transformation of Sentences Simple, Compound and Complex Active and Passive Voice Reported Speech <b>SPEAKING SKILLS</b> – Describing Daily Routines, Talking about Possessions, Asking for the Time and Date	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	<b>Interview Skills</b> - Letter of Application & CV Preparing for Interviews Group Discussion <b>SPEAKING SKILLS</b> – Accepting and Refusing a Job Offer, Apologizing and Responding to an Apology	18	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	<b>Self-Study for Enrichment</b> (Not to be Included for End Semester Examination) <b>POEM</b> – Sylvia Plath - “Daddy” <b>SHORT STORY</b> - O Henry – “After 20 Years” <b>PROSE</b> – 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://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

<b>Semester – IV</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
<b>23UEN4CC7</b>	<b>DRAMA</b>	<b>CORE COURSE -VII</b>	<b>5</b>	<b>5</b>

### 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

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Recall the elements of Drama and explain how these elements combine a theatrical experience with real life situation.	<b>K1</b>
<b>CO2</b>	Develop Critical thinking skills through the interpretation and evaluation of dramatic texts and performances.	<b>K2</b>
<b>CO3</b>	Explore the historical, social and cultural contexts of dramatic texts and how they influence the interpretation and performance.	<b>K3</b>
<b>CO4</b>	Identifying the types of drama and their characteristics.	<b>K3</b>
<b>CO5</b>	Analyze the significance of drama from the audience Perspective to gain better prospects.	<b>K4</b>

### MAPPING OF CO WITH PO AND PSO

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

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.



## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	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	<b>Self-Study For Enrichment</b> <b>(Not to be included for End Semester Examination)</b> Ben Johnson - <i>The Alchemist</i>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

Beckett, Samuel. *Waiting for Godot*. New Delhi: Rama Brothers India, Pvt.Ltd.2015.

Eliot, T.S. *Murder in the Cathedral*. New Delhi: Surjeet Publications. 1963.

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

### WEB REFERENCES

[https://en.wikipedia.org/wiki/the\\_spanish\\_tragedy](https://en.wikipedia.org/wiki/the_spanish_tragedy)

<https://www.cliffsnotes.com/literature/d/doctor-faustus/play-summary>

<https://interestingliterature.com/2021/06/t-s-eliot-murder-in-the-cathedral-summary-analysis/>

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

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

Semester - IV	Internal Marks: 25		External Marks: 75	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
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	<b>Self-Study For Enrichment (Not to be included for End Semester Examination)</b> 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/schoolttextbooks/schoolttextbooks.php?bookid=4481&The-Study-of-Language-7th-edition-PDF-by-George-Yule>  
[https://books.google.co.in/books/about/The\\_English\\_Language.html?id=RdxDAQAAIAAJ&redir\\_esc=y](https://books.google.co.in/books/about/The_English_Language.html?id=RdxDAQAAIAAJ&redir_esc=y)

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

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

Semester - IV	Internal Marks: 25		External Marks: 75	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
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

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“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p><b>The Age of Transition or Pre-Romantic Period</b></p> <p>General Features – Chief characteristics of Pre-Romantic Poetry</p> <p>Growth of Poets, Prose Writers, Novelists</p> <p>The Reactionary School: Samuel Johnson</p> <p>The Transitional Poets</p> <p>The Rise of the Women Writers in the 18<sup>th</sup> Century</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	<p><b>The Romantic Age /The Return to Nature / The Age of Wordsworth</b></p> <p>Introduction – Historic Background, Theme, Style</p> <p>Precursors of Romanticism</p> <p>The Older Poets &amp; The Younger Poets</p> <p>Growth of Romantic Literature: Poets -Prose Writers – Literary Criticism – Novelist</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<p><b>The Victorian Age or The Age of Tennyson</b></p> <p>Introduction – Historic Background, Theme, Style</p> <p>Growth of Victorian Literature: Poets, Prose Writers, Dramatist and Novelists</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<p><b>The Edwardian Period - The Georgian Period</b></p> <p>The Historic Background, Theme, Style</p> <p>Georgian Poets and their characteristics</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<p><b>The Twentieth Century- onwards</b></p> <p>Towards Modernism – Historic Background, Theme, Style</p> <p>Social and Political Developments in the 20<sup>th</sup> Century –</p> <p>Modernist Literature - Growth of Literature: Poetry, Prose, Drama, Fiction</p>	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<p><b>Self-study for Enrichment</b></p> <p><b>(Not to be included for End Semester Examination)</b></p> <p>Satanic School – Cockney School, Dark Romantic –</p> <p>Transcendentalism -The Pre-Raphaelite Movement - War Poets</p> <p>- Oxford Movements - Existentialism - Black Comedy- Angry Young Man - Kitchen Sink Drama – Dadaism - Absurd Drama</p>	-	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.

## **WEB REFERENCES**

<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**

<b>Semester – IV</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>23UEN4GEC2</b>	<b>COMMUNICATION SKILLS IN ENGLISH</b>	<b>GENERIC ELECTIVE COURSE - II</b>	<b>2</b>	<b>2</b>

### **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

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

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

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

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Communication: An Introduction, Definition, Nature and Scope of Communication, Importance and Purpose of Communication, Process of Communication, Types of Communication	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	<b>Barriers to communication:</b> 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	<b>Elements of Communication:</b> Introduction, Face to Face Communication – Tone of Voice, Body Language (Non-Verbal Communication), Verbal Communication Physical Communication.	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<b>Interview Skills:</b> Purpose of an interview, Do's and Don'ts of an Interview, Giving Presentations: Dealing with Fears, Planning your Presentation, Structuring your Presentation, Delivering your Presentation, Techniques of Delivery	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<b>Group Discussion:</b> Introduction, Communication Skills in Group Discussion, Group Dynamics, Do's and Don'ts of Group Discussion	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study for Enrichment</b> (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*, 1<sup>st</sup> Edition, Pearson, 2013

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

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

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

Mitra, K. Barun. *Personality Development and Soft Skills*, 1<sup>st</sup> Edition, Oxford Press, 2011



## **REFERENCE BOOKS**

Dutt. P.Kirmani, Rajeevan. Geetha, Prakash. CL.N A *Course in Communication Skill Foundation Books*. New Delhi: Cambridge University Press Ltd,2010

Murphy, Raymond. *English Grammar in Use*, Cambridge,2012.

## **WEB REFERENCES**

<https://link.springer.com>

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

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

Semester – IV	Internal Marks: 40		External Marks: 60	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
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

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## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<p><b>Introduction to Public Speaking</b>            Definition - Understanding the Importance of Public Speaking – and their Benefits  <b>Practical for Unit I</b> – Icebreaking Session (Self-Introduction / Hobbies and Interests) – Fear Busting Exercises – Tongue Twisters</p>	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	<p><b>Speech Delivery</b>            Elements: Diction, Pronunciation – Articulation – Usages of ICTs  <b>Practical for Unit II</b> - Topics – Linking Objects with Stories – Preparing PowerPoint Slides – Presentation Templates</p>	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	<p><b>Types of Speech &amp; Organising</b>            Types &amp; its Function – Use of Humour in Speeches - Speaking Occasions - Role of a Speaker and Strategies Used  <b>Practical for Unit III</b> – Active Listening Exercises – Impromptu – Occasion Speech - Role Play - Interviewing the Personality</p>	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	<p><b>Method of Delivery (Poetry &amp; Drama)</b>            The Voice – Body Language  <b>Practical for Unit IV</b> - Recitation - Dialogue - Creating Stories</p>	6	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	<p><b>Speech Language and Style</b>            The Style of a Speech: Speaker, Audience and Purpose – Effective Use of Language  <b>Practical for Unit V</b> - Extempore with Presentation - Debate  <b>Powerful Public Speeches:</b> Study the Experts – (TED TALKS etc)            Aaron Beverly - An Unbelievable Story (2019 Toastmasters)            Oprah Winfrey - Golden Globe Speech</p>	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://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](https://youtu.be/xmj1LBJu_Ss?feature=shared)

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

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



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

**PG DEPARTMENT OF ENGLISH**

**BA ENGLISH - Programme Structure**

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

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

**Semester – V**

Semester	Part	Course	Course Title	Subject Code	Inst. Hrs /Week	Credits	Exam			Total
							Hours	Marks		
								Int	Ext	
V	III	Core Course IX (CC)	Shakespeare	23UEN5CC9	6	5	3	25	75	100
		Core Course X (CC)	Principles of Literary Criticism	23UEN5CC10	5	5	3	25	75	100
		Core Course XI (CC)	American Literature	23UEN5CC11	5	5	3	25	75	100
		Core Course XII (CC)	Women's Writing in English	23UEN5CC12	5	5	3	25	75	100
		Discipline Specific Elective - I (DSE)	A. Diasporic Literature	23UEN5DSE1A	5	3	3	25	75	100
	B. Translation: Theory and Practice		23UEN5DSE1B							
	C. World Classics in Translation		23UEN5DSE1C							
	IV	Ability Enhancement Compulsory Course - IV (AECC)	UGC Jeevan Kaushal - Professional Skills	22UGPS	2	2	-	100	-	100
		Skill Enhancement Course - II (SEC)	English for BPO	23UEN5SEC2	2	2	3	25	75	100
	<b>Extra Credit Course</b>		<b>SWAYAM</b>	<b>As per UGC Recommendations</b>						
<b>Total</b>					<b>30</b>	<b>27</b>				<b>700</b>

<b>Semester -V</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
<b>23UEN5CC9</b>	<b>SHAKESPEARE</b>	<b>CORE COURSE – IX</b>	<b>6</b>	<b>5</b>

### **COURSE OBJECTIVES**

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

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

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

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

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

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

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

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

### TEXT BOOKS

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

### REFERENCE BOOKS

Bradely, A.C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. Macmillan and Co, 1905.

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

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

### WEB REFERENCES

<http://shakespeare.mit.edu/tempest/full.html> <https://shakespeare.folger.edu/shakespeares-works/julius-caesar/entire-play/>

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

<https://standardebooks.org/ebooks/william-shakespeare/antony-and-cleopatra/text/single-page>

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

**COURSE DESIGNER – Dr. S. Ramalakshmi**

<b>Semester – V</b>	<b>Internal Marks:25</b>		<b>External Marks:75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>23UEN5CC10</b>	<b>PRINCIPLES OF LITERARY CRITICISM</b>	<b>CORE COURSE - X</b>	<b>5</b>	<b>5</b>

### **COURSE OBJECTIVES**

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

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

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

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

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

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

**“1” – Slight (Low) Correlation**

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

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

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



## SYLLABUS

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

### TEXT BOOKS

Mundra, S.C., and Agarwal, S.C. *Principles & History of Literary Criticism*. Prakash Book Depot, 2009.

Scott, Wilbur. *Five Approaches to Literary Criticism*. Macmillan, 1963.

Dryden, John. *An Essay on Dramatic Poesy*. Oxford University Press, 1918.

### REFERENCE BOOKS

Enright, D.J., and J.A. de Chickera. *English Critical Texts*. Oxford University Press, 1975.

Habib, Rafey. *A History of Literary Criticism: From Plato to the Present*. Blackwell Publishing Ltd, 2005.

Arul, S. Joseph, S. Paul Pragash, and M. John Britto. *Literary Criticism*. Lambert Academic Publishing, 2010.

Prasad, Birjadish. *An Introduction to English Criticism*. Macmillan India Ltd, 1965.

## **WEB REFERENCES**

<https://drdevika.files.wordpress.com/2017/08/abrams-orientation-of-critical-theories.pdf>

[http://socrates.acadiau.ca/courses/engl/rcunningham/Winter2020/engl5013\\_poetics/texts/eliot\\_tradition.pdf](http://socrates.acadiau.ca/courses/engl/rcunningham/Winter2020/engl5013_poetics/texts/eliot_tradition.pdf) [http://www.letras.ufmg.br/padrao\\_cms/documentos/profs/marcel/LyricalBallads.pdf](http://www.letras.ufmg.br/padrao_cms/documentos/profs/marcel/LyricalBallads.pdf) <http://public-library.uk/pdfs/8/865.pdf>

[http://www.letras.ufmg.br/padrao\\_cms/documentos/profs/marcel/LyricalBallads.pdf](http://www.letras.ufmg.br/padrao_cms/documentos/profs/marcel/LyricalBallads.pdf)

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

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

<b>Semester – V</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>23UEN5CC11</b>	<b>AMERICAN LITERATURE</b>	<b>CORE COURSE - XI</b>	<b>5</b>	<b>5</b>

### **COURSE OBJECTIVES**

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

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

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

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

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

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

**“1” – Slight (Low) Correlation**

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

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

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

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Poetry</b> Emily Dickinson - "Success is Counted Sweetest" Langston Hughes - "Dreams" Sylvia Plath - "Mirror" E.E. Cummings - "Somewhere I have Never Travelled, Gladly Beyond"	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	<b>Prose</b> Ralph Waldo Emerson - "Self-Reliance" Martin Luther King - "I Have a Dream"	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<b>Short Story</b> Mark Twain - "Ghost Story" James Thurber - "Secret Life of Walter Mitty"	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<b>Drama</b> Samuel Shepard - <i>Curse of Starving Class</i> Arthur Miller - <i>All My Sons</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<b>Fiction</b> Earnest Hemingway - <i>The Old Man and the Sea</i> Toni Morrison - <i>The Bluest Eye</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study For Enrichment</b> (Not to be Included for End Semester Examination) Reading from Emily Dickinson: Hope is the thing with feathers Robert Frost - "West Running Brooks". Nathaniel Hawthorne - <i>The Scarlet Letter</i> John Steinbeck - <i>The Grapes of Wrath</i> .	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

Cummings, E. E. *Somewhere I Have Never Travelled, Gladly Beyond*. Great Neck Publishing, 2013.

Hemingway, Ernest. *The Old Man and the Sea*. RHUK, 1994.

Shepard, Sam. *Curse of the Starving Class*. Dramatists Play Service, Inc.

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

Emerson, Ralph Waldo. *Selected Essays*. Penguin American Library, 1982.

## **REFERENCE BOOKS**

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

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

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

Das, Ajay. *Great American Poets*. 1st ed., Bhasker Publications, 2010.

Subbian, C. *American Literature: An Anthology of Poems*. Emerald Publishers, 2010.

## **WEB REFERENCES**

<https://research.lib.buffalo.edu/american-literature-research/primary-sources>

<https://www.poetryfoundation.org/poems/153877/somewhere-i-have-never-travelledgladly-beyond>

<https://beta.poetryfoundation.org/poems/150995/dreams-5d767850da976>

<https://frielingretc.files.wordpress.com/2013/03/all-my-sons-script.pdf>

<https://www.wtps.org/cms/lib/NJ01912980/Centricity/Domain/741/The%20Bluest%20Eye.pdf>

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

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

<b>Semester – V</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
<b>23UEN5CC12</b>	<b>WOMEN’S WRITING IN ENGLISH</b>	<b>COURE COURSE - XII</b>	<b>5</b>	<b>5</b>

### COURSE OBJECTIVES

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

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

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

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

### MAPPING OF CO WITH PO AND PSO

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

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Poetry</b> Maya Angelou – “I Know Why the Caged Bird Sings” Sylvia Plath – “Poppies in October” Christina Rossetti – “Remember”	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	<b>Prose</b> Alice Munro – “Boys and Girls” Chimamanda Ngozi Adichie – “We Should All Be Feminists”	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<b>Short Stories</b> Toni Cade Bambara – “Raymond’s Run” Kate Chopin – “The Story of an Hour”	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<b>Drama</b> Lorraine Hansberry- <i>A Raisin in the Sun</i> Susan Glaspell - <i>The Outside</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<b>Fiction</b> Patricia Highsmith - <i>The Price of Salt</i> Maggie O Farrell - <i>The Marriage Portrait</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study For Enrichment</b> <b>(Not to be Included for End Semester Examination)</b> Alice Munro - <i>Save the Reaper</i> Kamala Das - <i>The Losing Battle</i> Susan Glaspell - <i>Trifles</i> , Character Sketch, Themes	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

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

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

Chopin, Kate. “The Story of an Hour.” *The Norton Introduction to Literature*, edited by Kelly J.

Mays, shorter 14th ed., W. W. Norton, 2022.

Highsmith, Patricia, and Claire Morgan. *The Price of Salt*. Dover Publications, Inc., 2015.

## **REFERENCE BOOKS**

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

## **WEB REFERENCES**

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

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

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

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

<https://studycorgi.com/the-short-story-raymonds-run-by-toni-cade-bambara/>

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

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



<b>Semester – V</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
<b>23UEN5DSE1A</b>	<b>DIASPORIC LITERATURE</b>	<b>DISCIPLINE SPECIFIC ELECTIVE - I</b>	<b>5</b>	<b>3</b>

### COURSE OBJECTIVES

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

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

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

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

### MAPPING OF CO WITH PO AND PSO

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

“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 of the terms “Diaspora”- Birth of Diasporic Literature and its Modern Meaning - Colonialism and Diaspora - Classification of “Diaspora”. Concept of Diaspora, Ethnicity, Issues of location, Nostalgia and Memory Loss Cultural Hybridism	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	<b>Poetry</b> Rick Barot - “Bonnard’s Garden” Derek Walcott - “A Far Cry from Africa”	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<b>Short Story</b> Jhumpa Lahiri – “This Blessed House” ( <i>Interpreter of Maladies</i> , Chapter – VII) Chitra Banerjee Divakaruni - “Clothes” ( <i>Arranged Marriage</i> , Chapter II)	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<b>Drama</b> David Henry Hwang - <i>M. Butterfly</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<b>Novel</b> Salman Rushdie - <i>Midnight’s Children</i> Zadie Smith - <i>White Teeth</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study For Enrichment</b> <b>(Not to be Included for End Semester Examination)</b> Self-identity, Expatriation, Exuberance of Immigration, Hybridity, Nostalgia for Home Displacement, Rootlessness	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

John, B. Alphonso - Karkala. Indo- English Literature in the Nineteenth Century. Mysore, 1970. Print.

Peeradina, Saleem. Ed. Contemporary Indian Poetry in English: An Assessment and Selection. Chennai: Macmillan Pub. Pvt. Ltd. 2010. Print

Smith, Zadie. White Teeth. Random House, 2000.

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Cohen, Robin 1997. *Global Diaspora: An Introduction*. London: UCL Press. [Introduction] Eleonore Kofman, Annie Phizacklea, Parvati Raghuram, Rosemary Sales. 2000. *Gender and International Migration in Europe: Employment, Welfare and Politics*. London: Routledge. [Introduction].

Jain, Jasbir. *Writers of the Indian Diaspora*. Delhi: Rawat Publications, 2003. Print.

Lal, Brij Vilash. *The Encyclopedia of the Indian Diaspora*. Delhi: Oxford University Press, 2006. Print.

Natarajan, Nalini. *Handbook of Twentieth-Century Literatures of India*. Delhi: Greenwood Publishing Group, 1996. Print.

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<https://www.goodreads.com/book/show/61401327-tiger-daughter>

<https://kccollege.ac.in/uploads/959ba388d4a0cd251a2d30802575a371Mahananda%20A%20Far%20cry%20from%20Africa.pdf>

<https://xpressenglish.com/our-stories/blessed-house/>

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

**COURSE DESIGNER – Dr.R.Shanthi**

<b>Semester – V</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
<b>23UEN5DSE1B</b>	<b>TRANSLATION: THEORY AND PRACTICE</b>	<b>DISCIPLINE SPECIFIC ELECTIVE - I</b>	<b>5</b>	<b>3</b>

### COURSE OBJECTIVES

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

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

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

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

### MAPPING OF CO WITH PO AND PSO

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

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Define Translation - History of Translation - History of Translation in India - Do's and Don'ts of Translation - Scope of Translation Studies	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	Types of Translation - Methods of Translation - Principles of Translation - Principles of Translator	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	Dryden on Translation - J.C. Catford's view on Translation - Eugene Nida - Peter Newmark - Susan Bassnett - Theodore Savory	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	Equivalence and Untranslatability in Literary Texts (Translation of Poem, Translation of Prose, Translation of Drama)	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	Ramachander Krishna - <i>Home</i> Thirukkural Chapter XXIX (19), LXXX (80) & CXXII (122)	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study For Enrichment</b> <b>(Not to be Included for EndSemester Examination)</b> Translating verse translation in Thirukkural, Paragraph Translation Based on Comprehension Passages, Translation of Roman Jakobson, Mc-Guire, Horst Frenz, Translation of Bharathiyar Poems, Perumal Murugan - <i>Poonachi</i>	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

**\*Note: Passage for Translation should be taken only from Unit - V**

### TEXT BOOKS

Bassnett - McGuire, Susan. *Translation Studies*. Methuen & Co., 1980.

Catford, J.C. *A Linguistic Theory of Translation*. Oxford University Press, 1974.

Lefevere, André. *Translating Literature: Practice and Theory in a Comparative Literature Context*. Modern Language Association, 1992.

Newmark, Peter. *Approaches to Translation*. Pergamon Press, 1988.

Steiner, George. *After Babel*. 3rd ed., Oxford University Press, 1999.

Pope, George Uglow. *Thirukkural: English Translation and Commentary*. CreateSpace Independent Publishing Platform, 2017.

## **REFERENCE BOOKS**

Bassnett-McGuire, Susan, and André Lefevere, editors. *Translation, History and Culture*. Pinter Publishers, 1991.

Belloc, Hilaire. *On Translation*. Oxford University Press, 1931.

Savory, Theodore. *The Art of Translation*. The Writer Inc., 1968.

Frost, William, editor. *Dryden and the Art of Translation*. Yale University Press, 1955.

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

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

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

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

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

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

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[https://www.projectmadurai.org/pm\\_etexts/utf8/pmuni0153.html](https://www.projectmadurai.org/pm_etexts/utf8/pmuni0153.html)

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

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

Semester – V	Internal Marks:25		External Marks:75	
COURSE CODE	COURSE TITLE	CATEGORY	HRS / WEEK	CREDITS
23UEN5DSE1C	WORLD CLASSICS IN TRANSLATION	DISCIPLINE SPECIFIC ELECTIVE - I	5	3

### COURSE OBJECTIVES

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

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

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

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

### MAPPING OF CO WITH PO AND PSO

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

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

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

### TEXT BOOKS

Homer. *The Odyssey*. Penguin Classics.

Devy, G. N. *Indian Literary Criticism*. Orient Black Swan, pp. 346-374.

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

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

Sophocles. *The Theban Plays*. Penguin Classics.

Maupassant, Guy de. *Masterpieces of World Fiction: Selected Stories*.

Tolstoy, Leo. *Selected Stories. Masterpieces of World Fiction*.



## REFERENCE BOOKS

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

## WEB REFERENCES

- <https://www.poetrynook.com/poem/returning-live-country> <https://www.poetryfoundation.org/poems>
- <https://archive.org/details/mghadtaorcloudm00wilsgoog/page/n136/mode/2up>
- <https://www.thefreshreads.com/the-blizzard/> <https://www.berfrois.com/2013/12/two-christmas-short-stories-fyodor-dostoyevsky/>
- <https://www.britannica.com/art/Greek-literature/Classical-period-5th-and-4th-centuries-bc>
- <https://www.thoughtco.com/inferno-canto-iii-divine-comedy-dante-alighieri-4098791>
- <https://www.britannica.com/biography/Sophocles>
- <https://www.britannica.com/art/French-literature/The-reaction-against-reason>
- <https://www.britannica.com/art/Russian-literature>
- [https://manybooks.net/book/124249/read#epubcfi\(/6/2\[titlepage\]!/4/1:0\)](https://manybooks.net/book/124249/read#epubcfi(/6/2[titlepage]!/4/1:0))

## RECOMMENDED MOOC

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

## TED TALKS

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

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

**COURSE DESIGNER – Dr. S. Ramalakshmi**

<b>Semester - V</b>	<b>Internal Mark: 100</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
22UGPS	UGC – JEEVAN KAUSHAL PROFESSIONAL SKILLS	ABILITY ENHANCEMENT COMPULSORY COURSE – IV	2	2

### COURSE OBJECTIVES

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

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

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

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

### MAPPING OF CO WITH PO AND PSO

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

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

## SYLLABUS

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

## **TEXTBOOK**

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

## **REFERENCE BOOKS**

Gorden. L Raymond, *Basic Interviewing Skills*, Waveland Press, Inc, US, 1992

Dr. Rashmi Achmare, Handbook of Communication Skills for Professional Students, Publisher: IPH

Edition: First-2021

## **WEB REFERENCES**

[https://graphicdesign.sfcc.spokane.edu/dZine/projects/Q3-%20typographic%20resume/resume\\_basics.pdf](https://graphicdesign.sfcc.spokane.edu/dZine/projects/Q3-%20typographic%20resume/resume_basics.pdf)

<http://worldwideuniversity.org/library/bookboon/the-art-%20of-interview-skills.pdf>

[https://www.tutorialsmark.com/positive\\_body\\_language/positive\\_body\\_language\\_tuto%20rial.pdf](https://www.tutorialsmark.com/positive_body_language/positive_body_language_tuto%20rial.pdf)

<http://egyankosh.ac.in/bitstream/123456789/35846/5/Unit-10.pdf>

[https://www.etiquettescholar.com/dining\\_etiquette/table\\_manners.html](https://www.etiquettescholar.com/dining_etiquette/table_manners.html)

[http://languagemanuals.weebly.com/uploads/4/8/5/3/4853169/final\\_tamil\\_manual.pdf](http://languagemanuals.weebly.com/uploads/4/8/5/3/4853169/final_tamil_manual.pdf)

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

## **ASSESSMENT RUBRICS FOR 100 MARK**

- **Group Discussion (25)**
- **Interview Skills (25)**
- **Resume Writing Evaluation Rubric (40)**
- **Role Play (10)**

### **Group Discussion Evaluation Rubric (25 Marks)**

#### **Criteria 1: Communication Skills (5 Marks)**

- Clarity
- Conciseness
- Fluency
- Articulation
- Confidence

#### **Criteria 2: Content and Knowledge (5 Marks)**

- Relevance
- Depth of Knowledge
- Accuracy
- Creativity
- Coherence

#### **Criteria 3: Critical Thinking (5 Marks)**

- Analytical Skills
- Problem-Solving Skills
- Logical Flow
- Body Language
- Summarization

**Criteria 4: Team Dynamics and Interaction (5 Marks)**

- Leadership
- Teamwork
- Respect and Tolerance
- Listening Skills
- Speaking Skills

**Criteria 5: Participation (5 Marks)**

- Engagement
- Initiative
- Balance
- Confidence
- Gestures

**Interview Skills Evaluation Rubric (25 Marks)**

**Criteria 1: Communication Skills (5 Marks)**

- Clarity
- Conciseness
- Fluency
- Articulation
- Confidence

**Criteria 2: Content and Knowledge (5 Marks)**

- Relevance
- Depth of Knowledge
- Accuracy
- Creativity
- Coherence

**Criteria 3: Interpersonal Skills (5 Marks)**

- Active Listening
- Style of Expression
- Body Language
- Composure
- Confidence

**Criteria 4: Problem Solving and Critical Thinking (5 Marks)**

- Analysis
- Knowledge Application
- Presence of Mind
- Reasoning
- Articulation

**Criteria 5: Self-Presentation (5 Marks)**

- Appearance
- Grooming
- Energy and Enthusiasm
- Presentation
- Politeness

## **Resume Writing Evaluation Rubric (40 Marks)**

### **Criteria 1: Content (10 Marks)**

- Relevance of Information
- Detail and Specificity
- Accuracy and Honesty

### **Criteria 2: Organization (10 Marks)**

- Logical Flow
- Section Headings and Structure

### **Criteria 3: Formatting (10 Marks)**

- Visual Appeal
- Consistency

### **Criteria 4: Language and Style (10 Marks)**

- Grammar and Spelling
- Professional Tone

### **Role Play (10 Marks)**

- Tamil Culture and Indian Culture
- Table Manners and Etiquette

There will be no end-semester exam for this course. The subject teacher will make an assessment of the student's performance based on the above-mentioned components and marks will be awarded and submitted to COE in the prescribed format specified by the Controller of Examinations with the approval of the Heads of the respective departments.

**COURSE DESIGNERS** - Dr. Rita Shanthakumar & Dr. S. Jayashree Agarwal

<b>Semester - V</b>	<b>Internal Marks:25</b>		<b>External Marks:75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
23UEN5SEC2	ENGLISH FOR BPO	SKILL ENHANCEMENT COURSE – II	2	2

### COURSE OBJECTIVES

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

### COURSE OUTCOMES AND COGNITIVE LEVEL MAPPING

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

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

### MAPPING OF CO WITH PO AND PSO

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

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Introductory Session</b> Introducing BPO The Importance of English for BPOs Skills required for BPOs	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	<b>Accent Neutralization</b> Pronunciation of Consonants and Vowels Intonation and Stress Basics of British and American Accents	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<b>Personality Enhancement</b> Avoiding Nervousness and Building Confidence Body Language Mirror Practice	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<b>Cover Letter and Resume Writing</b> Drafting of Cover Letters Content of Resume Design, Layout of Resume	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<b>Interview Skills</b> Short Conversation Listening and Answering the Queries Telephone Etiquettes	6	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-Study for Enrichment</b> (Not to be included for the End Semester Examination) Smart Skills for the Job Market The most Common Mistakes made in Group Discussions Mock Call Practice	--	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

Kulkarni, Sarika. *Business Process Outsourcing*. Jaico Publishing House, 2005.

Binkowski, Donna Deans. *Learn to Speak English: Workbook*. BPP Publication, 2005.

Bhaskar, W. W. S., and N. S. Prabhu. *English Through Reading*. Macmillan, 2008.

### REFERENCE BOOKS

Laguna, John. *College Writing Skills: Media Edition*. Macmillan, 1998.

Baug, H. L. S., Frayer, M., and Thomas, D. *Handbook for Business Writing*. NTC Business Books, 1987.

Berry, Thomas Elliott. *The Most Common Mistakes in English Usage*. Tata McGraw-Hill, 2007.

Alex, K. *Soft Skills*. S. Chand and Company Ltd, 2009.



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<https://www.javatpoint.com/group->

[discussion#:~:text=Group%20Discussion%20GD%20is,group%20represents%20his%20Fher%20perspective.](#)

<https://www.businessnewsdaily.com/3207-resume-writing-tips.html>

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

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



**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 - VI**

Semester	Part	Course	Course Title	Subject Code	Inst. Hrs / Week	Credits	Exam			Total
							Hours	Marks		
								Int	Ext	
VI	III	Core Course XIII (CC)	English Language Teaching	23UEN6CC13	4	4	3	25	75	100
		Core Course XIV (CC)	Canadian Literature	23UEN6CC14	5	4	3	25	75	100
		Core Course XV (CC)	Commonwealth Literature	23UEN6CC15	5	3	3	25	75	100
		Core Course XVI (CC)	Cyber Security	22UGCS	5	4	3	25	75	100
		Discipline Specific Elective - II (DSE)	A. Journalism	23UEN6DSE2A	5	3	3	25	75	100
			B. Content Writing	23UEN6DSE2B						
			C. Phonetics	23UEN6DSE2C						
	Project	Project Work	23UEN6PW	5	4	-	-	100	100	
	V	Ability Enhancement Compulsory Course-V(AECC)	Gender Studies	22UGGS	1	1	-	100	-	100
		Extension Activity		22UGEA	-	1	-	-	-	-
		<b>Total</b>			<b>30</b>	<b>24</b>				<b>700</b>

<b>Semester – VI</b>	<b>Internal Marks: 25</b>			<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>	
<b>23UEN6CC13</b>	<b>ENGLISH LANGUAGE TEACHING</b>	<b>CORE COURSE - XIII</b>	<b>4</b>	<b>4</b>	

### COURSE OBJECTIVES

- To expose learners to various approaches & methods, aspects and strategies of teaching English.
- To help the learners understand the essential components & concepts of Language teaching.
- To Learn the pedagogical principles and develop their professional skills.

### COURSE OUTCOME AND COGNITIVE LEVEL MAPPING

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

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Relate the methodologies in the teaching of various forms of literature (Poetry, Grammar, Vocabulary, Composition, Pronunciation, LSRW Skills)	<b>K1</b>
<b>CO2</b>	Explain the various approaches, methods and techniques of teaching English.	<b>K2</b>
<b>CO3</b>	Demonstrate the use of Audio-visual aids in the teaching of language.	<b>K2</b>
<b>CO4</b>	Apply the knowledge in preparing and designing curriculum, syllabus and course.	<b>K3</b>
<b>CO5</b>	Analyze the essential components and concepts of ELT	<b>K4</b>

### MAPPING OF CO WITH PO AND PSO

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

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is No Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	Teaching English as a Second Language, Issues Involved in the Teaching of English, Explanation of Curriculum, Syllabus, Course, Methods, Techniques,.	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	Approaches and Methods Grammar Translation Method Audio-lingual Method Communicative Language Teaching Approach Natural Approach Structural Approach Total Physical Response	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	Teaching of Grammar and Vocabulary Teaching of Poetry Teaching of Prose Teaching of Drama Teaching of Fiction.	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	Teaching EFL Teaching LSRW and their sub skills Hands on Experience, Types of Tests and their Purposes Objectives - Lesson Plans and Material Production	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	Use of Audio -Visual Aids in Teaching English Language and ICT Tools, Blended Learning, Assessment and Evaluation, Critical Thinking, Reflective Skills	12	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-study for Enrichment (Not to be included for End Semester Examination)</b> Tasks for Language Learning Writing and Reading Facilitative e-tools. Managing Teaching Through Virtual Learning Environment	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

Brown, H. Douglas. Language Assessment: Principles and Classroom Practice. Pearson Education, 3rd ed., 2018.

Brown, H. Douglas. Principles of Language Learning and Teaching. Pearson Education, 6th ed., 2007.

Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 3rd ed., 2014.

Baruah, T. C. The English Teacher's Handbook. Sterling Publishers, 1991.

Varghese, Paul. Teaching English as a Second Language. Sterling Publishers, 1990.

Bright, John Ambrose, and G. P. McGregor. Teaching English as a Second Language: Theory and Techniques for the Secondary Stage. Longman, 1970.

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Nagarajan, K., Natarajan, S., and Manivasagan, C. R. *Educational Innovations and Management*. Ram Publishers, 2009.

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<https://smartlib.umri.ac.id/assets/uploads/files/af2ff-language-teaching-principles-1-.pdf>

<https://carrerainglesuce.files.wordpress.com/2019/05/teaching-english-as-a-foreign-language-routledge-education-books.pdf>

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<https://avys.omu.edu.tr/storage/app/public/dbuyukahiska/134963/Approaches-and-Methods-in-Language-Teaching.pdf>

<https://www.professorjackrichards.com/wp-content/uploads/Richards-Communicative-Language.pdf>

<https://people.ucsc.edu/~ktellez/richards-rodger.pdf>

<https://thejoyoflanguageassessment.wordpress.com/2012/12/19/kind-of-test/>

<https://ebooks.inflibnet.ac.in/engp12/chapter/reflectiveteaching/#:~:text=Reflective%20Teaching%20is%20an%20approach,critically%20thinking%20about%20it%20and>

<http://www.sfsmahavidyalaya.ac.in/studyMaterial/4576SEM-4.-SEC-2.-STRUCTURAL-APPROACH-13-05-2020.pdf>

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

**COURSE DESIGNER** - **Dr. R. Uma Maheswari**

<b>Semester – VI</b>	<b>Internal Marks: 25</b>			<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>	
<b>23UEN6CC14</b>	<b>CANADIAN LITERATURE</b>	<b>CORE COURSE - XIV</b>	<b>5</b>	<b>4</b>	

### **COURSE OBJECTIVES**

- To enable the students to understand and appreciate the uniqueness of Canadian Literature.
- To create awareness about Canadian culture and literary imagination of Canada.
- To explore the language landscapes, cultural heritage and nationality of Canadian Literature.

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

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

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Relate the themes and styles of Canadian writers from social and political background.	<b>K1</b>
<b>CO2</b>	Illustrate the themes of Canadian Literature that are directly related to the landscape of Canada and the experiences of the first settlers in today's scenario.	<b>K2</b>
<b>CO3</b>	Identify the various perspectives of First Nation aboriginal Canadian literature for critical thinking and higher learning levels.	<b>K3</b>
<b>CO4</b>	Analyse the narrative techniques used by Canadian writers to bring out man's relationship with nature and man.	<b>K4</b>
<b>CO5</b>	Examine the various writers of Canadian Literature and texts for critical thinking and better prospects.	<b>K4</b>

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

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

**“1” – Slight (Low) Correlation**

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

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

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

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
<b>I</b>	<b>Introduction to Canadian Literature</b> Characteristics of Canadian Literature. Elements in Poetry, Prose, Drama, Fiction in Canadian Literature.	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>II</b>	<b>Poetry</b> John Mc Crae - “In Flanders Fields” Robert Service - “The Spell of the Yukon” Michael Ondaatje – “To a Sad Daughter”	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>III</b>	<b>Short Stories</b> Alice Munro - “The Bear Came over the Mountain” Sinclair Ross - “The Lamp at Noon”	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>IV</b>	<b>Drama</b> George Ryga - <i>The Ecstasy of Rita Joe</i> Tomson Highway - <i>The Rez Sisters</i>	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>V</b>	<b>Fiction</b> Margaret Atwood - <i>The Blind Assassin</i> M.G Vassangi - <i>No New Land</i>	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>VI</b>	<b>Self-study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b> Immigration and Multiculturalism A.M.Klein - “Portrait of the Poet as a Landscape” William Morris - “Love is Enough” Gabrielle Roy - <i>Enchantment and Sorrow</i>	<b>-</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>

### TEXT BOOKS

New, W. H. *History of Canadian Literature*. New Amsterdam Books, 1998.

Ryga, George. *The Ecstasy of Rita Joe*. Talonbooks, 1970.

Highway, Tomson. *The Rez Sisters*. Fifth House Publishers, 1992.

Atwood, Margaret. *The Blind Assassin*. Anchor, 2001.

Munro, Alice. *Hateship, Friendship, Courtship, Loveship, Marriage*. Vintage, 2001.

## **REFERENCE BOOKS**

Cameron, Elspeth. *Canadian Culture: An Introductory Reader*. Canadian Scholars, 1996.

Narasimhiah, C. D. *An Anthology of Commonwealth Poetry*. Lakshmi Publications, 2016.

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<https://www.canadiantheatre.com/dict.pl?term=The%20Ecstasy%20of%20Rita%20Joe>

<https://canlitguides.ca/canlit-guides-editorial-team/the-rez-sisters-by-tomson-highway/>

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

**COURSE DESIGNER** - Ms. Diana Betty Garrett



<b>Semester – VI</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
<b>23UEN6CC15</b>	<b>COMMONWEALTH LITERATURE</b>	<b>CORE COURSE - XV</b>	<b>5</b>	<b>3</b>

### **COURSE OBJECTIVES**

- To acquaint the learners to a new literature written in English by writers belonging to the Commonwealth countries.
- To understand the significance of Commonwealth writings in the age of globalization.
- To provide insight towards literary, linguistic, cultural and socio – political aspects within Commonwealth writing.

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

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

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Explain the global relevance of Commonwealth Literature.	<b>K1</b>
<b>CO2</b>	Interpret diverse voices and perspectives of Commonwealth Countries.	<b>K2</b>
<b>CO3</b>	Relate the works of different Commonwealth regions by exploring the local cultures' influence on literary expression.	<b>K3</b>
<b>CO4</b>	Illustrate the distinct literary characteristics of Commonwealth Literature of that period.	<b>K4</b>
<b>CO5</b>	Appraise the narrative techniques of Commonwealth writings in explaining its cultural expression.	<b>K5</b>

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

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

**“1” – Slight (Low) Correlation**

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

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

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

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>Poetry</b> A.D.Hope (Australia) - “The Wandering Island” and “The Death of the Bird” Derek Walcott (Caribbean) - “Ruins of a Great House” and “Goats and Monkeys” Cyril Wong (Singapore) - “The Apples” and “Arrival”	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
II	<b>Prose</b> Margaret Atwood (Canada) - “Nature as a Monster” (Chapter - 2, <i>Survival</i> - A Thematic Study) Chinua Achebe (Nigerian) – “The Novelist as a Teacher”	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
III	<b>Short Stories</b> Rabindranath Tagore (Indian) - “The Editor” Niaz Zaman (Bangladesh) - “The Daily Woman”	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
IV	<b>Drama</b> Wole Soyinka (Nigeria) – <i>The Lion and the Jewel</i> Judith Thompson (Canadian) – <i>Lion in the Street</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
V	<b>Fiction</b> Alan Paton (South Africa) – <i>Cry, the Beloved County</i> J.M.Coetzee (South African-Australian) - <i>Disgrace</i>	15	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4
VI	<b>Self-study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b> E. J. Pratt - “The Dying Eagle” Mariam Waddington - “The Drug Addict” Alice Munro - “Sunday Afternoon” Manjula Padmanabhan (Indian) - <i>Harvest</i>	-	CO1, CO2, CO3, CO4, CO5	K1, K2, K3, K4

### TEXT BOOKS

Narasimhaiah, C. D. *An Anthology of Commonwealth Poetry*. Macmillan, 2014.

Tagore, Rabindranath. *The Editor*. CreateSpace Independent Publishing Platform, 2014.

Soyinka, Wole. *The Lion and the Jewel*. Oxford University Press, 1967.

Coetzee, J. M. *Disgrace*. Penguin, 2000.

Thompson, Judith – *Lion in the Street*. Playwright Canada Press, 2015

## **REFERENCE BOOKS**

Pokhrel Suman. *Jeevanko Chheubaata*, Vani Publication 2017.

Howells, Coral Ann. *The Cambridge Companion to Margaret Atwood*, Cambridge University Press 2006.

Carrington I.D. *Art Journal of the Short Story in English*. M.Clark Art 1996.

Tagore Rabindranath. *The Editor*, Create Space Independent Publishing Platform 2014.

Hayward Helen. *The Enigma of V S Naipaul: Sources and Contexts*. Palgrave Macmillan 2002.

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<https://www.coursehero.com/lit/The-Lonely-Londoners/section-1-summary/>

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

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

<b>Semester – VI</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
<b>23UEN6DSE2A</b>	<b>JOURNALISM</b>	<b>DISCIPLINE SPECIFIC ELECTIVE - II</b>	<b>5</b>	<b>3</b>

### COURSE OBJECTIVES

- To educate the learners about the history of journalism in India.
- To inculcate the spirit of journalist.
- To master the nuances of editing, reporting, article writing etc with a professional touch

### COURSE OUTCOME AND COGNITIVE LEVEL MAPPING

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

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Recall the history of Journalism in India by understanding the needs of the society.	<b>K1</b>
<b>CO2</b>	Explain the role of press and various news agencies in relation with the society and the world.	<b>K2</b>
<b>CO3</b>	Identify the nuances of editing, reporting, review, article and column writing for higher learning.	<b>K3</b>
<b>CO4</b>	Develop interest and prepare the learners to take up journalism as a profession.	<b>K3</b>
<b>CO5</b>	Analyze the various types of news story and elements of News in a critical manner for higher thinking and better prospects.	<b>K4</b>

### MAPPING OF CO WITH PO AND PSO

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

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is No Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COS	COGNITIVE LEVEL
<b>I</b>	Journalism: Definition - Functions - The Press in Democracy -The Role of Press as a Communicator - History of Journalism in India	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>II</b>	Press Council - Set Up, Prior to Emergency, Revived Press Council - Language of Journalism - Style of Writing - Editing	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>III</b>	Business and Economic Journalism: What makes a good business story? - How to Take Effective Conference Notes? - Interviewing experts. - How to Take Effective Conference Notes?	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>IV</b>	Opinion Pieces - Editorial- Review - Articles - Letters to the Editor - Column Writing - Blog Writing.	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>V</b>	The Mass Media - History, practices, values. Functions of Mass Media role in the democracy, Media Laws.	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>VI</b>	<b>Self-study for Enrichment (Not to be included for End Semester Examination)</b> i) Advertising ii) Copy-reading, Copy Editing and Proof-reading for accuracy	<b>-</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>

### TEXT BOOKS

- Parthasarathy, Rangaswami. *Journalism in India*. Sterling Publications Pvt. Limited, 1997.
- Bond, Frank Fraser. *An Introduction to Journalism*. The Macmillan Company, 1982.

### REFERENCE BOOKS

- Clerk, Wesley C., ed., *Journalism Tomorrow*, Syracuse, New York: Syracuse University Press.
- Gross, Gerald, ed., *Responsibility of the Press*, New York: Fleet Publishing Corporation.
- Warren, Carl. N., *Modern News Reporting*, 3rd ed., New York: Harper & Row, Publishers

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<https://www.nimcj.org/blog-detail/the-role-of-a-news-editor-and-editor.html>

[https://learn.org/articles/What\\_are\\_the\\_Duties\\_of\\_a\\_Newspaper\\_Editor.html](https://learn.org/articles/What_are_the_Duties_of_a_Newspaper_Editor.html)

<https://www.ideminstitute.org/downloads/introductiontobusinessandeconomicjournalism.pdf>

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

**COURSE DESIGNER** - **Dr. S. Ramalakshmi**

<b>Semester – VI</b>	<b>Internal Marks: 25</b>			<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>	
<b>23UEN6DSE2B</b>	<b>CONTENT WRITING</b>	<b>DISCIPLINE SPECIFIC ELECTIVE - II</b>	<b>5</b>	<b>3</b>	

### **COURSE OBJECTIVES**

- To introduce learners to the basic concepts and skills of content writing
- To make them learn the various styles and techniques of writing and editing to enhance creativity
- To create an industry-academia interface through institutional support

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

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

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Define content writing and its basic concepts for learners to gain competence.	<b>K1</b>
<b>CO2</b>	Compare and contrast the content required for different purposes in writing	<b>K2</b>
<b>CO3</b>	Explain various styles and techniques of writing and editing for higher learning.	<b>K2</b>
<b>CO4</b>	Understand different types of writing to nourish creative skill.	<b>K3</b>
<b>CO5</b>	Analyze the required skills to pursue a successful writing process professionally for better prospects.	<b>K4</b>

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

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

“1” – Slight (Low) Correlation

“2” - Moderate (Medium) Correlation

“3” – Substantial (High) Correlation

“-” indicates there is no Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	<b>The Basics of Content Writing</b> The Concept of Content Writing The Importance of Content Writing	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
II	<b>Processes of Content Writing</b> Getting the Brief, Ideating, Researching, Structuring and Formatting	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
III	<b>Types of Content Writing</b> Print Content Writing Web Content Writing	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
IV	<b>Plagiarism in Content Writing</b> What is Plagiarism? - How to avoid Plagiarism? Editing and Proof Reading	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
V	<b>Scope of Content Writing</b> Role and Functions of Content Writers Skills Required for Writing Quality Content	15	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4
VI	<b>Self-Study for Enrichment</b> <b>(Not to be Included for the End -Semester Examination)</b> Writing Fundamentals: Developing Effective Writing Habits and Techniques Professional Writing: Business Aspects of Content Writing	-	CO1, CO2, CO3, CO4, CO5	K1, K2 K3, K4

### TEXT BOOKS

Handley, Anna. *Everybody Writes*. Pan Macmillan India, 2016.

Dev, Anjana Neira. *Creative Writing: A Beginner's Manual*. Pearson, 2008.

### REFERENCE BOOKS

Raman, Usha. *Writing for the Media*. Oxford University Press, 2010.



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<https://bestaccreditedcolleges.org/articles/what-is-a-content-writer.html> <https://narrato.io/blog/the-perfect-content-writing-process-exists-heres-your-guide-to-it/>

<https://www.demandjump.com/blog/types-of-content-writing>

<https://www.copypress.com/kb/copy/all-about-content-writing/>

<https://ect.co.in/what-is-plagiarism-in-professional-content-writing-how-to-avoid-it/>

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

**COURSE DESIGNER** – Ms. N. Yoga

<b>Semester – VI</b>	<b>Internal Marks: 25</b>		<b>External Marks: 75</b>	
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
<b>23UEN6DSE2C</b>	<b>PHONETICS</b>	<b>DISCIPLINE SPECIFIC ELECTIVE - II</b>	<b>5</b>	<b>3</b>

### **COURSE OBJECTIVES**

- To introduce basics concepts of phonetic and phonological aspects.
- To classify sounds and their units in a word.
- To develop skills in sound identification, discrimination and the control of speech production abilities.

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

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

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>COGNITIVE LEVEL</b>
<b>CO1</b>	Identify the study of Phonetics and its purpose in language.	<b>K1</b>
<b>CO2</b>	Explain the mechanism of organs involved in speech production with a scientific and literary approach	<b>K2</b>
<b>CO3</b>	Classify the theories of speech and writing for higher learning.	<b>K3</b>
<b>CO4</b>	Examine to determine speech sounds into stress patterns, with a professional touch.	<b>K4</b>
<b>CO5</b>	Analyze the syntax of a sentence and transcribe the spoken language text for better self and society.	<b>K4</b>

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

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

“1” – Slight (Low) Correlation

“3” – Substantial (High) Correlation

“2” - Moderate (Medium) Correlation

“-” indicates there is No Correlation.

## SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
<b>I</b>	<b>Introduction to Phonetics</b> Definition of Phonetics Types of Phonetics - Articulatory Phonetics, Acoustic Phonetics, Auditory Phonetics	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>II</b>	<b>Description of Consonants</b> Definition Manner of Articulation Place of Articulation	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>III</b>	<b>The Vowels</b> Definition - Classification of Vowels - Pure Vowels - Diphthongs	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>IV</b>	<b>Phoneme</b> Definition Allophones Syllables	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>V</b>	<b>Dimensions of Speech</b> Accent, Intonation, Stress Phonetic Transcription	<b>15</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>
<b>VI</b>	<b>Self-study for Enrichment</b> <b>(Not to be included for End Semester Examination)</b> Morphemes, Phonetic transcription	<b>-</b>	<b>CO1, CO2, CO3, CO4, CO5</b>	<b>K1, K2 K3, K4</b>

### TEXT BOOKS

Balasubramanian, T. A. *Textbook of English Phonetics for Indian Students*. Low Price Edition, Macmillan, 1997.

Hornby, A. S. *Oxford Advanced Learner's Dictionary of Current English*. Oxford University Press.

Jones, Daniel. *English Pronouncing Dictionary*. 15th ed., Cambridge University Press, 1997.

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Allen, W. Stannard. *Living English Speech*. Orient Longman.

## **WEB REFERENCES**

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<https://scholar.harvard.edu/files/adam/files/phonetics.ppt.pdf>

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

**COURSE DESIGNER - Ms. L.Samyuktha**