

B.A., ENGLISH

Syllabus

Programme Code: 3UAENG

2026 - 2029



**SENGAMALA THAYAR EDUCATIONAL TRUST
WOMEN'S COLLEGE (AUTONOMOUS)**
(Affiliated to Bharathidasan University, Tiruchirappalli)
(Accredited by NAAC)
**Sundarakkottai, Mannargudi – 614016, Thiruvarur (Dt.),
Tamil Nadu, India.**



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
(Affiliated to Bharathidasan University, Tiruchirappalli)
Accredited by NAAC
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 2026 –2027)

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 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 weight age.

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.

Ability Enhancement Courses (AEC): Ability Enhancement Courses are designed to improve students' language proficiency, communication skills, analytical abilities, environmental awareness, and understanding of contemporary issues. These courses aim to enhance the overall academic and professional capabilities of students and facilitate their effective participation in higher education and employment.

Core Courses (CC): A course that is compulsorily studied by a student as a fundamental requirement of the programme is termed a Core Course (CC). These courses provide the basic knowledge and conceptual understanding of the major discipline. Core Courses constitute the foundation of the programme and ensure that all students acquire the essential competencies and academic standards prescribed for the degree. Successful completion of Core Courses is mandatory for the award of the degree.

Allied Courses (AC): Allied Courses are courses offered from disciplines other than the major discipline. These courses provide students with opportunities to gain additional knowledge and skills in allied or complementary areas of study. Allied Courses promote multidisciplinary learning and broaden the academic perspective of students. The selection and completion of Allied Courses shall be governed by the regulations of the institution and the curriculum framework.

Interdisciplinary Courses (IDC): Interdisciplinary Courses are designed to provide knowledge and skills that integrate concepts from multiple disciplines. These courses encourage students to explore the interrelationship between different fields of study and develop a broader understanding of contemporary issues and applications. Students may choose Interdisciplinary Courses as prescribed in the curriculum and subject to eligibility requirements.

Discipline Specific Elective Courses (DSE): Discipline Specific Elective Courses are elective courses offered by the major discipline. These courses provide students with opportunities to acquire advanced knowledge and specialization in selected areas of the discipline. Students may choose courses from the

prescribed list of electives based on their interests, aptitude, and career aspirations. These courses are generally application-oriented and provide in-depth exposure to specific domains of study.

Skill Enhancement Courses (SECs): These courses focus on developing skills or proficiencies of 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.

Value Added Courses (VAC): Value Added Courses are intended to provide additional knowledge, skills, attitudes, and competencies that complement the regular curriculum. These courses focus on holistic development, professional ethics, environmental awareness, personality development, life skills, and emerging areas of knowledge. Successful completion of the prescribed Value Added Courses may be mandatory or optional as specified in the curriculum.

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 training 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.

Project Work: Project Work provides students with an opportunity to apply the knowledge and skills acquired during the programme to investigate a specific problem or research topic. Students shall undertake the project under the guidance of a faculty member and submit a dissertation/report followed by evaluation and viva-voce examination.

Extension Activities: Students are encouraged to participate in extension and outreach activities such as National Service Scheme (NSS), National Cadet Corps (NCC), Youth Red Cross (YRC), Red Ribbon Club (RRC), Sports, Fine Arts, EXNORA, ROTARACT, community engagement programmes, environmental awareness campaigns, and other socially relevant activities. Such participation may be

recognized through credits, certificates, or awards as prescribed by the institution.

Undergraduate Programme:

Programme Pattern: The Under Graduate degree programme consists of **FIVE** vital components.

They are as follows:

Part - I: Ability Enhancement Course (Tamil/Hindi/French/Sanskrit)

Part - II: Ability Enhancement Course (English)

Part - III: Core Course (Theory, Allied courses and Group Project)

Part - IV: Skill Enhancement Courses, Discipline Specific Elective Courses, Interdisciplinary Courses, Value Education, Health & Wellness, Introduction to Disaster Management, Summer Internship, Value Added Course, Environmental studies, Gender studies, Extension activity.

EXAMINATION

Continuous Internal Assessment (CIA):

UG-Distribution of CIA Marks

Passing Minimum: 40%

Assignment-3	=	30%
Test- 2	=	50%
Seminar	=	10%
Attendance	=	10%

Question Paper Pattern

Part A:

Section A1: (10X1=10 marks)

One word question/ Fill in/True or False/Multiple Choice Questions Two Questions from Each unit

Section A2: (5X2=10 marks)

Short Answers/ Match the Following

One question from Each unit

Total Marks–20

Section B: (5X4 = 20 marks)

Paragraph Answers

Either/ or type, One Question from each unit

Section C:(10X3=30)

Essay Type Answers

Answer 3 out of 5 Questions

One Question from each unit

Section A: K1 Level

Section B: K2, K3 and K4 Level

Section 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	20			30		70
Continuous Internal Assessment (CIA)	20	20			30		70

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)	20
II.(No choice, Two Mark) ONE question from each unit					(5x2=10)	
PART-B (Either/or type, 5 - Marks) ONE questions from each unit					(5x4=20)	20
PART-C(3 out of 5) (10 Marks) ONE question from each unit					(3x10=30)	30
Total						70

BLUE PRINT OF QUESTION PAPER FOR END SEMESTER EXAMINATION

DURATION: 3.00 Hours.					Max Mark:75		
K-LEVELS	K1	K2	K3	K4	K5	K6	Total Marks
PART							
PART–A (One Mark, No choice) (10x1=10)	10						10
(2-Marks, No choice) (5x2=10)	10						10
PART– B (5-Marks) (Either/or type) (5x4=20)		4	8	8			20
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	04	08	08	20	10	70

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:

$G_{iGPA} = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$	$WAM \text{ (Weighted Average Marks)} = \frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$
Where, C_i is the Credit earned for the Course i G_i is the Grade Point obtained by the student for the Course i M_i is the marks obtained for the course i and 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 previous semester/s is indicated by **Cumulative Grade Point Average (CGPA)**.

Table-2: Final Result

CGPA	Corresponding Grade	Classification of Final Result
9.00andabove	O	Outstanding
8.00to8.99	A+	Excellent
7.00to7.99	A	Very Good
6.00to6.99	B+	Good
5.00to5.99	B	Above Average
4.00to4.99	C	Average
Below4.00	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 <i>(Upon completion of the B.A. Degree Programme, the Undergraduate will be able to)</i>
PO-1	Disciplinary knowledge: Demonstrate comprehensive knowledge and understanding of One or more disciplines that form a part of an under graduate 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 result so fan 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 interests of or 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 sustain able 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

PSO 1: Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different area of English Language and Literature.
--

PSO 2: To prepare the students who will demonstrate respectful engagement with other's ideas, behaviors, and 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.
--

PSO 3: Developing are search framework and presenting their independent ideas effectively.

PSO 4: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.
--

PSO 5: Enabling a holistic perspective towards the socio-political inequalities and environmental issues



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

(Affiliated to Bharathidasan University, Tiruchirappalli)

(Accredited by NAAC)

SUNDARAKKOTTAI, MANNARGUDI-614016.

TAMILNADU, INDIA.

B.A., ENGLISH

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

(For the candidates admitted in the academic year 2026 – 2027)

ELIGIBILITY: Those who have completed +2 Examinations

Sem	Part	Name of the Courses	Course Code	Title of Course	Ins. Hrs	Credits	Exam Hours	Maximum Marks		
								Int.	Ext.	Total
I	I	Ability Enhancement Course – I (AEC - I)	U26TAEC11	(Tamil \$ / Other Languages +, #)	6	3	3	30	70	100
	II	Ability Enhancement Course – II (AEC - II)	U26EAEC11	English Course - I	6	3	3	30	70	100
	III	Core Course-I (CC-I)	U26EN101	British Literature -I 14 th to 17 th Centuries	4	4	3	30	70	100
		Core Course-II (CC-II)	U26EN102	British Literature-II 17 th & 18 th Centuries	4	4	3	30	70	100
		Allied Course – I (AC - I)	U26AEN101	Social History of England	3	3	3	30	70	100
		Allied Course – II (AC - II)	U26AEN102	Literary Genres and Terms	3	3	3	30	70	100
	IV	Value Education	26UGVED	Value Education	2	2	3	30	70	100
		Interdisciplinary Course – I (IDC - I) #	---		2	2	3	30	70	100
		Total			30	24	-	-	-	800
II	I	Ability Enhancement Course – III (AEC - III)	U26TAEC22	(Tamil\$ / Other Languages+, #)	6	3	3	30	70	100
	II	Ability Enhancement Course – IV (AEC - IV)	U26EAEC22	English Course - II	6	3	3	30	70	100
	III	Core Course-III (CC-III)	U26EN203	British Literature-III (19 th Century)	4	4	3	30	70	100
		Core Course - IV (CC-IV)	U26EN204	American Literature -I	4	4	3	30	70	100
		Allied Course – III (AC -III)	U26AEN203	History of English Literature-I	3	3	3	30	70	100
		Allied Course – IV (AC -IV)	U26AEN204	Language and Linguistics	3	3	3	30	70	100
	IV	Skill Enhancement Course -I (SEC-I) ##	U26SEEN21	English for Communication	2	2	3	30	70	100
		Interdisciplinary Course –II (IDC - II) #	---		2	2	3	30	70	100
		Total			30	24	-	-	-	800

III	I	Ability Enhancement Course – V (AEC - V)	---	(Tamil\$ / Other Languages+, #)	6	3	3	30	70	100
	II	Ability Enhancement Course – VI (AEC - VI)	---	English Course - III	6	3	3	30	70	100
	III	Core Course –V (CC-V)	---	Indian Writing in English	4	4	3	30	70	100
		Core Course - VI (CC-VI)	---	American Literature –II	4	4	3	30	70	100
		Allied Course – V(AC - V)	---	History of English Literature- II	3	3	3	30	70	100
		Allied Course – VI (AC - VI)	---	Translation Studies	3	3	3	30	70	100
	IV	Skill Enhancement Course -II (SEC- II) ##	---	Artificial intelligence in English	2	2	3	30	70	100
		Interdisciplinary Course – III (IDC - III) \$\$	---		2	2	3	30	70	100
		Health & Wellness @	---	-----	--	1	--	20	80	100
		Total				30	25	--	--	--
IV	I	Ability Enhancement Course – VII (AEC - VII)	---	(Tamil \$ / Other Languages +, #)	6	3	3	30	70	100
	II	Ability Enhancement Course – VIII (AEC - VIII)	---	English Course - IV	6	3	3	30	70	100
	III	Core Course – VII (CC-VII)	---	Indian Literature in English Translation	4	4	3	30	70	100
		Core Course - VIII (CC-VIII)	---	Postcolonial Literature	4	4	3	30	70	100
		Allied Course – VII (AC - VII)	---	Media and Communication	3	3	3	30	70	100
		Allied Course – VIII (AC - VIII)	---	Grammar and Composition	3	3	3	30	70	100
	IV	Skill Enhancement Course -III (SEC- III)##	---	Functional English	2	2	3	30	70	100
		Interdisciplinary Course – IV (IDC - IV) \$\$	---		2	2	3	30	70	100
		Total				30	24	-	-	-
	Summer Internship / Industrial Activity during the Summer Vacation after II Year									

V	III	Core Course – IX (CC - IX)	---	Indian Classical Literature	5	4	3	30	70	100
		Core Course – X (CC-X)	---	Shakespeare	5	4	3	30	70	100
		Core Course – XI (CC-XI)	---	Modern European Drama	5	4	3	30	70	100
		Core Course-XII (CC-XII)	---	English Language Teaching	5	4	3	30	70	100
		Core Course – XIII (CC-XIII)	---	Research Methodology	4	4	3	30	70	100
	IV	Skill Enhancement Course -IV (SEC-IV) ##	---	Interview Skills	2	2	3	30	70	100
		Discipline Specific Elective Course–I (DSEC-I)	---	Literature and Cinema/ Literary Theory / World Literature	2	2	3	30	70	100
		Introduction to Disaster Management	---	-----	2	2	3	30	70	100
		Summer Internship / Industrial Activity@@	---	(Summer Internship with Viva-Voce)	--	2	--	20	80	100
	Total				30	28	-	-	-	900
VI	III	Core Course –XIV (CC-XIV)	---	European Classical literature	5	4	3	30	70	100
		Core Course - XV(CC-XV)	---	Women’s Writing in English	5	4	3	30	70	100
		Core Course – XVI (CC-XVI)	---	Principles of Literary Criticism	5	4	3	30	70	100
		Core Project Work - (CPW) @@	---	Project Work with viva voce	5	4	3	20	80	100
	IV	Skill Enhancement Course - V (SEC-V)	---	Business Communication	2	2	3	30	70	100
		Discipline Specific Elective Course -II (DSEC-II)	---	Diasporic Literature / Travel Writing / Science Fiction	2	2	3	30	70	100
		Environmental Studies	---	Environmental Studies	2	2	3	30	70	100
		Gender Studies	---	Gender Studies	2	1	3	30	70	100
		Value Added Course	---	General Studies for Competitive Examinations	2	2	2	30	70	100
		Extension Activities *	---		--	1	--	--	--	--
	Total				30	26	-	-	-	900
Grand Total					180	151	-	-	-	5100

ALLIED COURSE		
S.No.	Semester	Title of the Course
1	I	Social History of England
2		Literary Genres and Terms
3	II	History of English Literature-I
4		Language and Linguistics
5	III	History of English Literature-II
6		Translation Studies
7	IV	Media and Communication
8		Grammar and Usage

SKILL ENHANCEMENT COURSE (SEC)		
S.No.	Semester	Title of the Course
1	II	SEC-I English for Communication
2	III	SEC-II Artificial Intelligence in English
3	IV	SEC-III Functional English
4	V	SEC-IV Interview Skills
5	VI	SEC-V Business Communication

DISCIPLINE SPECIFIC ELECTIVE COURSES (DSEC)			
S.No.	Semester	Course	Title of the Course
1	V	DSEC-I	Literature and Cinema / Literary Theory/ World Literature
2	VI	DSEC-II	Diasporic Literature / Travel writing/ Science Fiction

INTERDISCIPLINARY COURSE (IDC)		
Semester	Course Code	Title of the Course
I	U26IDEN11	Popular Literature and Culture
II	U26IDEN22	Philosophy for Literature
III	--	Presentation Skills
IV	--	Scenes from Shakespeare

VALUE ADDED COURSE (VAC)**

SEM	COURSE	COURSE CODE	TITLE OF THE COURSE
II	VAC-I	U26ENVA21	Indian Knowledge Systems in Language and Literature
IV	VAC-II	----	Data Science Using Python and R Programming
VI	VAC-III	----	General Studies for Competitive Examinations

**INTERDISCIPLINARY COURSE (IDC) #
FOR WHO HAVE NOT OPT TAMIL AS PART - I**

Those who have studied Tamil upto 10 th +2 but opt for other languages in degree	I Semester	Special Tamil - I
	II Semester	Special Tamil - II
Those who have not studied Tamil in school level	I Semester	Basic Tamil - I
	II Semester	Basic Tamil – II

**INTERDISCIPLINARY COURSE (IDC) \$\$
FOR NCC CADETS ONLY**

NCC Course is a Compulsory Course for the NCC Cadets in the 3 rd Semester:	NCC Course is a Compulsory Course for the NCC Cadets in the 4 th Semester:
Introduction to NCC (Existing Syllabus)	1. Special Subject Army (or) 2. Special Subject Navy (or) 3. Special Subject Air force

SUMMARY OF CURRICULUM STRUCTURE OF UG PROGRAMMES - ARTS

Sl. No.	Part	Types of the Courses	No. of Courses	Credits for Each Course	Total Credits	Marks
1.	I	Ability Enhancement Course (Tamil)	4	3	12	400
2.	II	Ability Enhancement Course (English)	4	3	12	400
3.	III	Core Course (CC)	16	4	64	1600
4.		Allied Course (AC)	8	3	24	800
5.		Core Project Work (CPW)	1	4	4	100
6.	IV	Skill Enhancement Course (SEC)	5	2	10	500
7.		Discipline Specific Elective Courses (DSEC)	2	2	4	200
8.		Interdisciplinary Course (IDC)	4	2	8	400
9.		Value Education	1	2	2	100
10.		Health and Wellness	1	1	1	100
11.		Introduction to Disaster Management	1	2	2	100
12.		Summer Internship/ Industrial Activity	1	2	2	100
13.		Value Added Course	1	2	2	100
14.		Environmental Studies	1	2	2	100
15.		Gender Studies	1	1	1	100
16.		Extension Activities (NCC/NSS/SPORTS/ ANTI DRUG CELL/YRC& Any Other Activities	--	1	1	--
	Total		51		151	5100
Additional Value Added Course in Semester II and IV**			2**	2	4**	200**
MOOC/SWAYAM/ NPTEL			-	2	2	-

\$	For those who have studied Tamil upto 10 th +2 (Regular Stream)															
+	Syllabus for other Languages should be on par with Tamil at degree level															
#	Those who have studied Tamil upto 10 th +2 but opt for other languages in degree level under Part –I should study special Tamil and those who have not studied Tamil in the school level should study Basic Tamil in Part– IV under the Ability Enhancement Course.															
\$\$	NCC Course is one of the Choices in the Ability Enhancement Course. Only the NCC Cadets are eligible to choose this course. However, NCC Course is a Compulsory Course for the NCC Cadets.															
@	Health and Wellness: Assessments: • Use self-reflective worksheets to assess their understanding • submit the worksheets to internal audit / external audit • Every student’s activity report should be documented and the same have to be assessed by the Physical Director with Mentor. The evaluation should be for 100 marks. No examination is required. Scheme of Evaluation: <table><tr><td>Part</td><td>Description</td><td>Marks</td></tr><tr><td>A</td><td>Report</td><td>40</td></tr><tr><td>B</td><td>Attendance</td><td>20</td></tr><tr><td>C</td><td>Activities (Observation During Practice)</td><td>40</td></tr><tr><td colspan="2">Total</td><td>100</td></tr></table>	Part	Description	Marks	A	Report	40	B	Attendance	20	C	Activities (Observation During Practice)	40	Total		100
Part	Description	Marks														
A	Report	40														
B	Attendance	20														
C	Activities (Observation During Practice)	40														
Total		100														
@ @	Summer Internship / Industrial Activity Summer Internship will be carried out during the summer vacation after the second year. Viva Voce will be conducted by the college and Marks shall be sent to the University and the same will be included in the 5th semester Mark Statement. Summer Internship / Industrial Activity & Project Scheme of Evaluation: <table><tr><td>Description</td><td>Marks</td></tr><tr><td>Report</td><td>80</td></tr><tr><td>Viva-Voce</td><td>20</td></tr><tr><td>Total</td><td>100</td></tr></table>	Description	Marks	Report	80	Viva-Voce	20	Total	100							
Description	Marks															
Report	80															
Viva-Voce	20															
Total	100															
*	Extension Activities shall be outside instruction hours.															
**	Additional value added courses credit will not be included in the total CGPA. These courses are extra-credit courses. Instruction hours for these courses is 30 hours															

SEMESTER I



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
SUNDARAKKOTTAI, MANNARGUDI – 614 016
(For the Candidates admitted in the academic year 2026 - 2027)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: I- CC- I: BRITISH LITERATURE – I (14th to 17th Centuries)

Ins. Hours/Week: 4

Course Credit: 4

Course Code: U26EN101

Course Objectives:

1. Understand the major literary movements and characteristics of British Literature from the 14th to the 17th centuries.
2. Analyze poetry, prose, drama, and fiction with reference to theme, language, style, and literary techniques.
3. Interpret the social, cultural, moral, and philosophical ideas reflected in the prescribed texts in the 14th to 17th centuries of England.
4. Develop critical thinking and analytical skills through close reading and textual interpretation of literary texts.
5. Enhance communication and academic writing skills through discussion, appreciation, and critical evaluation of literature.

UNIT I (Poetry)

(12 Hours)

Geoffrey Chaucer	-	A Ballad of Gentle, Since I from Love
Henry Howard	-	Sonnet 7 (Soote Season....)
Edmund Spenser	-	Selections from Amoretti
		Sonnet – LVII (Sweet Warrior)
		Sonnet – LXXV (One day I wrote her name....)
William Shakespeare	-	All the World's a Stage
William Wordsworth	-	The Daffodils, The Solitary Reaper

UNIT II (Poetry)

(12 Hours)

John Milton	-	Lycidas
-------------	---	---------

UNIT III (Prose)

(12 Hours)

Francis Bacon	-	Of Truth, Of Studies
Richard Steele	-	The Art of Story- Telling

UNIT IV (Drama)

(12 Hours)

Ben Jonson	-	Volpone
------------	---	---------

UNIT V (Fiction)

(12 Hours)

John Bunyan	-	The Pilgrim's Progress
-------------	---	------------------------

UNIT VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of language in the elements of literature such as character, theme, and style -
Give a critical analysis of a passage of poetry, prose, drama, fiction from English
Literature – becoming aware of moral values through the prescribed works.

(Total Lecture Hours: 60)

Course Outcomes

On Completion of this course, students will;

1. Understand the basic terminology and practical elements of Poetry.
2. Recognize poetry from a variety of cultures, languages and historical periods.
3. Compare and contrast the language and narrative style of various authors.
4. Understand themes and techniques, creativity and imagination through fictional work.
5. Analyze the features of tragedy, comedy and ideas of Drama.
6. Evaluate the significance of language, character, theme, and style in literary texts and express informed critical responses through discussion and academic writing.

TEXT BOOKS:

1. Chakravathy, T.K.eds, *Varieties of Modern English Prose*, New Delhi: S. Chand & Company Ltd, 1992.
2. Khandelwal, K.N. *William Wordsworth's Selected Poems*. Agra: Lakshmi Narain Agarwal Educational Publishers.
3. *Selected Poems*, New Delhi, Jainco Publishers.
4. Milton, John. "Lycidas", Creative Media Partners.
5. Bunyan, John. *The Pilgrim's Progress*. Oxford World's Classics Publication.

REFERENCE BOOKS:

1. Bacon, Francis, and F.G.Selby. *Bacon's Essays, Ed. With Introductions and Notes*. London: Macmillan, 1927.
2. Kulkarni & Lahiri. John Milton's *Lycidas*. Lakshmi Narain Agarwal Publication.
3. (Ed.) Robert N. Watson. Ben Jonson's *Volpone*, New Mermaids.
4. Chaucer, Geoffrey. *The Canterbury Tales*. (Ed) A.C. Hamilton, Longman, 2001.
5. (Ed.) Pitcher, John. Francis Bacon's *The Essays*. Penguin Classics. 1985.

WEB RESOURCES:

1. <https://poetryfoundation.org>.
2. <https://gutenberg.org>
3. <https://classics.mit.edu>
4. [Encyclopaedia Britannica – English Literature](#) – Comprehensive overview of the history and development of English Literature from the medieval to modern period.
5. [Humanities LibreTexts – The Sixteenth Century](#) – Resource on Renaissance literature, sonnets, pastoral poetry, and Elizabethan drama.

Mapping with Programme Outcome

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	3				3	2	2	2	3			2	
C02	3	3	3							2			3	3	2
C03	3	3	3				3			2	3			2	
C04	3	3		2						2				2	2
C05	3	3	2							2			2	2	2
C06	3	3	3		2	2	2				2	2	2		3

Strong – 3

Medium – 2

Low – 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
SUNDARAKKOTTAI, MANNARGUDI- 614 016
(For the Candidates admitted in the academic year 2026 - 2027)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: I- CC- II: BRITISH LITERATURE – II (17th & 18th Centuries)
Ins. Hours/Week: 4 Course Credit: 4 Course Code: U26EN102

Course Objectives:

1. Understand the major literary trends and characteristics of British Literature from the 17th and 18th centuries.
2. Analyze poetry, prose, drama, and fiction with reference to literary devices, themes, characterization, and style.
3. Interpret the moral, philosophical, social, and cultural values reflected in the prescribed texts 17th and 18th centuries.
4. Develop critical thinking and analytical skills through close reading and interpretation of literary works.
5. Enhance communication and academic writing skills through discussion, appreciation, and critical evaluation of literature.

UNIT I (Poetry) (12 Hours)

John Milton - Paradise Lost (Book IX)

UNIT II (Poetry) (12 Hours)

Robert Browning - Incident of the French Camp, My Last Duchess
Alfred Tennyson - Tithonus
G. M. Hopkins - Pied Beauty, Peace
W. B. Yeats - Lake Isle of Innisfree, The Second Coming

UNIT III (Prose) (12 Hours)

G. K. Chesterton - Woman
A. G. Gardiner - On letter writing

UNIT IV (Drama) (12 Hours)

John Webster - The Duchess of the Malfi
John Dryden - All for Love

UNIT V (Fiction) (12 Hours)

Daniel Defoe - Robinson Crusoe

UNIT VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of language in the elements of literature such as character, theme, and style -
Give a critical analysis of a passage of poetry, prose, drama, fiction from English Literature –
becoming aware of moral values through the prescribed works.

(Total Lecture Hours: 60)

Course Outcomes

On Completion of this course, students will;

1. Identify the influence of personal experiences in writing poems.
2. Apply theoretical approaches in Poetry.
3. Identify the importance of brevity in Prose writing.
4. Analyze and interpret the literary texts.
5. Understand the significance developments in the history of British Literature.
6. Develop critical thinking, close reading, and interpretative skills through the study and appreciation of literary genres.

TEXT BOOKS:

1. (Ed.) John Russell Brown. John Webster's *The Duchess of Malfi*. Manchester University Press, USA. 1997.
2. Milton, John. *Paradise Lost: Book IX*. (Ed.) Alastair Fowler, Longman, 2007.
3. Tennyson, Alfred. *Tithonus* Selected Poems, Penguin Classics, 1991.
4. Gardiner, A.G. *On Letter Writing*. Selected Essays of A.G. Gardiner, USB Publishers, 2001.
5. Chesterton, G.K. *Woman* Collected Essays, Ignatius Press, 1987.

REFERENCE BOOKS:

1. Khandewal, K.N. *W. H. Auden's Selected Poems*. Agra: Lakshmi Narain Agarwal Educational Publishers.
2. Sastri, P.S. *Robert Browning's Selected poems*: Lakshmi Narain Agarwal Educational Publishers.
3. Dr. B.B. Jain. *Narain's Paradise Lost - Book IX*. Lakshmi Narain Agrawal Educational Publishers.
4. Defoe, Daniel. *Robinson Crusoe*. Penguin Classics, 2003.
5. Albert, Edward. *History of English Literature*. Oxford UP, 2017.

WEB RESOURCES:

1. <https://poetryfoundation.org>
2. <https://wikisource-Robison Crusoe.org>
3. <https://projectgutenberg-TheDuchessofMalfi.org>
4. Britannica – The 17th Century Literature – Detailed study of seventeenth-century prose, poetry, and drama.
5. [SparkNotes – Literature Study Guides](#) – Summaries, character analysis, and themes for prescribed texts.

Mapping with Programme Outcome

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3				3		2	2	3	3	2		3
CO2	3	3	3				3			2	3	1	2	2	
CO3	3	3	3				3	3		2	3	2	1	2	3
CO4	3	3		2			3	3		2	3	3	2		3
CO5	3	3	2				3	3		2	3	3	2	2	3
CO6	3	3		2			3	3		2	3	3	2		3

Strong – 3

Medium – 2

Low – 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
SUNDARAKKOTTAI, MANNARGUDI- 614 016
(For the Candidates admitted in the academic year 2026 - 2027)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

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

Ins. Hours/Week: 3

Course Credit: 3

Course Code: U26AEN101

Course Objectives:

1. Understand the major social, political, cultural, and economic developments in England from the Renaissance to the modern period.
2. Analyze the impact of historical movements and revolutions on English society and literature.
3. Interpret the role of reforms, industrialization, education, and welfare policies in shaping modern England.
4. Develop awareness of global political events such as the World Wars, the Cold War, and their influence on British society.
5. Enhance critical thinking, historical understanding, and analytical skills through the study of social history and contemporary issues.

UNIT I

(9 Hours)

The Renaissance and its Impact on England, The Reformation – Causes and Effects

UNIT II

(9 Hours)

The Commonwealth of Nations, the Restoration, Coffee-Houses and their Social Relevance

UNIT III

(9 Hours)

Impact of the Industrial, Agrarian and the French Revolutions on the English Society, Humanitarian Movements in England

UNIT IV

(9 Hours)

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

UNIT V

(9 Hours)

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

UNIT VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Map Reading – Post World War England – Birth of Commonwealth – UK: Current Scenario – Economy and e-commerce

(Total Lecture Hours: 45)

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 and influence the literary production of the particular period.
3. Familiarize themselves with the socio-cultural ambience and the discursive frame works 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- gritty of the language.
6. Explain the major social, political, cultural, and economic developments in England from the Renaissance to the modern period.

TEXT BOOKS:

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.
3. Trevelyan, G.M. *English Social History*. Books Way, 2014.
4. Xavier, A.G. *An Introduction to the Social History of England*. S.V. Printers and Publishers, 2009.
5. Ward A.C. *Twentieth Century Literature (1900-1960)* ELBS, 1965.

REFERENCE BOOKS:

1. Ed. Rosemary Horrox, *A social History of England, 1200-1500*, June 2012, Cambridge University Press
2. Bedarida Francois. *A Social History of England (1851-1990)*. Routledge, 1991.
3. Porter, Roy. *English Society in the Eighteenth Century*. 2nd ed., Penguin Books, 1991.
4. Briggs, Asa. *A Social History of England*. 3rd ed., Penguin Books, 1996.
5. Marwick, Arthur. *British Society Since 1945*. 4th ed., Penguin Books, 2003.

WEB RESOURCES:

1. A social history of England: Briggs, As a, 1921-: Free Download, Borrow, and Streaming: Internet Archive.
2. <https://AgrarianRevolutionbritannica.com>
3. <https://Educationin19thCenuryBritainvictorianweb.org>
4. BBC History – Articles and documentaries on the Renaissance, Reformation, Industrial Revolution, and modern Britain.
5. <https://www.historyextra.com>

Mapping with Programme Outcome

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	3	3					3			2	3				2
CO2	3	2	3							2					
CO3	3	2	1			2	3			2	3			2	2
CO4	3						3			2	2				
CO5	3	2								2				2	2
CO6	3	3	3	3					3	2	2	2		2	

Strong – 3

Medium – 2

Low – 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
SUNDARAKKOTTAI, MANNARGUDI- 614 016
(For the Candidates admitted in the academic year 2026 - 2027)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: I - AC- II: LITERARY GENRES AND TERMS

Ins. Hours/Week: 3

Course Credit: 3

Course Code: U26AEN102

Course Objectives:

1. Understand the major literary genres, forms, and terms related to poetry, drama, prose, and fiction.
2. Analyze the structural and thematic features of various literary forms such as epic, sonnet, tragedy, comedy, novel, and short story.
3. Interpret literary texts using critical concepts related to characterization, plot, narrative technique, dialogue, and authorial voice.
4. Develop awareness of traditional and modern literary movements, including postmodern, eco, and cyber literature.
5. Enhance critical thinking, analytical, and communication skills through the study and application of literary terminology and genres.

UNIT I

(9 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

(9 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, Tragic-Comedy, Farce, Melodrama – The One-act Play

UNIT III

(9 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

(9 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

(9 Hours)

Novels and its modern forms: The Key concepts

The Short Story: Forms and Techniques: Precision, Unit of effect, Structural Unity of Plot, Character and setting – Stream of consciousness Novel: Origin, Definition, Characteristics, Meta fiction

UNIT VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Haiku and other modern forms of poetry – drama and fiction in the postmodern era – memoir and life narrative – cyber literature – eco literature.

(Total Lecture Hours: 45)

Course Outcomes

On completion of this course, students will;

1. Understand new definitions of contemporary critical issues such as Cyber criticism and Globalization.
2. Gain insight to an exhaustive range of entries, covering numerous aspects to topics such 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. Explain the major literary genres, forms, and terms related to poetry, drama, prose, and fiction in English Literature.
6. Develop critical thinking, interpretative, and communication skills through close reading, discussion, and analytical writing on literary genres and concepts.

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.
3. Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2015.
4. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. 4th ed., Oxford UP, 2015.
5. Cuddon, J.A., and M. A. R. Habib. *A Dictionary of Literary Terms and Literary Theory*. 5th ed., Wiley-Blackwell, 2013.

REFERENCES BOOKS:

1. Taafe, James G. *A Student's Guide to Literary Terms*. Cleveland: The World Publishing Company, 1967. Print.
2. Peack, John, and Martin Coyle. *Literary Terms and Criticism*. 3rd ed., Palgrave Macmillan, 2002.
3. Furniss, Tom, and Michael Bath. *Reading Poetry: An Introduction*. 3rd ed., Routledge, 2020.
4. Styan, J. L. *The Elements of Drama*. 2nd ed., Cambridge UP, 1996.
5. Lodge, David. *The Art of Fiction*. Penguin Books, 1992.

WEB RESOURCES:

1. <https://The Sonnet: Italian vs English.org>
2. <https://Dramatic Monologue poetryfoundation.org>
3. <https://Personal vs Expository Essay puredueowl.purdue.edu.org>
4. [Poetry Foundation](#) – Resources on poetic forms, sonnets, odes, elegies, ballads, and modern poetry.
5. [Purdue Online Writing Lab \(OWL\)](#) – Academic resources for literary analysis and interpretation.

Mapping with Programme Outcome

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3				3	3	2		3			1	3
CO2	3	2	2				2	2	3	1	3		3		3
CO3	3	2			3		3	3		3	3	1		2	2
CO4		3	2	2			2			3	2	3			1
CO5		2	3			2		2		1	3	2		2	
CO6	3	3	3			2		2			3	2	1	2	2

Strong – 3**Medium – 2****Low – 1**



BHARATHIDASANUNIVERSITY, TIRUCHIRAPPALLI-620024
SEMESTER – I - PART–IV-VALUE EDUCATION

Ins. Hrs./Week:2

Course Credit:2

Course Code: 26UGVED

Course Objectives:

1. To understand the philosophy of life and values through Thirukural
2. To analyse the components of values education to attain the sense of citizenship
3. To understand different types of values towards National Integration and international understanding
4. To learn yoga as value education to promote mental and emotional health
5. To understand human rights, women rights and other rights to promote peace and harmony

UNIT I: PHILOSOPHY OF LIFE AND SOCIAL VALUES:

Human Life on Earth (Kural 629) -Purpose of Life (Kural 46) -Meaning and Philosophy of Life (Kural 131, 226) -Family (Kural 45), Peace in Family (Kural 1025) Society (Kural 446), The Law of Life (Kural 952), Brotherhood (Kural 807) Five responsibilities / duties of Man (a) to himself (b) to his family (c) to his environment (d) to his society, (e) to the Universe in his lives (Kural 43, 981).

UNIT II: HUMAN VALUES AND CITIZENSHIP

Aim of education and value education: Evolution of value oriented education, Concept of Human values: types of Values- Character Formation – Components of Value education- A P J Kalam's ten points for enlightened citizenship- The role of media in value building

UNIT III: VALUE EDUCATION TOWARDS NATIONAL AND GLOBAL DEVELOPMENT:

Constitutional or national values: Democracy, socialism, secularism, equality, Justice, liberty, freedom and fraternity - Social Values: Pity and probity, self-control, universal brotherhood - Professional Values - Knowledge thirst, sincerity in profession, regularity, punctuality and faith – Religious Values: Tolerance, wisdom, character - Aesthetic Values- Love and appreciation of Literature and fine arts and respect for the same - National Integration and International Understanding.

UNIT IV: YOGA AND HEALTH:

Definition, Meaning, Scope of Yoga - Aims and objectives of Yoga - Yoga Education with modern context - Different traditions and schools of Yoga - Yoga practices: Asanas, Pranayama and Meditation.

UNIT V: HUMAN RIGHTS:

Concept of Human Rights: Indian and international perspectives- Evolution of Human Rights- definitions under Indian and International documents -Broad classification of Human Rights and Relevant Constitutional Provisions: Right to Life, liberty and Dignity- Right to equality- Right against exploitation- Cultural and Educational Right- Economic Rights- Political Rights- Social Rights - Human Rights of Women and Children – Peace and harmony.

UNIT - VI: CURRENT CONTOURS: (for continuous internal assessment only):

Course Outcomes

Course Outcomes On completion of this course, students will;

1. Apply the values in thirukural to be peaceful, dutiful and responsible in family and society.
2. Develop character formation and sense of citizenship.
3. Be secular, self-control, sincere, respectful and moral.
4. Master yoga, asana and meditation to promote mental health.
5. Be attitudinal to follow the constitutional rights.

BOOKS FOR REFERENCES:

1. Thirukkural with English Translation of Rev. Dr. G.U. Pope, Uma Publication, 156, Serfoji Nagar, Medical College Road, Thanjavur 613 004.
2. திருக்குறள் – ஜி. யு. போப் – ஆங்கில மொழியாக்கத்துடன் உரை நூல், நியூ செஞ்சுரி புக் ஹவுஸ், தஞ்சாவூர்.
3. Leah Levin, Human Rights, NBT, 1998
4. V.R. Krishna Iyer, Dialectics and Dynamics of Human Rights in India, Tagore Law Lectures.
5. Yogic Thearpy - Swami Kuvalayananda and Dr.S.L.Vinekar, Government of India, Ministry of Health, New Delhi.
6. SOUND HEALTH THROUGH YOGA - Dr.K.Chandrasekaran, Prem Kalyan Publications, Sedaptti, 1999.
7. Grose. D. N – “A text book of Value Education’ New Delhi (2005)
8. Gawande . EN – “Value Oriented Education” – Vision for better living. New Delhi (2002) Saruptsons
9. Brain Trust Aliyar- “Value Education for Health, Happiness and Harmony” Erode (2004) Vethathiri publications



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

SUNDARAKKOTTAI, MANNARGUDI – 614 016
(For the Candidates admitted in the academic year 2026 - 2027)

DEPARTMENT OF ENGLISH

B.A., ENGLISH

Semester: I – IDC - I: POPULAR LITERATURE AND CULTURE

Ins. Hours/Week: 2

Course Credit: 2

Course Code: U26IDEN11

Course Objectives:

1. Understand the concepts, forms, and significance of popular literature and culture in contemporary society.
2. Analyze children's literature, fantasy fiction, detective stories, graphic narratives, and popular novels critically.
3. Interpret the relationship between literature, media, culture, and society through selected popular texts.
4. Develop awareness of modern literary trends such as web comics, fan fiction, graphic novels, and film adaptations.
5. Enhance critical thinking, creativity, and communication skills through the study and appreciation of popular literary works.

UNIT I

(6 Hours)

David Glover and Scott McCracken – Introduction (from The Cambridge Companion to Popular Fiction)

Felicity Hughes – Children's Literature: Theory and Practice (ELH, Vol. 45, No. 3, 1978)

UNIT II

(6 Hours)

Brothers Grimm - The Juniper Tree

Sir Arthur Conan Doyle - Adventure of the Speckled Band,

Roald Dahl - Charlie and the Chocolate Factory (Chapters 13 to 15)

UNIT III

(6 Hours)

Satyajit Ray - Professor Shonku and the UFO

Kushwant Singh - Train to Pakistan

UNIT IV

(6 Hours)

Herge - Tintin in Tibet

Somdev Bhatt - The Story of Padmavati and Prince Vajramukti

UNIT V

(6 Hours)

Anuja Chauhan - The Zoya Factor

J. K. Rowling - Harry Potter and the Philosopher's Stone

UNIT - VI

CURRENT CONTOURS: (for continuous internal assessment only):

Graphic Novels & Web comics – Film/ TV Adaptation of Popular Literature –

Fan Fiction & Memes as Popular Literature – Tamil Popular Literature

(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. Explain the concepts, forms, and cultural significance of Popular Literature and its role in contemporary society.
3. Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning.
4. Interpret the relationship between literature, media, culture, and society through the study of selected popular literary texts and adaptations.
5. Analyze and appreciate texts critically, from different philosophical perspectives.
6. Evaluate modern literary trends such as graphic novels, webcomics, fan fiction, memes, and film or television adaptations as emerging forms of popular culture.

TEXT BOOKS:

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.
3. Doyle, Arthur Conan. *The Adventures of Sherlock Band*. Penguin Classics, 2001.
4. Dahl, Roald. *Charlie and the Chocolate Factory*. Puffin, 2013.
5. Ray, Satyajit. Professor Shonku and the UFO. *The Mystery of Munroe Island and other Stories*, Puffin Classics, 2015.

REFERENCE BOOKS:

1. Chauhan, Anuja. *The Zoya Factor*, Haper Collins, 2008.
2. Gill, Rosalind & Herdieckerhoff, Elena. *Rewriting the roman: new feministies in chicklit?* Feminist Media Studies 6 (4). 2006.
3. Fiske, John. *Understanding Popular Culture*. 2nd ed., Routledge, 2010.
4. Nikolajeva, Maria. *Children's Literature*. Cambridge Up, 2014.
5. McCloud, Scott. *Understanding Comics: The Invisible Art*. HarperPerennial, 1994.

WEB RESOURCES:

1. <http://fdocuments.in/document/childrens-literature-55845ad6244ac.html>
<http://www.cambrdgelog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf>
3. <http://GraphicNovels&Webcomicscomixology.com>
4. <http://FanFictionArchivearchiveofourown.org>
5. <http://TamilPopularLiteraturettamilvu.org>

Mapping with Programme Outcome

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	3	3					3			2	3				2
CO2	3	3	2				3	3		2		2			2
CO3	3	3	2			2				2			3	2	2
CO4	3	3				3				2	2	3			
CO5	3	3	3				2			2		2			2
CO6	3	1	3			2	1		2		2	3	3	3	

Strong – 3

Medium – 2

Low – 1

SEMESTER II



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
SUNDARAKKOTTAI, MANNARGUDI – 614 016
(For the Candidates admitted in the academic year 2026 - 2027)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: II – CC - III: BRITISH LITERATURE – III (19th Century)

Ins. Hours/Week: 4

Course Credit: 4

Course Code: U26EN203

Course Objectives:

1. Understand the major literary trends, movements, and characteristics of 19th century British Literature.
2. Analyze poetry, prose, drama, and fiction with reference to theme, imagery, symbolism, characterization, language, and literary techniques.
3. Interpret the social, moral, philosophical, and cultural ideas reflected in the prescribed literary works of the Victorian and Romantic periods.
4. Develop critical thinking and analytical skills through close reading and interpretation of literary texts.
5. Enhance communication and academic writing skills through discussion, appreciation, and critical evaluation of literary works.

UNIT I (Poetry)

(12 Hours)

S. T. Coleridge	-	Kubla Khan
Alfred Tennyson	-	The lady of Shalott, Ulysses
Robert Browning	-	The Last Ride Together, Fra Lippo Lippi
Christina Rossetti	-	The Goblin Market

UNIT II (Poetry)

(12 Hours)

William Blake	-	London
William Wordsworth	-	Rainbow
Lord Byron	-	She Walks in Beauty
P. B. Shelley	-	Ode to the West Wind

UNIT III (Prose)

(12 Hours)

William Hazlitt	-	The Fight
Mathew Arnold	-	The Study of Poetry

UNIT IV (Drama)

(12 Hours)

G. B. Shaw	-	Pygmalion
------------	---	-----------

UNIT V (Novel)

(12 Hours)

Charlotte Bronte	-	Jane Eyre
------------------	---	-----------

UNIT VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of language in the elements of literature such as character, theme, and style-
Give a critical analysis of a passage of poetry, prose, drama, fiction from English Literature
– becoming aware of moral values through the prescribed works.

(Total Lecture Hours: 60)

Course Outcomes

On Completion of this course, students will;

1. Identify and explain the key literary movements, themes, and stylistic features of 19th century British poetry, prose, drama, and fiction through prescribed texts.
2. Analyze 19th century poetic forms such as dramatic monologue, ode, and romantic lyric.
3. Critically appreciate the evolution of the novel and drama in the 19th century by examining treatment of gender, class, and individualism and social critique of language, class, and transformation.
4. Relate 19th century literary texts to their historical, social, and intellectual contexts, including Romanticism, Victorianism, industrialization, and early modernist thought as reflected in prose.
5. Express informed responses to 19th century literature through clear written analysis, oral discussion, and comparative evaluation, demonstrating the ability to connect literary ideas to contemporary issues.
6. Evaluate the significance of language, theme, character, and style in literary texts and express critical responses effectively through discussion and academic writing.

TEXT BOOKS:

1. Shaw, Bernard, George. *Pygmalion*, Dover Publications.
2. Bronte, Charlotte. *Jane Eyre*, Wonder House Publications.
3. Tennyson, Alfred. *The Lady of Shalott*. 1832.
4. (Ed.) P. P. Howe. *William Hazlitt's The Fight*. 1822.

REFERENCE BOOKS:

1. Khandelwal, K.N. *W.H. Auden's Selected Poems*. Agra: Lakshmi Narain Agarwal Educational Publishers.
2. Kumar Satish. *Charlotte Bronte's Jane Eyre*, Agra: Lakshmi Narain Agarwal Educational Publishers.
3. Sastri, P. S. *Robert Browning's selected poems*: Lakshmi Narain Agarwal Educational Publishers.
4. Peck, John, and Martin Coyle. *The Student's Guide to the Romantics*. Palgrave Macmillan, 2000.
5. Eagleton, Terry. *The English Novel: An Introduction*. Blackwell, 2005.

WEB RESOURCES:

1. <http://OrwellWhatisScience?.org>
2. <http://Shaw,Pyfmaliongutenberg.org>
3. <http://Bronte,JaneEyregutenberg.org>
4. [Poetry Foundation](#) – Resource for poems, poet biographies, and literary analysis related to Alfred Tennyson, William Blake, John Keats, and other prescribed poets.
5. [The Victorian Web](#) – Comprehensive resource on Victorian literature, culture, history, and authors including George Bernard Shaw and Charlotte

Mapping with Programme Outcome

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	3	3					3			2	3				2
CO2	3	3	2				3	3		2		2			2
CO3	3	3	2			2				2			3	2	2
CO4	3	3				3				2	2	3			
CO5	3	3	3				2			2		2			2
CO6	3	3	3				2		3	2		2	2	3	2

Strong – 3

Medium – 2

Low – 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
SUNDARAKKOTTAI, MANNARGUDI – 614 016
(For the Candidates admitted in the academic year 2026 - 2027)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: II - CC- IV: AMERICAN LITERATURE – I

Ins. Hours/Week: 4

Course Credit: 4

Course Code: U26EN204

Course Objectives:

1. Understand the major themes, literary movements, and characteristics of American Literature through the study of poetry, prose, drama, and fiction.
2. Analyze literary texts with reference to theme, imagery, symbolism, characterization, language, and style in the works of major American writers.
3. Interpret the social, political, moral, and philosophical ideas reflected in the prescribed literary works and speeches.
4. Develop critical thinking and analytical skills through close reading and interpretation of literary texts from different genres.
5. Enhance communication and academic writing skills through discussion, appreciation, and critical evaluation of works by writers such as Walt Whitman, Edgar Allan Poe, Tennessee Williams, and Herman Melville.

UNIT I (Poetry)

(12 Hours)

Walt Whitman	-	O Captain, My Captain!
Robert Frost	-	Mending wall, The Road Not Taken
Sylvia Plath	-	Tulips

UNIT II (Poetry)

(12 Hours)

Edgar Allan Poe	-	The Raven
Emily Dickinson	-	Because I Could Not Stop for Death, I heard a Fly buzz – when I died
Sherman Alexie	-	Crow Testament, Evolution

UNIT III (Prose)

(12 Hours)

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

UNIT IV (Drama)

(12 Hours)

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

UNIT V (Novel)

(12 Hours)

Herman Melville	-	Moby-Dick
-----------------	---	-----------

UNIT VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of language in the elements of literature such as character, theme, and style-
Give a critical analysis of a passage of poetry, prose, drama, fiction from English Literature
– Becoming aware of moral values through the prescribed works.

(Total Lecture Hours: 60)

Course Outcomes

On Completion of this course, students will;

1. Analyze and discuss works of American Literature from arrange of genres (e.g. poetry, non-fiction, 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 reflective works about American Literature to 1865.
5. Analyze and describe about American Literature using standard literary terminology and other literary conventions.
6. Develop critical thinking, close reading, and interpretative skills through the study and appreciation of poetry, prose, drama, speeches, and novel.

TEXT BOOKS:

1. Levine, Robert S., etal. *The Norton Anthology of American Literature*. W.W. Norton & Company, 2022.
2. Poe, Edger Allan. *The Raven*, Penguin Classics, 1845.
3. Dickinson, Emily. *The Complete Poems of Emily Dickinson*. 1960.
4. O'Neill, Eugene. *The Emperor Jones*. New Directions, 1999.
5. Melville, Herman. *Moby-Dick*, 1851.

REFERENCE BOOKS:

1. Dickinson, Emily & 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.
5. Miller, James E. Jr. *Walt Whitman*. Twayne Publishers, 1990.

WEB RESOURCES:

1. <http://Whitman,OCaptain!MyCaptain!poetryfoundation.org>
2. <http://Lincoln,GettysburgAddressarchives.gov>
3. [Poetry Foundation](#) – Resource for poems, poet biographies, and literary analysis related to Walt Whitman, Robert Frost, Emily Dickinson, and other prescribed poets.
4. [The Edgar Allan Poe Society of Baltimore](#) – Resource for poems, essays, criticism, and historical materials related to Edgar Allan Poe
5. [The American Literature Website](#) – Digital library containing American poems, short stories, speeches, and literary texts

Mapping with Programme Outcome

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3							2	3	3	2	2	2
CO2	3	3	3				3	3	2	2	3	2			
CO3	3	3	3				3			2	3			2	
CO4	3	3	3	2						2					
CO5	3	3	3				3			2	3			2	2
CO6	3	3	3		3		3			2	3		1	2	2

Strong – 3

Medium – 2

Low – 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
SUNDARAKKOTTAI, MANNARGUDI – 614 016
(For the Candidates admitted in the academic year 2026 - 2027)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: II - AC- III: HISTORY OF ENGLISH LITERATURE – I

Ins. Hours/Week: 3

Course Credit: 3

Course Code: U26AEN203

Course Objectives:

1. Understand the major periods, movements, and developments in the history of English Literature from the Renaissance to the Age of Dryden.
2. Identify the contributions of important writers such as Geoffrey Chaucer, William Shakespeare, John Milton, and Jonathan Swift to the development of English literature.
3. Analyze the evolution of literary forms including poetry, drama, prose, and prose fiction during different literary periods.
4. Interpret the social, cultural, religious, and political influences that shaped English literary history and literary movements.
5. Develop critical thinking, historical awareness, and analytical skills through the study of literary trends, authors, and genres.

UNIT I

(9 Hours)

The Renaissance and the Elizabethan Period – Chaucer – Ben Jonson –
Edmund Spenser – University Wits

UNIT II

(9 Hours)

Development of Drama – Jacobean Dramatist – Webster, Fletcher, Beaumont, Dekker
Types: Miracle, Morality, Interlude

UNIT III

(9 Hours)

The Age of Shakespeare

UNIT IV

(9 Hours)

The Puritan Period – John Milton, John Donne, The Metaphysical Poets, Caroline Poets,
John Bunyan

UNIT V

(9 Hours)

The Age of Dryden – the Caroline Prose Writers, Samuel Butler, Daniel Defoe, Swift,
Addison and Steele

UNIT VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Contemporary History of English Literature and its relevance – reading classical literature in the modern era – reading Shakespeare in the postcolonial era – influence of classical writers in the 21st Century

(Total Lecture Hours: 45)

Course Outcomes

On Completion of this course, students will;

1. Gain extensive insight in to 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. Analyze the contributions of major writers, dramatists, poets, and prose writers in shaping the history of English literature.
3. Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages.
4. Develop appreciation of the literary stalwarts of those times.
5. Interpret the relationship between literature and the social, political, cultural, and religious background of different literary periods.
6. Apply historical and literary knowledge in understanding the relevance of classical literature and its influence on modern and postcolonial literary studies.

TEXT BOOKS:

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)
3. Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford UP, 2004.
4. (Ed.) Baugh, Albert C. *A Literary History of England*, Routledge, 2000.
5. Evans, Ifor. *A Short History of English Literature*. Penguin Books, 1990.

REFERENCE BOOKS:

1. Bergonzi, B. *Heroes' Twilight: A Steady of the Literature of the Great War*, (London: Constable, 1980) Fussell, P. *The Great War and Modern Memory* (Oxford: Oxford University Press, 1975)
2. (Ed.) Ford Boris. *The Pelican Guide to English Literature*. Penguin Books, 1982.
3. Carter, Ronald, and John McRae. *The Routledge History of Literature in English*, Routledge, 2016.
4. Nicoll, Allardyce. *British Drama: An Historical Survey from the Beginnings to the Present Time*, 1965.
5. Williamson, George. *The Metaphysical Poets*. Oxford UP, 1967.

WEB RESOURCES:

1. <http://UniversityWits:britannica.com>
2. <http://Chaucer:poetryfoundation.org>
3. <http://JacobeanDrama:britannica.com>
4. The British Library – Discovering Literature – Resource for English literary history, authors, manuscripts, and literary periods.
5. Project Gutenberg – Free access to classical literary texts by Chaucer, Milton, Bunyan, Defoe, and others.

Mapping with Programme Outcome

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3				2		2	2	3		2		
CO2	3	3	3				3	2		2	3		2		
CO3	3	3	3				3		3	2	3	2		2	
CO4	3	3					3			2	3		2		
CO5	3	3					3			2	3	2		2	
CO6	3	3		3		1	3		3	2	3	2		2	

Strong – 3

Medium – 2

Low – 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
SUNDARAKKOTTAI, MANNARGUDI – 614 016
(For the Candidates admitted in the academic year 2026 - 2027)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: II - AC- IV: LANGUAGE AND LINGUISTICS

Ins. Hours/Week: 3

Course Credit: 3

Course Code: U26AEN204

Course Objectives:

1. Understand the origin, development, and nature of human language and the basic concepts of Linguistics.
2. Identify the organs of speech and classify speech sounds through the study of phonetics and phonology.
3. Analyze the structure of language at different levels including phonology, morphology, syntax, and semantics.
4. Interpret the principles of modern linguistics, semiotics, and Ferdinand de Saussure's structuralism in language study.
5. Develop awareness of the relationship between language, society, and culture while enhancing analytical and communication skills through linguistic study.

UNIT I (9 Hours)
The Origin and the Development of Language

UNIT II (9 Hours)
The Organs of Speech – Classification of Speech Sounds

UNIT III (9 Hours)
Phonology – Morphology – Modern School of Linguistics, Semiotics

UNIT IV (9 Hours)
Syntax – Semantics

UNIT V (9 Hours)
Introduction to Saussurean Structuralism
Language, Society and Culture

UNIT VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of language and linguistics in the modern era – software and mobile apps in promoting transcription and word formation – exploring the link between the language, society, and culture

(Total Lecture Hours: 45)

Course Outcomes

On Completion of this course, students will;

1. Describe the Historical Development of the English Language.
2. Analyze the Sounds, Words and Sentences of a Language.
3. Diagnose and apply Phonology and Morphology through Study of Linguistics.
4. Relate the English grammatical structures and analyze the various forms of syntax.
5. Interpret the theories of modern linguistics and Saussurean structuralism in understanding language systems.
6. Evaluate the relationship between language, society, and culture and apply linguistic knowledge in modern communication and language studies.

TEXT BOOKS:

1. Balasubramanian, T. *A Text book of English Phonetics for Indian Students*. II Edition. 2013.
2. O' Connor, J.D. *Better English Pronunciation*. Cambridge University Press, 1967.
3. Yule, George. *The Study of Language: An Introduction*. Cambridge: Cambridge UP, 1985.
4. Eco, Umberto. *A Theory of Semiotics*. Indian a University Press, 1979.
5. Harley, Trevor A. *The Psychology of Language*. Psychology Press, 2013.

REFERENCE BOOKS:

1. Lyons, John. *Language and Linguistics: An Introduction*. Cambridge: Cambridge University Press, 1981.
2. Dr. Rajimwale, Sharad. *Elements of General Linguistics. Vol. II*. New Delhi: Rama Brothers Educational Publishers, 2013.
3. Wrenn, C.L. *The English Language*, London: Methuen, 1949.
4. Saussure, Ferdinand. *Course in General Linguistics*. Open Court Publishing, 1986.
5. (11th Ed.) Fromkin, Victoria. *An Introduction to Language*. Cengage Learning, 2018.

WEB RESOURCES:

1. <http://EvolutionofLanguage:linguisticsociety.org>
2. <http://OrgansofSpeech:britannica.com>
3. <http://IPAChart&Phonetics:internationalphoneticassociation.org>
4. [Linguistic Society of America](#) – Resource for linguistic concepts, research, and language studies.
5. [Stanford Encyclopedia of Philosophy – Ferdinand de Saussure](#) – Scholarly information on structuralism and Saussurean linguistics.

Mapping with Programme Outcome

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	2	3	2	3		2		
CO2	3	3	3	3	2	3	3	2	2	2	3		2		
CO3	3	3	3				3		3	2	3	2		2	
CO4		3	3	3	3	3	3	2	2		3	3	2	3	
CO5		3	3		3		3		2	3	3	2	3	3	
CO6	3	3	3	2	3		3		2	3	3	2	3	3	

Strong – 3

Medium – 2

Low – 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
SUNDARAKKOTTAI, MANNARGUDI – 614 016
(For the Candidates admitted in the academic year 2026 - 2027)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: II - SEC- I: ENGLISH FOR COMMUNICATION

Ins. Hours/Week: 2

Course Credit: 2

Course Code: U26SEEN21

Course Objectives:

1. Understand the significance, styles, and types of communication in personal, academic, and professional contexts.
2. Identify and apply verbal and non-verbal communication techniques for effective interaction.
3. Develop listening, speaking, reading, and writing skills required for effective communication in English.
4. Enhance pronunciation, vocabulary, fluency, comprehension, and presentation skills through practical communication activities.
5. Acquire professional communication skills in areas such as e-mails, proposal writing, resume preparation, meeting documentation, teamwork, and leadership communication.

UNIT I (6 Hours)

Communication: Basic Communication Style – Passive, Aggressive, Assertive –
Significance of communication

UNIT II (6 Hours)

Types of communication - Verbal – Non – Verbal

UNIT III (6 Hours)

Effective Communication Skills

UNIT IV (6 Hours)

Skills to be acquired in Communication

Listening – Techniques of Effective Listening, Listening and
Comprehension, Probing Questions, Barriers to Listening

Speaking – Pronunciation, Enunciation, Vocabulary, Fluency, Common
Errors

Reading – Techniques of Effective Reading, Gathering Ideas and
Information from given text, Evaluating the ideas and Information,
Interpreting the text

Writing – Avoid ambiguity, Follow Convention, Be Properly Sequenced

Different Modes of Communication

- i. E – Mails
- ii. Proposal Writing for Higher Studies
- iii. Recording the Proceedings of Meetings
- iv. Any Other Mode of Writing Relevant for Learners

UNIT V

(6 Hours)

Appreciation of learning

UNIT VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Communication through Social Media – Communication Resume/ CV Preparation – Team Work and leadership Communication

(Total Lecture Hours: 30)

Course Outcomes

On Completion of this course, students will;

1. Explain the basic concepts, styles, and significance of communication in different social and professional situations.
2. Demonstrate effective verbal and non-verbal communication skills with confidence and clarity.
3. Apply listening, speaking, reading, and writing skills for academic, personal, and workplace communication.
4. Develop professional communication abilities in drafting e-mails, proposals, resumes, and reports of meetings.
5. Enhance interpersonal, teamwork, leadership, and social media communication skills for successful interaction in modern contexts.
6. Learn about the four skills of language and get familiarized with them.

TEXT BOOKS:

1. *Technical Communication: Principles and Practice*, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.
2. *Effective Technical Communication* by M. Ashraf Rizvi, The McGraw – Hill Companies.
3. *Understanding Body Language* by Alan Pease.
4. Murphy, Raymond. *English Grammar in Use*. Cambridge UP, 2019.
5. Kumar, Sanjay, and Pushp Lata. *Communication Skills*. Oxford UP, 2018.

REFERENCE BOOKS:

1. Adler, Ronald B. *Communicating at Work: Principles and Practices for Business and the Professions*. McGraw Hill, 2021.
2. Barker, Larry L. *Communication*. Pearson, 2013.
3. Kaur, Jasleen. *Business Communication*. Pearson, 2017.
4. Munter, Mary. *Guide to Managerial Communication*. Pearson, 2018.

WEB SOURCES:

1. <https://networketiquette.net/>
2. https://users3.ev1.net/~pamthompson/body_language.html
3. <https://www.albion.com/netiquette/corerules.html>
4. [BBC Learning English](#) – Interactive lessons and activities for pronunciation, fluency, and communication skills.
5. [Cambridge English](#) – Materials for developing English communication and professional language skills

Mapping with Programme Outcome

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	3	3	3		3	2	3	2	3		2		2
CO 2	3	3	3	3	2		3	2		2	3				
CO 3	3	3							3	2	3			2	
CO 4		3	3	3	3		3	2	2			3	2	3	
CO 5		3	3		3		3		2	3		2	3	3	
CO 6	3	3	3		3		3		2	3		2	3	3	

Strong – 3

Medium – 2

Low – 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
SUNDARAKKOTTAI, MANNARGUDI – 614 016
(For the Candidates admitted in the academic year 2026 - 2027)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: II - IDC- II: PHILOSOPHY FOR LITERATURE

Ins. Hours/Week: 2

Course Credit: 2

Course Code: U26IDEN22

Course Objectives:

1. Understand the major philosophical ideas and concepts that influence literature from the Greek period to modern times.
2. Analyze literary texts in relation to philosophical concepts such as idealism, rationalism, empiricism, phenomenology, monism, and transcendentalism.
3. Interpret the relationship between philosophy, literature, art, nature, society, and human experience through prescribed texts.
4. Develop critical thinking and analytical skills by studying the philosophical dimensions of poetry and literary thought.
5. Enhance awareness of Indian, Western, and postcolonial philosophical traditions and their influence on literary expression and cultural studies.

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)

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 Super structure

UNIT IV (6 Hours)

Walt Whitman	-	On the Beach at Night Alone
William Ross Wallace	-	The 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

UNIT VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Indian Philosophy and Literary thought – Bhagavad Gita & Literary Ethics – Buddhist Philosophy in Modern Poetry – Tamil Siddha thought & Nature – Postcolonial Philosophy & Literature.

(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. Explain the major philosophical theories and thinkers related to literature, aesthetics, nature, society, and human existence.
3. Analyze literary works using philosophical concepts proposed by thinkers such as Plato, Aristotle, Immanuel Kant, and Karl Marx.
4. Interpret the philosophical ideas reflected in poetry and literary texts with reference to art, beauty, identity, freedom, and social consciousness.
5. Develop critical and analytical skills in relating literary studies with philosophical, ethical, and cultural perspectives.
6. Apply philosophical understanding in examining Indian thought, postcolonial perspectives, literary ethics, and the connection between literature and society.

TEXT BOOKS:

1. Durrant, Will. *The Story of Philosophy*, Simon & Schuster, 1991.
2. Gaarder, Jostein. *Sophie's World: 20th Anniversary Edition*. Orion, 2015.
3. (Ed.) Griggs, E.L. Samuel Taylor Coleridge's *Kubla Khan*, Oxford UP, 2008.
4. (Ed.) Roe Nicholas. *John Keats' John Keats: The Major Works*, Oxford UP, 2008.
5. Russell, Bertrand. *History of Western Philosophy*. Routledge, 2016.

REFERENCES BOOKS:

1. Gibson, John. *The Philosophy of Poetry*. Oxford UP, 2015.
2. (Tr.) Heath, Malcolm. *Aristotle's Poetics*, Penguin Classics, 1996.
3. Abrams, M.H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford UP, 1953.
4. Eagleton, Terry. *Literary Theory: An Introduction*, Wiley-Blackwell, 2008.
5. Williams, Raymond. *Culture and Society 1780-1950*. Columbia UP, 1983.

WEB RESOURCES:

1. https://www.philosophybasics.com/general_what_is.html
2. https://archive.org/details/SophiesWorld_989/page/n5/mode/2up
3. <https://Coleridge.KublaKhan.poetryfoundation.org>
4. [Poetry Foundation](#) – Poems, biographies, and criticism related to prescribed poets and philosophical poetry
5. [Stanford Encyclopedia of Philosophy](#) – Scholarly resource for major philosophers, philosophical concepts, and literary philosophy.

Mapping with Programme Outcome

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	3	3	2	3	2	3	3	3	3	3
CO2	2	3	3		2	3	3	2	2	2	3	3	3	3	3
CO3	3	3	3	2		3		2	3	2	3	3	3	3	3
CO4	3	3	3	3	3	3	3	2	2	2	3	3	3	3	3
CO5	3	2	3	3	3	3	3	2	2	3	3	3	3	3	3
CO6	3	2	3	3	3	3		2		3	3	3	3		3

Strong – 3

Medium – 2

Low – 1