

B.A.ENGLISH

Syllabus

Programme Code:3UAENG

2025-2028



**SENGAMALATHAYAAREEDUCATIONALTRUST
WOMEN'S COLLEGE (AUTONOMOUS)**

(Affiliated to Bharathidasan University, Tiruchirappalli)
(Accredited by NAAC)|(AnISO9001:2015CertifiedInstitution)

**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 2025–2026)

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 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. 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 up to 10th & 12th std.

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

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

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

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

Undergraduate Programme:

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

They are as follows:

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

Part-II: General English

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

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

Part-V

Extension activity, Gender studies

EXAMINATION

Continuous Internal Assessment (CIA):

UG-Distribution of CIA Marks

Passing Minimum: 40%

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

Question Paper Pattern

Part A:

PartA1(10X1=10marks)

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

PartA2(5X2=10marks)

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

AnswersAnswer3out

of5Questions

One Question from each unit

PartA:K1Level

PartB:K2,K3andK4Level

PartC:K5and K6Level

Knowledge levels for assessment of Outcomes based on Blooms Taxonomy

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

WEIGHTAGE of K-LEVELS IN QUESTION PAPER

(Cognitive Level) K-LEVELS →	Lower Order Thinking			Higher Order Thinking			Total
	K1	K2	K3	K4	K5	K6	
END SEMESTER EXAMINATIONS (ESE)	20	25			30		75
Continuous Internal Assessment (CIA)	20	25			30		75
QUESTION PATTERN FOR END SEMESTER EXAMINATION/Continuous Internal Assessment							
PART							MARKS
PART–AI.(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/ortype,5-Marks) ONE questions from each unit					(5x5=25)		25
PART-C(3outof5)(10Marks) ONE question from each unit					(3x10=30)		30
Total							75

BLUE PRINT OF QUESTION PAPER FOR END SEMESTER EXAMINATION

DURATION: 3.00 Hours.				Max Mark:75			
K-LEVELS	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)(5x5=25)		5	10	10			25
PART–C (10Marks)(3outof5) (3x10=30) Courses having only K5,K6 levels, K5 level- 3Questions,K6level-2Questions (One K6 level question is compulsory)					20	10	30
Total	20	05	10	10	20	10	75

EVALUATION

GRADING SYSTEM

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

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

$G_{iGPA} = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$	$WAM \text{ (Weighted Average Marks)} = \frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$
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 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 as 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-3: 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 (Upon completion of the B.A. Degree Programme, the Undergraduate will be able to)
PO-1	Disciplinary knowledge: Demonstrate comprehensive knowledge and understanding of One or more disciplines that form a part of an 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

PSO1: Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different area of English Language and Literature.

PSO2: 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.

PSO3: Developing are search framework and presenting their independent ideas effectively.
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PSO4: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.

PSO5: Enabling a holistic perspective towards the socio-political inequalities and environmental issues
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TAMIL NADU, INDIA

B.A ENGLISH

CHOICE BASED CREDIT SYSTEM-LEARNING OUTCOMES BASED CURRICULUM

FRAME WORK- (CBCS LOCF)

UG PROGRAMME COURSE STRUCTURE

(Applicable to the Candidates admitted from the academic year 2025-2026)

ELIGIBILITY: Those who have completed +2 Examinations

Sem	Part	Nature of the Course	Course Code	Title of the Paper	Ins. Hrs/ Week	Credit Distribution				Credits	Exam Hrs	Marks		
						L	T	P	S			CIA	ESE	Total
I	I	Language Course-I	U25LC101	Podhu Tamil-I	6	3	3	-	-	3	3	25	75	100
	II	English Language Course-I	U25ELC101	General English-I	6	3	3	-	-	3	3	25	75	100
	III	Core Course -I	U25EN101	Introduction to Literature	5	3	2	-	-	4	3	25	75	100
		Core Course-II	U25EN102	Indian Writing in English	5	3	2	-	-	4	3	25	75	100
		Allied Course -I	U25AEN101	Social History of England	4	2	2	-	-	3	3	25	75	100
	IV	Non Major Elective-I@ 1. 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 th & 12 th std. 2. Those who choose NCC in Part –V must choose NCC course as Non-Major Elective	----	NME-I	2	1	1	-	-	2	3	25	75	100
		Foundation Course	U25FCEN11	Foundation Course For English Literature	2	1	1	-	-	2	3	25	75	100
TOTAL					30	16	14	-	-	21	-	-	-	700

II	I	Language Course-II	U25LC202	Podhu Tamil-II	6	3	3	-	-	3	3	25	75	100
	II	English Language Course-II	U25ELC202	General English-II	6	3	3	-	-	3	3	25	75	100
	III	Core Course –III	U25EN203	British Literature-I	5	3	2	-	-	5	3	25	75	100
		Core Course –IV	U25EN204	American Literature-I	5	3	2	-	-	5	3	25	75	100
		Allied Course-II	U25AEN202	History of English Literature	4	2	2	-	-	3	3	25	75	100
	IV	NonMajor Elective-II 1. 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) Special Tamil if Tamil Language was studied upto 10 th & 12 th std. 2. Those who choose NCC inPart –V must choose NCC course as Non-Major Elective		NME-II	2	1	1	-	-	2	3	25	75	100
Skill Enhancement Course-I		U25SEEN21	English for Communication	2	1	1	-	-	2	3	25	75	100	
Total					30	16	14	-	-	23	-	-	-	700

III	I	Language Course -III	U25LC303	Podhu Tamil-III	6	3	3	-	-	3	3	25	75	100
	II	English Language Course-III	U25ELC303	General English-III	6	3	3	-	-	3	3	25	75	100
	III	Core Course-V	U25EN305	British Literature-II	5	3	2	-	-	5	3	25	75	100
		Core Course-VI	U25EN306	American Literature-II	4	3	1	-	-	4	3	25	75	100
		Allied Course-III	U25AEN303	Literary Genres and Terms	3	2	1	-	-	3	3	25	75	100
	IV	Skill Enhancement Course-II	U25SEEN32	Public Speaking Skills	2	1	1	-	-	2	3	25	75	100

		Skill Enhancement Course-III	U25SEEN33	Functional English	2	1	1	-	-	2	3	25	75	100
	V	Special Course	25UGSC	Health and Wellness	2	-	-	2		1	-	-	-	-
Total					30	16	12	2	--	23	-	-	-	700
IV	I	Language Course-IV	U25LC404	Podhu Tamil-IV	6	3	3	-	-	3	3	25	75	100
	II	English Language Course-IV	U25ELC404	General English-IV	6	3	3	-	-	3	3	25	75	100
	III	Core Course-VII	U25EN407	World Literature in Translation	5	3	2	-	-	5	3	25	75	100
		Core Course-VIII	U25EN408	Aspects of Language and Linguistics	5	3	2	-	-	5	3	25	75	100
		Allied Course-IV	U25AEN404	English Teaching Methods and Materials	4	2	2	-	-	3	3	25	75	100
	IV	Skill Enhancement Course-IV	U25SEEN44	Interview Skills	2	1	1	-	-	2	3	25	75	100
		Skill Enhancement Course-V	U25SEEN45	English for Business	2	1	1	-	-	2	3	25	75	100
	Total				30	16	14	--	-	23	-	-	-	700
V	III	Core Course-IX	-	Authors in Focus	5	3	2	-	-	4	3	25	75	100
		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	- - -	A) English For Competitive Examinations (Or) B) Common Wealth Literature	4	2	2	-	-	3	3	25	75	100
		Elective Course-II	- - -	A) Introduction To Comparative Literature (Or) B) Adventures in Literature	4	2	2	-	-	3	3	25	75	100
	IV	Environmental Studies	- - -	Environmental Studies	2	1	1	-	-	2	3	25	75	100
		Internship/ Industrial visit/Field Visit	- - -	Internship/ Industrial visit/Field Visit	-	-	-	-	-	2	-	-	-	-
Total					30	17	13	-	-	26	-	-	-	700

VI	III	Core Course – XIII	- - -	Shakespeare Studies	6	4	2	-	-	4	3	25	75	100
		Core Course– XIV	- - -	Modern English Grammar and Composition	6	4	2	-	-	4	3	25	75	100
		Core Project– XV	- - -	Project With Viva Voce/Group project	5	-	1	4	-	5	-	-	-	100
		Elective Course-III	- - -	A) Mass Communication and Journalism (Or) B) Writing for Media	4	3	1	-	-	3	3	25	75	100
		Elective Course-IV	- - -	A)Communicative English (Or) B) Digital Literacy and Concept	4	3	1	-	-	3	3	25	75	100
	IV	Value Education	- -	Value Education	2	1	1	-	-	2	3	25	75	100
		Professional Competency Skill	- - -	English for Careers	2	1	1	-	-	2	3	25	75	100
	V	Gender Studies	- - -	Gender Studies	1	1	-	-	-	1	3	25	75	100
		Extension Activity	- - -	Extension Activity	-	-	-	-	-	1	-	--	-	-
	TOTAL					30	17	9	4	-	25	-	-	-
GRAND TOTAL					180	98	76	6	-	141	-	-	-	4300

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	61
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
9		Skill Enhancement Course	5	10
10		Internship/Industrial Visit/Field Visit	1	2
11		Environmental Studies	1	2
12		Value Education	1	2
13		Professional Competency Skill	1	2
14	V	Special Course (Health and Wellness)	1	1
15		Gender Studies	1	1
16		Extension Activity	1	1
Total			46	141

Note:

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

FOR THEORY

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

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

NON-MAJOR ELECTIVE (NME) OFFERED BY THE DEPARTMENT

SEMESTER	PART	NATURE OF THE COURSE	COURSE CODE	TITLE OF THE COURSE
I	IV	NME-I	U25NMEEN11	Popular Literature and Culture
II	IV	NME-II	U25NMEEN22	Philosophy For Literature

SEMESTER - III



**SENGAMALA THAYAR EDUCATIONAL TRUST WOMEN'S COLLEGE
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(For the Candidates admitted in the academic year 2025-2026)

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

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

Ins. Hours/Week:5

Course Credit : 5

Course Code: U25EN305

UNIT I

(15 Hours)

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

UNIT II

(15 Hours)

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

-Sir Rogerat Church, Sir Rogerin London
-Indian Jugglers
-Dream Children: A Reverie
-Piece of Chalk
-The Whit sun Weddings

UNIT III

(15 Hours)

John Osborne
G.B. Shaw

-Look Back in Anger
-Pygmalion

UNIT IV

(15 Hours)

Jane Austen
Charlotte Brontë
Wilkie Collins

-Persuasion
-Jane Eyre
-The Moonstone

UNIT V

(15 Hours)

Agatha Christie
Bram Stoker

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

(15 Hours)

(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 soon, 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. *Jane Eyre*. Oxford University Press, 2019.
Lamb, Charles. *Dream Children: A Reverie*. Reed Pale Press, 1928.
Look Back in Anger, by John Osborne: Theatre Program, 1974, LaMamaTheatre. 1974.

Web Resources

1. Makinen, Merja. "Representing Women of Violence Agatha Christie and Her Contemporary Culture." *Agatha Christie*, 2006, pp. 135–157., 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>

Mapping with Programme Outcomes

[illegible]



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DEPARTMENT OF ENGLISH
B.A., ENGLISH

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

Ins. Hours/Week: 4

Course Credit:5

Course Code: U25EN306

UNIT I

(12 Hours)

Walt Whitman
Emily Dickinson
Maya Angelou
Chief Dan George

- I Hear America Singing
-The Bird Came Down the Walk
-Phenomenal Women
-My Heart Soars

(12 Hours)

UNIT II

Lorraine Hansberry
Neil Simon

- A Raisin in the Sun
-Barefoot in the Park

(12 Hours)

UNIT III

Ralph Waldo Emerson
Edgar Allan Poe
Henry David Thoreau

-The American Scholar
-Philosophy of Composition
-Winter Animals

UNIT IV

(12 Hours)

Nathaniel Hawthorne
Toni Morrison

-The Scarlet Letter
-Beloved

UNIT V

(12 Hours)

Mark Twain
Angeline Boulley

-The Adventures of Tom Sawyer.
-Firekeeper's Daughter

(Total Lecture Hours: 60)

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 Resources:

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>

Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO1 0	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	3	2			2		3	3	3	3	3	1	2	2	3
CO2	3			2	1		3	3	3	3	3	3	2	2	3
CO3	3						3	3	1	3	3	2	2	2	3
CO4	3	2	2				3	2	2	1	3	2	2	2	3
CO5	2		2				2	2	3	1	3	2	1		3



**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS) SUNDARAKKOTTAI, MANNARGUDI – 614016.**

(For the Candidates admitted in the academic year 2025-2026)

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

Semester: III- AC III: LITERARY GENRES AND TERMS

Ins. Hours/Week:3

Course Credit:3

Course Code: U25AEN303

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, Tragi- 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

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: 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 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 analyzes 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)

Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO1 0	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	3			3		3	3		3	3	1		2	2
CO4		3	2	2			2			3	2	3			1
CO5		3	3					2		1	3	2		2	



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(For the Candidates admitted in the academic year 2025-2026)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: III-SEC-II-PUBLIC SPEAKING SKILLS

Ins. Hours/Week:2

Course Credit:2

Course Code: U25SEEN32

UNIT I

(6 Hours)

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

UNIT II

(6 Hours)

(6 Hour

Types and Methods of presentation, using visual aids.

Obstacles in acquiring the speaking skills.

UNIT IV

(6 Hours)

Techniques in acquiring the Public Speaking skills.

UNIT V

(6 Hours)

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

(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). Speakup! 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 Resources:

Learning Outcomes | Public Speaking (lumen learning.com)lu03_public_speaking. pdf (indianhills.edu)

Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO1 0	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	3	2			3		3			3	3	3	2	3	
CO2	2	3	2	2			2				3	3	2	3	2
CO3	3	2	2				3		2	2	3	2	3		
CO4	2	3	2	3	3					3		3	2	2	1
CO5		3	2	2			3	2			3	3	2	3	



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(For the Candidates admitted in the academic year 2025-2026)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: III-SEC-III-FUNCTIONAL ENGLISH

Ins. Hours/Week:2

Course Credit:2

Course Code: U25SEEN33

UNIT I

Definition and significance of Functional English **(6 Hours)**

UNIT II

Four essentials of functional English: LSRW Skills **(6 Hours)**

UNIT III

Grammar- Articles, Adjective, Adverb **(6 Hours)**

UNIT IV

Agreement & Concord, Transformation of Sentence **(6 Hours)**

UNIT V

A dramatic play to perform (The Trail of Billy Scott– Mazie Hall) **(6 Hours)**

(Total Lecture Hours: 30)

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 news paper 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_aae_punc_apostrophe.shtm

Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO1 0	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	3	2	3	3	2	2	2	3	3	3	3	3
CO3	3	3	3	2	3	3	3	2	3	2	3	3	3	3	3
CO4	3	3	3	3	3	2	2	2	3	2			2		
CO5	2	3			2			2			3	3	3	3	2



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

Semester: III-Special Course - HEALTH AND WELLNESS

Ins. Hours/Week:2

CourseCredit:1

Course Code: 25UGSC

UNIT I

(3 Hours)

Introduction to Holistic Well-being

1. Introduce the core components of Health & Well-being namely Physical, mental and emotional well – being
2. Provide work sheets on all the four components individually and explain the Inter connectedness to give an overall understanding.

UNITII

(3 Hours)

Wellness Wheel Exercise (Overall Analysis)

- Guide students to assess their well-being in various life dimensions through exercises on various aspects of well-being, and explain the benefits of applying wellness wheel.
- Introduce Tech Tools:
- Explore the use of technology to support well-being.
- Introduce students to apps for meditation, sleep tracking, or healthy recipe inspiration.

UNITIII

(3 Hours)

Breaking Bad Habits (Overall Analysis)

- Open a discussion on bad habits and their harmful effects.
- Provide a worksheet to the students to identify their personal bad habits.
- Discuss the trigger, cause, consequence and solution with examples.
- Guide them to replace the bad habits with good ones through worksheets.

UNITIV

(3 Hours)

Physical Well-being

1. Fitness

Introduce the different types of fitness activities such as basic exercises, cardiovascular Exercises, strength training exercises, flexibility exercises, so on and so forth. (Include theoretical explanations and outdoor activity).

2. Nutrition

Facilitate students to reflect on their eating habits, their body type, and to test their knowledge on nutrition, its sources and the benefits.

3. Yoga & Meditation

- Discuss the benefits of Yoga and Meditation for one's overall health.
- Demonstrate different yoga postures and their benefits on the body through visuals(pictures or videos)

4. Brain Health

- Discuss the importance of brain health for daily life.
- Habits that affect brain health (irregular sleep, eating, screen time).
- Health that help for healthy brains (reading, proper sleep, exercises).
- Benefits of breathing exercises and meditation for healthy lungs.

5. Healthy Lungs

- Discuss the importance of lung health for daily life.
- Habits that affect lung health (smoking, lack of exercises).
- Benefits of breathing exercises for healthy lungs.

6. Hygiene and Grooming

- Discuss the importance of hygienic habits for good oral, vision, hearing and skin health.
- Discuss the positive effects of grooming on one's confidence level and professional growth.

Suggested Activities (sample):

Nutrition

Invite a nutritionist to talk among the students on the importance of nutrition to the body or show similar videos shared by experts on social media. Organize a __Stoveless/fireless cooking competition__ for students where they are expected to prepare a nutritious dish and explain the nutritive values in parallel.

UNIT V

(3 Hours)

Emotional Well-being

1. Stress Management

- Trigger a conversation or provide self-reflective worksheets to identify the stress factors in daily life and their impact on students' performance.
- Introduce different relaxation techniques like deep breathing, progressive muscle relaxation, or guided imagery.
(Use audio recordings or visuals to guide them through these techniques).
- After practicing the techniques, have them reflect on how these methods can help manage stress in daily life.

2. Importance of saying, „NO“.

- Explain the students that saying __NO__ is important for their Physical and mental well-being, Academic Performance, Growth and Future, Confidence, Self – respect, Strong and Health Relationships, building reputation for self and their family (avoid earning a bad name).
- Factors that prevent them from saying __NO__.
- How to practice saying __NO__.

3. Body Positivity and self-acceptance

Discuss the following with the students.

- What is body positivity and self- acceptance?
- Why is it important?
- Be kind to yourself.
- Understand that everyone's unique.

Suggested Activities(sample):

(importance of saying __NO__)

Provide worksheets to self-reflection.....

.....how they feel when others say __no__ to them

....the situations where they should say no__

Challenge students to write a song or rap about the importance of saying no and how to do it effectively.

Students can perform their creations for the class.

UNIT VI

(3 Hours)

Social Well-being

1. Practicing Gratitude

- Discuss the importance of practicing gratitude for building relationships with family, friends, relatives, mentors and colleagues.

- Discuss how one can show gratitude through words and deeds.
 - Explain how practicing gratitude can create ‘ripple effect’.
- 2. Cultivating Kindness and Compassion**
- Define and different between kindness and compassion.
 - Explore practices that cultivate these positive emotions.
 - Self-Compassion as the Foundation.
 - The power of small gestures.
 - Understanding another’s perspective.
 - The fruits of compassion.
- 3. Practicing Forgiveness**
- Discuss the concept of forgiveness and its benefits.
 - Forgiveness: What is it? and What it isn’t?
 - Benefits of forgiveness.
 - Finding forgiveness practices.
- 4. Celebrating Differences**
 Appreciate the value of individual differences and foster inclusivity.
 The World: A Tapestry of Differences (cultures, backgrounds, beliefs, abilities, and appearances).
 Finding strength in differences (diverse perspectives and experiences lead to better problem-solving and innovation).
 Activities for celebrating differences (share culture, learn about others, embrace new experiences).
- 5. Digital Detox**
Introduce the students to:
 The concept of a digital detox and its benefits for social well-being.
 How to disconnect from devices more often to strengthen real-world connections.
Suggested Activities (sample):
 (Practicing Gratitude)
 Provide worksheets to choose the right ways to express gratitude.
 Celebrate ‘gratitude day’ in the college and encourage the students to honour the house keeping staff in some way to express gratitude for their service.

UNIT VII

(3 Hours)

1. Being a lifelong Learner

Give students an understanding on:

The relevance of intellectual well-being in this 21st century to meet the expectations in personal and professional well-being

The Importance of enhancing problem-solving skills

Cultivating habits to enhance the intellectual well-being (using the library extensively, participating in extra-curricular activities, reading newspaper etc.)

2. Digital Literacy Discuss:

The Key aspects of digital literacy and its importance in today’s world. It is more than just liking and sharing on social media.

The four major components of digital literacy (critical thinking, communication, problem- solving, digital citizenship).

Why is digital literacy important? Boosting one’s digital skills.

3. Transfer of Learning

Connections between different subjects-How knowledge gained in one area can be applied to others.

Suggested Activities (sample):

Intellectual Well-being.

Provide worksheets to students for teaching them how to boost intellectual well-being.

Ask the students to identify a long-standing problem in their locality, and come up with a solution and present it in the classroom. Also organize an event like_ Idea Expo 'to display the designs, ideas, and suggestions, to motivate the students to improve their intellectual well-being.

UNITVIII

(3 Hours)

Environmental Well-being

1. The Importance of initiating a change in the environment.

The session could be around:

Defining Environment well-being (physical, chemical, biological, social, and psycho social factors)- People's behaviour, crime, pollution, political activities, infra-structure, family situation etc.

Suggesting different ways of initiating changes in the environment (taking responsibility, creating awareness, volunteering, approaching administration).

Suggested Activities (sample):

Providing worksheets to self-reflect on how the environment affects their life, and the ways to initiate a change.

Dedicate a bulletin board or wall space (or chart work) in the classroom for students to share their ideas for improving environmental well-being.

Creating a volunteers' club in the college and carrying out monthly activities like campus cleaning, awareness campaigns against noise pollution, (loud speakers in public places), addressing anti-social behaviour on the campus or in their locality.

UNITIX

(2 Hours)

Mental Well-being

1. **Importance of self-**

reflection Discuss:

Steps involved in achieving mental well-being (self-reflection, self-awareness, applying actions, achieving mental well-being).

Different

Ways to achieve mental well-being (finding purpose, coping with stress, moral compass, connecting for a common cause).

The role of journaling in mental well-being.

2. **Mindfulness and Meditation Practices**

Benefits of practicing mindful habits and meditation for overall well-being.

1. **Connecting with nature**

Practicing to be in the present moment-Nature walk, feeling the sun, listening to the natural sounds.

Exploring with intention – Hiking, gardening to observe the nature.

Reflecting on the emotions, and feeling kindled by nature.

2. **Serving people**

Identifying the needs of others. Helping others.

Volunteering your time, skills and listening ear. Finding joy in giving.

3. **Creative Expressions**

Indulging in writing poems, stories, music making /listening, creating visual arts to connect with inner selves.

Suggested Activities (sample):

(Mindfulness and Meditation)–Conducting guided meditation everyday for 10 minutes and directing the students to record the changes they observe.

UNIT X

(2 Hours)

Situational Awareness (Developing Life skills)

1. Being street

Smart Discuss:

Who are street smart?

Why is it important to be street smart?

Characteristics of a street smart person: Importance of acquiring life skills to become street smart – (General First aid procedure, CPR Procedure, Handling emergency situation like fire, flood etc).

2. Digital

Awareness

Discuss:

Cyber Security

Information Literacy

Digital Privacy Fraud

Detection

Suggested Activities (sample):

(Street Smart) Inviting professionals to demonstrate the CPR

Procedure Conducting a quiz on Emergency Numbers

UNIT XI

(2 Hours)

Plan this session around:

Identifying the environmental cues, triggers that lead to picking up this habit.

Knowing the impact of substance abuse–Adverse health conditions, social, ruined future, hidden financial loss and damaging the family reputation.

Seeking help to get out of this addiction.

Suggested Activities:

Provide Worksheets to check the students' level of understanding about substance addiction and their impacts.

Share case studies with students from real-life.

Play/share awareness videos on addiction/de-addiction, experts talk.

*Conduct awareness programmes on Drugs and its ill effects.

(Arrange Experts from the concerned government departments and NGOs working in drug addiction issues) and maintain the documents of the program.

(Total Lecture Hours: 30)

Course Outcome

On completion of this course, students will;

1. Demonstrate proficiency in sports training and physical fitness practices.
2. Improve their mental and emotional well-being, fostering a positive outlook on health and life.
3. Develop competence and commitment as professionals in the field of health and wellness.
4. Awareness on drug addiction and its ill effects.

Web Sources:

1. United Nations Sustainable Development Goals—Goal 3 –Good Health & Well-Being: <http://www.un.org/sustainabledevelopment/health/>
2. Mindfulness and Meditation: Stanford Health Library offers mindfulness and meditation resources: <http://healthlibrary.stanford.edu/books - resources/mindfulness - meditation.html>
3. Breaking Bad Habits: James Clear provides a guide on how to build good habits and break bad ones: <https://jamesclear.com/habits>
4. 6 Ways to keep Your Brain Sharp <http://www.lorman.com/blog/post/how-to-keep-your-brain-sharp>
5. What is Social Wellbeing? 12+ Activities for Social Wellness <http://positivepsychology.com/social-wellbeing/>
6. How does your Environment Affect Your Mental Health? <http://www.verywellmind.com/how-your-environment-affects-your-mental-health-5093687>
7. How to say no to others (and why you shouldn't feel guilty) <http://www.betterup.com/blog/how-to-say-no>

SEMESTER - IV



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
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(For the Candidates admitted in the academic year 2025-2026)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

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

Ins. Hours/Week:5

Course Credit:5

Course Code: U25EN407

UNIT I (15 Hours)

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

UNIT II (15 Hours)

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

UNIT III (15 Hours)

Walter Benjamin - Unpacking My Library
Montaigne – Of Friendship.

UNIT IV (15 Hours)

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

UNIT V (15 Hours)

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

(Total Lecture Hours: 75)

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 within a framework 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>.

Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO10	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	3	2	3	3	2	2	2	3	3	3	2	3
CO3	3	3	3	2	3	3	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



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(For the Candidates admitted in the academic year 2025-2026)

DEPARTMENT OF ENGLISH

B.A., ENGLISH

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

Ins. Hours/Week:5

Course Credit:5

Course Code: U25EN408

UNIT I

(15 Hours)

Introduction to study of language
An Introduction to Language and Linguistics

UNIT II

(15 Hours)

Introduction to Saussurian Structuralism
Linguistics, Sign, Language & Culture

UNIT III

(15 Hours)

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

UNIT IV

(15 Hours)

The Descent of the English Language-Old English, Middle English and Standard English

UNIT V

(15 Hours)

Organs of Speech, Classification of Sounds, Vowels – Consonants, Diphthongs -
Phonetic Transcriptions Linguistic Changes-English Language Varieties-Idiolect, Dialect,
Pidgin & Creole

(Total Lecture Hours: 75)

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 linguistics specialization.

Text Books

1. Eco, Umberto. *A Theory of Semiotics*. Indian a 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. Mc Luhan, 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.

Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO1 0	PSO 1	PSO2	PSO3	PSO4	PSO5
C01	3	3	3	3	3	3	3	2	3	2	3		2		
C02	2	3	3	3	2	3	3	2	2	2	3		2		
C03	3	3	3				3		3	2	3	2		2	
C04		3	3	3	3	3	2	2	2		3	3	2	3	1
C05		3	3		3		3		2	3	3	2	3	3	2



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS) SUNDARAKKOTTAI, MANNARGUDI – 614016.
(For the Candidates admitted in the academic year 2025-2026)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

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

Ins. Hours /Week:4

Course Credit:3

Course Code: U25AEN404

UNIT (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 21st 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

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). New York: 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 (Kentucky Virtual Libraries). 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://Llt.Msu.Edu](http://Llt.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). Reading electronically: Challenges and responses to the reading puzzle in technologically- enhanced environments. The Reading Matrix, 3 (3). Available at: <http://www.readingmatrix.com/current.html>.

Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO1 0	PSO 1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3		2		2		2	2	3		2		
CO2	3	3	3		2		3	2		2	3		2		3
CO3	3	3	3				3		3	2	3	2		2	
CO4	3	3		1	2		3		2	2	3		2		
CO5	3	3					3			2	3	2			



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DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: IV-SEC-IV:INTERVIEW SKILLS

Ins. Hours/Week:2

Course Credit: 2

Course Code: U25SEEN44

UNIT I (6 Hours)

Definition of Interview – Essentials of Interview Skills – Meaning and types of Interviews (F2F, telephonic, video, etc.)–Situation, task, action, and response (STAR concept) for facing an interview, Interview procedure (opening, listening skills, and closure).

UNIT II (6 Hours)

Needs and Requirements of Interview skills – Simulation: Observation of exemplary interviews. Comment critically on simulated interviews-Common Errors: Common errors that candidates generally make at an interview Demonstration of ideal interview-Do's and Don'ts in an interview.

UNIT III (6 Hours)

Resume Preparation–Difference between a CV, resume and bio data, Essential components of a good resume - Body language – gesture – attitude – facial expression – sound knowledge – Dress code, background research.

UNIT IV (6 Hours)

Group Discussion Skills–Meaning and Methods of Group Discussion–Procedure of Group Discussion.

UNIT V (6 Hours)

Mock Interview–Conducting a role play for students to understand the skills learnt as an interviewee. Important questions generally asked at a job interview (open – and close – ended questions).

(Total Lecture Hours: 30)

Course Outcomes

On Completion of this course, students will;

1. Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer.
2. Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g. eye contact, use of filler words, hand gestures, and verbal pace).
3. Demonstrate professional behavior(s) including preparedness, professional attire, and respectful presentation.
4. Develop confidence in relationship to their interviewing skills.
5. Be able to identify, discuss, and implement key job interview skills.

Text Books

1. RosJay (2002), Brilliant Interview, Prentice Hall
2. David Beckham(2013), The illustrated Book, Headline Publications
3. Patnaik Priyadarshi (2015), Group Discussion and Interview skills.
4. Grobel, Lawrence. The Art of the Interview. Three Rivers Press, 2004.
5. Fies, Steven. Job Interview Tips For Winners. Create Space Independent Publishing, 2015.

References Books

1. *Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.*

Web Resources

1. *Tips for a Successful Interview (ung.edu)*
2. http://www.sastra.edu/nptel/download/prof%20GPRagini/pdf_New/Unit%2026.pdf

Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO1 0	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	3	2	3	3	2	2	2	3	3	3	2	3
CO3	3	3	3	3	3	3	3	3	2	3	2	3	3	3	3
CO4	2	3	3	3	3	3	3	3	2	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	2	2	3	3	3	3	3	3



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

Semester: IV-SEC-V:ENGLISH FOR BUSINESS

Ins. Hours/Week:2

Course Credit:2

Course Code: U25SEEN45

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

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 to influence 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](#)

Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO8	PO 9	PO1 0	PSO 1	PSO2	PSO3	PSO4	PSO5
C01	3	3	3		3		2	2	2	2	3		2		2
C02	3	3	3	3	3		3	2		2	3		2		2
C03	3	3	3	3	3	3	3	2	3	2	3	2		2	2
C04	3	3	3	3	3		3	2		2	3		2		2
C05	3	3	3	3	3		3	2		2	3	2			3