B.A.ENGLISH

(ACADEMIC YEAR 2024-2025)

SYLLABUS

SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
(Affiliated to Bharathidasan University,Tiruchirappalli)
Accredited by NAAC-An ISO 9001:2015 Certified Institution
SUNDARAKKOTTAI, MANNARGUDI–614016.
TAMILNADU, INDIA.

B.A., ENGLISH
CHOICE BASED CREDIT SYSTEM– LEARNING OUTCOMES BASED
CURRICULUM FRAME WORK (CBCS–LOCF)
(For the candidates admitted in the academic year 2024–2025)

CHOICE BASED CREDIT SYSTEM

The credit based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. The choice based credit system provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning. Our College has moved to CBCS and implemented the grading system.

OUTCOME-BASED EDUCATION (OBE)

LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK (LOCF)

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The expected learning outcomes are used as reference points that would help to formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general guidance for articulating the essential learnings associated with programmes of study and courses with in a programme, maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility and provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

Some important aspects of the Outcome Based Education Course: is defined as a theory, practical or theory cum practical subject studied in a semester. **Course Outcomes (COs):** are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course. Generally three or more course outcomes may be specified for each course based on its weightage. **Programme:** is defined as the specialization or discipline of a Degree. **Programme Outcomes (POs):** Programme outcomes are narrower statements that describe what students are expected to be able to do by the time of graduation. POs are expected to be aligned closely with Graduate Attributes. **Programme Specific Outcomes (PSOs):** PSOs are what the students should be able to do at the time of graduation with reference to a specific discipline. **Some important terminologies repeatedly used in LOCF. Core Courses (CC)** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. These are the courses which provide basic understanding of their main discipline. In order to maintain a requisite standard certain core courses must be included in an academic program. This helps in providing a universal recognition to the said academic program.

Discipline Specific Elective Courses (DSE) Elective course may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective (DSE). These courses offer the flexibility of selection of options from a pool of courses. These are considered specialized or advanced to that particular programme and provide extensive exposure in the area chosen; these are also more applied in nature.

Generic Elective Courses An elective course chosen generally from an **unrelated discipline/subject,** with an intention to seek exposure is called a Generic Elective. Generic Elective courses are designed for the students of **other disciplines**. Thus, as per the CBCS policy, the students pursuing particular disciplines would have to opt Generic Elective courses offered by other disciplines, as per the basket of courses offered by the college. The scope of the Generic Elective (GE) Courses is positively related to the diversity of disciplines in which programmes are being offered by the college.

Non Major Elective (NME). A student shall choose at least two Non – major Elective Courses (NME) from outside his /her department. Non –Major Elective I – Those who choose Tamil in Part I can choose a non –major elective course offered by other departments. Those who do not choose Tamil in Part I must choose either a) Basic Tamil if Tamil language was not studies in school level or b) Special Tamil if Tamil language was studies upto 10th & 12th std.

Skill Enhancement Courses (SECs) These courses focus on developing skills or proficiencies in the student, and aim at providing hands-on training. Skill enhancement courses can be opted by the students of any other discipline, but are highly suitable for students pursuing their academic programme. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge**.**

Field Study/Industrial Visit/Case Study: It has to be completed during the fifth semester of the degree programme. Credit for this course will be entered in the fifth semester's marks statement.

Internship: Students must complete internship during summer holidays after the fourth semester. They have to submit a report of internship training with the necessary documents and have to appear for a viva-voce examination during fifth semester. Credit for internship will be entered in the fifth semester's mark statement.

Extra Credit Courses: In order to facilitate the students, gaining knowledge/skills by attending online courses MOOC, credits are awarded as extra credits, the extra credit are at three semesters after verifying the course completion certificates. According to the guidelines of UGC, the students are encouraged to avail this option of enriching their knowledge by enrolling themselves in the Massive Open Online Courses (MOOC) provided by various portals such as SWAYAM, NPTEL etc.

Undergraduate Programme:

Programme Pattern: The Under Graduate degree programme consists of **FIVE** vital components. They are as follows:

Part -I : Languages (Tamil / Hindi / French / Sanskrit)

Part-II : General English

Part-III: Core Course (Theory, Practicals, Generic Elective courses , Discipline Specific Elective courses , Compulsory and Optional Allied courses, Project)

Part-IV: Non Major Elective, Foundation Course, Value Education, Environmental studies, Skill Enhancement Courses/ Soft Skills, Internship / field visit / industrial visit/ Case Study), Professional Competency Course

Part –V

Extension activity, Gender studies

EXAMINATION

Continuous Internal Assessment (CIA):

UG - Distribution of CIA Marks

Passing Minimum: 40 %

Assisgnment-3	=	30%
Test-3 (Best 2 out of 3)	=	50%
Seminar	=	10%
Attendance	=	10%

Question Paper Pattern

Part A:

Part A 1 (10X1=10 marks)
One word question/ Fill in/ Match the following/True or False/ Multiple Choice Questions
Two Questions from Each unit

Part A 2 (5X2=10 marks)
 Short Answers
One question from Each unit
Total Marks – 20
Part B: (5X5=25 marks)
Paragraph Answers
Either/ or type, One Question from each unit
Part C: (10X3=30)
Essay Type Answers
Answer 3 out of 5 Questions
One Question from each unit
Part A: K1 Level
Part B: K2, K3 and K4 Level
Part C: K5 and K6 Level

Knowledge levels for assessment of Outcomes based on Blooms Taxonomy

S. No.	Level	Parameter	Description
1	K1	Knowledge/Remembering	It is the ability to remember the previously learned
2	K2	Comprehension/ Understanding	The learner explains ideas or concepts
3	K3	Application/Applying	The learner uses information in a new way
4	K4	Analysis/Analysing	The learner distinguishes among different parts
5	K5	Evaluation/Evaluating	The learner justifies a stand or decision
6	K6	Synthesis /Creating	The learner creates a new product or point of view

WEIGHTAGE of K – LEVELS IN QUESTION PAPER

(Cognitive Level) K- LEVELS →	Lower Order Thinking			Higher Order Thinking			Total
	K1	K2	K3	K4	K5	K6	
END SEMESTER EXAMINATIONS (ESE)	20	25		30			75
Continuous Internal Assessment (CIA)	20	25		30			75

QUESTION PATTERN FOR END SEMESTER EXAMINATION/Continuous Internal Assessment		
PART		MARKS
PART –A I. (No choice ,One Mark) TWO questions from each unit (10x1 =10) II. (No choice ,Two Mark) ONE question from each unit (5x2 =10)		20
PART -B (Either/ or type ,5-Marks) ONE questions from each unit (5x5 =25)		25
PART -C (3 out of 5) (10 Marks) ONE question from each unit (3x10 =30)		30
	Total	75

BLUE PRINT OF QUESTION PAPER FOR END SEMESTER EXAMINATION

DURATION: 3. 00 Hours.   **Max Mark : 75**

K- LEVELS PART	K1	K2	K3	K4	K5	K6	Total Marks
PART –A (One Mark, No choice) (10x1 =10)	10						10
(2-Marks, No choice) (10x2=20)	10						10
PART –B (5- Marks) (Either/or type) (5x5=25)		5	10	10			25
PART -C (10 Marks) (3 out of 5) (3x10=30) Courses having only **K5,K6** levels, K5 level- 3 Questions, K6 level- 2 Questions **(One K6 level question is compulsory)**					20	10	30
Total	20	05	10	10	20	10	75

EVALUATION

GRADING SYSTEM

Once the marks of the CIA and the end-semester examination for each of the courses are available, they will be added and converted as final mark. The marks thus obtained will then be graded as per the scheme provided in Table-1.

Grade Point Average (GPA) will be calculated from the first semester onwards for all semester. From the second semester onwards, the total performance within a semester and the continuous performance starting from the first semester are indicated by semester Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) , respectively. These two are calculated by the following formulae:

$GPA = \dfrac{\sum\limits_{i=1}^{n} C_i G_i}{\sum\limits_{I=1}^{n} C_i}$	$WAM \text{ (Weighted Average Marks)} = \dfrac{\sum\limits_{i=1}^{n} C_i M_i}{\sum\limits_{I=1}^{n} C_i}$
Where, $\quad$ C_i is the Credit earned for the Course i $\quad$ G_i is the Grade Point obtained by the student for the Course i $\quad$ M_i is the marks obtained for the course i and $\quad$ n is the number of Courses **Passed** in that semester.	

CGPA: **Average GPA of all the Courses starting from the first semester to the current semester.**

CLASSIFICATION OF FINAL RESULTS:

1. For each of the first three parts, there shall be separate classification on the basis of CGPA, as indicated in Table-2.
2. For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Arts/Science/Commerce/Management as Outstanding/Excellent/Very Good/Good/Above Average/Average, the marks and the corresponding CGPA earned by the candidate in Part-III alone will be the criterion, provided the candidate has secured the prescribed passing minimum in the all the Five parts of the Programme.
3. Grade in Part –IV and Part-V shall be shown separately and it shall not be taken into account for classification.
4. A Pass in PART- V will be mandatory although the marks will not count for the calculation of the CGPA.
5. Absence from an examination shall not be taken an attempt

Table-1: Grading of the Courses – UG

Marks Range	Grade Point	Corresponding Grade
90 and above	10	O
80 and above and below 90	9	A+
70 and above and below 80	8	A
60 and above and below 70	7	B+
50 and above and below 60	6	B
40 and above and below 50	5	C
Below 40	NA	RA

The candidate's performance in every current semester is indicated by **Semester Grade Point Average (SGPA)** and from the second semester onwards, the continuous performance including pervious semester /s is indicated by **Cumulative Grade Point Average (CGPA).**

Table-3: Final Result

CGPA	Corresponding Grade	Classification of Final Result
9.00 and above	O	Outstanding
8.00 to 8.99	A+	Excellent
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	B	Above Average
4.00 to 4.99	C	Average
Below 4.00	RA	Re-appearance

The candidates who have passed in the first appearance and within the prescribed duration of the UG programme are eligible. If the candidate's Grade is O/A+ with more than one attempt, the performance is fixed as "Very good".

VISION

Make the Women students who hail from the rural environment with poor communication skills, to excel in English communication and to buoy-up women in all fields where English plays a vital role.

MISSION

- To enhance the LSRW skills through constant and continuous practice using e-learning resources
- To enhance the communication skills and to instill self confidence
- To develop youth who have mental agility and dexterity, efficacy, reliability Confidence and capacity to face the future challenge.

PO No.	Programme Outcomes (*Upon completion of the B.A. Degree Programme, the Undergraduate will be able to*)
PO-1	**Disciplinary knowledge**: Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate program of study in Bachelor of Arts.
PO-2	**Critical thinking, Problem Solving and Reflective thinking:** think critically about the issues and identify, critically analyze and solve problems from the disciplines of concern using appropriate tools and techniques and the knowledge, skills and attitudes acquired and extrapolate the same to real life situations; show critical sensibility to life experiences, with self awareness and reflexivity of both self and society.
PO-3	**Analytical & Scientific Reasoning:** evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints; critically evaluate ideas, evidence, and experiences from an open minded and reasoned perspective.
PO-4	**Research-related Skills:** develop a sense of capability for relevant/appropriate inquiry and asking questions, synthesize, articulate and report results and to recognize and predict cause and effect relationships, define problems, formulate and establish hypothesis, analyze and interpret and draw conclusions from data, execute and report the results of an experiment or investigation.
PO-5	**Digital literacy and Effective Communication:** use ICT in a variety of learning situations and speak, read, write and listen clearly in person and through electronic media in English and in one or more Indian languages, and make meaning of the world by connecting people, ideas ,books, media and technology; efficiently communicate thoughts and ideas in a clear and concise manner.
PO-6	**Individual and Team Work:** effectively accomplish tasks individually as well as work effectively and respectfully as member or leader with diverse teams, facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interest so for a common cause and work efficiently as a member of a team.
PO-7	**Multicultural Competence and Social Interaction:** understand the values and beliefs of multiple cultures, global perspectives, engage and interact respectfully with diverse groups and elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO-8	**Awareness of Ethical issues, Human values and Gender Issues:** embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work and understand the value of relationship between self and the community and aware of the various issues concerning women and society.
PO-9	**Awareness of Environment and Sustainability:** understand the impacts of technology and business practices in societal and environmental contexts, and sustainable development.
PO-10	**Self directed and Lifelong learning:** acquire knowledge and skills, including learning "how to learn", that are necessary for participating in learning activities throughout life and to engage in independent and life-long learning in the broadest context of socio-technological changes.

Programme Specific Outcomes: B.A ENGLISH
PSO1: Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different area of English Language and Literature.
PSO2: Understand, formulate, develop mathematical arguments, logically and use quantitative models to address issues arising in social sciences, business and other context /fields.
PSO3: To prepare the students who will demonstrate respectful engagement with other's ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.
PSO4: Developing a research framework and presenting their independent ideas effectively.
PSO5: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.
PSO6: Enabling a holistic perspective towards the socio-political inequalities and environmental issues

B.A ENGLISH

**CHOICE BASED CREDIT SYSTEM- LEARNING OUTCOMES BASEDCURRICULUM
FRAMEWORK - (CBCS LOCF)
UG PROGRAMME COURSE STRUCTURE**
(Applicable to the Candidates admitted from the academic year2024-2025)
ELIGIBILITY: Those who have completed +2 Examinations

Sem	Part	Nature of the Course	Course Code	Title of the Paper	Ins. Hrs/ Wee -k	Credit Distribution				Credi -ts	Exam Hrs	Marks		
						I	T	P	S			CIA	ESE	Total
I	I	Language Course-I	---	Podhu Tamil-I	6	3	3	-	-	3	3	25	75	100
	II	English Language Course-I	---	General English - I	6	3	3	-	-	3	3	25	75	100
	III	Core Course -I	---	Introduction To Literature	5	3	2	-	-	4	3	25	75	100
		Core Course-II	---	Indian Writing in English	5	3	2	-	-	4	3	25	75	100
		Allied Course-I	---	Social History of England	4	2	2	-	-	3	3	25	75	100
	IV	Non Major Elective-I	---	NME-I	2	1	1	-	-	2	3	25	75	100
		Foundation Course	---	Foundation Course for English Literature	2	1	1	-	-	2	3	25	75	100
					30	15	15	-	-	21	-	-	-	700
II	I	Language Course-II	---	Podhu Tamil-II	6	3	3	-	-	3	3	25	75	100
	II	English Language Course-II	---	General English - II	6	3	3	-	-	3	3	25	75	100
	III	Core Course – III	---	British Literature-I	5	3	2	-	-	5	3	25	75	100
		Core Course – IV	---	American Literature-I	5	3	2	-	-	5	3	25	75	100
		Allied Course –II	---	History of English Literature	4	2	2	-	-	3	3	25	75	100

	IV	Non Major Elective-II	---	NME-II	2	1	1	-	-	2	3	25	75	100
		Skill Enhancement Course-I	---	Personality Enrichment	2	1	1	-	-	2	3	25	75	100
				Total	**30**	**16**	**14**	**-**	**--**	**23**	**-**	**-**	**-**	**700**
III	I	Language Course - III	-	----	6	3	3	-	-	3	3	25	75	100
	II	English Language Course-III	- - -	General English - III	6	3	3	-	-	3	3	25	75	100
	III	Core Course-V	- - -	British Literature-II	5	3	2	-	-	5	3	25	75	100
		Core Course-VI	- - -	American Literature-II	5	3	2	-	-	5	3	25	75	100
		Allied Course-III	- - -	Literary Genres and Terms	4	2	2	-	-	3	3	25	75	100
	IV	Skill Enhancement Course-II	- - -	Public Speaking Skills	2	1	1	-	-	2	3	25	75	100
		Skill Enhancement Course-III	- - -	Functional English	2	1	1	-	-	2	3	25	75	100
				Total	**30**	**16**	**14**	**-**	**--**	**23**	**-**	**-**	**-**	**700**
IV	I	Language Course- IV	- - -	----	6	3	3	-	-	3	3	25	75	100
	II	English Language Course-IV	- - -	General English - IV	6	3	3	-	-	3	3	25	75	100
	III	Core Course-VII	- - -	World Literature in Translation	5	3	2	-	-	5	3	25	75	100
		Core Course-VIII	- - -	Aspects of Language and Linguistics	5	3	2	-	-	5	3	25	75	100
		Allied Course-IV	- - -	English Teaching Methods and Material	4	2	2	-	-	3	3	25	75	100
	IV	Skill Enhancement Course-IV	- - -	Spoken and Presentation Skills	2	1	1	-	-	2	3	25	75	100
		Skill Enhancement Course-V	- - -	English for Business	2	1	1	-	-	2	3	25	75	100
				Total	**30**	**16**	**14**	**--**	**-**	**23**	**-**	**-**	**-**	**700**

Sem	Part	Course		Title										
		Core Course - IX	- - -	Authors in Focus	5	3	2	-	-	4	3	25	75	100
V		Core Course - X	- - -	Women's Writing in English & in Translation	5	3	2	-	-	4	3	25	75	100
		Core Course - XI	- - -	Indian Writing in Translation	5	3	2	-	-	4	3	25	75	100
		Core Course – XII	- - -	Introduction to Literary Theory and Criticism	5	3	2	-	-	4	3	25	75	100
		Elective Course-I	- - -	English For Competitive Examinations	4	2	2	-	-	3	3	25	75	100
		Elective Course-II	- - -	Introduction To Comparative Literature	4	2	2	-	-	3	3	25	75	100
		Environmental Studies	- - -	Environmental Studies	2	1	1	-	-	2	3	25	75	100
	IV	Internship/ Industrial visit/Field Visit	- - - -	Internship/ Industrial visit/Field Visit	-	-	-	-	-	2	-	-	-	-
Total					**30**	**15**	**15**	**-**	**-**	**26**	**-**	**-**	**-**	**700**
		Core Course – XIII	- - -	Shakespeare Studies	6	3	2	-	-	4	3	25	75	100
		Core Course – XIV	- - -	Modern English Grammar and Composition	6	3	2	-	-	4	3	25	75	100
VI	III	Core Course- Project –XV	- - -	Core Course- XV – Project With Viva Voce/Group project	5	-	1	4	-	5	-	-	-	100
		Elective Course-III	- - -	Mass Communication and Journalism	4	3	2	-	-	3	3	25	75	100
		Elective Course-IV	- - -	Communicative English	4	3	2	-	-	3	3	25	75	100
		Value Education	- - -	Value Education	2	1	1	-	-	2	3	25	75	100
	IV	Professional Competency Skill	- - -	English for careers	2	1	1	-	-	2	3	25	75	100
	V	Extension Activity	- - -	Extension Activity	-	-	-	-	-	1	3	--	-	-

Gender Studies	- - -	Gender Studies	1	1	-	-	-	1	3	25	75	100
		TOTAL	**30**	**18**	**12**	**-**	**-**	**25**	**-**	**-**	**-**	**800**
		GRAND TOTAL	**180**	**96**	**84**	**-**	**-**	**141**	**-**	**-**	**-**	**4300**
Extra Credit	MOOC/SWAYAM/NPTEL		**-**	**-**	**-**	**-**	**-**	**2**	**-**	**-**	-	**-**
	Value Added Courses (At least One Per year)		**-**	**-**	**-**	**-**	**-**	**2**	**-**	**-**	-	**-**

L- LECTURE   **T-TUTORIAL**   **P- PRACTICAL**   **S-SEMINAR**

CREDIT DISTRIBUTION FOR UG PROGARAMME

S.No	Part	Subject	No. of Courses	Total Credits
1	I	Language	4	12
2	II	English	4	12
3		Core Course-Theory	14	62
4		Core Project-Project	1	5
5	III	Allied Course	4	12
6		Elective Course	4	12
7		Non-Major Elective	2	4
8		Foundation Course	1	2
10		Skill Enhancement Course	5	10
11	IV	Internship/Industrial Visit/Field Visit	1	2
12		Environmental Studies	1	2
13		Value Education	1	2
14		Professional Competency Skill	1	1
`15	V	Extension Activity	1	1
16		Gender Studies	**1**	**2**
		Total	**45**	**141**

Note:

		CIA	ESE
1	**Theory**	**25**	**75**
2	**Practical**	**25**	**75**
3	**Separate passing minimum is prescribed for Internal and External marks**		

FOR THEORY

The passing minimum for CIA shall be 40% out of 25 marks [i.e. 10 marks]
The passing minimum for University Examinations shall be 40% out of 75 marks [i.e. 30 marks]

NON-MAJOR ELECTIVE (NME) OFFERED BY THE DEPARTMENT

SEMESTER	PART	NATUREOF THE COURSE	COURSE CODE	TITLE OF THE COURSE
I	IV	NME-I	U24NMEEN11	Popular Literature and Culture
II	IV	NME-II	U24NMEEN22	Philosophy For Literature

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(AUTONOMOUS)
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(For the Candidates admitted in the academic year 2024-2025)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: I- CC-I: INTRODUCTION TO LITERATURE

Ins. Hours / Week: 5   **Course Credit: 4**   **Course Code: U24EN101**

Learning Objectives

LO1 -To introduce the different forms of literature

LO2 -To provide learners with the background knowledge of literature

LO3 -To enable learners to understand the different genres of writing

LO4 -To examine the various themes and methodologies present in literature

LO5 -To create the ability of critically examining a text

UNIT I   **(15Hours)**

Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad.
Prose-Short Story, Novella, Novel. Drama - Comedy, Tragedy, Tragi-Comedy.

UNIT II
                                                                                                                (15Hours)

Michael Drayton - The Parting.
William Shakespeare - Sonnet 18, Sonnet 116.
John Milton - When I Consider How My Light is Spent,
Thomas Gray - Elegy Written in a Country Churchyard
William Wordsworth - Daffodils
John Keats - Ode to Nightingale
Robert Frost - Mending Wall
Theodore Roethke – The Meadow Mouse

UNIT III   **(15Hours)**
Lady Gregory - The Rising of the Moon.
J.M. Barrie - The Admirable Crichton.

UNIT IV   **(15Hours)**
Don Quixote - Tilting at the Windmills, A Dill Pickle
Katherine Mansfield - The Escape (Bliss and other stories)
Manohar Malgonkar - Spy in Amber.

UNIT V   **(15Hours)**
Jerome K. Jerome - Three Men in a Boat – (Packing Episode)
Saki - The Open Window
Robert Lynd – Sweet

                                                                                    (Total Lecture Hours :75)

Course Outcomes

Course Outcomes On completion of this course, students will;

1. Appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.

2. Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.

3. Explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting.

4. Use library resources to research and develop arguments about literary works.

5. Work skillfully within a team, respect coworkers, delegate work and contribute to a group project.

Text Books

1. Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing- X. J. Kennedy, by Pearson, 2016.
2. Portable Literature: Reading, Reacting, Writing - 9th edition–Laurie Kirszner, by Cengage Learning, 2016

References Books

1. Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.
2. Michael Meyer, D. Quentin Miller,The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St. Martin's, August 2021.
3. Janice Campbell., Introduction to Literature: Excellence in Literature English1, 4th Ed, Everyday Education, LLC, January 2021.
4. Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021
5. Adamson H. D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019.
6. Felicity Titjen et al.(ed), Teaching English Language and Literature, Taylor & Francis,2020

Web Resources

1. ASIATIC: IITUM Journal of English Language & Literature

2. The English Historical Review (EHR)

Mapping with Programme Outcome

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	3.0	3.0

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SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
SUNDARAKKOTTAI, MANNARGUDI–614016.
(For the Candidates admitted in the academic year 2024-2025)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: I- CC-II: INDIAN WRITING IN ENGLISH

Ins. Hours / Week: 5   **Course Credit: 4**   **Course Code: U24EN102**

Learning Objectives

LO1 - To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience

LO2 - 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.

LO3 - To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements

LO4 - To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English

LO5 -To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts

UNIT I   **(15 Hours)**
Ruskin Bond	- Handful of Nuts, Night Train to Deoli
Pamela S. Turner	- Hachiko
K.A. Abbas	- Sparrows

UNIT II   **(15 Hours)**
M.K. Gandhi	- My Experiments with Truth (Part I Childhood)
Ruskin Bond	- The School Among the Pines, Boy Scouts Forever, Uncle Ken's Rumble in the Jungle from School Days
Rabindranath Tagore	- Khabhuliwala.

UNIT III   **(15 Hours)**
Toru Dutt	- The Lotus
Sri Aurobindo	- The Tiger and the Deer

UNIT IV   **(15 Hours)**
Mirza Ghalib	- It is not Love, it is Madness
Sarojini Naidu	- The Village Song
Shiv K Kumar	- Indian Women
A.K. Ramanujam	- Still another View of Grace

UNIT V   **(15 Hours)**
Joginder Paul	- Sleepwalkers
Rabindranath Tagore	- Mukhthadhara
Mahesh Dattani	- Tara

(Total Lecture Hours: 75)

Course Outcomes

Course Outcomes On completion of this course, students will;

1. Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present.
2. Analyze Indian literary texts written in English in terms of colonialism, post colonialism, regionalism, and nationalism.
3. Understand the role of English as a medium for political awakening and the use of English in India for creative writing
4. Analyze how the sociological, historical, cultural and political context impacted the texts selected for study.
5. Evaluate critically the contributions of major Indian English poets and dramatists

Text Books (Latest Editions)

1. Rexroth, Kenneth. The New British Poets: An Anthology. Granger Books, 1976.

References Books

1. Bacon, Francis, and Michel Leiris. Francis Bacon. Ediciones Poligrafa, 2008.

2. MARLOWE, Christopher. Dr. Faustus. BOOK ON DEMAND LTD, 2021.

3. Shelley, Mary Wollstonecraft. Frankenstein. CreateSpace, 2015.

4. Swift, Jonathan, et al. Gulliver's Travels. Oxford University Press, 2019.

Web Resources

1. Ranger, Paul. "Technical Features." She Stoops to Conquer by Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5.

2. Dickens, Charles. "Fifty-Two." A Tale of Two Cities, 2008, https://doi.org/10.1093/owc/9780199536238.003.004.

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

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DEPARTMENT OF ENGLISH
B.A., ENGLISH

<div align="center">

Semester: I- AC-I: SOCIAL HISTORY OF ENGLAND

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Ins. Hours / Week: 4   **Course Credit: 3**   **Course Code: U24AEN101**

Learning Objectives

LO1 - To provide students with a comprehensive idea about the development of English literature and language over the ages

LO2 - 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

LO3 - To help them develop an understanding of the structural development of the English language

LO4 - To inform them about the various external linguistic influences that have contributed to the making of the language

LO5 - To create the ability of critically examining a text

UNIT I   **(12 Hours)**

The Renaissance and Its Impact On England, The Reformation - Causes And Effects

UNIT II   **(12 Hours)**

The Commonwealth of Nations, the Restoration, Coffee - Houses And Their Social Relevance

UNIT III   **(12 Hours)**

Impact of the Industrial, Agrarian and The French Revolutions On The English Society, Humanitarian Movements In England

UNIT IV   **(12 Hours)**

The Reform Bills and the Spread Of Education- Social Impact of The Two World Wars, The Labour Movement, The Welfare State

UNIT V   **(12 Hours)**

The Cold War (1985-1991) - The Falkland War (1981)-The Gulf War (1991)

(Total Lecture Hours: 60)

Course Outcomes

Course Outcomes On completion of this course, students will;

1. Gain extensive 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.

2. Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period.

3. Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages

4. Develop a nuanced appreciation of the literary stalwarts of those times.

5. Gain in-depth 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.

Text Books (Latest Editions)

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

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

References Books

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

Web Resources

1. A social history of England: Briggs, Asa, 1921- : Free Download, Borrow, and Streaming: Internet Archive.

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

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Semester: I- NME-I: POPULAR LITERATURE AND CULTURE

Ins. Hours / Week: 2   **Course Credit:2**   **Course Code: U24NMEEN11**

Learning Objectives

LO1 - To broaden the idea of literature and the concept of texts.

LO2 - To learn the difference between genre fiction and literary fiction.

LO3 - To make students gain an understanding of the folk roots of popular literature.

LO4 - To make students find a perspective into the debate between high and low Cultures.

LO5 - To analyze the fantasy work that gains popularity.

UNIT I   **(6 Hours)**

Glover, David and Scott McCracken. ‒Introduction as an essay
Felicity Hughes, ‗Children's Literature: Theory and Practice', EnglishLiterary History, vol. 45, 197

UNIT II   **(6 Hours)**

Brothers Grimm – ‒The Juniper Tree‖ Adventure of the Speckled Band‖ Roald Dahl - Extracts from Charlie and the
Chocolate Factory (Chapters 13 to 15,Penguin2013)

UNIT III   **(6 Hours)**

Satyajit Ray– ―Professor Shonku and the UFO‖ (from
The Mystery of Munroe Island and Other Stories,
Puffin Classics 2015)

UNIT IV   **(6 Hours)**
Herge:Tintin in Tibet (Hergé. Tintin in Tibet. London: Egmont. 2012)Somdev Bhatt: ‒The Story of Padmavati and PrinceVajramukti‖ (Vikram-Betaal Story)

UNIT V   **(6 Hours)**
Anuja Chauhan:The Zoya Factor
J. K. Rowling: Harry Potter and the Philosopher's Stone

                                                    (Total Lecture Hours: 30)

Course Outcomes

On completion of this course, students will;

1. Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.

2. Have an awareness of the major schools of thought in western philosophy.

3. Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning.

4. Talk about some of the key figures in Philosophy.

5. Analyze and appreciate texts critically, from different philosophical perspectives.

Text Books (Latest Editions)

1. Chute, Hillary. ‒Comics as Literature .Reading Graphic Narrative ‖.*PMLA* ‒ Publications of The Modern Language Association of America. 123. 452-465. 2008.

2. Herge.*Tintin in Tibet*.Baker and Taylor, 2009.

References Books
(Latest editions, and the style as given below must be strictly adhered to)

1. Chauhan, Anuja. *The Zoya Factor* Harper Collins, 2008.

2. Gill, Rosalind & Herdieckerhoff, Elena. ‒Rewriting the romance: new femininities in chick lit?‖.*Feminist Media Studies* 6(4). 2006.

Web Resources

1. https://fdocuments.in/document/childrens-literature-55845ad6244ac.html

2. (http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	2.8	3.0

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B.A., ENGLISH

Semester: I- FC-I: FOUNDATION COURSE FOR ENGLISH LITERATURE

Ins. Hours / Week: 2   **Course Credit: 2**   **Course Code: U24FCEN11**

Learning Objectives

LO1   To help learners understand English thought, culture and history reflected in the study of their literature

LO2   To help the learners aware of the Literary Genres

LO3   To equip learners with adequate English language skills

LO4   To develop the communication skills.

LO5   To understand the skills required to become a professional translator

UNIT I   **(6 Hours)**
        Introduction:BritishLiterature–AmericanLiterature–IndianEnglishLiterature

UNIT II   **(6 Hours)**

        Social History of England
UNIT III   **(6 Hours)**

        Introduction to Genres: Literary Terms-Prose -Fiction-Poetry Drama
UNIT IV   **(6 Hours)**

        Literary Movements
UNIT V   **(6 Hours)**

        Interpretation, Criticism and Theories

                                                                            (Total Lecture Hours: 30)

Course Outcomes

1. On completion of this course, students will;

2. Extend and deepen the chronologically secure knowledge and understanding of British and World History.

3. Understand the grammatical structure accurately

4. Recognize the language as an effective tool of Communication

5. To make learners translate prose passages from English to Tamil and Tamil to English

TextBooks (Latest Editions)

1. Bhatnagar, R.P.Rajul Bhargava .English for Competitive Examinations, Chennai: Macmillian publishers, 2005. Print

2. Hudson W. H. An Outline History of English Literature. Noida: Maples Press,201

References Books

1. Albert, Edward. History of English Literature.Delhi:OxfordUniversityPress,1979

2. Bassnett,Susan. Translation Studies. London: Methuen. 2002. Malmkjar. Kirsten and Kevin.

3. Green. David. Contemporary English Grammar Structures and Composition. Delhi: Macmillian Publishers, 2010. Print.

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DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: II- CC-III BRITISH LITERATURE –I

Ins. Hours / Week: 5   **Course Credit: 5**   **Course Code: U24EN203**

Learning Objectives

LO1	To introduce British Identity, Periods and other related forms.
LO2	To increase the ability for students to intellectually assess the world and their place in it.
LO3	To enable learners to understand that British literature is at the foundation of English-speaking peoples 'culture.
LO4	To closely examine the various themes and methodologies present in British literature
LO5	To create an aptitude of critically probing through the text

UNIT I   **(15 Hours)**

Of Truth, Of Adversity - Francis Bacon
A City Night –Piece - Oliver Goldsmith
The Spectator Club, On Gratitude, On Giving Advice - Joseph Addison and Sir Richard Steele

UNIT II   **(15 Hours)**

John Milton - Paradise Lost Book IV
Anne Bradstreet –Prologue
Robert Edgar Burns-The Potter
William Blake –The Chimney Sweeper
William Wordsworth - Ode: To Intimation & Immorality

UNIT III   **(15 Hours)**

Lord Byron-She Walks in Beauty
P.B. Shelley - Arethusa, Hymn to Intellectual Beauty
John Keats –Endymion Book-I
Robert Jamieson-Robinhood & The Monk

UNIT IV   **(15 Hours)**

Christopher Marlowe - Dr. Faustus
Oliver Goldsmith-She Stoops to Conquer

UNIT V   **(15 Hours)**

Jonathan Swift - Voyage to Lilliput / Houyhnhnms - Gulliver's Travels
Mary Shelley - Captain Walton's Conclusion-Frankenstein

Total Lecture Hours: 75

Course outcomes

Course Outcomes

On completion of this course ,students will;

1. Demonstrate knowledge of the major social, political, philosophical, and scientific events
   Forming the backdrop for the development of early British Literature.

2. Synthesize, integrate, and connect information by writing essays using techniques of
   Criticism and evaluation.

3. Read and discuss the themes, approaches, styles, and contributions to the
   development of British literature from the Medieval Period to the end of the eighteenth-century

4. Distinguish between the characteristics of British literary movements in discussing
   and writing about British literature.

5. Write about literature using standard literary terminology and other literary conventions.

Text Books (Latest Editions)

1. Rexroth, Kenneth. *The New British Poets: An Anthology*. Granger Books, 1976.

References Books

1. Bacon, Francis, and Michel Leiris. *Francis Bacon*.Ediciones Poligrafa, 2008.
2. M ARLOWE, Christopher. *Dr. Faustus*. BOOK ON DEMAND LTD, 2021.
3. Shelley, Mary Wollstone craft. *Frankenstein*. Create Space, 2015.
4. Swift, Jonathan, et al. *Gulliver's Travels*. Oxford University Press, 2019.

Web Resources
1. Ranger, Paul. "Technical Features."She Stoops to Conquer by Oliver Goldsmith, 1985, pp.51–
   68.,https://doi.org/10.1007/978-1-349-07664-2_5.
2. Dickens, Charles. "Fifty-Two."A Tale of Two cities 2008
   https://doi.org/10.1093/owc/9780199536238.003.0047.

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

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DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: II- CC-IV AMERICAN LITERATURE –I

Ins. Hours / Week: 5   **Course Credit: 5**   **Course Code: U24EN204**

Learning Objectives

LO1	To Understand the growth and development of American literature.
LO2	To critically examine how various genres developed and progressed.
LO3	Learn about prominent writers and famous works in American literature.
LO4	To closely examine the various themes and methodologies present in British literature
LO5	To create an aptitude of critically probing through the text

UNIT I   (15 Hours)

Walt Whitman - *O Captain, My Captain!*
Robert Frost – Mending wall

UNIT II   (15 Hours)

Edgar Allan Poe - *The Raven*
Emily Dickinson - *Because I Could Not Stop for Death.*
Sherman Alexie - *Crow Testament, Evolution*

UNIT III   (15 Hours)

Edgar Allan Poe - The Philosophy of Composition
Abraham Lincoln - Gettysburg Address
Martin Luther King Jr - I have a Dream

UNIT IV   (15 Hours)

Eugene O'Neill - Emperor Jones
Tennessee Williams - The Glass Menagerie

UNIT V   (15 Hours)

Washington Irving - Rip Van Winkle
Harriet Elisabeth Beecher Stowe - Uncle Tom's Cabin
Herman Melville - Billy Budd
Leslie Marmon Silko - Ceremony

Total Lecture Hours : 75

Course Outcomes

On completion of this course, students will;

1. Analyze and discuss works of American literature from arrange of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).

2. Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.

3. Articulate ways that American literature reflects complex historical and cultural experiences.

4. Produce a mix of critical, creative, and/or reflectiveworksaboutAmericanliteratureto1865.

5. Analyze and describe about American literature using standard literary terminology and other literary conventions.

Text Books (Latest Editions)

1. Levine, Robert S., etal. *The Norton Anthology of American Literature*. W.W. Norton &Company, 2022.

References Books

1. Dickinson, Emily, and Johanna Brownell. *Emily Dickinson: Poems*. Chartwell Books, 2015.

2. Gould, Jean. *American Women Poets: Pioneers of Modern Poetry*. DODD, MEAD, 1980.

3. Poe, Edgar Allan, etal. *Poetry for Young People: Edgar Allen Poe*.Sterling Pub.Co., 1995.

4. Kallen, Stuart A.,and Terry Boles. *The Gettysburg Address*. Abdo &Daughters, 1994.

Web Resources

· 1. "Harriet Beecher Stowe's Uncle Tom's Cabin."2003,https://doi.org/10.4324/9781315812113.

2. Mason, Ronald. "Herman Melville and 'Billy Budd.'" Tempo, no. 21, 1951, pp. 68.,https://doi.org/10.1017/s0040298200054863

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

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DEPARTMENT OF ENGLISH
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Semester: II- AC-II HISTORY OF ENGLISH LITERATURE

Ins. Hours / Week: 4   **Course Credit: 3**   **Course Code: U24AEN202**

Learning Objectives

LO1 To help students with a survey of the history of English literature from Old English times to the Modern period.

LO2 Help them gain particular reference to them major literary movements and authors

LO3 To help them with an overview of them major linguistic influences on the English language

LO4 To provide them with a look at certain linguistic processes that have contributed to the development of the English language

LO5 To create the ability of critically examining a text

UNIT I   **(12 Hours)**

The Renaissance and the Elizabethan period– Chaucer– Ben Jonson –Shakespeare –Edmund Spenser– The University Wits, Jacobean Dramatists–Webster, Fletcher, Beaumont, Miracle, Morality, Interlude, Dekker.

UNIT II   **(12 Hours)**

The Puritan Period and the Augustan Age John Milton, John Donne and the Metaphysical Poets, The Caroline Poets, The Caroline Prose writers John Dryden, John Bunyan, Samuel Butler, Daniel Defoe, Swift, Addison and Steele, Dr. Johnson, Oliver Goldsmith, Samuel Richardson, Henry Fielding

UNIT III   **(12 Hours)**

The Romantic Revival and the Romantic Age, William Blake, Burns, Cowper, Gray, William Wordsworth, Coleridge, Byron, Shelley, Keats, Walter Scott, Jane Austen, Charles Lamb, William Hazlitt.

UNIT IV   **(12 Hours)**

The Victorian Age Alfred Lord Tennyson, Browning, Arnold, Dickens, Thackeray, George Eliot, Carlyle, Ruskin.

UNIT V   **(12 Hours)**

The Modern Age Gerard Manley Hopkins, W.B. Yeats, T.S. Eliot,
Bernard Shaw, D.H. Lawrence, James Joyce,
Samuel Beckett, James Osborne, J.M. Synge, Galsworthy, Ibsen.

Total Lecture Hours :60

Course Outcomes

On completion of this course, students will;

1. Gain extensive 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.
2. Evaluate the way socio-cultural and historical phenomena influence the literary Production of a particular period
3. Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages
4. Developed appreciation of the literary stalwarts of those times.
5. Gain in-depth 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.

Text Books (Latest Editions)

1. Hamilton, I.(ed.).The Oxford Companion to Twentieth-Century Poetry in English (Oxford: Oxford University Press, 1994). A well-edited and balanced reference book.

2. Parker, P. (ed.). The Reader's Companion to Twentieth Century Writing (London: Helicon, 1995). Stringer,J.(ed.).The Oxford Companion to Twentieth- Century Literature in English (Oxford: Oxford University Press, 1996). Another well- edited and balanced reference book

References Books

1. Bergonzi, B. Heroes 'Twilight: A Steady of the LiteratureoftheGreatWar,2 need (London:Constable,1980).Fussell, P. The Great War and Modern Memory (Oxford: OxfordUniversityPress,1975)

Web Resources
1. *ALEX00.PDF(manavata.org)*

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 – Low

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contribution to Pos	3.0	3.0	3.0	3.0	3.0

Mapping with Programme Specific Outcomes:

SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
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DEPARTMENT OF ENGLISH
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Semester: II- NME-II PHILOSOPHY FOR LITERATURE

Ins. Hours / Week: 2   **Course Credit: 2**   **Course Code:U24NMEEN22**

Learning Objectives

LO1   Engage with the philosophy of literary representations.

LO2   Give the students a historical over view of the major figures in philosophy

LO3   Introduce to them some of the significant schools of thought that has Influenced human perception.

LO4   Inform student show an understanding of philosophy is vital to the reading of literature

LO5   Analyze the philosophical thought

UNIT I   **(6 Hours)**

The World of Greeks-Heraclitus—Flux and the unity of opposites Socrates—Nature of Poet and Rhapsode Dialogue with Ion-Plato Concept of Forms—Ideal Vs Physical Aristotle—Concept of Soul— Beauty—Art—Nature

UNIT II   **(6 Hours)**

S.T Coleridge - Kubla Khan
P B Shelley - Ozymandias,
John Keats - Ode on the Grecian Urn
Robert Frost - West-Running Brook

UNIT III   **(6 Hours)**

Enlightenment and After - Rene Descartes – Rationalism – Dualism – Spinoza - idea of Nature and God – Pantheism - concept of substance and modes - Cartesian dualism vs Spinoza's monism - John Locke - Liberalism – Empiricism - Immanuel Kant – Transcendental Idealism - Edmund Husserl – Phenomenology - Karl Marx - Critique of Capitalist Society - Base and Superstructure

UNIT IV   **(6 Hours)**

Walt Whitman.- On the Beach at Night Alone
William Ross Wallace.- T he Liberty Bell
Emily Dickinson.- The Brain- is wider than the Sky

UNIT V   **(6 Hours)**

W H Auden – Who's Who?
Maya Angelou - When I think about myself
Ted Hughes - Hawk Roosting

                                                                        Total Lecture Hours :30

Course Outcomes

On completion of this course, students will;

1. Have a diachronic understanding of the evolution of philosophy from the time of Greekmastersto20thcentury.

2. Have an awareness of the major schools of thought in western philosophy.

3.Have a healthy epistemological foundation at undergraduate level that ensures scholarship atadvanced levels of learning

4. Talk about some of the key figures in Philosophy.

5. Analyze and appreciate texts critically, from different philosophical perspectives.

Text Books (Latest Editions)

1. Durrant, Will. *The Story of Philosophy*, Simon &Schuster,1991.

2. Gaarder,Jostein. *Sophie's World*: 20thAnniversary Edition.Orion,2015.

References Books

1. Russell, Bertrand .*History of Western Philosophy*. Routledge,2016.

2. Gibson, John. *The Philosophy of Poetry.* Oxford UP,2015.

Web Resources

1. https://www.philosophybasics.com/general_whatis.html

2. https://archive.org/details/SophiesWorld_989/page/n5/mode/2up

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO 1	3	3	3	3	3	3	3	2	3	2
CO 2	2	3	3	3	2	3	3	2	2	2
CO 3	3	3	3	2	3	3	3	2	3	2
CO 4	3	3	3	3	3	3	3	2	2	2
CO 5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	15	15
Weighted percentage of Course Contributionn to Pos	3.0	3.0	3.0	3.0	3.0

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SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
SUNDARAKKOTTAI, MANNARGUDI–614016.
(For the Candidates admitted in the academic year 2024-2025)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: II- SEC-I PERSONALITY ENRICHMENT

Ins. Hours / Week: 2   **Course Credit: 2**   **Course Code: U24SEEN21**

Learning Objectives

LO1   To enable learners to develop talent, facilitate employability and to excel and sustain in a highly competitive world of business.

LO2 To familiarize them about personality development with regard to the different behavioral dimensions that have far reaching significance in the direction of organizational effectiveness.

LO3 To make students know about self-awareness, life skills, soft skills, need forpersonal development etc.

LO4 Help them to understand the job-seekers language for meeting new people, making small talk, and describing

LO5 To enable learners have a basic idea of significance and reasons for Personality development and self-grooming.

UNIT I   **(6 hours)**
          Definition and goals of Personality enrichment

UNIT II   **(6 hours)**
          Necessities-Spiritual-Emotional-Mental-Social

UNIT III   **(6 hours)**
          Intra/Inter Communication Skills

UNIT IV   **(6 hours)**
          Perseverance-Resilience-Leadership   Qualities-Benevolence- Team Player-
Empathy-Time management.

UNIT V   **(6 hours)**
          Essentials of personality development- Action, Self-assessment, Goal setting,
Self-discovery.

                                                                 Total Lecture Hours :30

Course Outcomes

On completion of this course, students will;

1. Be able to understand, analyze develop and exhibit accurate sense of self.
2. Learn to think critically
3. Demonstrate knowledge of personal beliefs and values and a commitment to continuing personal reflection and reassessment.
4. Learn to balance confidence with humility and overcome problems associated with personality.
5. Understand that personality is an important attribute in one's life not only for success in professional life, but also in determining the overall behavior and attitude of the individual.

Text Books (Latest Editions)

1. Dunham, R.B. (1984), Organizational Behavior, People and Processes in Management, Homewood: Richard D. Irwin, Inc.

2. Greenberg, J. and Baron, R.A. (2007), Behavior in Organizations, 8th edi., New Jersey: Pearson Prentice Hall.

References Books

1. Opatha, H.H.D.N.P. (2009), Human Resource Management: Personnel, Colombo: Department of HRM, University of Sri Jayewardenepura.

Web Resources

https://www.researchgate.net/publication/282698731_Personality_Development?

enrichId=rgreq-13235a16ef508a10f4bb8e97c3134c55-

XXX&enrichSource=Y292ZXJQYWdlOzI4MjY5ODczMTtBUzozMDMwOTg1NDk

5OTc1NjhAMTQ0OTI3NTczMzY1NA%3D%3D&el=1_x_2&_esc=publicationCo

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