

M.A., ENGLISH

Syllabus

Programme Code: 2PAENG

2026 - 2028



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

M.A., ENGLISH
(Academic Year 2026 - 2027)

SYLLABUS



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)

(Affiliated to Bharathidasan University, Tiruchirappalli)
(Accredited by NAAC – An ISO 9001:2015 Certified Institution)
SUNDARAKKOTTAI, MANNARGUDI –614016.
TAMILNADU, INDIA.



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M.A., ENGLISH

**CHOICE BASED CREDIT SYSTEM –LEARNING OUTCOMES BASED
CURRICULUM FRAMEWORK (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, 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 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 student so 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.

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.

Post graduate Programme:

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

Part-A	:	Core Course (Theory, Practicals) Core Industry Module, Core Project
Part-B(i)	:	Elective courses
Part-B(ii)	:	Non Major Elective, Skill Enhancement course, Professional Competency course
Part-B (iii)	:	Internship
Part-C	:	Extension activity

EXAMINATION

Continuous Internal Assessment (CIA):

PG - Distribution of CIA Marks

Passing Minimum: 50 %

Assignments-3=30%

Tests-3(Best 2 out of 3) =50% Seminar=10 %

Attendance=10%

Question Paper Pattern

Part A: includes two sub sections

Part A1(10X1=10marks)

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

Each unit

Part A2(5X2=10marks)

Match the following / Short Answers

One question from Each unit

Total Marks-20

Part B: (5X4=20 marks)

Paragraph Answers

Either/or type, One Question from each unit

Part C: (10X3=30)

Essay Type Answers

Answer 3 out of 5Questions

One Question from each unit

Part A:K1 Level

Part B:K2, K3and K4 Level

Part C:K5 and K6 Level

Knowledge levels for assessment of Outcomes based on Blooms Taxonomy

S.No.	Level	Parameter	Description
1	K1	Knowledge/Remembering	It is the ability to remember the previously learned
2	K2	Comprehension/ Understanding	The learner explain side as or concepts
3	K3	Application/Applying	The learner uses information in anyway
4	K4	Analysis/Analyzing	The learner distinguishes among different parts
5	K5	Evaluation/Evaluating	The learner justifies standard 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	
ENDSEMESTER 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 question 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)					20	10	30
Courses having only K5, K6 levels, K5 level- 3							
Questions, K6 level- 2 Questions (One K6 level question is compulsory)							
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:

$\frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$	$\frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$
GPA	WAM (Weighted Average Marks)
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:

The classification of final results shall be based on the CGPA, as indicated in Table-2.

For the purpose of Classification of Final Results, the candidates who earn the CGPA 9.00 and above shall be declared to have qualified for the Degree as 'Outstanding'. Similarly the candidates who earn the CGPA between 8.00 and 8.99, 7.00 and 7.99, 6.00 and 6.99 and 5.99 shall be declared to have qualified for their Degree in the respective programmes as 'Excellent', 'Very Good', 'Good', and 'Above Average' respectively.

Absence from an examination shall not be taken as an attempt.

Table-1: Grading of the Courses

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
Below 50	NA	RA

NA-Not Applicable, RA-Reappearance

The candidates' performance in every current semester is indicated by **Semester Grade Point Average (SGPA)** and from these 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
9.00 and above	O	Outstanding
8.00 to 8.99	A+	Excellent
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	B	Above Average

*The candidates who have passed in the first appearance and within the prescribed duration of the PG 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 us in 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.

PROGRAMME OUTCOMES -M.A

PO No.	Programme Outcomes
	<i>(Upon completion of the M.A. Degree Programme, the Post Graduate will be able to)</i>
PO-1	Disciplinary Knowledge: demonstrate in-depth knowledge and understanding of theories, policies, and practices in one or more disciplines that form a part of a Post Graduate program of study in Master of Arts.
PO-2	Critical Thinking and Problem Solving: apply analytic thought to a body of knowledge analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence identify relevant assumptions or implications, formulate coherent arguments, critically evaluate practices, policies and theories by following scientific approach to knowledge development: solve problems and extrapolate the same to real life situation
PO-3	Information/digital literacy and Communication Skills: use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources, and use appropriate software for analysis of data: communicate thoughts and ideas analytically and effectively in writing and orally using appropriate media, and present complex information in a clear and concise manner to different groups.
PO-4	Research-related skills: conduct independent inquiry in a chosen discipline, demonstrate sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesising and articulating, recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships and plan, execute and report the results of an experiment or investigation.
PO-5	Multidisciplinary Approach, Innovation and Entrepreneurship: propose novel ideas of interdisciplinary approach in providing better solutions and new ideas for the sustainable developments; identify opportunities, entrepreneurship vision and use of innovative ideas to Create value and wealth for the betterment of the individual and society.
PO-6	Moral and ethical awareness/reasoning: 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 demonstrate the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights, appreciate environmental and sustainability issues and adopt objective, unbiased and truthful actions in all aspects of work.
PO-7	Self-directed Learning: work independently, identify appropriate resources required for a Project, and manage a project till completion.
PO-8	Lifelong Learning: engage in continuous learning for professional growth and development, acquire knowledge and skills, adapt to changing environment and to changing trades and demands of workplace through knowledge/skill development/ re skilling.
PO-9	Environment and Sustainability: understand the impacts of technology and business Practices in societal and environmental contexts, and sustainable development.
PO-10	Human values and Gender Issues: understand major ideas, values, beliefs, the nature of the individual and the relationship between self and the community and aware of the various issues concerning women and society.

PSO No.	Programme Specific Outcomes <i>(Upon completion of the M.A. Degree Programme, the Post graduate will be able to)</i>
PSO-1	Understand and appraise critically and clearly the local and global readings of literatures in translation and in the original.
PSO-2	Assess the writers of English Literature across different ages, continents, their theories and perspectives.
PSO-3	Demonstrate competence in critical analysis of scholarly work in English Language and Translation.
PSO-4	Problematize and formulate research questions, plan and write a research paper in English Literature.
PSO-5	Understand the values and beliefs of multiple cultures and interact respectfully in a multicultural society.
PSO-6	Analyse texts, evaluating ideas and literary strategies, formulate logical and persuasive arguments.
PSO-7	Adapt and build on critical reading skills, infer, cherish and practice human values.



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M.A., ENGLISH
CHOICE BASED CREDIT SYSTEM–LEARNING OUTCOMES BASED
CURRICULUM FRAMEWORK (CBCS – LOCF)
(Applicable to the candidates admitted from the academic year 2026–2027)
ELIGIBILITY: Those who have completed B.A Degree Examinations

Sem	Course	Course Code	Course Title	Ins. Hrs.	Credit	Exam Hrs.	Marks		Total
							Int.	Ext.	
I	Core Course-I (CC- I)	P26EN101	Modern Literature- I (1400-1600)	6	4	3	30	70	100
	Core Course-II (CC- II)	P26EN102	Modern Literature- II (1600-1798)	6	4	3	30	70	100
	Core Course-III (CC- III)	P26EN103	Language and Linguistics	6	4	3	30	70	100
	Discipline Centric Elective Course -I (DCEC- I)	P26ENDE11A	Event Management and Cultural Communication	5	4	3	30	70	100
		P26ENDE11B	Theatre Art						
		P26ENDE11C	Children's Literature						
	Generic Elective Course-I (GEC-I)	P26ENGE11A	Film Studies	5	3	3	30	70	100
		P26ENGE11B	New Literature in English						
		P26ENGE11C	Approaches to English Language Teaching						
	Skill Enhanceme nt Course-I (SEC-I)	P26SEEN11	Soft Skills	2	2	3	30	70	100
	Value Added Course -I (VAC-I)*	P26ENVA11	Indian Constitution	-	2*		30	70	100*
Total				30	21				600

II	Core Course- IV (CC- IV)	P26EN204	Modern Literature- III (1798 - 1832)	6	4	3	30	70	100
	Core Course-V (CC- V)	P26EN205	Modern Literature- IV (1832 -1945)	6	4	3	30	70	100
	Core Course-VI (CC- VI)	P26EN206	Shakespeare	6	4	3	30	70	100
	Discipline Centric Elective Course –II (DCEC-II)	P26ENDE22A	Advertising and Corporate Communication	4	4	3	30	70	100
		P26ENDE22B	Women’s Writing in English						
		P26ENDE22C	Introduction to Comparative Literature						
	Generic Elective Course-II (GEC-II)	P26ENGE22A	Grammar and Usage	4	3	3	30	70	100
		P26ENGE22B	Entrepreneurship Development						
		P26ENGE22C	Diasporic Literature						
	Skill Enhancement Course-II (SEC-II)	P26SEEN22	Artificial Intelligence Tools for English Literature	2	2	3	30	70	100
Non Major Elective Course-I (NMEC- I)	----	----	2	2	3	30	70	100	
Total			30	23				700	
Summer Internship / Industrial Activity during Summer Vacation after 1 st year									

III	Core Course-VII (CC- VII)		American Literature	6	4	3	30	70	100
	Core Course-VIII (CC- VIII)		Literary Criticism	6	4	3	30	70	100
	Core Course –IX (CC- IX)		Research Methodology	6	4	3	30	70	100
	Discipline Centric Elective Course -III (DCEC-III)		Literature, Environment and Climate Justice	5	4	3	30	70	100
			A Glimpse of Nobel Laureates						
			African Literature						
	Generic Elective Course-III (GEC-III)		English for Competitive Examinations	5	3	3	30	70	100
			Travel Writing						
			Common Wealth Literature						
Non-Major Elective Course-II (NMEC- II)			2	2	3	30	70	100	
Internship/Industrial Activity @			--	2	--	20	80	100	
Value Added Course -II (VAC -II) *		Advances in Data Science Using Python and R Programming	--	2*	--	30	70	100	
Total				30	23				700
IV	Core Course–X (CC- X)		Literary Theory	6	4	3	30	70	100
	Core Course-XI (CC-XI)		World Classics in Translation	6	4	3	30	70	100
	Core Course-XII (CC-XII)		English Literature for NTA/NET/SET& GATE	6	4	3	30	70	100
	Discipline Centric Elective Course- IV (DCEC-IV)		Translation and Trans creation : Theory and Practice	4	4	3	30	70	100
			Adventures in Literature						

			Regional Literature in Translation						
	Entrepreneurship / Industry Based Course		Introduction to Journalism and Mass Communication	3	3	3	30	70	100
	Project Work @			5	5	--	20	80	100
	Extra Credit Course Other than VAC**		NPTEL/SWAYAM/MOOC	--	2**	--	--	--	--
	Total			30	24				600
	Grand Total				91				2600

LIST OF DISCIPLINE CENTRIC ELECTIVE COURSE

S. No	SEM	DISCIPLINE CENTRIC ELECTIVE COURSE (DCEC)
Discipline Centric Elective Course - 1 (DCEC - I)		
1	I	Event Management and Cultural Communication
2		Theatre Art
3		Children’s Literature
Discipline Centric Elective Course - II (DCEC - II)		
1	II	Advertising and Corporate Communication
2		Women’s Writing in English
3		Introduction to Comparative Literature
Discipline Centric Elective Course – III (DCEC - III)		
1	III	Literature, Environment and Climate Justice
2		A Glimpse of Nobel Laureates
3		African Literature
Discipline Centric Elective Course - IV (DCEC – IV)		
1	IV	Translation and Transcreation : Theory and Practice
2		Adventures in Literature
3		Regional Literature in Translation

LIST OF GENERIC ELECTIVE COURSE (GEC)

S. No	SEM	GENERIC ELECTIVE COURSE (GEC)
GENERIC ELECTIVE COURSE-I (GEC-I)		
1	I	Film Studies
2		New Literature in English
3		Approaches to English Language Teaching
GENERIC ELECTIVE COURSE - II (GEC - II)		
1	II	Grammar and Usage
2		Entrepreneurship Development
3		Diasporic Literature
GENERIC ELECTIVE COURSE - III (GEC - III)		
1	III	English for Competitive Examinations
2		Travel Writing
3		Common Wealth Literature

NON MAJOR ELECTIVE COURSE (NMEC)		
Semester	Course Code	Title of the Course
II	P26NMEEN21	English for Effective communication -I
III	----	English for Effective communication -II

SUMMARY OF CURRICULUM STRUCTURE OF PG PROGRAMMES – ARTS

Sl. No.	Types of the Courses	No. of Courses	No. of Credits	Marks								
1.	Core Courses (CC)	12	48	1200								
2.	Discipline Centric Elective Course (DCEC)	4	16	400								
3.	Generic Elective Course (GEC)	3	9	300								
4.	Skill Enhancement Course (SEC)	2	4	200								
5.	Non-Major Elective Courses (NMEC)	2	4	200								
6.	Summer Internship / Industrial Activity @	1	2	100								
7.	Industry / Entrepreneurship	1	3	100								
8.	Project@ work	1	5	100								
	Total	26	91	2600								
	Value Added Courses *	2*	4*	200*								
	NPTEL/SWAYAM/MOOC	2*	2*	--								
*	The 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											
@	Summer Internship will be carried out during the summer vacation after the First 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 3 rd semester Mark Statement. Summer Internship / Industrial Activity & Project Scheme of Evaluation <table><tr><th>Description</th><th>Marks</th></tr><tr><td>Report</td><td>80</td></tr><tr><td>Viva</td><td>20</td></tr><tr><td>Total</td><td>100</td></tr></table>				Description	Marks	Report	80	Viva	20	Total	100
Description	Marks											
Report	80											
Viva	20											
Total	100											

SEMESTER-I



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DEPARTMENT OF ENGLISH
M.A., ENGLISH

Semester: I -CC- I: MODERN LITERATURE – I (1400-1660)

Ins. Hours / Week: 6

Course Credit: 4

Course Code: P26EN101

Course Objectives:

- Understand the major features of English Literature from 1400–1660.
- Analyze the themes and poetic techniques in the works of Geoffrey Chaucer, Edmund Spenser, and the Metaphysical poets.
- Explain the prose style and moral ideas in the essays of Francis Bacon and the Book of Job.
- Examine the dramatic techniques and tragic elements in the plays of Christopher Marlowe, John Webster, Thomas Kyd, and Ben Jonson.
- Compare Classical, Renaissance, and Neo-classical literary traditions and their influence on later literature.

UNIT-I- POETRY:

(18 Hours)

Geoffrey Chaucer	: Prologue to the Canterbury Tales
Edmund Spenser	: “Prothalamion”

UNIT- II- POETRY:

(18 Hours)

John Donne	: “Valediction Forbidding Mourning”
George Herbert	: “Collar”
Andrew Marvell	: “To His Coy Mistress”
Henry Vaughan	: “The Retreat”

UNIT-III-PROSE

(18 Hours)

The Bible	: “Book of Job”
Francis Bacon	: a) “Of Truth” b) “Of Nature in Men” c) “Of Adversity” d) “Of Ambition”

UNIT-IV-DRAMA

(18 Hours)

Christopher Marlowe	: Dr. Faustus
John Webster	: The White Devil

UNIT-V- DRAMA

(18 Hours)

Thomas Kyd	: The Spanish Tragedy
Ben Jonson	: Every Man in His Humour

UNIT - VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Emerging perspectives on Jacobean English drama – Influence of Classical literature on the future generation – comparison of neo-classical literature with that of classical literature.

Total Lecture Hours: 90

Course Outcomes

On completion of this course, students will be able to

1. Demonstrate the literary techniques and style employed during the classical age.
2. Promote the learning of the various poetic devices
3. Establish a link between literature and society
4. Prepare for qualifying and competitive examinations in English literature
5. Trace the development of the English language and society.
6. Appreciate the contribution of Renaissance writers to English Literature.

TEXT BOOKS

1. Damrosch, David, et al., editors. *The Longman Anthology of British Literature: The Early Modern Period*. 4th ed., Pearson, 2017.
2. Hadfield, Andrew. *The English Renaissance 1500–1620*. Wiley-Blackwell, 2001.
3. Marucci, Franco. *History of English Literature. Volume 1: Medieval and Renaissance Literature to 1625*. Peter Lang, 2019.

REFERENCE BOOKS

1. Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 12th ed., Cengage Learning, 2024.
2. Baugh, Albert C., and Thomas Cable. *A History of the English Language*. 7th ed., Routledge, 2021.
3. Daiches, David. *A Critical History of English Literature*. Vol. 1, Supernova Publishers, 2010.
4. Ford, Boris, editor. *The Age of Shakespeare*. Penguin Books, 1990.
5. Sanders, Andrew. *The Short Oxford History of English Literature*. 4th ed., Oxford UP, 2020.
6. Wellek, Rene, and Austin Warren. *Theory of Literature*. Penguin Modern Classics, 2015.
7. Tillyard, E. M. W. *The Elizabethan World Picture*. Vintage Classics, 1992.
8. Leech, Clifford. *The Jacobean Dramatic Character*. Routledge, 2015.
9. Bush, Douglas. *English Literature in the Earlier Seventeenth Century*. Oxford UP, 2002.

WEB RESOURCES

1. <https://www.poetryfoundation.org/poets/andrew-marvell>
2. <https://chaucer.fas.harvard.edu/>
3. <https://www.poetryfoundation.org/poets/edmund-spenser>
4. <https://www.biblegateway.com/passage/>
5. <https://internetshakespeare.uvic.ca/>

Mapping with Programme Outcomes & Programme Specific Outcome

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2	2	1	1	2	1	2	-	1	3	3	2	1	2	3	2
CO2	3	3	2	1	1	1	1	2	-	1	3	3	2	1	1	3	2
CO3	3	3	2	2	2	3	1	2	1	3	3	2	2	2	3	3	3
CO4	3	3	3	2	2	1	2	3	-	2	3	3	3	2	1	3	2
CO5	3	2	3	2	1	2	1	2	1	2	3	3	1	2	3	2	2
CO6	3	2	2	2	1	2	1	1	2	3	3	3	2	3	2	2	3

Strong – 3

Medium – 2

Low - 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE

(AUTONOMOUS)

(Affiliated to Bharathidasan University, Tiruchirappalli)

SUNDARAKKOTTAI, MANNARGUDI- 614016.

(For the Candidates admitted in the academic year (2026-2027))

DEPARTMENT OF ENGLISH

M.A., ENGLISH

Semester: I- CC-II: MODERN LITERATURE – II (1660 – 1798)

Ins. Hours / Week: 6

Course Credit: 4

Course Code: P26EN102

Course Objectives:

- Understand the major features of English Literature from 1660–1798.
- Analyze the themes, satire, and poetic style in the works of John Milton, John Dryden, and Alexander Pope.
- Explain the prose style and social criticism in the writings of Joseph Addison, Richard Steele, and Jonathan Swift.
- Examine the dramatic features and themes in the plays of Richard Brinsley Sheridan and William Congreve.
- Develop critical thinking and literary analysis skills through the study of poetry, prose, drama, and fiction.

UNIT-I

(18 Hours)

POETRY

John Milton

: Paradise Lost Book I

UNIT-II

(18 Hours)

POETRY

John Dryden

: “Mac Flecknoe”

Alexander Pope

: “Epistle to Dr. Arbuthnot”

Thomas Gray : Odes :

: “Ode on the Spring”

Robert Burns

: “The Cotter’s Saturday Night”

UNIT-III

(18 Hours)

PROSE

Jonathan Swift

: The Battle of the Books

Addison and Steele

: From The Spectator

“His Account of His Disappointment in Love” (Steele)

“The Spectator account of himself” (Addison)

UNIT-IV

(18 Hours)

DRAMA

William Congreve

: The Way of the World

R B Sheridan

: The School for Scandal

UNIT-V

(18 Hours)

FICTION

Oliver Goldsmith

: The Vicar of Wakefield

Henry Fielding

: Tom Jones

UNIT – VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Relevance of Milton's ideas to the modern world, the universal values of long suffering and faith – understand the emergence of the English novel during the Age of Transition – Latest Trends in writing and approaching literary texts.

Total Lecture Hours: 90

Course Outcomes

On completion of this course, students will be able to

1. Demonstrate the literary techniques and style employed during the classical age.
2. Promote the learning of the various poetic devices
3. Establish a link between literature and society
4. Prepare for qualifying and competitive examinations in English literature.
5. Trace the development of the English language and society.
6. Understand the major literary trends and writers of Modern Literature (1660–1798).

TEXT BOOKS

1. Daiches, David. *A Critical History of English Literature*. Vol. 2, Supernova Publishers, 2010.
2. Ford, Boris, editor. *From Dryden to Johnson*. Penguin Books, 1990.
3. Sanders, Andrew. *The Short Oxford History of English Literature*. 4th ed., Oxford UP, 2020.
4. Watt, Ian. *The Rise of the Novel*. University of California Press, 2001.

REFERENCE BOOKS

1. Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 12th ed., Cengage Learning, 2024.
2. Baugh, Albert C., and Thomas Cable. *A History of the English Language*. 7th ed., Routledge, 2021.
3. Daiches, David. *A Critical History of English Literature*. Vol. 2, Supernova Publishers, 2010.
4. Sanders, Andrew. *The Short Oxford History of English Literature*. 4th ed., Oxford UP, 2020.
5. Ford, Boris, editor. *From Dryden to Johnson*. Penguin Books, 1990.
6. Watt, Ian. *The Rise of the Novel*. University of California Press, 2001.
7. Wellek, Rene, and Austin Warren. *Theory of Literature*. Penguin Modern Classics, 2015.

WEB RESOURCES

1. <https://www.poetryfoundation.org/poets/john-milton>
2. <https://www.poetryfoundation.org/poets/john-dryden>
3. <https://www.britannica.com/biography/Jonathan-Swift>
4. <https://www.bl.uk/restoration-18th-century-literature>
5. https://academic.oup.com/journals/pages/arts_and_humanities

Mapping with Programme Outcomes & Programme Specific Outcome

	PO 1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO 7
CO1	3	2	2	1	1	2	1	2	-	1	3	3	2	1	2	3	2
CO2	3	3	2	1	1	1	1	2	-	1	3	3	2	1	1	3	2
CO3	3	3	2	2	2	3	1	2	1	3	3	2	2	2	3	3	3
CO4	3	3	3	2	2	1	2	3	-	2	3	3	3	2	1	3	2
CO5	3	2	3	2	1	2	1	2	1	2	3	3	2	2	3	2	2
CO6	2	3	2	3	2	3	2	1	3	2	2	2	2	2	3	2	2

Strong – 3

Medium – 2

Low - 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE

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(For the Candidates admitted in the academic year 2026 - 2027)

DEPARTMENT OF ENGLISH

M.A., ENGLISH

Semester: I - CC- III-LANGUAGE AND LINGUISTICS

Ins. Hours / Week: 6

Course Credit: 4

Course Code: P26EN103

Course Objectives:

- Understand the origin, evolution, and development of human language.
- Identify the features of speech sounds, vowels, consonants, and language varieties.
- Explain the basic concepts of morphology, grammar, syntax, semantics, and pragmatics.
- Analyze the major branches of linguistics such as Sociolinguistics and Psycholinguistics.
- Examine the relationship between language, literature, and discourse analysis.

UNIT-I

(18 Hours)

The Origin of Language - Development of Gesture, Sign, Words, Sounds, Speech and Writing
Language History and the Process of Language, Change Core Features of Human Language,
Animals and Human Language

UNIT-II

(18 Hours)

Nature of Language Pure Vowels, Diphthongs and Consonants Language Varieties: Dialects,
Idiolect, Pidgin and Creole Language and Gender, Language and Disadvantage

UNIT-III

(18 Hours)

Linguistic Form Morphology, Grammar, Syntax Saussurean Dichotomies: Synchronic and
Diachronic Linguistics Semantics, Pragmatics

UNIT-IV

(18 Hours)

Branches of Linguistics Structural Linguistics, Sociolinguistics, Psycholinguistics,
Neurolinguistics, Applied Linguistics

UNIT-V

(18 Hours)

Stylistics and Discourse Analysis: Relationship between Language and Literature, Style and
Function, Poetic Discourse, Narrative Discourse and Dramatic Discourse.

UNIT – VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Recent trends in linguistics as an interdisciplinary study: Significance of linguistics in Artificial
Intelligence, Translation Softwares, Computational Linguistics, Linguistics and neuroscience.

Total Lecture Hours: 90

Course Outcomes

On completion of this course, students will be able to

1. Understand how language, society and culture are related.
2. Describe the theoretical and practical manifestations of linguistics.
3. Understand the discourse of linguistics.
4. Explain the origin of the English Language and its development.
5. Explain the various implications of word formation.
6. Analyze the structure and functions of language using linguistic principles.

TEXT BOOK

1. Yule, George. *The Study of Language*. 8th ed., Cambridge UP, 2023.
2. Crystal, David. *How Language Works*. Penguin Books, 2024.
3. Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to Language*. 12th ed., Cengage Learning, 2022.
4. Roach, Peter. *English Phonetics and Phonology*. 5th ed., Cambridge UP, 2022.
5. Wardhaugh, Ronald, and Janet M. Fuller. *An Introduction to Sociolinguistics*. 9th ed., Wiley-Blackwell, 2021.

REFERENCE BOOKS

1. Akmajian, Adrian, et al. *Linguistics: An Introduction to Language and Communication*. 7th ed., MIT Press, 2022.
2. Crystal, David. *The Cambridge Encyclopedia of Language*. 3rd ed., Cambridge UP, 2019.
3. Finegan, Edward. *Language: Its Structure and Use*. 8th ed., Cengage Learning, 2021.
4. Lyons, John. *Language and Linguistics: An Introduction*. Cambridge UP, 2020.
5. Verma, S. K., and N. Krishnaswamy. *Modern Linguistics: An Introduction*. Oxford UP, 2019.
6. Widdowson, H. G. *Stylistics and the Teaching of Literature*. Routledge, 2022.

WEB RESOURCES

1. <https://www.linguisticsociety.org/>
2. <https://www.ethnologue.com/>
3. https://dictionary.cambridge.org/grammar/british-grammar/?utm_source
4. <https://www.oxfordreference.com/>
5. <https://www.sil.org/linguistics>

Mapping with Programme Outcomes & Programme Specific Outcome

	PO 1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO9	PO1 0	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO 7
CO1	3	3	2	1	2	3	2	2	1	2	3	2	2	1	3	3	3
CO2	3	3	3	2	2	1	2	1	-	2	3	3	3	2	2	3	2
CO3	3	3	3	2	2	1	2	1	-	2	3	3	3	2	2	3	2
CO4	3	2	3	2	2	1	2	2	1	2	3	3	2	2	3	2	2
CO5	3	3	3	2	2	1	1	1	-	2	3	3	3	2	2	3	2
CO6	2	3	2	2	1	3	2	2	3	2	3	2	3	3	3	2	3

Strong – 3

Medium – 2

Low - 1



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(For the Candidates admitted in the academic year 2026 - 2027)

DEPARTMENT OF ENGLISH

M.A., ENGLISH

Semester: I- DCEC-1: EVENT MANAGEMENT AND CULTURAL COMMUNICATION

Ins. Hours / Week: 5

Course Credit: 4

Course Code: P26ENDE11A

Course Objectives:

- Understand the principles, scope, and types of event management.
- Develop communication, leadership, and team-building skills for event coordination.
- Apply skills in planning, organizing, and managing academic and cultural events.
- Analyze the role of public relations, sponsorship, and audience engagement in events.
- Prepare professional event reports, invitations, certificates, and documentation records.

UNIT-I

FUNDAMENTALS OF EVENT MANAGEMENT

(15 Hours)

Meaning and Scope of Event Management-Principles and Functions of Event Management -Types of Events -Academic Events-Literary Festivals-Cultural Programmes -Corporate Events-Media Events-Social and Community Events Role of Event Managers -Team Building and Leadership-Communication Skills for Event Coordination - Ethics and Professionalism in Event Management.

UNIT-II

CULTURAL COMMUNICATION AND PUBLIC RELATIONS

(15 Hours)

Cultural Communication: Concepts and Practices-Intercultural Communication Public Relations and Media Relations-Audience Analysis and Engagement-Communication in Literary and Academic Spaces, Press Release Writing Anchoring and Stage Coordination, Crisis Communication and Conflict Management Sponsorship and Networking

UNIT-III

PLANNING AND ORGANIZING EVENTS

(15 Hours)

Event Proposal Writing, Event Scheduling and Logistics, Budget Preparation and Financial Planning, Venue Selection and Stage Management, Hospitality and Guest Management, Registration and Volunteer Coordination, Permissions and Safety Measures, Time Management and Workflow Planning, Conducting Seminars, Conferences, Workshops, and Cultural Festivals

UNIT-IV

DIGITAL PROMOTION AND MEDIA STRATEGIES

(15 Hours)

Digital Communication and Branding, Social Media Promotion, Poster and Brochure Design Email Campaigns and Online Invitations, Content Writing for Publicity, Photography and Videography for Events, Live Streaming and Virtual Events, Event Promotion through YouTube, Instagram, Facebook, and Blogs, Basics of Event Analytics and Audience Reach

UNIT-V

EVENT DOCUMENTATION AND REPORT WRITING

(15 Hours)

Minutes and Proceedings Writing, Writing Event Reports, Preparation of Invitations and Certificates, Feedback Collection and Analysis, Documentation through Photography and Video Archives, Media Coverage Reports, Post-event Evaluation, Portfolio Preparation, Professional Documentation Techniques

UNIT VI - CURRENT CONTOURS (For Continuous Internal Assessment Only):

Students shall independently study:, International Literary Festivals, Case Studies of Major Cultural Events, TED Talks and Public Cultural Platforms, Event Branding Strategies
Digital Event Trends, Sustainable and Eco-friendly Events.

Total Lecture Hours: 75

Course Outcomes

1. Explain the concepts, scope, and principles of event management and cultural communication.
2. Apply organizational and communication strategies in planning academic and cultural events.
3. Analyze the role of media, sponsorship, audience engagement, and digital platforms in event promotion.
4. Design event proposals, budgets, schedules, invitations, and promotional materials.
5. Evaluate event outcomes through documentation, reporting, and feedback analysis.
6. Understand the principles and practices of Event Management and Cultural Communication.

TEXT BOOKS

1. Shone, Anton, and Bryn Parry. *Successful Event Management: A Practical Handbook*. 5th ed., Cengage Learning, 2022.
2. Van der Wagen, Lynn, and Brenda R. Carlos. *Event Management for Tourism, Cultural, Business and Sporting Events*. 6th ed., Pearson, 2021.
3. Barker, Larry L., and Kittie W. Watson. *Communication*. 12th ed., Pearson, 2020.
4. Wilcox, Dennis L., and Glen T. Cameron. *Public Relations: Strategies and Tactics*. 12th ed., Pearson, 2022.
5. Taylor, Shirley. *Model Business Letters, Emails and Other Business Documents*. 8th ed., Pearson, 2020.

REFERENCE BOOKS

1. Allen, Johnny, et al. *Festival and Special Event Management*. 7th ed., Wiley, 2022.
2. Bowdin, Glenn, et al. *Events Management*. 5th ed., Routledge, 2023.
3. Cutlip, Scott M., Allen H. Center, and Glen M. Broom. *Effective Public Relations*. 12th ed., Pearson, 2021.
4. Kaul, Asha. *Business Communication*. 3rd ed., Prentice Hall India, 2021.
5. Mishra, M. N. *Modern Event Management*. Himalaya Publishing House, 2020.

WEB RESOURCES

1. <https://www.eventmanagerblog.com/>
2. <https://www.mpi.org/>
3. <https://blog.hubspot.com/marketing>
4. <https://blog.hubspot.com/marketing>
5. <https://www.coursera.org/courses>

Mapping with Programme Outcomes & Programme Specific Outcome

	PO 1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO 7
CO1	3	2	2	1	3	2	3	2	1	2	2	2	2	1	3	2	2
CO2	3	3	3	2	3	3	3	2	1	2	2	2	3	2	3	3	2
CO3	3	3	3	2	3	2	3	1	1	2	2	2	3	2	3	3	2
CO4	3	3	3	3	3	2	2	1	1	2	2	2	3	3	3	3	2
CO5	3	3	3	3	2	2	2	2	1	3	2	2	3	3	3	3	2
CO5	2	3	2	3	2	2	3	2	2	3	2	3	2	2	3	1	1

Strong – 3

Medium – 2

Low - 1



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MANNARGUDI- 614016.

(For the Candidates admitted in the academic year 2026 - 2027)

DEPARTMENT OF ENGLISH

M.A., ENGLISH

Semester: I – DCEC-1: THEATRE ART

Ins. Hours / Week: 5

Course Credit: 4

Course Code: P26ENDE11

Course Objectives:

- Understand drama as a performing art and the role of theatre in society.
- Identify the features of Greek, Shakespearean, Epic, Absurd, Folk, and Eastern theatres.
- Explain the basic concepts and techniques of play direction and stage management.
- Develop knowledge of acting skills such as gesture, voice, costume, and make-up.
- Analyze modern theatre movements, stage design, lighting, and dramatic symbolism.

UNIT-I

(15 Hours)

Drama as a performing art, Relation between drama and theatre, the role of theatre, the need for permanent theatres.

UNIT-II

(15 Hours)

Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre, Designing for a particular theatre, The Eastern theatre - conventional and the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.

UNIT-III

(15 Hours)

Fundamentals of Play directing: Concept, technique, physical balance, demonstration, the director and the stage

UNIT-IV

(15 Hours)

Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.

UNIT-V

(15 Hours)

Reactions against the theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, lighting in the modern world, Word versus spectacles.

UNIT – VI

(15 Hours)

Continuous Internal Assessment (CIA) (*Self Study & Internal Evaluation*)

Preparation of assignments on forms of theatre, acting techniques, stage design, or theatre movements-Individual or group seminar on topics related to Greek Theatre, Epic Theatre, Folk Theatre, Absurd Theatre, etc-Active participation in rehearsals, discussions, and theatre-based classroom activities.

Total Lecture Hours: 75

Course Outcomes

1. Understand a broad range of the atrical disciplines and Experiences.
2. Identify the diversity of the atrical experiences and the role of theatre in society.
3. Discover the relationships among the various facets of Theatre.
4. Estimate drama as a performing art and the aspects of Stage craft.
5. The exposure to diverse components of acting and techniques.
6. Analyze the forms and techniques of theatrical performance.

TEXT BOOKS

1. Brockett, Oscar G., and Franklin J. Hildy. *History of the Theatre*. 11th ed., Pearson, 2018.
2. Carlson, Marvin. *Theories of the Theatre: A Historical and Critical Survey from the Greeks to the Present*. Expanded ed., Cornell UP, 2018.
3. Styan, J. L. *Modern Drama in Theory and Practice*. Vol. 2, Cambridge UP, 2000.
4. Esslin, Martin. *The Theatre of the Absurd*. Vintage Books, 2004.
5. Bogart, Anne. *A Director Prepares: Seven Essays on Art and Theatre*. Routledge, 2021.
6. Schechner, Richard. *Performance Studies: An Introduction*. 4th ed., Routledge, 2020.

REFERENCES BOOKS

1. Bentley, Eric. *The Life of the Drama*. Penguin Books, 2008.
2. Innes, Christopher. *Avant-Garde Theatre 1892–1992*. Routledge, 2013.
3. Nicoll, Allardyce. *The Theory of Drama*. Read Books, 2013.
4. Schechner, Richard. *Performance Theory*. Routledge, 2017.
5. Wilson, Edwin, and Alvin Goldfarb. *Living Theatre: A History of Theatre*. 7th ed., McGraw-Hill, 2018.

WEB SOURCES

1. <https://www.britannica.com/art/theater-building>
2. <https://internetshakespeare.uvic.ca/>
3. <https://www.digitaltheatreplus.com/>
4. <https://www.dramaonlinelibrary.com/>
5. <https://www.ted.com/topics/theater>

Mapping with Programme Outcomes & Programme Specific Outcome

	PO 1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO9	PO1 0	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO 7
C01	3	2	2	1	2	2	3	2	-	2	3	3	2	1	2	3	2
C02	3	3	2	1	2	2	3	3	1	2	3	2	2	1	3	3	3
C03	3	3	3	2	2	2	2	1	-	2	3	3	3	2	2	3	2
C04	3	2	3	2	3	2	2	1	-	2	3	3	2	2	2	3	2
C05	3	3	3	2	3	3	2	1	-	2	3	3	3	2	3	3	2
C06	2	3	3	2	1	3	2	1	-	2	2	1	2	3	2	3	3

Strong – 3 Medium – 2 Low - 1



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(For the Candidates admitted in the academic year 2026 - 2027)

DEPARTMENT OF ENGLISH

M.A., ENGLISH

Semester: I – DCEC - I: CHILDREN'S LITERATURE

Ins. Hours / Week: 5

Course Credit: 4

Course Code: P26ENDE11C

Course Objectives:

- Understand the growth and development of Children's Literature and its major forms.
- Identify themes, language, and moral values in children's poetry, tales, and fiction.
- Analyze the literary techniques used by writers like R. L. Stevenson, Robert Frost, and Roald Dahl.
- Examine folk tales, fairy tales, and Panchatantra stories as tools for cultural and moral education.
- Interpret the portrayal of childhood in short stories and novels by writers such as Lewis Carroll and Mark Twain.

UNIT – I

Growth and development of Children's Literature – Folk tales, fairy tales, picture books, Comics, adventure stories, Young Adult fiction

UNIT – II -POETRY:

(15Hours)

Robert Browning	: "The Pied Piper of Hamelin"
R.L. Stevenson	: "The Swing", "My Shadow", "Bed in Summer"
Robert Frost	: "The Pasture", "A Time to talk", "Fire and Ice"
Roald Dahl	: "Little Red Riding Hood and the Wolf"

UNIT – III- TALES :

(15 Hours)

Tales from Panchathantra	: 1. The Bird with two heads 2. Four Friends and the Hunter 3. Right Mind and Wrong Mind 4. Lion and the Wood Cutter
Grimm Brothers	: 1. Snow white and the seven Dwarf 2. Hansel and Gretel

UNIT – IV – SHORT STORIES:

(15Hours)

Rudyard Kipling	: "The Man who would be king"
O'Henry	: "The Last Leaf"
Mulk Raj Anand	: "The Lost Child"
Ruskin Bond	: "Boy Scouts forever!"

UNIT – V –FICTION:

(15 Hours)

Lewis Carroll	: Alice in the Wonderland
Mark Twain	: The Adventures of Tom Sawyer

UNIT – VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

(15 Hours)

Recent trends and approaches toward children's literature – comparative and parallel study of Children's literature and literature in general – assess the portrayal of childhood in literatures of the world.

Total Lecture Hours: 75

COURSE OUTCOMES:

After the completion of the course the students will be able to:

1. Appreciate and evaluate the portrayal of childhood in Children's Literature
2. Distinguish the uniqueness of children's experiences highlighted in these works.
3. Examine factors of literature such as imagery, theme, motifs, style, tone etc...
4. Compare and contrast works of authors
5. Know the cultural awareness in children's literature.
6. Understand the themes and significance of Children's Literature.

TEXT BOOKS

1. The Norton Anthology of Children's Literature. Eds. Jack Zipes, Lissa Paul, Lynne Vallone, and Peter Hunt. 3rd ed., W.W. Norton, 2022.
2. Alice's Adventures in Wonderland. By Lewis Carroll. Macmillan Children's Books, 2015.
3. The Adventures of Tom Sawyer. By Mark Twain. Penguin Classics, 2014.
4. Selected Poems of Robert Louis Stevenson. Edited by Roger C. Lewis, Wordsworth Editions, 2010.
5. Grimm's Fairy Tales. Translated by Jack Zipes, Bantam Classics, 2003.
6. The Complete Panchatantra. Translated by G.L. Chandiramouli, Penguin India, 2008.
7. The Ruskin Bond Children's Omnibus. Rupa Publications, 2016.
8. The Complete Short Stories of O. Henry. Doubleday, 1994.

REFERENCE BOOKS

1. Hunt, Peter. *Children's Literature*. 2nd ed., Wiley-Blackwell, 2021.
2. Nodelman, Perry, and Mavis Reimer. *The Pleasures of Children's Literature*. 4th ed., Pearson, 2016.
3. Zipes, Jack. *Fairy Tales and the Art of Subversion*. 2nd ed., Routledge, 2012.
4. Reynolds, Kimberley. *Children's Literature: A Very Short Introduction*. Oxford UP, 2011.
5. Stephens, John. *Language and Ideology in Children's Fiction*. Routledge, 2013.
6. Nikolajeva, Maria. *Children's Literature Comes of Age: Toward a New Aesthetic*. Routledge, 2015.

WEB RESOURCES

1. <https://www.bl.uk/childrens-books>
2. <https://www.bl.uk/childrens-books>
3. <https://www.gutenberg.org/>
4. <https://www.storyberries.com/>

Mapping with Programme Outcomes & Programme Specific Outcome

	PO 1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO9	PO 10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO 7
CO1	3	3	2	1	2	1	3	3	-	2	3	2	2	1	3	3	3
CO2	3	3	2	1	2	2	3	3	-	2	3	2	2	1	3	3	3
CO3	3	3	3	2	2	1	2	1	-	2	3	3	3	2	2	3	2
CO4	3	3	3	2	2	1	2	1	-	2	3	3	3	2	2	3	2
CO5	3	2	2	1	2	2	3	3	1	2	3	2	2	1	3	2	3
CO6	3	3	3	2	3	2	3	2	1	2	3	2	3	2	3	2	2

Strong – 3 Medium – 2 Low - 1



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(For the Candidates admitted in the academic year 2026 - 2027)

DEPARTMENT OF ENGLISH

M.A., ENGLISH

Semester: I – GEC - I: FILM STUDIES

Ins. Hours / Week: 5

Course Credit: 3

Course Code: P26ENGE11A

Course Objectives:

- Understand the origin, growth, and basic elements of cinema and film studies.
- Identify major film genres, film theories, and important film movements.
- Analyze the contribution of filmmakers such as Charlie Chaplin, Satyajit Ray, and Akira Kurosawa.
- Examine the relationship between literature and cinema through adaptation and screenplay studies.
- Develop skills in film criticism, scene analysis, and review writing.

UNIT-I

(15 Hours)

Introduction to Film Studies

Origin and Growth of Cinema, Film as Art, Literature and Mass Media

Elements of Cinema: Shot, Scene, Sequence, Mise-en-scène, Montage, Sound, Lighting, Editing, Camera Angles

Genres of Films:

Comedy, Tragedy, Thriller, Documentary, Musical, Animation

Introduction to Film Appreciation

Suggested Films

The Kid, Modern Times, The Great Dictator.

Directors Introduced

Charlie Chaplin, Sergei Eisenstein

UNIT II

(15 Hours)

Film Theory and Film Movements

Classical Film Theory, Auteur Theory, Feminist Film Theory, Marxist Film Theory

Psychoanalytic Approach, Structuralism and Post structuralism in Cinema

Film Movements

Italian Neorealism, French New Wave, German Expressionism, Indian Parallel Cinema

Tamil New Wave Cinema

Suggested Films

Bicycle Thieves, Pather Panchali, Pesumpadam.

Directors Introduced

Satyajit Ray, Akira Kurosawa, Mani Ratnam

UNIT III

(15 Hours)

Literature and Cinema

Adaptation Theory, Short Story and Cinema, Narration and Screenplay, Intertextuality in Cinema, Comparative Study, Text and Film Analysis, Visual Storytelling

Suggested Films/Text Adaptations

Macbeth, Pride and Prejudice, Guide, Pariyerum Perumal

Authors and Filmmakers

William Shakespeare, R. K. Narayan, Balu Mahendra

UNIT IV

(15 Hours)

Indian, Tamil and World Cinema

Realism in Tamil Films, Contemporary Tamil Cinema, World Cinema, Hollywood Cinema
Asian Cinema

Suggested Films

Mother India, Children of Heaven, No Country for Old men, , Karuthamma, Virumandi, Kaakaa
Muttai, Asuran.

Actors and Directors Introduced

Adoor Gopalakrishnan, Meryl Streep, Kamal Haasan, Christopher Nolan,

UNIT V

(15 Hours)

Film Criticism and Review Writing

Film Criticism: Nature and Scope, Reviewing Techniques, Film Review Writing
Scene Analysis, Seminar Presentation, Comparative Film Analysis

Suggested Films for Review

The Shawshank Redemption, Parasite, Sita Ramam.

UNIT VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Topics, OTT and Streaming Culture, Digital Filmmaking, Artificial Intelligence and Cinema
Social Media and Film Promotion, Independent Cinema, Documentary, Seminar Presentation,
Assignment.

Total Lecture Hours: 75

Course Outcomes

1. Explain the evolution and language of cinema.
2. Identify major film movements, genres and cinematic techniques.
3. Apply film theories to analyze Indian and World cinema.
4. Critically examine literary adaptations and cultural representations in films.
5. Produce film reviews and present analytical seminar papers effectively.
6. Understand the basic concepts and techniques of Film Studies.

TEXT BOOKS

1. Film Art: An Introduction. By David Bordwell, Kristin Thompson, and Jeff Smith. 13th ed., McGraw-Hill Education, 2023.
2. How to Read a Film. By James Monaco. Oxford UP, 2020.
3. An Introduction to Film Studies. Edited by Jill Neldes. 6th ed., Routledge, 2017.
4. The Oxford History of World Cinema. Edited by Geoffrey Nowell-Smith. Oxford UP, 1999.
5. Film Theory and Criticism. Edited by Leo Braudy and Marshall Cohen. 9th ed., Oxford UP, 2021.
6. Cinema Studies: The Key Concepts. By Susan Hayward. 5th ed., Routledge, 2018.

REFERENCE BOOKS

1. Stam, Robert. *Film Theory: An Introduction*. Wiley-Blackwell, 2000.
2. Mulvey, Laura. *Visual and Other Pleasures*. 2nd ed., Palgrave Macmillan, 2009.
3. Bazin, André. *What Is Cinema?* Translated by Hugh Gray, University of California Press, 2005.
4. Eisenstein, Sergei. *Film Form: Essays in Film Theory*. Harcourt Brace, 1977.
5. Corrigan, Timothy. *A Short Guide to Writing about Film*. 10th ed., Pearson, 2022.
6. Nichols, Bill. *Introduction to Documentary*. 4th ed., Indiana UP, 2024.

WEB RESOURCES

1. <https://www.imdb.com/>
2. <https://www.imdb.com/>
3. <https://www.screenaustralia.gov.au/>
4. <https://nfai.nic.in/>
5. <https://www.gutenberg.org/>

Mapping with Programme Outcomes & Programme Specific Outcome

	PO 1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO9	PO 1	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO 7
CO1	3	2	2	1	2	1	2	1	-	2	3	3	2	1	2	3	2
CO2	3	3	3	2	2	1	2	1	-	2	3	3	3	2	2	3	2
CO3	3	3	3	2	2	1	3	2	1	2	3	3	3	2	2	3	2
CO4	3	3	3	2	2	2	3	3	1	2	3	2	3	2	3	3	3
CO5	3	3	3	3	2	2	2	1	-	3	3	2	3	3	3	3	2
CO6	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	3	2

Strong – 3

Medium – 2

Low - 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE

(AUTONOMOUS)

(Affiliated to Bharathidasan University, Tiruchirappalli)

SUNDARAKKOTTAI, MANNARGUDI- 614016.

(For the Candidates admitted in the academic year 2026 - 2027)

DEPARTMENT OF ENGLISH

M.A., ENGLISH

Semester: I – GEC-I: NEW LITERATURE IN ENGLISH

Ins. Hours / Week: 5

Course Credit: 3

Course Code: P26ENGE11B

Course Objectives:

- Understand the major themes and features of New Literature in English from different countries.
- Identify issues of identity, race, culture, gender, and diaspora in postcolonial literature.
- Analyze the literary works of writers such as Chinua Achebe, Margaret Atwood, and Derek Walcott.
- Compare African, Caribbean, Canadian, Australian, and South Asian literary traditions.
- Interpret the social, political, and cultural background of prescribed texts and authors.

UNIT – I

(15 Hours)

Africa:

Chinua Achebe	: Things Fall Apart
Wole Soyinka	: Telephone Conversation
Nadine Gordimer	: Six feet of the country
Ama Ata Aidoo	: Motherhood and the Numbers game

UNIT - II

(15 Hours)

Australia & New Zealand:

A.D. Hope	: The Death of a Bird
Allen Curnow	: House and Land
Christina Stead	: The Schoolboy's
Judith Wright	: Train Journey
Peter Carey	: Do You Love Me?
Sally Morgan	: A Black Grandmother

UNIT –III

(15 Hours)

Canada:

F.R. Scott	: Laurentian Shield
Margaret Atwood	: Progressive Insanities of a Pioneer
Al Purdy	: Elegy for a Grandfather
James Reaney's	: Maps
Joy Kogawa	: Obasan
Jeanette Armstrong	: This is a story

UNIT - IV

(15 Hours)

Caribbean:

Jean Rhys	: The day they burned the Books
V. S. Naipaul	: House for Mr. Biswas
Derek Walcott	: Ruins of a Great House
Jamaica Kincaid	: A Small Place .

UNIT –V

(15 Hours)

South Asia:

Kamala Wijeratne	: To a Student
Jean Arasanayagam	: Passages
Bapsi Sidhwa	: Ice-Candy Man
Alamgir Hashmi	: So what if I live in a House made by Idiots
Kiswar Naheed	: I am not that Woman.

UNIT –VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Comparative Study of African, Caribbean, Canadian, and South Asian Literature, Book Review / Character Analysis of Prescribed Texts, Group Discussion on Identity, Culture, Race, Gender, and Diaspora in New Literature.

Total Lecture Hours: 75

Course Outcomes:

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

1. Analyze the major themes, styles, and cultural contexts of New Literature in English from Africa, Australia, New Zealand, Canada, the Caribbean, and South Asia.
2. Interpret literary texts in relation to colonialism, post colonialism, identity, race, gender, migration, and cultural conflict.
3. Examine the contribution of prominent writers of the Commonwealth nations to the development of English literature.
4. Develop critical thinking and literary appreciation through the study of poetry, fiction, drama, and prose from diverse cultures.
5. Apply literary concepts and communication skills in academic discussions, analytical writing, and comparative literary studies.
6. Understand the major themes and writers of New Literature in English.

TEXT BOOKS

1. Things Fall Apart. By Chinua Achebe. Penguin Modern Classics, 2006.
2. Collected Plays and Poems of Wole Soyinka. Cambridge UP, 2014.
3. No Sweetness Here. Longman, 1995.
4. Jump and Other Stories. Bloomsbury, 2003.
5. The Penguin Book of Modern African Poetry. Edited by Gerald Moore and Ulli Beier, Penguin Books, 1984.
6. The Stone Angel. McClelland and Stewart, 2014.
7. Obasan. Penguin Canada, 2016.
8. A House for Mr Biswas. Picador, 2003.
9. Ice-Candy-Man. Penguin India, 1989.
10. The Broadview Anthology of Commonwealth and Postcolonial Studies. Broadview Press, 2002.

REFERENCE BOOKS

1. Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. 2nd ed., Routledge, 2003.
2. Bhabha, Homi K. *The Location of Culture*. Routledge, 2012.
3. Said, Edward W. *Culture and Imperialism*. Vintage Books, 1994.
4. Loomba, Ania. *Colonialism/Postcolonialism*. 4th ed., Routledge, 2023.
5. Nayar, Pramod K. *Postcolonial Literature: An Introduction*. Pearson India, 2008.
6. Thieme, John. *Post-Colonial Studies: The Essential Glossary*. Arnold Publishers, 2003.

WEB RESOURCES

1. <https://www.bl.uk/20th-century-literature/themes/postcolonial-literature>
2. <https://www.poetryfoundation.org/>
3. <https://archive.org/>
4. <https://www.oxfordreference.com/>
5. <https://ndl.iitkgp.ac.in/>

Mapping with Programme Outcomes & Programme Specific Outcome

	PO 1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO9	PO1 0	PSO 1	PSO 2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	2	2	2	2	3	3	1	2	3	3	2	2	3	3	3
CO2	3	3	3	2	2	3	3	3	1	2	3	3	3	2	3	3	3
CO3	3	2	2	1	2	1	3	2	-	2	3	3	2	1	3	3	2
CO4	3	3	3	2	2	2	3	2	1	3	3	3	3	2	3	3	3
CO5	3	3	3	3	2	2	2	1	-	3	3	3	3	3	2	3	2
CO6	3	3	3	2	3	2	3	2	1	1	1	2	3	3	2	3	3

Strong – 3

Medium – 2

Low - 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
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(For the Candidates admitted in the academic year 2026 - 2027)
DEPARTMENT OF ENGLISH
M.A., ENGLISH

Semester: I – GEC-I: APPROACHES TO ENGLISH LANGUAGE TEACHING

Ins. Hours / Week: 5

Course Credit: 3

Course Code: P26ENGE11C

Course Objectives:

- Understand the history and development of major English Language Teaching methods.
- Identify the principles and practices of approaches such as Direct Method, Audio Lingual Method, and Communicative Language Teaching.
- Explain the roles of teachers, learners, materials, and activities in different ELT approaches.
- Develop skills in teaching prose, poetry, grammar, and non-detailed texts using effective teaching aids.
- Analyze the use of multimedia, radio, television, and digital tools in English Language Teaching.

UNIT- I

(15 Hours)

A Brief history of Language Teaching

English as an international, Colonial and National Language

English in Post Independent India

The Grammar – Translation method

The Direct method The Audio lingual method,

Language teaching innovations in the nineteenth century

UNIT- II

(15 Hours)

Nature of approaches and methods in Language Teaching

Definition of Approach and method Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: Oral approach and situational language teaching The Silent Way Community Language Learning. Suggestopedia. Competency based Language teaching.

UNIT- III

(15 Hours)

Current Communicative Approaches

The Natural Approach Cooperative language learning Content based instruction, Task- based language teaching

UNIT – IV

(15 Hours)

Teaching Aspects: Teaching Prose, Teaching Poetry, Teaching Grammar, Teaching of Non-Detailed Text, The role of Teaching Aids in ELT.

UNIT- V

(15 Hours)

Use of Media in ELT

The integration of elements in multi- media language learning systems BBC English by Radio and Television - an outline history

Using BBC English by Radio and Television in the classroom

UNIT-VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

From English to Englishes – ELT in Digital World – ELT and Social Media – Grammar Teaching and ELT-Incorporating the ICT based learning of LSRW skills, Incorporating the Artificial Intelligence methodology in acquiring grammatical patterns and linguistic skills, harnessing the use of automated learning portals.

Total Lecture Hours: 75

COURSE OUTCOMES:

After completion of the course the students will be able to:

1. Describe the role of mother tongue in teaching English in India.
2. Comment on the contemporary theories of Second Language Acquisition.
3. Describe the various methods of English Language Teaching.
4. Describe the four different skills of language acquisition.
5. Elucidate the major steps in Lesson Plan preparation.
6. Understand the major approaches and methods of English Language Teaching.

TEXT BOOKS

1. Approaches and Methods in Language Teaching. 3rd ed., Cambridge University Press, 2014.
2. Techniques and Principles in Language Teaching. 4th ed., Oxford University Press, 2020.
3. Language Teaching Methodology. Pearson Education, 1991.
4. The Practice of English Language Teaching. 5th ed., Pearson Education, 2015.
5. Principles of Language Learning and Teaching. 7th ed., Pearson Education, 2015.

REFERENCE BOOKS

1. Teaching by Principles: An Interactive Approach to Language Pedagogy. 4th ed., Pearson Education, 2014.
2. Computer Assisted Language Learning. Oxford University Press, 1997.
3. Principles and Practice in Second Language Acquisition. Pergamon Press, 1982.
4. Methods of Teaching English. Viva Books, 2023.

WEB RESOURCES

1. <https://www.teachingenglish.org.uk>
2. <https://www.bbc.co.uk/learningenglish>
3. <https://www.cambridgeenglish.org/teaching-english>
4. <https://www.tesol.org>
5. <https://nptel.ac.in>

Mapping with Programme Outcomes & Programme Specific Outcome

	PO 1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO9	PO1 0	PSO 1	PSO 2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2	2	1	2	2	3	3	-	2	3	2	2	1	3	2	3
CO2	3	3	3	2	2	1	2	1	-	2	3	3	3	2	2	3	2
CO3	3	3	3	2	3	2	2	1	-	2	3	3	3	2	3	3	2
CO4	3	3	3	2	3	2	2	1	-	3	3	2	3	2	3	3	2
CO5	3	3	3	3	3	2	2	1	-	3	3	2	3	3	3	3	2
CO6	1	2	2	1	3	3	2	2	1	2	2	2	3	3	3	3	2

Strong – 3

Medium – 2

Low – 1

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SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE

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

DEPARTMENT OF ENGLISH

M.A., ENGLISH

Semester: I – SEC-I: SOFT SKILLS

Ins. Hours / Week: 2

Course Credit: 2

Course Code: P26SEEN11

Course Objectives:

- Understand the meaning and importance of soft skills in personal and professional life.
- Develop communication skills such as listening, speaking, reading, and writing.
- Improve interpersonal skills, body language, etiquette, and teamwork abilities.
- Acquire leadership, group discussion, presentation, and public speaking skills.
- Prepare professional documents such as resumes, cover letters, and formal e-mails.

UNIT- I

(6 Hours)

Meaning and Importance of Soft Skills: Know Thyself / Self-Discovery, Developing Positive attitude.

UNIT- II

(6 Hours)

Communication and Interpersonal Skills: Career planning, Art of Listening, Art of Reading, Art of Speaking, Art of Writing, Etiquette and Manners, Body Language.

UNIT-III

(6 Hours)

Leadership and Team Building: Team Building and Team Work, Group Discussion skills-Meaning and Methods of Group Discussion, Procedure of Group Discussion.

UNIT- IV

(6 Hours)

Employability and Career Skills: Resume and cover Letter Writing, Art of writing E-mails, Interview skills, Public speaking, Presentation skills, Digital Communication Skills.

UNIT- V

(6 Hours)

Professional Ethics and Personality Development: Professional Ethics, Time Management, Stress Management. Critical Thinking.

UNIT-VI

Self-Study and CIA Components:

Self-Study Topics, Leadership in Professional Life, Emotional Intelligence, Communication in Digital Media, Time Management Strategies, Career Planning Workplace Ethics.

Total Lecture Hours: 75

COURSE OUTCOMES:

After completion of the course the students will be able to:

1. Demonstrate effective verbal and non-verbal communication skills.
2. Apply interpersonal and teamwork skills in academic and professional settings.
3. Develop leadership qualities and professional ethics.
4. Use presentation, interview, and employability skills effectively.
5. Analyze workplace situations using problem-solving and decision-making abilities.
6. Develop communication and interpersonal skills for personal and professional growth.

TEXT BOOKS

1. Alex, K. *Soft Skills: Know Yourself and Know the World*. S. Chand Publishing, 2023.
2. Rao, M. S. *Soft Skills: Enhancing Employability – Connecting Campus with Corporate*. 3rd ed., I. K. International Publishing House, 2024.
3. Mitra, Barun K. *Personality Development and Soft Skills*. 2nd ed., Oxford UP, 2019.
4. Suresh Kumar, E. *Communication Skills and Soft Skills: An Integrated Approach*. Pearson India, 2018.
5. Dhanavel, S. P. *English and Soft Skills*. Orient Black Swan, 2021.

REFERENCE BOOKS

1. Carnegie, Dale. *How to Win Friends and Influence People*. Updated ed., Simon & Schuster, 2020.
2. Covey, Stephen R. *The 7 Habits of Highly Effective People*. Revised ed., Simon & Schuster, 2022.
3. Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ*. 25th anniversary ed., Bloomsbury Publishing, 2020.
4. Pease, Allan, and Barbara Pease. *The Definitive Book of Body Language*. Orion Publishing, 2017.
5. Lucas, Stephen E. *The Art of Public Speaking*. 14th ed., McGraw-Hill Education, 2020.
6. Lesikar, Raymond V., et al. *Business Communication: Making Connections in a Digital World*. 13th ed., McGraw-Hill Education, 2019.
7. Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principles and Practice*. 3rd ed., Oxford UP, 2018.
8. Heller, Robert. *Effective Leadership*. DK Publishing, 2019.

WEB RESOURCES

1. <https://www.mindtools.com>
2. <https://www.toastmasters.org.com>
3. <https://www.coursera.org.com>
4. <https://www.linkedin.com/learning>

Mapping with Programme Outcomes & Programme Specific Outcome

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO 9	PO 10	PSO1	PSO 2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	2	2	3	1	3	3	2	2	-	2	2	1	3	1	3	2	2
CO2	2	3	3	1	3	3	3	2	-	2	2	1	3	1	3	3	2
CO3	2	3	2	1	3	3	2	3	1	3	2	1	3	1	3	3	3
CO4	2	3	3	2	3	2	2	2	-	3	2	1	3	2	3	3	2
CO5	2	3	3	2	3	3	2	2	1	3	2	1	3	2	3	3	2
CO6	2	3	3	3	2	2	3	3	1	2	3	3	2	1	3	3	2

Strong – 3 Medium – 2 Low - 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
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(For the Candidates admitted in the academic year 2026 - 2027)
DEPARTMENT OF ENGLISH
M.A., ENGLISH

Semester: I – VAC-I: INDIAN CONSTITUTION

Ins. Hours / Week:

Course Credit: 2

Course Code: P26ENVA11

Course Objectives:

- Understand the meaning, making, and features of the Constitution of India.
- Explain the significance of the Preamble, Citizenship, and Fundamental Rights and Duties.
- Describe the structure of the Union Government, State Government, and constitutional institutions.
- Analyze the relationship between the Union and the States, Emergency provisions, and the Election Commission.
- Examine constitutional amendments, Panchayats, Municipalities, and the working of local self-government.

UNIT– I

Constitution – Definition -Making of Constitution -The Preamble-Territory and Citizenship

UNIT– II

The Fundamentals-Structure and Institution- The States

UNIT–III

Relation between the Union and the States-Proclamation of Emergency- Election and Election Commission

UNIT– IV

Constitutional Amendments- Local Governments: Panchayats and Municipalities.

UNIT– V

Special Features of the Constitution – Working of the Constitution.

UNIT-VI

Self Study / Contemporary Issues in Indian Constitution:

Fundamental Duties and their significance , Right to Information (RTI) and Citizen

Awareness Women Rights and Child Rights in the Constitution, Human Rights and Role of

Judiciary Contemporary Challenges to Indian Democracy , Constitutional Values: Justice,

Liberty, Equality and Fraternity.

Course Outcomes

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

1. Understand the meaning, nature, and making of the Indian Constitution along with the significance of the Preamble, Citizenship, and Territory.
2. Explain the structure of the Indian Government, Fundamental Rights and Duties, and the role of State institutions.
3. Analyze the relationship between the Union and State Governments, Emergency provisions, and the functioning of the Election Commission.
4. Examine Constitutional Amendments and evaluate the role of Panchayats and Municipalities in local self-government.
5. Assess the special features and working of the Indian Constitution in promoting democracy, justice, equality, and national integration.
6. Identify the powers and functions of the President and Prime Minister.

Text Books

1. Basu, D. D. *Introduction to the Constitution of India*. 27th ed., LexisNexis, 2024.
2. Kashyap, Subhash C. *Our Constitution: An Introduction to India's Constitution and Constitutional Law*. National Book Trust, 2023.
3. Pylee, M. V. *India's Constitution*. 15th ed., S. Chand Publishing, 2022.
4. Jain, M. P. *Indian Constitutional Law*. 9th ed., LexisNexis, 2023.
5. Austin, Granville. *The Indian Constitution: Cornerstone of a Nation*. Oxford UP, 2021.

Reference Books

1. Bakshi, P. M. *The Constitution of India*. 18th ed., Universal Law Publishing, 2024.
2. Seervai, H. M. *Constitutional Law of India*. 4th ed., Universal Law Publishing, 2019.
3. Noorani, A. G. *Constitutional Questions in India: The President, Parliament and the States*. Oxford UP, 2020.
4. Singh, Mahendra P. *V. N. Shukla's Constitution of India*. 14th ed., Eastern Book Company, 2023.
5. Chandra, Bipan, et al. *India Since Independence*. Penguin Random House India, 2020.
6. Austin, Granville. *Working a Democratic Constitution: The Indian Experience*. Oxford UP, 2019.

Web Resources

1. <https://www.india.gov.in/my-government/constitution-india>
2. <https://legislative.gov.in>
3. <https://www.eci.gov.in>
4. <https://rtionline.gov.in>
5. <https://www.ohchr.org>

Mapping with Programme Outcomes & Programme Specific Outcome

	P O 1	PO2	PO 3	PO 4	PO 5	PO 6	PO7	PO 8	PO9	PO10	PSO 1	PS O 2	PSO3	PSO 4	PSO5	PS O 6	PSO7
CO1	3	2	2	1	1	1	2	3	1	2	2	2	1	1	3	2	3
CO2	3	3	2	1	1	2	2	3	1	2	2	2	2	1	3	3	3
CO3	3	3	3	2	1	2	2	3	1	2	2	2	2	2	3	3	3
CO4	3	3	3	2	2	2	3	3	2	2	2	2	2	2	3	3	3
CO5	3	3	3	2	2	3	3	3	2	3	3	2	3	2	3	3	3
CO6	2	3	3	3	2	3	3	2	2	2	3	2	3	3	2	3	2

Strong – 3 Medium – 2 Low - 1

SEMESTER-II



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE (AUTONOMOUS)

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SUNDARAKKOTTAI, MANNARGUDI –614016.

(For the Candidates admitted in the academic year 2026-2027)

DEPARTMENT OF ENGLISH

M.A., ENGLISH

Semester: II-CC-IV-MODERN LITERATURE-III (1798-1832)

Ins. Hours / Week: 6

Course Credit: 4

Course Code: P26EN204

Course Objectives:

- To understand the major characteristics of the Romantic Age and its influence on English literature between 1798 & 1832
- To analyze the themes, style, imagination, nature, and human emotions portrayed in the poetry of William Wordsworth, S. T. Coleridge, John Keats, and P. B. Shelley.
- To examine the prose writings of Charles Lamb and William Hazlitt with reference to literary criticism, personal reflection, and narrative style.
- To interpret the dramatic techniques, characterization, and social themes presented in the works of Oliver Goldsmith and Lord Byron.
- To evaluate the development of the English novel through the fictional works of Jane Austen and Walter Scott in relation to society, morality, and historical context.

UNIT – I

POETRY:

(18 Hours)

S.T. Coleridge : “The Rime of the Ancient Mariner”
William Wordsworth : “Prelude Book-I”

UNIT – II

(18 Hours)

POETRY:

John Keats : “Ode to a Nightingale”
P. B. Shelley : “Ode to the West Wind”

UNIT – III

(18 Hours)

PROSE:

Charles Lamb : “Oxford in the Vacation”
William Hazlitt : “On going a Journey”

UNIT – IV

(18 Hours)

DRAMA:

Lord Byron : Manfred, Cain: A Mystery

UNIT – V

(18 Hours)

FICTION

Jane Austen : “Emma”
Walter Scott : “Kenilworth”

UNIT - VI

CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Significance of Modern Literature from 1798 to 1832, Romantic poetry, Prominent themes and well known writer's contribution to Modern Literature – contribution to the understanding of ecology and its relationship with mankind.

Total Lecture Hours: 90

COURSE OUTCOMES:

After completion of the course the students will be able to:

1. Develop knowledge of principal works of Modern Literature from 1798 to 1832.
2. Create an awareness of the characteristics of Romantic poetry.
3. Acquire knowledge of the political, social and intellectual background of the age through the works of various writers of the Romantic period.
4. Understand and deploy a range of terms and concepts pertaining to literature.
5. Establish the link between man and nature through romantic poetry
6. Gain an ability to view texts in terms of development, values and socio-cultural context.

TEXT BOOKS:

1. The Prelude Book I. London: Oxford University Press.
2. The Rime of the Ancient Mariner. New Delhi: Macmillan.
3. Ode to a Nightingale. Chennai: Macmillan India.
4. Ode to the West Wind. New Delhi: S. Chand & Company.
5. Christ Hospital. In *Essays of Elia*. Oxford University Press.
6. On Reading Old Books. In *Selected Essays*. Macmillan.
7. School for Scandal. New Delhi: Orient Blackswan.
8. Manfred. London: Penguin Classics.
9. Sense and Sensibility. London: Penguin Classics.
10. Kenilworth. Oxford: Oxford University Press.

REFERENCE BOOKS:

1. Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2015.
2. Daiches, David. *A Critical History of English Literature*. Vol. IV, Allied Publishers, 2010.
3. Hudson, William Henry. *An Introduction to the Study of Literature*. Atlantic Publishers, 2006.
4. Sanders, Andrew. *The Short Oxford History of English Literature*. 3rd ed., Oxford UP, 2004.
5. Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave Macmillan, 2013.
6. Evans, Ifor. *A Short History of English Literature*. Penguin Books, 1976.
7. Baugh, Albert C. *A Literary History of England*. Routledge, 2004.
8. Ford, Boris, editor. *The Romantic Age in Britain*. Penguin Books, 1992.
9. Drabble, Margaret. *The Oxford Companion to English Literature*. Oxford UP, 2000.
10. Routledge History of Literature in English. 2nd ed., Routledge, 2010.

WEB RESOURCES:

1. <https://www.poetryfoundation.org/poets/william-wordsworth>
2. <https://www.britannica.com/biography/Samuel-Taylor-Coleridge>
3. <https://www.poetryfoundation.org/poets/john-keats>
4. <https://www.poetryfoundation.org/poets/percy-bysshe-shelley>
5. <https://www.britannica.com/biography/Charles-Lamb-English-writer>

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	2	1	1	1	1	1	2	1	1	3	3	2	1	1	2	1
CO 2	3	2	2	1	1	2	1	2	2	2	3	3	2	1	2	3	2
CO 3	3	3	2	2	1	2	1	2	2	3	3	3	2	2	3	2	2
CO 4	3	3	3	2	1	1	2	2	1	1	2	3	3	2	1	3	2
CO 5	2	2	2	1	2	3	1	2	3	3	2	2	1	1	3	2	3
Co 6	2	1	2	1	3	1	1	1	1	2	2	3	2	3	2	1	2

Strong – 3

Medium - 2

Low - 1

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SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE (AUTONOMOUS)

(Affiliated to Bharathidasan University, Tiruchirappalli)

SUNDRAMKOTTAI, MANNARGUDI –614016.

(For the Candidates admitted in the academic year 2026-2027)

DEPARTMENT OF ENGLISH

M.A., ENGLISH

Semester: II-CC-V-MODERN LITERATURE-IV (1832-1945)

Ins. Hours / Week: 6

Course Credit: 4

Course Code: P26EN205

Course Objectives:

- To understand the major literary movements from the Victorian Age to Modernism and their impact on English literature between 1832 and 1945.
- To analyze the themes of faith, doubt, war, spirituality, alienation, and modern life in the poetry of Matthew Arnold, Robert Browning, Alfred Tennyson, W. B. Yeats, T. S. Eliot, and other modern poets prescribed in the syllabus.
- To examine the prose writings of Thomas Carlyle, John Ruskin, and E. M. Forster with reference to social criticism, morality, culture, and human values.
- To interpret dramatic techniques, characterization, realism, and psychological conflict in the plays of George Bernard Shaw and Harold Pinter.
- To evaluate the representation of society, class, morality, fate, and human relationships in the novels of Charles Dickens and Thomas Hardy.

UNIT – I

POETRY:

(18 Hours)

Alfred Tennyson : “Crossing the Bar”
Matthew Arnold : “Rugby Chapel”
Robert Browning : “Rabbi Ben Ezra”

UNIT – II

POETRY:

(18 Hours)

G. M. Hopkins : “The Windhover”
Wilfred Owen : “The Strange Meeting”
W. B. Yeats : “The Second Coming”
T. S. Eliot : Section V “What the Thunder Said?” from *The Wasteland*
W. H. Auden : “In Memory of W.B. Yeats”

UNIT – III

(18 Hours)

PROSE:

Thomas Carlyle : “The Hero as Poet”
John Ruskin : “Of Queens’ Gardens”
E. M. Forster : “A Book that Influenced Me”

UNIT – IV

(18 Hours)

DRAMA:

G. B. Shaw : *Man and Superman*
Harold Pinter : *The Home Coming*

UNIT – V

(18 Hours)

FICTION :

Charles Dickens : *Great Expectations*

Thomas Hardy : *The Mayor of Casterbridge*

UNIT - VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Naturalism and Imagism, Style and Stylistics, Existentialism and Absurdism, Modes of narrative Fiction in the literature of the modern era.

Total Lecture Hours:90

COURSE OUTCOMES:

After the completion of the course the students will be able to:

1. Appreciate the issues such as capitalism, race , the evolution of democracy that shaped the 19th century England
2. Acquire in-depth knowledge of the religious, socio-intellectual and cultural thoughts of the period
3. Analyse and examine the representation of the characteristics of the era in the literature
4. Analyse the thematic concerns such as male female gender roles, history and politics, class and industrialization, religion and sexuality.
5. Examine the aesthetic and political shifts from the earlier periods
6. Analyse and appreciate Prose, Poetry and Drama in terms of changing socio-cultural contexts.

TEXTS BOOKS:

1. The Scholar-Gipsy. London, Macmillan, 2000.
2. Rabbi Ben Ezra. New Delhi, Oxford UP, 2002.
3. The Lotus Eaters. Chennai, Macmillan India, 2005.
4. The Second Coming. London, Faber and Faber, 1996.
5. The Windhover. Oxford UP, 1998.
6. The Waste Land. London, Faber and Faber, 2001.
7. In Memory of W. B. Yeats. Random House, 1991.
8. Strange Meeting. Chatto and Windus, 1994.
9. On Heroes, Hero-Worship, and the Heroic in History. London, Chapman and Hall, 1908.
10. Sesame and Lilies. Oxford UP, 2001.
11. Two Cheers for Democracy. Edward Arnold, 1951.
12. Man and Superman. Penguin Classics, 2003.
13. The Homecoming. London, Faber and Faber, 1991.
14. Great Expectations. Penguin Classics, 2002.
15. The Mayor of Casterbridge. Oxford UP, 2008.

REFERENCE BOOKS:

1. Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2015.
2. Daiches, David. *A Critical History of English Literature*. Vol. IV, Allied Publishers, 2010.
3. Sanders, Andrew. *The Short Oxford History of English Literature*. 3rd ed., Oxford UP, 2004.
4. Ford, Boris, editor. *The New Pelican Guide to English Literature*. Penguin Books, 1983.
5. Peck, John, and Martin Coyle. *A Brief History of English Literature*. Palgrave Macmillan, 2013.

6. Drabble, Margaret. *The Oxford Companion to English Literature*. Oxford UP, 2000.
7. Evans, Ifor. *A Short History of English Literature*. Penguin Books, 1976.
8. Baugh, Albert C. *A Literary History of England*. Routledge, 2004.
9. Kermode, Frank, and John Hollander, editors. *The Oxford Anthology of English Literature*. Oxford UP, 1973.
10. Routledge History of Literature in English. 2nd ed., Routledge, 2010.

WEB RESOURCES:

1. "Matthew Arnold." *Poetry Foundation*,
[Poetry Foundation – Matthew Arnold](#)
2. "Robert Browning." *Poetry Foundation*,
[Poetry Foundation – Robert Browning](#)
3. "Alfred, Lord Tennyson." *Britannica Encyclopedia*,
[Britannica – Alfred Tennyson](#)
4. "W. B. Yeats." *Poetry Foundation*,
[Poetry Foundation – W. B. Yeats](#)
5. "Gerard Manley Hopkins." *Poetry Foundation*,
[Poetry Foundation – G. M. Hopkins](#)

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	2	1	2	3	1	2	2	3	3	3	2	1	3	2	2
CO 2	3	2	2	2	1	3	1	2	2	3	3	3	2	2	3	2	2
CO 3	3	3	3	2	1	2	1	2	1	2	3	3	3	2	2	3	2
CO 4	3	3	2	2	2	3	1	2	2	3	3	3	2	2	3	3	3
CO 5	3	3	2	2	2	2	1	2	1	2	3	3	2	2	2	3	2
Co 6	3	3	1	2	1	2	1	1	3	3	3	1	2	3	2	2	1

Strong – 3

Medium - 2

Low - 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE

(AUTONOMOUS)

(Affiliated to Bharathidasan University, Tiruchirappalli)

SUNDARAKKOTTAI, MANNARGUDI-614016.

(For the Candidates admitted in the academic year 2026-2027)

DEPARTMENT OF ENGLISH

M.A., ENGLISH

Semester: II- CC – VI: SHAKESPEARE

Ins. Hours / Week: 6

Course Credit: 4

Course Code: P26EN206

Course Objectives:

- To understand the features of Shakespearean theatre, audience, dramatic techniques, and the cultural background of the Elizabethan Age.
- To analyze the themes, characterization, poetic style, and dramatic structure in the plays and poems of William Shakespeare.
- To examine Shakespeare's presentation of fools, clowns, women characters, supernatural elements, and soliloquies in relation to human psychology and society.
- To interpret the literary, political, and emotional dimensions of the prescribed plays such as Othello, Twelfth Night, Richard II, and The Winter's Tale.
- To evaluate the relevance of Shakespearean studies in contemporary contexts through modern critical theories, adaptations, and applications of Shakespearean characters in present-day society.

UNIT-I

(18 Hours)

Shakespearean Theatre and Audience

Shakespearean Fools and Clowns

Shakespearean Women

Supernatural Elements in Shakespearean Plays

Shakespearean Soliloquies

Shakespeare as a Sonneteer and a Narrative Poet

1. Poem-Quality of Mercy

2. Sonnet XXXV, LXVIII, LXXI, CXVI

UNIT-II

(18 Hours)

Othello

UNIT-III

(18 Hours)

Twelfth Night

UNIT-IV

(18 Hours)

Richard II

UNIT-V

(18 Hours)

The Winter's Tale

UNIT - VI

CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Application of Shakespearean characters in the contemporary situation – Application of the latest theories on Shakespearean plays – relevance of Shakespeare studies in the recent times.

Total Lecture Hours: 90

Course Outcomes

On completion of this course, students will be able

1. Understand the socio-political influences of Britain during the Shakespearean age.
2. Appreciate the characterization, dramatic and poetic techniques of Shakespeare.
3. Examine Shakespeare's choice of subject matter and his use of the form of tragic-comedy.
4. Discuss the characteristic features of Shakespearean stage and Shakespeare's skill in affecting catharsis through his tragedies.
5. Analyze the technique of disguise in Shakespeare's plays, the reason behind it and discuss the significance of women characters in his plays.
6. Demonstrate the portrayal of history in the historical plays of Shakespeare.

TEXT BOOKS:

1. Othello. Edited by Michael Neill, Oxford UP, 2006.
2. Twelfth Night. Edited by Roger Warren and Stanley Wells, Oxford UP, 2008.
3. Richard II. Edited by Charles R. Forker, Arden Shakespeare, 2002.
4. The Winter's Tale. Edited by J. H. P. Pafford, Arden Shakespeare, 2003.
5. Shakespeare's Sonnets. Edited by Katherine Duncan-Jones, Arden Shakespeare, 2010.
6. The Merchant of Venice. Arden Shakespeare, 2006. ("The Quality of Mercy" speech prescribed portion).

REFERENCE BOOKS:

1. Bradley, A. C. *Shakespearean Tragedy*. Penguin Books, 1991.
2. Bloom, Harold. *Shakespeare: The Invention of the Human*. Riverhead Books, 1998.
3. Greenblatt, Stephen. *Will in the World: How Shakespeare Became Shakespeare*. W. W. Norton, 2004.
4. Wells, Stanley. *The Cambridge Companion to Shakespeare Studies*. Cambridge UP, 2003.
5. Sanders, Andrew. *The Short Oxford History of English Literature*. 3rd ed., Oxford UP, 2004.
6. Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2015.
7. Daiches, David. *A Critical History of English Literature*. Vol. I, Allied Publishers, 2010.
8. Honigsmann, E. A. J. *Shakespeare: Seven Tragedies*. Macmillan, 1991.
9. Knight, G. Wilson. *The Wheel of Fire: Interpretations of Shakespearean Tragedy*. Routledge, 2001.
10. Harrison, G. B. *Introducing Shakespeare*. Penguin Books, 1968.

WEB RESOURCES:

1. William Shakespeare – Poetry Foundation
<https://www.poetryfoundation.org/poets/william-shakespeare>
2. Shakespeare Birthplace Trust
<https://www.shakespeare.org.uk/>
3. Folger Shakespeare Library
<https://www.folger.edu/>

4. British Library – Shakespeare Collection
<https://www.bl.uk/shakespeare>
5. MIT Shakespeare Collection
<http://shakespeare.mit.edu/>

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	2	2	1	1	3	1	2	2	3	3	2	2	1	3	2	3
CO2	3	3	2	2	1	3	1	2	2	3	3	3	2	2	3	2	3
CO3	3	3	3	2	1	2	1	2	1	2	3	3	3	2	2	3	2
CO4	3	3	2	3	2	3	1	2	2	3	3	2	2	3	3	3	3
CO5	2	3	3	3	3	3	2	3	2	3	2	2	2	3	3	3	3
CO6	2	3	2	3	2	1	2	3	2	2	2	3	2	3	2	2	3

Strong – 3

Medium - 2

Low - 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE (AUTONOMOUS)

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SUNDARAKKOTTAI, MANNARGUDI –614016.

(For the Candidates admitted in the academic year 2026-2027)

DEPARTMENT OF ENGLISH

M.A., ENGLISH

Semester: II-DCEC-II-ADVERTISING AND CORPORATE COMMUNICATION

Ins. Hours / Week: 4

Course Credit: 4

Course Code: P26ENDE22A

Course Objectives:

- To understand the concepts, functions, types, and evolution of advertising and corporate communication in contemporary media environments.
- To develop creative and professional communication skills in advertisement copywriting, slogan creation, brochure drafting, and promotional content development.
- To acquire practical knowledge in corporate writing, media relations, press release drafting, business communication, and professional correspondence.
- To analyze the role of digital media, social media campaigns, branding strategies, and AI-driven communication in modern advertising practices.
- To evaluate the significance of public relations, corporate ethics, crisis communication, event management, and consumer rights in maintaining corporate reputation and effective communication.

UNIT I

(12 Hours)

Introduction to Advertising and Corporate Communication:

Advertising, Meaning, Definition and Scope, Evolution of Advertising, Functions and Objectives of Advertising Types of Advertising, Advertising Agencies and their Functions, Corporate Communication, Meaning and Importance, Internal and External Communication, Corporate Identity and Image Building, Corporate Culture and Branding, Analysing print and digital advertisements, Ethics in Advertising and jacket Advertisement.

UNIT II

(12 Hours)

Advertising Copywriting and Creative Communication:

Advertising Copywriting, Elements of Advertisement Copy, Headlines, Slogans and Taglines, Copywriting Techniques, Emotional and Rational Appeals, Creative Advertising, Print Advertisements, Radio and Television Advertisements, Outdoor Advertising, Advertisement Drafting, Brochure and Promotional Content Creation

UNIT III

(12 Hours)

Corporate Writing and Media Relations:

Corporate Writing, Corporate Email Writing, Business Letters, Circulars and Notices, Memorandum and Agenda, Media Relations, Press Release Writing, Press Conference Communication, Media Kits, Practical Component

Drafting Press Releases, Corporate Email Writing Exercises

UNIT IV

(12 Hours)

Digital Media, Social Media Campaigns and AI Communication:

Digital Communication, Digital Marketing Fundamentals, Social Media Platforms for Branding, Influencer Communication, Social Media Campaigns, Campaign Planning, Audience Engagement Strategies, Content Scheduling, AI and Communication, AI in Advertising, Chatbots and Automated Communication, Ethical Issues

in AI-driven Advertising, Practical Component, Designing Social Media Campaign Content, Etiquettes in Advertising and How to use social media in press Conference?

UNIT V:

(12 Hours)

Corporate Events, Public Relations and Communication Ethics:

Public Relations, PR Functions and Tools, Corporate Reputation Management, Crisis Communication Event Communication, Event Planning, Event Report Writing, Corporate Presentation Skills, Advertising Ethics Consumer Rights, Ethical Corporate Communication Practices, Event Report Preparation.

UNIT VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Self Study Topics, Women in Advertising Industry, Green Marketing and Sustainable Branding, Political Advertising, AI-generated Advertising Content, Influencer Marketing Trends, Global Corporate Communication, Strategies, CIA Activities, Assignment Submission, Seminar Presentation, Mini Project, Case Study Analysis Social Media Campaign Portfolio.

Total Lecture Hours: 60

COURSE OUTCOMES:

After completion of the course the students will be able to:

1. Explain the fundamental concepts, functions, and significance of advertising and corporate communication in contemporary business and media contexts.
2. Create effective advertisement copies, slogans, taglines, brochures, and promotional content using creative and persuasive communication techniques.
3. Draft professional corporate documents such as business letters, emails, notices, memoranda, agendas, and press releases with clarity and accuracy.
4. Apply digital communication strategies, social media campaign planning, branding methods, and AI-based communication tools in advertising practices.
5. Demonstrate practical skills in media relations, event communication, public relations activities, and corporate presentation techniques.
6. Evaluate ethical issues, consumer rights, crisis communication strategies, and responsible corporate communication practices in professional environments.

TEXT BOOKS:

1. Advertising and Promotion: An Integrated Marketing Communications Perspective. 12th ed., McGraw-Hill Education, 2021.
2. Advertising. Pearson Education, 2008.
3. Corporate Communication. 7th ed., McGraw-Hill, 2015.
4. Business Communication Today. 14th ed., Pearson, 2019.
5. Digital Marketing. McGraw-Hill Education, 2018.
6. Public Relations: Principles and Practices. 7th ed., Pearson Education, 2004.
7. Ogilvy on Advertising. Vintage Books, 1985.
8. The Copywriter's Handbook. 4th ed., St. Martin's Griffin, 2020.
9. Strategic Digital Media and Advertising. Routledge, 2018.
10. Effective Public Relations. Pearson Education, 2006.

REFERENCES:

1. Indian Authors
2. Rajeev Batra & Kazmi, Advertising and Sales Promotion, Pearson.
3. C.S. Rayudu, Media and Communication Management, Himalaya Publishing.
4. D.S. Mehta, Mass Communication and Journalism in India, Allied Publishers.
5. Nirmala Singh, Corporate Communication, Deep & Deep Publications.

6. International Authors

7. Sandra Moriarty, Nancy Mitchell & William Wells, Advertising Principles and Practice, Pearson.

8. Philip Kotler & Kevin Keller, Marketing Management, Pearson.

9. Cutlip & Center, Effective Public Relations, Pearson.

10. Paul Argenti, Corporate Communication, McGraw-Hill.

11. Belch & Belch, Advertising and Promotion, McGraw-Hill.

WEB RESOURCES

1. [Advertising Agencies Association of India \(AAAI\)](https://aaaaindia.org/) – Professional body for advertising agencies in India. Useful for advertising practices, ethics, and industry standards.
2. [Interactive Advertising Bureau SEA + India \(IAB SEA+India\)](https://iabseaindia.com/) – Resource for digital advertising, social media marketing, AI communication, and branding strategies.
3. [Association of Business Communicators of India \(ABCI\)](https://www.abci.in/) – Provides resources on corporate communication, PR, media relations, and business communication.

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	2	3	1	2	2	1	2	1	1	2	2	3	1	1	2	1
CO 2	3	3	3	2	3	2	2	2	1	2	2	2	3	2	2	3	2
CO 3	3	3	3	2	3	2	1	2	2	2	2	3	3	2	2	3	2
CO 4	3	2	3	2	3	2	2	3	2	2	2	2	3	2	2	3	2
CO 5	3	3	3	2	2	3	1	2	2	3	2	3	3	2	3	3	3
CO 6	3	2	1	2	1	2	2	3	3	2	2	1	1	2	2	2	3

Strong – 3

Medium - 2

Low - 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE (AUTONOMOUS)

(Affiliated to Bharathidasan University, Tiruchirappalli)

SUNDARAKKOTTAI, MANNARGUDI –614016.

(For the Candidates admitted in the academic year 2026-2027)

DEPARTMENT OF ENGLISH

M.A., ENGLISH

Semester: II-DCEC-II-WOMEN'S WRITING IN ENGLISH

Ins. Hours / Week: 4

Course Credit: 4

Course Code: P26ENDE22B

Course Objectives:

- To understand the evolution and significance of women's writing in English across different literary genres and cultural contexts.
- To analyze the themes of identity, gender, patriarchy, oppression, resistance, and empowerment in the works of women writers.
- To examine feminist literary theories and critical perspectives through the prose writings of Virginia Woolf and Elaine Showalter.
- To interpret the social, psychological, and cultural dimensions represented in women's poetry, drama, short stories, and fiction prescribed in the syllabus.
- To evaluate the relevance of women's writing in understanding contemporary issues such as gender equality, globalization, and women's empowerment.

**UNIT –I
POETRY**

(12 Hours)

Anne Bradstreet	: “The Author to her Book”
Judith Wright	: “Woman to Man”
Dame Edith Sitwell	: “The Mother”
Sylvia Plath	: “Daddy”
Adrienne Rich	: “From a Survivor”

UNIT – II

(12 Hours)

PROSE

Virginia Woolf	: “Professions for Women”
Elaine Showalter	: “The Female Tradition” from <i>A Literature of their Own</i>

UNIT – III

(12 Hours)

DRAMA

Rachel Crothers	: <i>A Man's World</i>
Lorraine Hansberry	: <i>A Raisin in the Sun</i>

UNIT – IV

(12 Hours)

SHORT STORIES

Katherine Mansfield	: “Doll's House”
Anita Desai	: “A Devoted Son”
Alice Munro	: “Boys and Girls”
Luo Shu	: “The Oranges”

UNIT – V

(12 Hours)

FICTION

Alice Walker : *The Color Purple*

Geethanjali Shree : *Tomb of San*

UNIT - VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Challenges women face still in the society – gender as a social construct – empowerment of women in the age of globalization.

(Total Lecture Hours: 60)

COURSE OUTCOMES

After completion of the course the students will be able to:

1. Evaluate women's literary writing in English
2. Analyse the various perspectives of women's writings
3. Comprehend the need to represent the repressed voices
4. Encapsulate the advantages of feminist attitude
5. Discuss the pros and cons of patriarchal and matriarchal societies
6. Apply the insights gained from women's writing to understand contemporary challenges faced by women in society and the importance of gender equality and empowerment.

Text Books

1. The Norton Anthology of Literature by Women. 3rd ed., W. W. Norton, 2007.
2. Selected Poems. Dover Publications, 2013.
3. Collected Poems. HarperCollins Australia, 2016.
4. The Fact of a Doorframe: Poems Selected and New. W. W. Norton, 2002.
5. Ariel. Faber and Faber, 2018.
6. Summer in Calcutta. Harper Perennial India, 2018.
7. The Death of the Moth and Other Essays. Vintage Classics, 2021.
8. A Literature of Their Own. Princeton UP, 1999.
9. A Man's World. Samuel French, latest edition.
10. A Raisin in the Sun. Vintage Books, 2020.
11. Collected Stories. Penguin Classics, 2007.
12. The Moons of Jupiter. Penguin Books, 2021.
13. The Color Purple. Penguin Modern Classics, 2019.
14. Tomb of Sand. Translated by Daisy Rockwell, Tilted Axis Press, 2022.

Reference Books

1. Beauvoir, Simone de. *The Second Sex*. Translated by Constance Borde and Sheila Malovany-Chevallier, Vintage Books, 2011.
2. Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic*. Yale UP, 2020.
3. Moi, Toril. *Sexual/Textual Politics*. Routledge, 2002.
4. Showalter, Elaine. *A Literature of Their Own*. Princeton UP, 1999.
5. Woolf, Virginia. *A Room of One's Own*. Oxford UP, 2015.
6. Cixous, Hélène. *The Laugh of the Medusa*. University of Chicago Press, 2009.
7. Eagleton, Mary, editor. *Feminist Literary Criticism*. Routledge, 2013.
8. Abrams, M. H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2015.
9. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester UP, 2017.
10. Plain, Gill, and Susan Sellers, editors. *A History of Feminist Literary Criticism*. Cambridge UP, 2007.

Web Resources

1. The British Library – Women's Writing Resources
Website Link: <https://www.bl.uk/subjects/womens-writing>
2. [Poetry Foundation](https://www.poetryfoundation.org)
Website Link: <https://www.poetryfoundation.org>
3. [Modern American Poetry](https://www.modernamericanpoetry.org)
Website Link: <https://www.modernamericanpoetry.org>
4. [Project Gutenberg](https://www.gutenberg.org)
Website Link: <https://www.gutenberg.org>
5. [The Victorian Web](https://victorianweb.org)
Website Link: <https://victorianweb.org>

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	2	2	1	2	1	2	1	3	3	3	2	2	3	3	2
CO 2	3	3	3	2	1	3	1	2	1	3	3	3	3	2	3	3	3
CO 3	2	3	2	2	1	3	1	2	2	3	3	2	2	2	3	3	3
CO 4	2	2	2	1	2	3	1	2	2	3	2	2	2	1	3	2	3
CO 5	3	3	3	2	2	3	1	2	2	3	3	2	2	2	3	3	3
CO 6	2	3	2	3	2	2	1	2	2	3	3	2	2	2	3	2	1

Strong – 3

Medium - 2

Low - 1



Semester: II-DCEC-II- INTRODUCTION TO COMPARATIVE LITERATURE

Ins. Hours / Week: 4

Course Credit: 4

Course Code: P26ENDE22C

Course Objectives:

- To understand the definition, scope, methodology, and significance of Comparative Literature in national and global contexts.
- To examine the major schools of Comparative Literature, especially the French and American approaches, and their critical methodologies.
- To analyze literary texts through influence studies, thematic studies, genre studies, reception studies, and parallel studies.
- To explore the relationship between literature and other disciplines such as society, religion, psychology, and the arts.
- To evaluate the role of translation, cultural exchange, and literary organizations in the development and promotion of Comparative Literature in India.

UNIT – I: (12 Hours)

Definition and Theory of Comparative Literature – Scope, Methodology, Application –
National Literature - Comparative Literature- Comparative Literature in India

UNIT – II: (12 Hours)

French and American Schools of Comparative Literature - Influence studies;
analogy or parallel studies

UNIT – III: (12 Hours)

Thematology, reception study, Study of Genres and Forms – Periodization

UNIT – IV: (12 Hours)

Literature and Society, Literature and Religion

UNIT – V: (12 Hours)

Literature and Psychology, Literature and Other Arts

UNIT - VI

CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Significance of Comparative Literature; Scope of Comparative Literature in India: the role of Sahitya Academy, CLAI and others towards the promotion of CL; the role of translation in the development of CL

(Total Lecture Hours: 60)

COURSE OUTCOMES:

After completion of the course the students will be able to:

1. Explain the evolution of Comparative Literature.
2. Describe the salient features of the French and American Schools of CL.
3. Realize the methodology employed in Influence and Parallel Studies.
4. Understand the finer points of thematology, reception study and study of the genres.
5. Spell out the relationship Literature has with society and religion.
6. Develop critical and analytical skills for interpreting literary texts across languages, cultures, and traditions.

TEXT BOOKS:

1. Comparative Literature: A Critical Introduction. *Comparative Literature: A Critical Introduction*. Routledge, latest edition.
2. Principles of Comparative Literature. *Principles of Comparative Literature*. Oxford University Press, latest edition.
3. Comparative Literature in India. *Comparative Literature in India*. Emerald Publishers, latest edition.
4. The Princeton Sourcebook in Comparative Literature. *The Princeton Sourcebook in Comparative Literature*. Princeton University Press, latest edition.
5. Introducing Comparative Literature. *Introducing Comparative Literature*. Routledge, latest edition.

REFERENCE BOOKS:

1. What is Comparative Literature? *What Is Comparative Literature?* Princeton University Press, latest edition.
2. Theory of Literature. *Theory of Literature*. Penguin Books, latest edition.
3. Reception Theory: A Critical Introduction. *Reception Theory: A Critical Introduction*. Routledge, latest edition.
4. The Anxiety of Influence. *The Anxiety of Influence*. Oxford University Press, latest edition.
5. Comparative Literature: Theory and Practice. *Comparative Literature: Theory and Practice*. Indian Institute of Advanced Study, latest edition.

WEB RESOURCES

1. [Sahitya Akademi](https://sahitya-akademi.gov.in)
Website Link: <https://sahitya-akademi.gov.in>
2. Comparative Literature Association of India (CLAI)
Website Link: <https://theclai.in>
3. [Internet Encyclopedia of Philosophy](https://iep.utm.edu)
Website Link: <https://iep.utm.edu>

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	2	2	1	1	1	1	2	1	1	3	3	2	1	2	2	1
CO 2	3	3	2	2	1	2	1	2	1	2	3	3	2	2	2	3	2
CO 3	3	3	3	3	1	1	2	2	1	1	3	3	3	3	2	3	2
CO 4	3	3	3	2	1	2	2	2	1	2	3	3	3	2	2	3	2
CO 5	3	3	2	2	2	3	1	2	2	3	3	2	2	2	3	3	3
CO 6	2	3	2	2	2	3	1	2	2	3	2	2	1	2	2	1	2

Strong – 3

Medium - 2

Low - 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE

(AUTONOMOUS)

(Affiliated to Bharathidasan University, Tiruchirappalli)

SUNDARAKKOTTAI, MANNARGUDI-614016.

(For the Candidates admitted in the academic year 2026-2027)

DEPARTMENT OF ENGLISH

M.A., ENGLISH

Semester: II- GEC-II –GRAMMAR AND USAGE

Ins. Hours / Week: 4

Course Credit: 3

Course Code: P26ENGE22A

Course Objectives:

- Understand the fundamentals of English grammar, sentence structure, punctuation, and usage in written and spoken communication.
- Apply grammatical rules such as tenses, concord, voice, narration, and sentence patterns accurately in communication.
- Develop language skills through paragraph writing, essays, reports, letters, CVs, emails, and dialogue writing for academic and professional purposes.
- Analyze and correct common errors in English usage while improving vocabulary, comprehension, and communication skills.
- Demonstrate effective communication abilities through presentations, assignments, seminars, and functional English activities in real-life contexts.

UNIT I

(12 Hours)

Kinds of Sentence, Parts of Speech, Capitalization, Punctuation, Determiners.

UNIT II

(12 Hours)

Tenses, Auxiliary verbs, Concord, Gerund, Infinitives, Direct and Indirect

Speech.

UNIT III

(12 Hours)

Degrees of Comparison, Active and Passive Voice, Simple, Complex, Compound,

Hints Development, Rearranging Jumbled Sentences.

UNIT IV

(12 Hours)

Idioms and Phrases, Error Correction, Question Tags, Reading Comprehension.

UNIT V

(12 Hours)

Paragraph Writing, Essay Writing, Report Writing, Dialogue Writing, Letter Writing,

CV Writing, Email Writing.

UNIT – VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Fundamentals of effective communication; importance of grammar in spoken and written English; common errors in English usage; vocabulary enrichment and language skills; functional English for academic and professional purposes; practice in communication skills through assignments, seminars, presentations and language activities.

(Total Lecture Hours: 60)

COURSE OUTCOMES:

On completion of this course, students will;

1. Identify and use different kinds of sentences, parts of speech, punctuation marks, determiners, and capitalization correctly.
2. Apply grammatical structures such as tenses, auxiliary verbs, concord, gerunds, infinitives, and direct and indirect speech in communication.
3. Construct meaningful sentences using active and passive voice, degrees of comparison, and simple, compound, and complex sentence patterns.
4. Develop language proficiency through idioms, phrases, error correction, question tags, and reading comprehension exercises.
5. Produce effective written communication in the form of paragraphs, essays, reports, letters, CVs, emails, and dialogues.
6. Demonstrate functional English and communication skills for academic and professional purposes through presentations, seminars, assignments, and language activities.

TEXT BOOKS :

1. Green David Contemporary English Grammar Structures and Composition Paperback – 1 January 2015.
2. Chand S Wren & Martin's High School English Grammar & Composition – Regular Edition 2025..

REFERENCE BOOKS:

1. High School English Grammar and Composition. *High School English Grammar and Composition*. S. Chand Publishing, latest edition.
2. Practical English Usage. *Practical English Usage*. Oxford University Press, latest edition.
3. A Communicative Grammar of English. *A Communicative Grammar of English*. Pearson Education, latest edition.
4. English Grammar in Use. *English Grammar in Use*. Cambridge University Press, latest edition.
5. Better English Pronunciation. *Better English Pronunciation*. Cambridge University Press, latest edition.
6. Writing Academic English. *Writing Academic English*. Pearson Education, latest edition.

WEB RESOURCES:

1. <https://learnenglish.britishcouncil.org/British Council – Learn English>
2. <https://www.bbc.co.uk/learningenglish/BBC Learning English>
3. [https://dictionary.cambridge.org/grammar/-Purdue Online Writing Lab \(OWL\)](https://dictionary.cambridge.org/grammar/-Purdue Online Writing Lab (OWL))

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO1	3	2	3	1	2	1	2	3	1	1	2	2	3	1	1	2	1
CO2	3	3	3	1	1	1	2	3	1	1	2	2	3	1	1	3	2
CO3	3	3	3	2	2	1	2	3	1	1	2	2	3	2	1	3	2
CO4	2	2	3	1	3	2	3	3	1	2	1	1	2	1	2	2	3
CO5	2	2	3	1	3	2	2	3	2	2	1	1	2	1	2	2	2
CO6	1	2	3	1	3	3	2	1	2	3	4	1	3	2	3	2	2

Strong – 3

Medium - 2

Low -1



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(For the Candidates admitted in the academic year 2026-2027)
DEPARTMENT OF ENGLISH
M.A., ENGLISH

Semester: II- GEC – II: ENTREPRENEURSHIP DEVELOPMENT

Ins. Hours / Week: 4

Course Credit: 3

Course Code: P26ENGE22B

Course Objectives:

- Understand the concept, importance, evolution, and factors influencing entrepreneurship.
- Identify the characteristics, types, and functions of successful entrepreneurs in different sectors.
- Analyze the role of entrepreneurship in areas such as health, tourism, and women entrepreneurship.
- Examine motivational theories, risk-taking behavior, and the influence of culture and society on entrepreneurship.
- Develop creativity, decision-making, and problem-solving skills required for establishing and managing new ventures.

UNIT I

(12 Hours)

Introduction - Meaning and Importance - Evolution of term 'Entrepreneurship' - Factors influencing Entrepreneurship - Psychological factors - Social factors - Economic factors - Environmental factors.

UNIT II

(12 Hours)

Characteristics of an entrepreneur - Types of entrepreneur: business, use of technology, motivation, growth, stages - New generations of entrepreneurship vs social Entrepreneurship.

UNIT III

(12 Hours)

Entrepreneurship - health entrepreneurship - tourism entrepreneurship - women entrepreneurship - barriers to entrepreneurship.

UNIT IV

(12 Hours)

Motivation - Maslow's theory, Herzburg's theory, McGrigor's theory - Culture and society - Risk taking behavior.

UNIT V

(12 Hours)

Creativity and entrepreneurship - Steps in creativity - Decision making and problem solving - assistance to an entrepreneur - Incentives and facilities - New ventures.

UNIT – VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Concept and significance of Entrepreneurship Development; role of entrepreneurs in economic growth; challenges and opportunities in modern entrepreneurship; women and social entrepreneurship in India; creativity, innovation and leadership qualities of entrepreneurs; government schemes, incentives and institutional support for entrepreneurship development; role of startups and digital entrepreneurship in the contemporary business environment.

(Total Lecture Hours-60)

Course Outcomes

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

1. Understand the concept, significance and scope of Entrepreneurship Development in the modern economy.
2. Identify the characteristics, functions and different types of entrepreneurs and entrepreneurship.
3. Analyze the factors influencing entrepreneurial growth and the challenges faced by entrepreneurs.
4. Apply creativity, decision-making and problem-solving skills in developing entrepreneurial ventures.
5. Evaluate the role of motivation, government support, incentives and institutional assistance in promoting entrepreneurship.
6. Classify different types of entrepreneurs and evaluate their characteristics and entrepreneurial practices.

TEXT BOOKS:

1. Khanka, S.S. *Entrepreneurial Development*. New Delhi: S. Chand & Company Ltd.
2. Gupta, C.B. and Srinivasan, N.P. *Entrepreneurial Development*. New Delhi: Sultan Chand & Sons.
3. Hisrich, Robert D., Michael P. Peters and Dean A. Shepherd. *Entrepreneurship*. New Delhi: Tata McGraw Hill.
4. Vasant Desai. *Dynamics of Entrepreneurial Development and Management*. Mumbai: Himalaya Publishing House.
5. Kuratko, Donald F. *Entrepreneurship: Theory, Process and Practice*. New Delhi: Cengage Learning.

REFERENCE BOOKS:

1. Drucker, Peter F. *Innovation and Entrepreneurship*. New York: Harper Business.
2. Holt, David H. *Entrepreneurship: New Venture Creation*. New Delhi: Prentice Hall of India.
3. Jose Paul and A.J. Thomas. *Entrepreneurship Development*. Mumbai: Himalaya Publishing House.
4. Rao, V.S.P. and Kuratko, Donald F. *Entrepreneurship: A South Asian Perspective*. New Delhi: Cengage Learning.
5. Bedi, Kanishka. *Management and Entrepreneurship*. New Delhi: Oxford University Press.
6. Scarborough, Norman M. *Essentials of Entrepreneurship and Small Business Management*. Pearson Education.

WEB RESOURCES:

1. https://niesbud.nic.in/?utm_source=chatgpt.com -National Institute for Entrepreneurship and Small Business Development (NIESBUD)
2. [Entrepreneur India](https://www.entrepreneur.com/en-in) -- <https://www.entrepreneur.com/en-in>
3. [Startup India](https://www.startupindia.gov.in)-<https://www.startupindia.gov.in>

Mapping with Programme Outcomes:

	PO 1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO9	PO1 0	PSO 1	PSO 2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2	2	1	3	2	1	3	2	1	1	1	2	1	1	2	1
CO2	3	2	2	1	3	2	2	3	1	1	1	1	2	1	1	2	2
CO3	3	3	2	2	3	2	2	3	2	2	1	1	2	2	2	3	2
CO4	3	3	3	3	3	2	3	3	2	2	1	1	2	3	2	3	3
CO5	3	3	3	2	3	3	2	3	2	2	1	1	2	2	2	3	2
CO6	3	2	3	2	2	1	1	3	2	2	2	1	3	2	3	1	3

Strong – 3

Medium - 2

Low - 1



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(For the Candidates admitted in the academic year 2026-2027)

DEPARTMENT OF ENGLISH

M.A., ENGLISH

Semester: II- GEC-II: DIASPORIC LITERATURE

Ins. Hours / Week: 4

Course Credit: 3

Course Code: P26ENGE22C

Course Objectives:

- Understand the concept, origin, scope, and historical background of Diasporic Literature.
- Analyze themes such as migration, exile, identity crisis, nostalgia, hybridity, and cultural displacement in Diasporic writings.
- Interpret the literary contributions of major Indian diasporic writers in poetry, prose, short stories, and fiction.
- Examine the relationship between globalization, multiculturalism, and transnational experiences in Diasporic Literature.
- Develop critical and analytical skills to appreciate Diasporic consciousness and cross-cultural experiences in literary texts.

UNIT-I

(12 Hours)

Introduction – Defining Diaspora – enforced and shared diasporas – Scope and parameters of Diaspora writing – Origin of Diaspora writing – Historical perspective – multiple images and beneficiaries of translational displacement – major themes in diasporic literature

UNIT-II

(12 Hours)

(Poetry)

A.K. Ramanujan	– Small Scale Reflections on a Great House
Nissim Ezekiel	– Background Casually
R. Parthasarathy	– Home Coming

UNIT-III

(12 Hours)

(Prose)

V.S. Naipaul	– In a Free State
W.H.New	– The Disappointed Decade

UNIT-IV

(12 Hours)

(Short Stories)

Jhumpa Lahiri	– Interpreter of Maladies, This Blessed House
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UNIT-V

(12 Hours)

(Fiction)

Bharati Mukherjee	– Jasmine
Chitra Banerjee Divakaruni	– Sister of my Heart

UNIT – VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Concept of Diaspora and Diasporic Consciousness; migration, exile and cultural displacement in Diasporic Literature; identity crisis, nostalgia and search for homeland; hybridity, multiculturalism and transcultural experiences in diasporic writings; contribution of Indian Diasporic writers to English Literature; role of globalization and transnationalism in the growth of Diasporic Literature.

Total Lecture Hours: 60

Course Outcomes

On completion of this course, students will be able:

1. Get awareness of the process of emigration and the impact of cultural displacement.
2. Show an understanding of transnational approaches to the study of literature.
3. Demonstrate insight into a range of literary texts in English engaging with issues of human mobility, migration and Diaspora.
4. Understand the complex relationship of cultures within and across the continents.
5. Analyze the impact of multiculturalism.
6. Apply critical approaches and literary theories to understand globalization and transnationalism in Diasporic Literature.

Text Books

1. Ramanujan, A.K. *Small Scale Reflections on a Great House*. New Delhi: Oxford University Press.
2. Parthasarathy, R. *Rough Passage*. New Delhi: Oxford University Press.
3. Ezekiel, Nissim. *Collected Poems*. New Delhi: Oxford University Press.
4. Naipaul, V.S. *The Disappointed Decade*. London: Andre Deutsch.
5. Naipaul, V.S. *In a Free State*. London: Penguin Books.
6. Lahiri, Jhumpa. *Interpreter of Maladies*. New Delhi: HarperCollins.
7. Divakaruni, Chitra Banerjee. *Sister of My Heart*. New York: Anchor Books.
8. Mukherjee, Bharati. *Jasmine*. New York: Grove Press.

Reference Books

1. Mishra, Vijay. *The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. London: Routledge.
2. McLeod, John. *Beginning Postcolonialism*. Manchester: Manchester University Press.
3. Bhabha, Homi K. *The Location of Culture*. London: Routledge.
4. Loomba, Ania. *Colonialism/Postcolonialism*. London: Routledge.
5. Braziel, Jana Evans and Anita Mannur, eds. *Theorizing Diaspora*. Oxford: Blackwell Publishing.
6. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *The Empire Writes Back*. London: Routledge.
7. Clifford, James. *Routes: Travel and Translation in the Late Twentieth Century*. Cambridge: Harvard University Press.
8. Safran, William. "Diasporas in Modern Societies: Myths of Homeland and Return." *Diaspora Studies Journal*.

WEB RESOURCES:

1. <https://www.jlls.org/index.php/jlls/article/view/4480>
2. <https://www.sparknotes.com/short-stories/interpreter-of-maladies/context/>
3. <https://www.britannica.com/biography/V-S-Naipaul>

Mapping with Programme Outcomes:

	PO 1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO9	PO1 0	PSO 1	PSO 2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2	2	1	1	2	1	2	2	3	3	2	2	1	3	2	3
CO2	3	3	2	2	1	2	1	2	2	3	3	3	2	2	3	2	2
CO3	3	3	3	2	1	2	1	2	2	3	3	3	3	2	3	3	2
CO4	3	3	2	2	2	3	1	2	2	3	3	2	2	2	3	3	3
CO5	3	3	3	2	2	3	1	2	3	3	3	2	2	2	3	3	3
CO6	1	2	3	1	2	2	3	3	3	3	3	3	2	1	2	2	2

Strong – 3

Medium - 2

Low -1



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DEPARTMENT OF ENGLISH
M.A., ENGLISH

SEMESTER: II- SEC-II –ARTIFICIAL INTELLIGENCE TOOLS FOR ENGLISH LITERATURE

Ins. Hours / Week: 2

Course Credit: 2

Course Code: P26SEEN22

Course Objectives:

- Understand the fundamentals of Artificial Intelligence, Digital Humanities, and their applications in English Literature.
- Analyze literary texts using AI tools such as text mining, sentiment analysis, stylometry, and Natural Language Processing (NLP).
- Explore AI-assisted creative writing, content generation, and prompt engineering for literary applications.
- Apply AI technologies in language learning, literary research, translation, plagiarism detection, and academic writing.
- Develop practical skills in using AI-based tools for literary analysis, digital storytelling, presentations, and research projects.

Unit I

(12Hours)

Introduction to Artificial Intelligence and Digital Humanities

Concept of Artificial Intelligence - History and Evolution of AI - AI in Humanities and Literature - Digital Humanities and Computational Literary Studies - Applications of AI in English Literature - AI Tools for Research and Academic Writing - Ethical Issues and Challenges in AI-assisted Literary Studies - Future Trends in AI and Literature.

Unit II

(12Hours)

AI Tools for Literary Analysis

Introduction to Literary Analysis using AI - Text Mining and Corpus Analysis - Sentiment Analysis in Literary Texts - Keyword Extraction and Theme Identification - Stylometric Analysis and Authorship Detection - Natural Language Processing (NLP) Basics - AI-based Annotation and Summarization Tools - Comparative Literary Analysis using AI.

Unit III

(12Hours)

AI Tools for Creative Writing and Content Generation

AI-assisted Creative Writing - AI Chatbots and Writing Assistants - Story Generation using AI - Poetry and Script Writing with AI Tools – Quilkbots- Grammarly-AI for Academic Content Creation- Prompt Engineering for Literary Applications - Ethical Use of AI-generated Content.

Unit IV

(12Hours)

AI in Language Learning and Literary Research

AI-powered Language Learning Platforms - AI-based Translation Tools - Speech Recognition and Text-to-Speech Technologies - Research Automation using AI - Citation and Reference Management Tools - AI for Plagiarism Detection - Literature Review Automation - AI Applications in Teaching English Literature.

Unit V

(12Hours)

Practical Applications of AI in English Literature

Hands-on Training with AI Tools for Literary Studies - AI-based Presentation and Content Design Tools - Digital Storytelling Techniques - Literary Data Visualization - AI for Publishing and Editing - Case Studies in AI-assisted Literary Research - Mini Projects using AI Tools - Emerging Trends in AI and Literature.

Unit VI

(12Hours)

CIA (Continuous Internal Assessment)

Assignment Submission - Seminar Presentation on AI Tools - Practical Exercises using AI Platforms - Case Study Analysis - Quiz, Viva Voce and Mini Project Demonstration.

Total Lecture Hours: 60

COURSE OUTCOMES:

1. Understand the fundamentals of Artificial Intelligence and its applications in English Literature and Digital Humanities.
2. Apply AI-based tools and techniques for literary analysis, text mining, and thematic interpretation.
3. Utilize AI tools for creative writing, content generation, and language enhancement in literary contexts.
4. Employ AI technologies for language learning, literary research, translation, and academic writing support.
5. Develop practical projects and digital literary applications using AI tools and emerging technologies.
6. Critically examine the ethical issues, challenges, and future possibilities of AI-assisted literary and academic practices.

TEXT BOOKS:

4. Artificial Intelligence: A Modern Approach, Stuart Russell and Peter Norvig, Artificial Intelligence: A Modern Approach, 4th Edition, Pearson, 2021.
5. Digital Humanities, Anne Burdick, Johanna Drucker, Peter Lunenfeld, Todd Presner and Jeffrey Schnapp, Digital Humanities, MIT Press, 2012.
6. Natural Language Processing with Python, Steven Bird, Ewan Klein and Edward Loper, Natural Language Processing with Python, O'Reilly Media, 2009.
4. AI for Humanities, Alberto Acerbi, AI for Humanities: Methods and Applications, Routledge, 2023.
5. Computers and the Humanities, Susan Schreibman, Ray Siemens and John Unsworth, A Companion to Digital Humanities, Wiley-Blackwell, 2016.

REFERENCE BOOKS:

1. Machine Learning, Tom M. Mitchell, Machine Learning, McGraw-Hill Education, 1997.
2. Speech and Language Processing, Daniel Jurafsky and James H. Martin, Speech and Language Processing, 3rd Edition, Pearson, 2023.
3. The Digital Scholar, Martin Weller, The Digital Scholar: How Technology Is Transforming Scholarly Practice, Bloomsbury Academic, 2011.
4. Literary Theory: An Introduction, Terry Eagleton, Literary Theory: An Introduction, 3rd Edition,

Wiley-Blackwell, 2008.

5. The Cambridge Companion to Literature and Technology, Andrew McMurtry, The Cambridge Companion to Literature and Technology, Cambridge University Press, 2017.

WEB RESOURCES:

1. [UCLA Digital Humanities – What is Digital Humanities?](#)
2. [Computational Stylistics Group](#)
3. [Computational Stylistics Group](#)
4. <https://dh.ucla.edu/what-is-digital-humanities>
5. <https://computationalstylistics.github.io>
6. <https://computationalstylistics.github.io/>

Mapping with Programme Outcomes:

	PO 1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO9	PO1 0	PSO 1	PSO 2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2	3	2	3	2	2	3	2	1	2	2	3	2	1	2	2
CO2	3	3	3	3	3	2	2	3	2	1	3	3	3	3	2	3	2
CO3	3	3	3	2	3	2	2	3	1	2	2	2	3	2	2	3	2
CO4	3	3	3	3	2	2	3	3	1	2	3	3	3	3	2	3	2
CO5	3	3	3	3	3	2	3	3	2	2	2	2	3	3	2	3	3
CO6	3	3	3	3	2	2	2	2	3	3	2	3	2	1	1	2	1

Strong – 3

Medium - 2

Low -1



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DEPARTMENT OF ENGLISH
M.A., ENGLISH

Semester: II- NMEC-1: ENGLISH FOR EFFECTIVE COMMUNICATION-I

Ins. Hours / Week: 2

Course Credit: 2

Course Code: P26NMEEN21

Course Objectives:

- **Develop effective listening skills** to identify specific information and understand the purpose of spoken communication in various contexts.
- **Enhance speaking proficiency** by participating confidently in conversations and using appropriate expressions for introductions, apologies, advice, directions, instructions, agreement, disagreement, and recommendations.
- **Improve reading competence** through the application of skimming, scanning, vocabulary development, comprehension strategies, and analysis of diction and tone in prose and poetry.
- **Strengthen writing abilities** by producing clear and coherent letters, resumes, reports, paragraphs, essays, CVs, and newspaper-based writings for academic and professional purposes.
- **Apply fundamental grammatical principles** including word classes, tenses, subject-verb agreement, articles, and prepositions to communicate accurately and effectively in spoken and written English.

UNIT – I

(6 Hours)

LISTENING SKILLS

Listening for a specific information, Listening with a purpose.

UNIT – II

(6 Hours)

SPEAKING SKILLS

Conversation techniques- involving everyone- Arousing and sustaining interest- Expressions of Introduction, Apologizing, Advising, Asking Directions, Giving Instructions, Agreeing and Disagreeing and Recommendations

UNIT – III

(6 Hours)

READING SKILLS

Reading Vocabulary, Loud reading of prose and poetry Reading Comprehension Skimming and Scanning, Diction and Tone

UNIT– IV

(6 Hours)

WRITING SKILLS

Letter writing, Resume writing, Report writing, Paragraph and Essay writing CV Preparation, Writing for the newspaper.

UNIT – V

(6 Hours)

GRAMMAR

Word class – Tenses - Subject-verb agreement – Articles and preposition

UNIT - VI

CURRENT CONTOURS (For Continuous Internal Assessment Only):

Group Discussion on current topic, Dialogue based on situations creating a blog entry
Challenges learners occur while learning English – Language as unavoidable – empowerment
of the learners to speak in front of the native speakers

Total Lecture Hours: 30

COURSE OUTCOMES:

After the completion of the course the students will be able to:

1. Acquire the four language skills
2. Integrate the language skills and use them effectively in day-to-day communication
3. Apply effectively the nuances of speaking skills in dialogues, discussions and public speeches
4. Understand the reading and comprehensive skills and analyze the comprehension passages
5. Incorporate the writing skills in drafting letters and creating their own resume
6. Enhance the communication skills to improve the career prospects

TEXT BOOKS

1. Black Swan Orient. *English for Effective Communication* , Hyderabad.
2. Pearson Education ,*Communicative English* , New Delhi.
3. Macmillan, Developing Communication Skills –India Ltd.

REFERENCE BOOKS:

1. Murphy Raymond. *English Grammar in use*. Cambridge University Press:London,2012.
2. Naylor and Murphy. *Essential English Grammar*. Cambridge University Press.
3. Parikh JP and Swarnabharati. *Business Communication*. Orient Black Swan Ltd: Hyderabad, 2011.
4. Sreedharan Josh. *The Four Skills for Communication*. Cambridge University Press. New Delhi: 2014

WEB RESOURCES:

1. https://www.bbc.co.uk/learningenglish?utm_source=chatgpt.com-Stanford Natural Language Processing Group
2. [Purdue Online Writing Lab \(OWL\)](#)
3. [MLA Style Center](#)
4. [BBC Learning English](#)

Mapping with Programme Outcomes:

	PO 1	PO2	PO3	PO4	PO 5	PO 6	PO 7	PO 8	PO9	PO1 0	PSO 1	PSO 2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	2	3	1	1	1	2	3	1	1	2	2	3	1	1	3	2
CO2	3	3	3	1	2	2	2	3	1	2	2	2	3	1	2	3	2
CO3	3	3	3	1	2	2	2	3	1	2	2	2	3	1	2	3	3
CO4	3	3	3	2	1	1	2	3	1	1	2	2	3	2	1	3	2
CO5	3	3	3	2	2	2	3	3	1	2	2	2	3	2	2	3	2
CO6	3	2	3	2	3	3	3	3	2	2	1	1	3	2	2	3	2

Strong – 3

Medium - 2

Low -1
