

**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.**



**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 2023-2024)*

### **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 within 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 studied in school level or b) Special Tamil if Tamil language was studied upto 10<sup>th</sup> & 12<sup>th</sup> 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 %

Assignment-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) <b>K- LEVELS</b> →	Lower Order Thinking			Higher Order Thinking			Total
	K1	K2	K3	K4	K5	K6	
<b>END SEMESTER EXAMINATIONS (ESE)</b>	20	25			30		<b>75</b>
<b>Continuous Internal Assessment (CIA)</b>	20	25			30		<b>75</b>
QUESTION PATTERN FOR END SEMESTER EXAMINATION/Continuous Internal Assessment							<b>MARKS</b>
<b>PART</b>							
<b>PART –A I.</b> (No choice ,One Mark) <b>TWO</b> questions from each unit				(10x1 =10)		20	
<b>II.</b> (No choice ,Two Mark) <b>ONE</b> question from each unit				(5x2 =10)			
<b>PART -B</b> (Either/ or type ,5-Marks) <b>ONE</b> questions from each unit				(5x5 =25)		25	
<b>PART -C</b> (3 out of 5) (10 Marks) <b>ONE</b> question from each unit				(3x10 =30)		30	
<b>Total</b>						<b>75</b>	

**BLUE PRINT OF QUESTION PAPER FOR END SEMESTER EXAMINATION**

<b>DURATION: 3. 00 Hours.</b>		<b>Max Mark : 75</b>						
<b>K- LEVELS</b>		K1	K2	K3	K4	K5	K6	Total
<b>PART</b>								<b>Marks</b>
<b>PART –A</b> (One Mark, No choice) (10x1 =10)		10						10
(2-Marks, No choice) (10x2=20)		10						10
<b>PART –B</b> (5- Marks) (Either/or type) (5x5=25)			5	10	10			25
<b>PART -C</b> (10 Marks) (3 out of 5) (3x10=30)								
Courses having only <b>K5,K6</b> levels, K5 level- 3 Questions, K6 level- 2 Questions <b>(One K6 level question is compulsory)</b>						20	10	30
<b>Total</b>		<b>20</b>	<b>05</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>75</b>

## 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:

$\text{GPA} = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$	$\text{WAM (Weighted Average Marks)} = \frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$
Where, C <sub>i</sub> is the Credit earned for the Course i G <sub>i</sub> is the Grade Point obtained by the student for the Course i M <sub>i</sub> is the marks obtained for the course i and n is the number of Courses <b>Passed</b> 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**

<b>CGPA</b>	<b>Corresponding Grade</b>	<b>Classification of Final Result</b>
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.	<p style="text-align: center;"><b>Programme Outcomes</b>  <i>(Upon completion of the B.A. Degree Programme, the Undergraduate will be able to)</i></p>
<b>PO-1</b>	<b>Disciplinary knowledge:</b> Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate program of study in Bachelor of Arts.
<b>PO-2</b>	<b>Critical thinking, Problem Solving and Reflective thinking:</b> 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.
<b>PO-3</b>	<b>Analytical &amp; Scientific Reasoning:</b> 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.
<b>PO-4</b>	<b>Research-related Skills:</b> 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.
<b>PO-5</b>	<b>Digital literacy and Effective Communication:</b> 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.
<b>PO-6</b>	<b>Individual and Team Work:</b> 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.
<b>PO-7</b>	<b>Multicultural Competence and Social Interaction:</b> 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.
<b>PO-8</b>	<b>Awareness of Ethical issues, Human values and Gender Issues:</b> 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.
<b>PO-9</b>	<b>Awareness of Environment and Sustainability:</b> understand the impacts of technology and business practices in societal and environmental contexts, and sustainable development.
<b>PO-10</b>	<b>Self directed and Lifelong learning:</b> 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 indifferent 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



**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE (AUTONOMOUS)**

**SUNDARAKKOTTAI, MANNARGUDI-614016**

*(Affiliated to Bharathidasan University)*

*(Accredited by NAAC; An ISO 9001:2015 Certified Institution)*

**TAMILNADU, INDIA.**

**B.A ENGLISH**

**CHOICE BASED CREDIT SYSTEM- LEARNING OUTCOMES BASED CURRICULUM  
FRAMEWORK - (CBCS LOCF)**

**UG PROGRAMME COURSE STRUCTURE**

*(Applicable to the Candidates admitted from the academic year 2023-2024)*

**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	---	PodhuTamil-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
					<b>30</b>	<b>15</b>	<b>15</b>	<b>-</b>	<b>-</b>	<b>21</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>700</b>
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
<b>Total</b>					<b>30</b>	<b>16</b>	<b>14</b>	-	-	<b>23</b>	-	-	-	<b>700</b>
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
<b>Total</b>					<b>30</b>	<b>16</b>	<b>14</b>	-	-	<b>23</b>	-	-	-	<b>700</b>
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
<b>Total</b>					<b>30</b>	<b>16</b>	<b>14</b>	-	-	<b>23</b>	-	-	-	<b>700</b>

		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
	IV	Environmental Studies	- - -	Environmental Studies	2	1	1	-	-	2	3	25	75	100
	IV	Internship/ Industrial visit/Field Visit	- - -	Internship/ Industrial visit/Field Visit	-	-	-	-	-	2	-	-	-	-
<b>Total</b>					<b>30</b>	<b>15</b>	<b>15</b>	-	-	<b>26</b>	-	-	-	<b>700</b>
		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
	IV	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
<b>TOTAL</b>				<b>30</b>	<b>18</b>	<b>12</b>	-	-	<b>25</b>	-	-	-	<b>800</b>
<b>GRAND TOTAL</b>				<b>180</b>	<b>96</b>	<b>84</b>	-	-	<b>141</b>	-	-	-	<b>4300</b>
Extra Credit	MOOC/SWAYAM/NPTEL			-	-	-	-	-	<b>2</b>	-	-	-	-
	Value Added Courses (At least One Per year)			-	-	-	-	-	<b>2</b>	-	-	-	-

**L- LECTURE**

**T-TUTORIAL**

**P- PRACTICAL**

**S-SEMINAR**

## CREDIT DISTRIBUTION FOR UG PROGRAMME

S.No	Part	Subject	No. of Courses	Total Credits
1	I	Language	4	12
2	II	English	4	12
3	III	Core Course-Theory	14	62
4		Core Project-Project	1	5
5		Allied Course	4	12
6		Elective Course	4	12
7	IV	Non-Major Elective	2	4
8		Foundation Course	1	2
10		Skill Enhancement Course	5	10
11		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
16	Gender Studies		1	2
<b>Total</b>			<b>45</b>	<b>141</b>

Note:			
		CIA	ESE
1	<b>Theory</b>	<b>25</b>	<b>75</b>
2	<b>Practical</b>	<b>25</b>	<b>75</b>
3	<b>Separate passing minimum is prescribed for Internal and External marks</b>		

### 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	NATURE OF THE COURSE	COURSE CODE	TITLE OF THE COURSE
I	IV	NME-I		Popular Literature and Culture
II	IV	NME-II		Philosophy For Literature



**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE**  
**(AUTONOMOUS)**  
**SUNDARAKKOTTAI, MANNARGUDI – 614016.**  
*(For the Candidates admitted in the academic year 2023-2024)*  
**DEPARTMENT OF ENGLISH**  
**B.A., ENGLISH**

**Semester: III- CC-V: BRITISH LITERATURE-II**

**Ins. Hours/Week:5**

**Course Credit:5**

**Course Code: U23EN305**

**Learning Objectives**

- LO1-** To help learners analyze British Literature written from the late 18th Century to the present.  
**LO2-** To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.  
**LO3-** To provide them with understanding of relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period.  
**LO4-** To closely examine literary works using critical perspectives.  
**LO5-** To help them with applying appropriate formal conventions when writing about literature

**UNIT I**

Robert Browning  
Christina Rossetti  
Alfred Tennyson  
T.S. Eliot  
W.H. Auden

- My Last Duchess  
- The Goblin Market  
- Ulysses  
- The love song of J. Alfred Prufrock  
- The Unknown Citizen

**(15Hours)**

**UNIT II**

Joseph Addison  
William Hazlitt  
Charles Lamb  
G. K. Chesterton  
Philip Larkin

- Sir Roger at Church, Sir Roger in London  
- Indian Jugglers  
- Dream Children: A Reverie  
- Piece of Chalk  
- The Whitsun Weddings

**(15Hours)**

**UNIT III**

John Osborne  
G.B. Shaw

- Look Back in Anger  
- Pygmalion

**(15Hours)**

**UNIT IV**

Jane Austen  
Charlotte Brontë  
Wilkie Collins

- Persuasion  
- Jane Eyre  
- The Moonstone

**(15Hours)**

**UNIT V**

Agatha Christie  
Bram Stoker

- Murder on the Orient Express (Graphic Novel)  
- Dracula.

**(15Hours)**

**(Total Lecture Hours: 75)**



## **Course Outcomes On completion of this course, students will;**

1. Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.
2. Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature.
3. Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations
4. Respond to literature with facility, both orally and on paper, on important thematic consideration shaving to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and Causes by which humans interact with one another
5. Analyze and express about British literature using standard literary lexicon and other literary conventions

### **Text Books**

Renard, Virginie. *The Great War and Postmodern Memory: The First World War in Late 20 Th - Century British Fiction (1985-2000)*. Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013. David Green - Winged Words–Mac Millan

### **References Books**

Brontë Charlotte, etal. *JaneEyre*. Oxford University Press, 2019.  
Lamb, Charles. *Dream Children: A Reverie*. ReedPalePress, 1928.  
*Look Back in Anger, by John Osborne: TheatreProgram, 1974, La Mama Theatre. 1974.*

### **Web Resources**

1. Makinen, Merja. "Representing Women of Violence Agatha Christie and Her Contemporary Culture." *AgathaChristie*, 2006, pp.135– 157., [https://doi.org/10.1057/9780230598270\\_6](https://doi.org/10.1057/9780230598270_6).
2. Smith, Grover. "Eliot's World before the Waste Land." *The Waste Land*, 2020, pp.1– 17., <https://doi.org/10.4324/9781003070627-1>



**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE**  
**(AUTONOMOUS)**  
**SUNDARAKKOTTAI, MANNARGUDI – 614016.**  
*(For the Candidates admitted in the academic year 2023-2024)*  
**DEPARTMENT OF ENGLISH**  
**B.A., ENGLISH**

**Semester: III- CC-VI: AMERICAN LITERATURE-II**

**Ins. Hours/Week:5**

**Course Credit:5**

**Course Code: U23EN306**

**Learning Objectives**

- LO1-** To help learners examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel.
- LO2-** To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period.
- LO3-** To create an awareness of the social, historical, literary and cultural elements of the changes in American literature.
- LO4-** To help them explored instinct literary characteristics of American literature and analyze literary work so eminent American writers.
- LO5-** To inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American Cultural history.

**UNIT I**

**(15 Hours)**

Walt Whitman	- I Hear America Singing
Emily Dickinson	-The Bird Came Down the Walk
Maya Angelou	-Phenomenal Women
Chief Dan George	-My Heart Soars.

**(15Hours)**

**UNIT II**

Lorraine Hansberry	- Raisin in the Sun
Neil Simon	-Bare foot in the Park

**(15Hours)**

**UNIT III**

Ralph Waldo Emerson	-The American Scholar
Edgar Allan Poe	-Philosophy of Composition
Henry David Thoreau	-Winter Animals

**(15Hours)**

**UNIT IV**

Nathaniel Hawthorne	-The Scarlet Letter
Toni Morrison	-Beloved

**(15Hours)**

**UNIT V**

Mark Twain	-The Adventures of Tom Sawyer.
Angeline Bouley	-Firekeeper's Daughter

**(15Hours)**

**(Total Lecture Hours:75)**

## Course Outcomes

### On completion of this course, students will;

1. Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present.
2. Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature.
3. Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers
4. Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values
5. Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices.

### Text Books

1. Angelou, Maya. *The Complete Poetry*. Random House, 2015.
2. **An Anthology of American Literature - ?**

### References Books

1. Dickinson, Emily. *A Bird Came Down the Walk - Selected Bird Poems of Emily Dickinson*. Read Books Ltd, 2021.
  2. Gray, Richard. *A Brief History of American Literature*. John Wiley & Sons, 2010. Hansberry, Lorraine. *A Raisin in the Sun*. Modern Library, 1995
  3. Morrison, Toni. *Beloved*. Everyman's Library, 2006.
- Twain, Mark. *The Adventures of Tom Sawyer*. The Floating Press, 2009.

### Web sources:

1. Cramer, Jeffrey S., editor. "Thoreau Describes His Contemporaries." *The Quotable Thoreau*, Princeton University Press, 2011, pp. 430–38, <http://dx.doi.org/10.1515/9781400838004.430>.
2. Hawthorne, Nathaniel. "The Revelation of the Scarlet Letter." *The Scarlet Letter*, Oxford University Press, 2008, <http://dx.doi.org/10.1093/owc/9780199537808.003.0025>

\*\*\*



**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE**  
**(AUTONOMOUS)**  
**SUNDARAKKOTTAI, MANNARGUDI – 614016.**  
*(For the Candidates admitted in the academic year 2023-2024)*  
**DEPARTMENT OF ENGLISH**  
**B.A., ENGLISH**

**Semester: III- AC III: LITERARY GENRES AND TERMS**

**Ins. Hours/Week:4**

**Course Credit:3**

**Course Code: U23AEN303**

**Learning Objectives**

- LO1- To help students apply literary terminology to fiction, drama, and poetry.
- LO2- Help them recognize the main elements of different literary genres and assess their significance
- LO3- To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry
- LO4- To enable them to Identify a literary text's main themes and make reasonable assertions about their meaning
- LO5- To guide them to re-narrate the plot of a short story, both orally and in writing.

**UNIT I**

**(12 Hours)**

**Poetry, types and forms: The Basics**

Nature of poetry –Subjective and objective poetry-Kinds of Poetry- Epic, Mock epic, Ballad, -Lyric Poetry: The Ode: Origin and Characteristics-Types-Pindaric, Horatian, English.—The Sonnet Types and form: The Italian, The English—The Elegy: Origin and Definition, Pastoral Elegy—Dramatic Monologue

**UNIT II**

**(12 Hours)**

**Types of Drama, Plays and Semiotics: The Basics**

Origin and Definition –Dramatic Devices: Drama Irony, Soliloquy and Aside- Types of Dramatic Tragedy, definition and Characteristics- Types of Tragedy : Classical, Romantic—Forms: Revenge Play, Heroic Tragedy, and Domestic Tragedy—comedy: Types: Restoration, Sentimental, Tragi-Comedy, Farce, Melodrama- The One-act Play.

**UNIT III**

**(12 Hours)**

**Terms for interpreting Authorial Voice- Terms for interpreting Character**

The Essay : the personal and the expository - Characteristics : Personal and Autobiographical, Humour and Pathos, Style and Language, - Biography: Definition and Development of Biography - Elements of Biography—Types: Pure and Impure- Autobiography: Definition and Characteristics.

**UNIT IV**

**(12 Hours)**

**Terms for interpreting word choice, Dialogue, and speech- Terms for interpreting plot**

Origin and definition- Elements of Fiction, Forms and Techniques: Plot, Story, Characterization, Dialogue, Setting, Points of view, Narrative –Forms of the Novel and their individual Characteristics: Adventure or Action Novels, Character Novels, the Picaresque Novel, the Gothic Novel- Interior Monologue: Definition, Form and Function; Novelette/ Novella.

**UNIT V**

**(12 Hours)**

**Novels and its modern forms: The Key concepts**

Historical Novel Psychological Novel- The Short Story: Forms and Technique: Precision, Unity of effect, Structural Unity of Plot, Character and setting - Stream of consciousness Novel: Origin, Definition, Characteristics, Meta fiction

**(Total Lecture Hours:60)**

**Course Outcomes On completion of this course, students will;**

1. Understand new definitions of contemporary critical issues such as 'Cybercriticism' and 'Globalization'
2. Gain insight to an exhaustive range of entries, covering numerous aspects to such topics as genre, form, cultural theory and literary technique.
3. Get a complete coverage of traditional and radical approaches to the study and production of literature.
4. Recognize and interpret literary images and symbols to infer their relationship to the main themes of the text.
5. Gain thorough accounts of critical terminology and analyze of key academic debates.

**Text Books**

1. Baldick, Chris. Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.
2. Mikics, David. A New Handbook of Literary Terms. New Haven: Yale University Press, 2007. Print

**References Books**

Taafe, James G. A Student's Guide to Literary Terms. Cleveland: The World Publishing Company, 1967. Print.

**Web Resources**

*1821-literary-terms.pdf (cgc.edu)*



**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE**  
**(AUTONOMOUS)**  
**SUNDARAKKOTTAI, MANNARGUDI – 614016.**  
*(For the Candidates admitted in the academic year 2023-2024)*  
**DEPARTMENT OF ENGLISH**  
**B.A., ENGLISH**

**Semester: III- SEC-II- PUBLIC SPEAKING SKILLS**

**Ins. Hours/Week:2**

**Course Credit:2**

**Course Code: U23SEEN32**

**Learning Objectives**

**LO1-** To help students understand the goals and benefits of public speaking

**LO2-** To help them recognize communication apprehension and guide them on how to reduce it.

**LO3 -** To familiarize them on how public speaking can be used to advocate or create change

**LO4-** To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric

**LO5-** To help them think and speak imaginatively and critically

**UNIT I**

Public Speaking and need for Public speaking-Significance and essential of Public Speaking Skills

**(6 Hours)**

**UNIT II**

Types and Methods of presentation, using visual aids.

**(6 Hours)**

**UNIT III**

Obstacles in acquiring the speaking skills.

**(6 Hours)**

**UNIT IV**

Techniques in acquiring the Public Speaking skills.

**(6 Hours)**

**UNIT V**

Testing through Practice: Letter Scramble, Simon Says, Extempore and Pictionary, Speaking the given topic in front of the class.

**(6 Hours)**

**(Total Lecture Hours: 30)**

## Course Outcomes

### On completion of this course, students will;

1. Demonstrate an understanding of the principles of public speaking
2. Recognize barriers to public speaking and identify how to avoid them
3. Understand how to give effective verbal and nonverbal feedback
4. Learn about planning speech organization for the intended audience
5. Practice effective group delivery and speech in informal context.

### Text Books

1. Beebe, S. A., & Beebe, S. J. (2006). *Public Speaking: An audience-centred approach* (6th ed.). New York: Pearson
2. Fraleigh, D.M., & Tuman, J.S. (2009). *Speak up! An illustrated guide to public speaking*. New York: Bedford/St. Martins

### References Books

*Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.*

### Web sources:

*Learning Outcomes | Public Speaking (lumenlearning.com)*  
*lu03\_public\_speaking.pdf (indianhills.edu)*

\*\*\*



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE  
(AUTONOMOUS)

**SUNDARAKKOTTAI, MANNARGUDI-614016.**  
(For the Candidates admitted in the academic year 2023-2024)

DEPARTMENT OF ENGLISH  
B.A., ENGLISH

**Semester: III- SEC-III: FUNCTIONAL ENGLISH**

**Ins. Hours/Week:2**

**Course Credit:2**

**Course Code: U23SEEN33**

**Learning Objectives**

**LO1-** To enable learners use appropriate phrases for performing language functions

**LO2-** To help them to edit, select and present information in a format/perspective

**LO3-** To enable them to listen and reduce information to a point form

**LO4-** To help them read and to expand from points to paragraph

**LO5-** To enable them to predict, comprehend, infer and synthesize information

**UNIT I**

**(6 Hours)**

Definition and significance of Functional English

**UNIT II**

**(6 Hours)**

Four essentials of functional English: LSRW Skills

**UNIT III**

**(6 Hours)**

Grammar- Articles, Adjective, Adverb

**UNIT IV**

**(6 Hours)**

Agreement & Concord, Transformation of Sentence

**UNIT V**

**(6 Hours)**

A dramatic play to perform (The Trail of Billy Scott – Mazie Hall)

**(Total Lecture Hours: 30)**



## **Course Outcomes**

### **Course Outcomes On completion of this course, students will;**

1. Learn to form words properly using prefixes/suffixes and make correct use of Concord or Subject-Verb Agreement.
2. Familiarize themselves in writing leave application, apology and request letters and points/ideas to write paragraphs.
3. Learn to introduce themselves and describe person, place or situation and also gain knowledge of using prepositions of place, time and direction correctly.
4. Get practiced to skim and scan through a passage and read to get an overall idea, and comprehend the Passage.
5. Cultivate the habit of newspaper reading.

## **Text Books**

1. Susan Thurman, The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment. 2011.
2. Grant Barrett, Perfect English Grammar: The Indispensable Guide to Excellent Writing and speaking, 2013
3. Sheshadri, K.G, A Pride of Plays, Anuradha Agencies, 2002.

## **Reference Books**

1. Jane Straus, Lester Kaufman, and Tom Stern, The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes, 2015

## **Web Resources**

1. **BBC World Service. (2011) Learning English : Ø**  
[http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210\\_aac\\_punc\\_a\\_postrophe.shtm](http://www.bbc.co.uk/worldservice/learningenglish/language/askaboutenglish/2009/03/090210_aac_punc_a_postrophe.shtm)

\*\*\*



**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE**  
**(AUTONOMOUS)**  
**SUNDARAKKOTTAI, MANNARGUDI – 614016.**  
*(For the Candidates admitted in the academic year 2023-2024)*  
**DEPARTMENT OF ENGLISH**  
**B.A., ENGLISH**

**Semester: IV- CC-VII: WORLD LITERATURE IN TRANSLATION**

**Ins. Hours/Week:5**

**Course Credit:5**

**Course Code: U23EN407**

**Learning Objectives**

- LO1-** To help learners achieve accessibility to regional and international literary forms.
- LO2-** To enable them to contextualize the texts and be familiar with translation theory.
- LO3-** To enable them to develop a comparative perspective to study the texts.
- LO4-** To exhibit appreciation of literature and writers from various nations and cultures.
- LO5-** To learn to see critically the rising trends of globalization, capitalism and multi-culturalism.

**UNIT I**

**(15Hours)**

Dante - Ulysses' Last Voyage  
Johann Wolfgang von Goethe - The Violet  
Victor Hugo – Tomorrow at Dawn.  
Khalil Gibran- Your Children are not your children.

**(15Hours)**

**UNIT II**

Pablo Neruda- If you forget me.  
Alexander Pushkin-The Gypsies.  
Horace - Satires  
Gabriel Okara –The Mystic Drum  
Jean Arasayanagam- Two Dead Soldiers

**UNIT III**

**(15Hours)**

Walter Benjamin - Unpacking My Library  
Montaigne – Of Friendship.

**UNIT IV**

**(15Hours)**

Marie Clements - The Unnatural & Accidental Women.  
William Jones: Shakuntala

**UNIT V**

**(15Hours)**

Gabriel García Márquez – A Very Old man With Enormous Wings.  
Plautus - The Pot of Gold.  
Antoine de Saint-Exupéry- The Little Prince.

**(Total Lecture Hours:75)**

## Course Outcomes

### Course Outcomes On completion of this course, students will;

1. Gain an exposure to some Classics in World Literature, both in theme and form.
2. Be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.
3. Gain an understanding of the works in their cultural/ historical contexts and of the enduring human values which unite the different literary traditions.
4. Pay special attention to critical thinking and writing with in a frame work of cultural diversity as well as comparative and interdisciplinary analysis.
5. Have an understanding of the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions.

### Text Books

1. Márquez, Gabriel García. *A Very Old Man with Enormous Wings*. 2014.
2. Neruda, Pablo. *The Poetry of Pablo Neruda*. Farrar, Straus and Giroux, 2015.

### References Books

1. Angelou, Maya. *The Complete Poetry*. Random House, 2015.
2. Benjamin, Walter, and Martin Jay. *Unpacking My Library*. 2010.
3. Bercovici, Konrad. *The Story of the Gypsies*. Pickle Partners Publishing, 2017.
4. Bolton, David. *The Pot of Gold by Plautus*. Lulu.com, 2019.
5. Clements, Marie Humber. *The Unnatural and Accidental Women*. Talon books Limited, 2005.

### Web Resources

1. The Introduction of Victor Hugo to the English (1823–1830).” *The Fortunes of Victor Hugo in England*”, Columbia University Press, 1938, pp.1–26, <http://dx.doi.org/10.7312/hook93490-002>.

\*\*\*



**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE**

**(AUTONOMOUS)**

**SUNDARAKKOTTAL, MANNARGUDI – 614016.**

*(For the Candidates admitted in the academic year 2023-2024)*

**DEPARTMENT OF ENGLISH**

**B.A., ENGLISH**

**Semester: IV- CC-VIII: ASPECTS OF LANGUAGE AND LINGUISTICS**

**Ins. Hours/Week:5**

**Course Credit:5**

**Course Code: U23EN408**

### **Learning Objectives**

- LO1-** To help learners gain knowledge of linguistic research methods and of different theories of language.
- LO2-** To enable them gain specialized knowledge related to other areas of linguistic research and applications.
- LO3-** To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics.
- LO4-** To familiarize them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.
- LO5-** To enhance competence in humanities that includes the ability to think historically and analytically about language, literature, culture and society.

#### **UNIT I**

**(15Hours)**

Introduction to study of language  
An Introduction to Language and Linguistics

#### **UNIT II**

**(15Hours)**

Introduction to Saussurian Structuralism  
Linguistics, Sign, Language & Culture

#### **UNIT III**

**(15Hours)**

Introduction to Phonology & Morphology,  
Modern Schools of Linguistics, Semiotics.

#### **UNIT IV**

**(15Hours)**

Organs of Speech, Classification of Sounds, Vowels –  
Consonants, Diphthongs - Phonetic Transcriptions

#### **UNIT V**

**(15Hours)**

The Descent of the English Language- Old English, Middle English and Standard English  
Linguistic Changes - English Language Varieties- Idiolect, Dialect, Pidgin & Creole

**(Total Lecture Hours:75)**

## Course Outcomes

### Course Outcomes On completion of this course, students will;

1. Be able to analyze a wide range of problems relating to linguistic scholarship and research ethics.
2. Apply the acquired skills in both academic and work contexts to plan and complete extensive research projects involving the gathering and systematizing of a substantial amount of information.
3. Communicate the results of independent research and gain mastery of advanced linguistic terminology.
4. Communicate about academic issues related to languages and linguistics, both with specialists and the general public.
5. Contribute to new thinking and innovation processes within the area of linguistic specialization.

### Text Books

1. Eco, Umberto. *A Theory of Semiotics*. Indian University Press, 1979.
2. Harley, Trevor A. *The Psychology of Language*. Psychology Press, 2013.
3. Balasubramanian, T. *A Text Book of English Phonetics for Indian Students*. Macmillan Publishers, 2010.

### References Books

1. McLuhan, Eric, and Marshall McLuhan. *Theories of Communication*. Peter Lang Pub Incorporated, 2011.
2. Sakoda, Kent, and Jeff Siegel. *Pidgin Grammar*. Bess Press, 2003.
3. Bloom, Leonard. *Language*. University of Chicago Press, 1984.
4. Saussure, Ferdinand. *Course in General Linguistics*. Open Court Publishing, 1986.
5. Yule, George. *The Study of Language*. Cambridge University Press, 2010.

\*\*\*



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE

(AUTONOMOUS)

SUNDARAKKOTTAL, MANNARGUDI – 614016.

(For the Candidates admitted in the academic year 2023-2024)

DEPARTMENT OF ENGLISH

B.A., ENGLISH

**Semester: IV- AC-IV: ENGLISH TEACHING METHODS AND MATERIALS**

**Ins. Hours/Week:4**

**Course Credit:3**

**Course Code: U23AEN404**

### Learning Objectives

**LO1-** To enable learners get an overview of the place of English in India.

**LO2-** Help them understand the position of English in the post – independence period.

**LO3-** Enable them to interpret and justify the place of English in Three Language formula.

**LO4-** Help them gain insight into the unique and very important place of English in 21<sup>st</sup> century.

**LO5-** Help them analyze the objectives of teaching English at a second language

(both at elementary as well as secondary level).

### UNIT I

**(12 Hours)**

Introduction-Historical Background of English in India

### UNIT II

**(12 Hours)**

English in Post – Independent Period –The Three Language Formula

### UNIT III

**(12 Hours)**

English in 21<sup>st</sup> Century – Objectives of Teaching English

### UNIT IV

**(12 Hours)**

Objectives of Teaching English at Elementary Level

### UNIT V

**(12 Hours)**

Objectives of Teaching English at Secondary Level

**(Total Lecture Hours: 60)**

## Course Outcomes

### Course Outcomes On completion of this course, students will;

1. Learn about the methods and materials of teaching ESL.
2. Learn about some of the strategies and techniques used to address specific language skills.
3. Familiarize and Learn about the needs of different populations (children/ adults) of ESL students.
4. Learn about working with content teachers and parents in order to help ESL students achieve their learning objectives.
5. Learn about the use of technology and ESL instruction and learn about the methods of assessing ESL students.

### Text Books

1. Diaz-Rico, L.Ch.6 "Learning Processes That Build On The First Language. "In Teaching English Learners: Strategies And Methods (Pp.143-199). NewYork: Pearson Education, Inc.Isbn:0-205-35543
2. Al Kahtani, S. (1999). Electronic Portfolios In Esl Writing: An Alternative Approach. Computer Assisted Language Learning, 12 (3), 261-268. This Is Available If You Look It Up On Kyvl (KentuckyVirtualLibraries). Go To "Find Books, Articles, And More" And Then Search For The Article Under "Education."
3. Carbo,M. (1993). Continuum Of Modeling Reading Methods.

### References Books

1. Godwin-Jones, R. (2005). Emerging Technologies: Messaging, Gaming, Peer-To- Peer Sharing: Language Learning Strategies & Tools For The Millennial Generation. Language Learning And Technology, 9 (1),17-22. Available At: [Http://Lt.Msu.Edu](http://Lt.Msu.Edu)
2. Gonzalez, V. (2001). The Role Of Socio economic And Socio cultural Factors In Language Minority Children's Development. Bilingual Research Journal, 25 (1&2), 1-30.

### Web Resources

1. Hanson-Smith, E.(2003).Readingelectronically:Challengesandresponsestothereading puzzle in technologically-enhanced environments. The Reading Matrix, 3(3). Availableat:<http://www.readingmatrix.com/current.html>.

\*\*\*



**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE**

**(AUTONOMOUS)**

**SUNDARAKKOTTAL, MANNARGUDI – 614016.**

*(For the Candidates admitted in the academic year 2023-2024)*

**DEPARTMENT OF ENGLISH**

**B.A., ENGLISH**

**Semester: IV- SEC-IV: SPOKEN AND PRESENTATION SKILLS**

**Ins. Hours/Week:2**

**Course Credit:2**

**Course Code: U23SEEN44**

**Learning Objectives**

**LO1-** To help students Identify the differences between a small group, a team, and a speaking group.

**LO2-** To help them evaluate their individual presentation skills.

**LO3-** Familiarize them with the four coordination elements of group presentations.

**LO4-** To help them apply chapter concepts for coordinating group communication.

**LO5-** To help them think and speak imaginatively and critically.

**UNIT I**

**(6 Hours)**

Communication: Basic Communication Styles – Passive, Assertive – Significance of communication.

**UNIT II**

**(6 Hours)**

Types of communication – Verbal – Non – Verbal.  
Skills to be acquired in communication Listening/Speaking/Reading/Writing.  
Greetings, Introducing self and peers, Asking and sharing information,

**UNIT III**

Effective communication Skills: Introduction to Effective Presentation skills **(6 Hours)**  
Using ICT for the presentation, Getting ready for the presentation,  
Effective Body Language, Effective Pronunciation, Interacting with the audience (Q/A)  
Practice (with Video Recording), Feedback and Suggestion

**UNIT IV**

Expressing point of view, Group Discussion, Facing Viva Voce, Facing an interview, Inculcating Interview Skills. **(6 Hours)**

**UNIT V**

Application of learning. **(6 Hours)**  
(Presentation of given topic in front of the class)

**(Total Lecture Hours: 30)**



## **Course Outcomes**

### **Course Outcomes On completion of this course, students will;**

1. Learn to list the common types pertaining to spoken skills and group presentations.
2. Learn to apply chapter concepts for coordinating group communication.
3. Get familiarized with techniques for coordinating a group assignment and their presentation skills.
4. Learn about planning speech organization for the intended audience.
5. Practice effective group delivery and speech in formal context.

### **Text Books**

1. Joyce Pereira, Essentials of Spoken and Presentation Skills Level I and Level II, Willow Publications, 2011.
2. Bready, A., (2010) Successful presentation skills (4<sup>th</sup> ed.), Kogan Page.
3. Cottrell, S. (2008) The Study skills handbook (3<sup>rd</sup> ed.), Palgrave Macmillan.

### **References Books**

1. Van Emden, J., Becker, L., (2010) Presentation skills for students (2<sup>nd</sup> ed), Palgrave Macmillan.

### **Web Resources**

1. Chapter5.pdf(univer.kharkov.ua)

\*\*\*



**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE  
(AUTONOMOUS)**

**SUNDARAKKOTTAL, MANNARGUDI-614016.**  
(For the Candidates admitted in the academic year 2023-2024)

**DEPARTMENT OF ENGLISH**  
B.A., ENGLISH

**Semester: IV- SEC-V: ENGLISH FOR BUSINESS**

**Ins. Hours / Week: 2**

**Course Credit: 2**

**Course Code: U23SEEN45**

**Learning Objectives**

**LO1** - To help students learn strategies and practical language to deal with **real life** situations.

**LO2** - To help them improve on how to **speak** and **write** in order to keep **communication** going and always appear **professional** and **competent**

**LO3** - To enable them to use the language **flexibly** and express in the **suitable** language for the **context**: for example in social, professional or academic contexts

**LO4** - To help them strengthen their **understanding** of **native speakers** in **real life situations** by learning strategies and through practice, practice, practice!

**LO5** - To help them to consistently develop a **comprehensive** vocabulary through real, authentic resources

**UNIT I**

**(6 Hours)**

Business English – Introduction, Definition and Difference, Highlights/ Significance/Essentials of Business English

**UNIT II**

**(6 Hours)**

Needs of Business English, Economic Development through Business English

**UNIT III**

Writing Effective Business Letters and its types

**(6 Hours)**

**UNIT IV**

Proposal writing for Project - Project report preparation –  
Proposal writing for book or conducting seminar

**(6 Hours)**

**UNIT V**

Writing Covering Letters and Preparing Resume  
Writing letters to NGO's, MNC Companies and other organization

**(6 Hours)**

**(Total Lecture Hours :30)**

## **Course Outcomes**

**Course Outcomes On completion of this course, students will;**

1. **Strengthen** their language **skills**: writing, reading, listening & speaking
2. Understand real **speech patterns** and learn pronunciation techniques in fluent speech
3. Improve their **confidence** and learn how to **connect** with people in English
4. Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency.
5. Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues

## **Text Books**

1. Nabila, H. (2015). English for Specific Business Purposes. University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English.
2. Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.

## **References Books**

1. Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - Federal University of Technology - Paraná. Curitiba. 2015.

## **Web Resources**

1. *English language skills for the future | Cambridge English*

\*\*\*