



SOURASHTRA COLLEGE, MADURAI – 625004

(An Autonomous Institution Re-accredited with 'A' grade by NAAC)

B.A. ENGLISH – SYLLABUS

(Under CBCS based on OBE)

(For the students admitted from the academic year 2025 – 2026 onwards)

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ABOUT THE DEPARTMENT

The Department begins along with the inception of the college as the study of English is mandatory and very important. B.A. English course was started in 1972 to cater the demands of the students. The Department reached a milestone in 1982 with the commencement of Post– graduate course. M. Phil. English was started in 2004 for the benefit of research aspirants. The Research Department of English is recognised as one of the Research Centres of Madurai Kamaraj University leading to Ph.D Degree in English from the academic year 2021–2022. The Research Centre has five research supervisors and has produced 19 scholars. More than 15 scholars are pursuing their research in the Department.

The Department is home to more than 3000 students. The alumni of the department are well placed in various private and public sectors. The department maintains a library that has more than 3500 books for the benefit of the students and scholars of English.

The English Language Lab is equipped with Globarena Software (a Language Learning Software) to provide practice to students in an interactive way to develop the language skills – Listening, Speaking, Reading and Writing. The Department of English conducts Value added courses and Certificate courses.

The Department arranges Guest Lectures in Odd and Even semesters. The Seminars, Conferences, and Workshops focus on emerging trends and themes at various levels. Parnassus, an inter– collegiate annual literary and cultural fiesta is organized in a grand manner to help students shed their inhibitions and gain confidence.

VISION

To acquire communication skills, hone the soft skills and develop the art of creative thinking in English

MISSION

To enable the students think hypothetically and become well informed and caring in the diverse environment.



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GRADUATE ATTRIBUTES

1. **(KB) A knowledge base for English:** Demonstrated competence in university level mathematics, natural sciences, English fundamentals, and specialized English knowledge appropriate to the Programme.
2. **(PA) Problem analysis:** An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex English problems in order to reach substantiated conclusions
3. **(Inv.) Investigation:** An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid conclusions.
4. **(Des.) Design:** An ability to design solutions for complex, open– ended English problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, and economic, environmental, cultural and societal considerations.
5. **(Tools) Use of English tools:** An ability to create, select, apply, adapt, and extend appropriate techniques, resources, and modern English tools to a range of English activities, from simple to complex, with an understanding of the associated limitations.
6. **(Team) Individual and teamwork:** An ability to work effectively as a member and leader in teams, preferably in a multi– disciplinary setting.
7. **(Comm.) Communication skills:** An ability to communicate complex English concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions.
8. **(Prof.) Professionalism:** An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest.
9. **(Impacts) Impact of English on society and the environment:** An ability to analyze social and environmental aspects of English activities. Such ability includes an understanding of the interactions that English has with the economic, social, health, safety, legal, and cultural aspects of society, the uncertainties in the prediction of such interactions; and the concepts of sustainable design and development and environmental stewardship.
10. **(Ethics) Ethics and equity:** An ability to apply professional ethics, accountability, and equity.
11. **(Econ.) Economics and project management:** An ability to appropriately incorporate economics and business practices including project, risk, and change management into the practice of English and to understand their limitations.
12. **(LL) Life– long learning:** An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge



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PROGRAMMEME EDUCATIONAL OBJECTIVES (PEOs)

The B.A. English Graduates of the Sourashtra College will:

PEO 1	demonstrate comprehensive knowledge of literature in their chosen domain. They will describe a range of literary techniques and rhetorical strategies used in texts, including their relationship to audience, purpose and cultural context.
PEO 2	be able to recognize poetry from a variety of cultures, languages and historic periods; understand and appreciate poetry as a literary art form; analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc. and broaden their vocabularies and to develop an appreciation of literature.
PEO 3	showcase leadership qualities and diverse learning by cultivating versatile skills of teamwork, morality, ethics, communication and analytical skills.
PEO 4	become empowered for employment in the fields of translation, content writing, teaching and orient them for research and higher studies.
PEO 5	acquire skills on management, leadership and team building among the group, enhanced with social responsibility and ethical values for shaping them as better citizens and professionals.

UNDERGRADUATE (UG) PROGRAMMEME OUTCOMES (POs)

Undergraduate (B.A., B.Sc., B.Com., B.C.A., B.B.A., etc.) is a 3 – year degree Programme with 6 semesters consisting the following Programme Outcomes (POs) under various criteria including critical thinking, problem solving, effective communication, societal/ citizenship/ ethical credibility, sustainable growth and employable abilities.

PO 1	Critical Thinking: Intellectual exploration of knowledge towards actions in clear and rational manner by understanding the logical connections between ideas and decisions.
PO 2	Problem Solving: Understanding the task/ problem followed by planning and narrow execution strategy that effectively provides the solution.
PO 3	Effective Communication: Knowledge dissemination by oral and verbal mechanisms to the various components of our society.
PO 4	Societal/ Citizenship/ Ethical Credibility: Realization of various value systems/ moral dimensions and demonstrate the empathetic social concern as well as equity in all the decisions, executions and actions.
PO 5	Environmental Concern and Sustainable Growth: Understanding the emerging environmental challenges and provide the possible contribution in sustainable development that integrates environment, economy and employment.
PO 6	Skill Development and Employable Abilities: Adequate training in relevant skill sector and creating employable abilities among the under graduates.



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PROGRAMME SPECIFIC OUTCOMES (PSOs)

Upon completion of B.A. English Programme, students will be able to

PSO 1	examine English literary history, genres, and periods to grasp their literary significance and cultural relevance in the literary canon.
PSO 2	enhance critical thinking through diverse interpretative skills and apply linguistic concepts for stylistic analysis of both literary and non-literary texts.
PSO 3	apply insights from literature to real-life, fostering a values-driven existence, and share this knowledge to promote responsibility and global citizenship among peers, youth, and society.
PSO 4	attain comprehensive knowledge of research tools, methodology, and ethical practices in research.
PSO 5	facilitate the improvement of learners' listening, speaking, reading, and writing skills, enabling them to express themselves fluently in both personal and professional situations.
PSO 6	apply insights from the study of literature, incorporating knowledge of human psychology, society, and life into real-life situations, fostering a value-based existence.

DISTRIBUTION OF CREDITS (UG PROGRAMME)

Part	Semester	Courses	No. of Courses	Hrs.	Credits	Total Credits
I	I– IV	Language	4	6	3	12
II	I– IV	English	4	6	3	12
III	I– VI	Core	15	5– 6	4– 5	71
	I– VI	Elective and Elective/Allied	8	4– 5	3– 4	24
IV	I– II	SEC (Non Major Elective)	2	2	2	4
	I	Foundation Course FC	1	2	2	2
	I– IV	SEC (Discipline Specific/ Generic)	5	2	2	10
	IV	EVS (Environmental Studies)	1	2	2	2
	V	Value Education	1	2	2	2
	V	Internship	1	–	1	1
V	IV	Extension Activity	1	–	1	1
	V	Soft Skills (Self – Study)	1	–	1	1
	VI	General Knowledge (online) (Self – Study)	1	–	1	1
Additional credit will be given to any Online Course taken in SWAYAM Portal						
		Total				143



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B.A ENGLISH – I YEAR COURSE STRUCTURE – I SEMESTER

S. No.	Course Code	Part	Course Title	Hrs. / Week	Exam (Hrs.)	CA	SE	Total Marks	Credits
1	25UACT11	I	Tamil – பொதுத் தமிழ் – I	6	3	25	75	100	3
	25UACH11		Hindi – General Hindi – I						
	25UACS11		Sanskrit – Poetry, Grammar and History of Sanskrit Literature						
2	25UACE11	II	English – General English – I	6	3	25	75	100	3
3	25UEHC11	III	Core – 1: Introduction to Literature	5	3	25	75	100	5
4	25UEHC12		Core – 2: Indian Writing In English	5	3	25	75	100	5
5	25UEHA11		Elective/Allied – 1: Social History Of England – I	4	3	25	75	100	3
6	25UEHN11	IV	SEC – 1: NME: English For Career	2	3	25	75	100	2
7	25UEHFC1		Foundation Course: Word Power	2	3	25	75	100	2
			TOTAL	30				700	23

II – SEMESTER

S. No.	Course Code	Part	Course Title	Hrs. / Week	Exam (Hrs.)	CA	SE	Total Marks	Credits
1	25UACT21	I	Tamil – பொதுத் தமிழ் – II	6	3	25	75	100	3
	25UACH21		Hindi – General Hindi – II						
	25UACS21		Sanskrit – Prose, Grammar and History of Sanskrit Literature						
2	25UACE21	II	English – General English – II	6	3	25	75	100	3
3	25UEHC21	III	Core – 3: British Literature I	5	3	25	75	100	5
4	25UEHC22		Core – 4: American Literature	5	3	25	75	100	5
5	25UEHA21		Elective/Allied – 2: Social History of England – II	4	3	25	75	100	3
6	25UEHN21	IV	SEC – 2: NME: Public Speaking	2	3	25	75	100	2
7	25UEHS21		SEC – 3: DS: English and Communication	2	3	25	75	100	2
			TOTAL	30				700	23



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COURSE STRUCTURE – I SEMESTER

S. No.	Course Code	Part	Course Title	Hrs. / Week	Exam (Hrs.)	CA	SE	Total Marks	Credits
1	25UACT11	I	Tamil – பொதுத் தமிழ் – I	6	3	25	75	100	3
	25UACH11		Hindi – General Hindi – I						
	25UACS11		Sanskrit – Poetry, Grammar and History of Sanskrit Literature						
2	25UACE11	II	English – General English – I	6	3	25	75	100	3
3	25UEHC11	III	Core – 1: Introduction to Literature	5	3	25	75	100	5
4	25UEHC12		Core – 2: Indian Writing in English	5	3	25	75	100	5
5	25UEHA11		Elective/Allied – 1: Social History of England – I	4	3	25	75	100	3
6	25UEHN11	IV	SEC – 1: NME: English for Careers	2	3	25	75	100	2
7	25UEHFC1		Foundation Course: Word Power	2	3	25	75	100	2
			TOTAL	30				700	23

SEC – Skill Enhancement Course

DS – Discipline/ Subject Specific

CA – Class Assessment (Internal)

SE – Summative Examination

NME – Non –Major Elective

T – Theory

P – Practical



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25UEHC11	INTRODUCTION TO LITERATURE	CORE – 1	5	–	5

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	I	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		✓	Entrepreneurship		
	National	✓	Local		Regional		Global		
Curriculum Enrichment	Professional Ethics		Gender		Environment and Sustainability		Human Values	✓	Other Values ✓

COURSE DESCRIPTION:

To introduce different genres and literary forms thereby enable the students to critically analyse and appreciate the text.

COURSE OBJECTIVES:

The objectives of the course are:

- To introduce the different forms of literature
- To provide learners with the background knowledge of literature
- To enable learners to understand the different genres of writing
- To examine the various themes and forms present in literature
- To create the ability of critically examining a text

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.	Upto K3
CO 2	gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	Upto K3
CO 3	explore the features of literary language	Upto K3
CO 4	use library resources to research and develop arguments about literary works.	Upto K3
CO 5	work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	Upto K3

K1– KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLYING



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INTRODUCTION TO LITERATURE

UNIT– I:

Introduction : Poetry – Different forms of poetry – Sonnet, Ode, Elegy,
: Prose – Short Story, Novel, Prosody, Metre

UNIT– II:

John Milton : When I Consider How My Light is Spent
John Keats : Ode to Nightingale
Thomas Gray : Hymn to Adversity

UNIT– III:

Francis Bacon : Of Studies
Stephen Leacock : My Financial Career
Jerome K Jerome : Uncle Podger Hangs a Picture

UNIT– IV:

Lamb's Tales
from Shakespeare : A Midsummer Night's Dream, Twelfth Night

UNIT– V:

Jane Austen : Pride & Prejudice

TEXT BOOKS:

1. Hudson, William Henry. *An Outline History of English Literature*. 1913.
2. Cecil, Lord David. *The Poetry of Thomas Gray*. 1947.
3. Jane Austen. *Pride and Prejudice*. Artaro, 2024.
4. Ajeyaseelan. *Twelfth Night; or, What You Will* – Collection at Bartleby.com. *Collection at Bartleby.com*, 23 Nov. 2022, www.bartleby.com/lit-hub/tales-from-shakespeare/twelfth-night-or-what-you-will.

REFERENCE BOOKS:

1. *Pride and Prejudice*, The Library of Congress, www.loc.gov/item/18001222.
2. Austen, J. (2016). *Pride and Prejudice (Fourth Edition) (Norton Critical Editions)*. W. W. Norton & Company.
3. Herawati, Henny, and Maria Vincentia EkaMulatsih. *Introduction to Literature*. Sanata Dharma UP, 2021.
4. Campbell, Janice. *Introduction to Literature: Excellence in Literature English 1, 4th Ed.* 2024.

DIGITAL TOOLS:

<https://www.routledge.com/an-introduction-to-poetic-forms/gill/p/book/978>
<https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent>
<https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale>
<https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	3	3	1
CO2	1	3	3	3	3	3
CO3	3	2	3	2	3	3
CO4	3	3	3	3	1	3
CO5	3	3	2	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25UEHC12	INDIAN WRITING IN ENGLISH	CORE – 2	5	–	5

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	I	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		✓	Entrepreneurship				
	National	✓	Local		Regional		Global				
Curriculum Enrichment	Professional Ethics		Gender		Environment and Sustainability		Human Values	✓	Other Values	✓	

COURSE DESCRIPTION:

To introduce the exploration of Indian Literature written in English focusing on themes, styles and the socio– political contexts that shape them.

COURSE OBJECTIVES:

The objectives of the course are:

- To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience
- To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation,(Post) national and gender politics, cross– cultural transformations.
- To create literary sensibility and critical response to the literary texts written in English
- To closely examine the various themes and methodologies existing in Indian Writing in English and to help them apply the ideas encapsulated in Indian Aesthetics to literary texts

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to present	Upto K3
CO 2	analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism and nationalism	Upto K3
CO 3	explore the role of English as a medium for political awakening and the use of English in India for creative writing	Upto K3
CO 4	analyze how the sociological, historical, cultural and political context impacted the texts selected for study	Upto K3
CO 5	evaluate critically the contributions of major Indian English poets and dramatists	Upto K3

K1– KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLYING



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INDIAN WRITING IN ENGLISH

UNIT– I:

Introduction from K.R. Srinivasa Iyengar and C.D. Narasimaiah

UNIT– II:

Rabindranath Tagore : Paper Boat
Sarojini Naidu : The Village Song
Toru Dutt : The Lotus
A.K. Ramanujan : Still Another View of Grace
R. Parthasarathy : River Once

UNIT– III:

Mahatma Gandhi : Steal and Atonement
Sri Aurobindo : Poetry from “Early Cultural Writings”
(Page 123– 24)
Swami Vivekananda : Address at the Final Session
(Complete works Volume I, Chapter I)

UNIT– IV:

Ruskin Bond : The Eyes are not Here
K. A. Abbas : Sparrows

UNIT– V:

R. K. Narayan : The Man – Eater of Malgudi

TEXT BOOKS:

1. Iyengar, Kodaganallur R. Srinivasa, and PremaNandakumar. *Introduction to the Study of English Literature*. 2011.
2. Naidu, Sarojini. *Sarojini Naidu, Selected Poetry and Prose*. 1993.
3. Narayan, R. K. *Man Eater of Malgudi*. Orient Paperbacks, 2009.
4. Gandhi, Mahatma. *The Collected Works of Mahatma Gandhi*. 1958.

REFERENCE BOOKS:

1. Paranjape, Makarand R. *Indian Poetry in English*. 1993.
2. Pandey, B. K. *Contemporary Indian Poetry*. Sarup and Sons, 2004.
3. Chandra, N. D. R. *Modern Indian Writing in English: Critical Perceptions*. Sarup and Sons, 2004.
4. Anjaria, Ulka. *A History of the Indian Novel in English*. Cambridge UP, 2015.

DIGITAL TOOLS:

<https://www.poemhunter.com/a-k-ramanujan/poems/>

<https://www.poetrybyheart.org.uk/poems/paper-boats>

<https://allpoetry.com/Village-Song>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	2	3	3	3	3
CO2	3	3	3	3	2	3
CO3	3	3	1	3	3	3
CO4	3	3	3	2	3	3
CO5	3	3	3	3	3	1

3. Advanced Application 2. Intermediate Development 1.Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25UEHA11	SOCIAL HISTORY OF ENGLAND – I	ELECTIVE/ ALLIED – 1	4	–	3

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	I	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		✓	Entrepreneurship			
	National	✓	Local		Regional		Global			
Curriculum Enrichment	Professional Ethics		Gender		Environment and Sustainability		Human Values	✓	Other Values	✓

COURSE DESCRIPTION:

To introduce the historical background of England and the relevance of literature

COURSE OBJECTIVES:

- To acquaint the students with background study of social conditions in England
- To introduce students to some of the major historical development of England
- To facilitate the students to focus on chronological narrative of events as on major issues trends, events and crisis of the period
- To make the students aware of the relation between socio political and socio religious events and literary works
- To expose the students various trends and movements of England.

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	gain knowledge of various features of social and political history of England	Upto K3
CO 2	understand the relation between socio – religious events and socio– political works	Upto K3
CO 3	compare history with Literature	Upto K3
CO 4	assess the emergence, reasons, development and the impact of social movements	Upto K3
CO 5	assess the overall emergence of English society as a nation	Upto K3

K1– KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLYING



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SOCIAL HISTORY OF ENGLAND – I

UNIT– I:

Landmarks in Early English History

The Norman Conquest – Feudal System – Crusades – Magna Carta – Hundred Years War – 1348 – Black Death – 1381– Peasants Revolt – Lollards Movement – Wars of Roses

UNIT– II:

The Renaissance

The Reformation

The Dissolution of the Monasteries

UNIT– III:

Colonial Expansion

The Tudor Navy and The Armada

The Elizabethan Age & Theatre

UNIT– IV:

The Origin and Growth of Political Parties in England

UNIT– V:

Age of Queen Anne

Coffee House Life in London

TEXT BOOKS:

1. Briggs, Asa. *A Social History of England*. 1991.
2. Bradshaw, Frederick. *A Social History of England*. Hassell Street Press, 2021.

REFERENCES BOOKS:

1. Crick, Julia, and Elisabeth Van Houts. *A Social History of England, 900–1200*. Cambridge UP, 2011.
2. Wrightson, Keith. *A Social History of England, 1500– 1750*. Cambridge UP, 2017.
3. Bédarida, François. *A Social History of England, 1851– 1990*. Psychology Press, 1991.

DIGITAL TOOLS:

<https://www.literpretation.com/post/social-history-of-enland-6#>:

<https://gacbe.ac.insematerial>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	3	3	3
CO2	3	3	1	3	3	3
CO3	3	3	3	2	3	3
CO4	3	3	3	3	1	3
CO5	1	3	3	3	3	2

3. Advanced Application 2. Intermediate Development 1.Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25UEHN11	ENGLISH FOR CAREERS	SEC – 1 NME	2	–	2

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	I	25	75	100

Curriculum Design and Development	Employability	✓	Skill Oriented		✓	Entrepreneurship		✓
	National	✓	Local	Regional		Global		
Curriculum Enrichment	Professional Ethics		Gender	Environment and Sustainability		Human Values	Other Values	✓

COURSE DESCRIPTION:

To introduce the skills and strategies necessary for effective communication and professional development in diverse career contexts.

COURSE OBJECTIVES:

- To help students gain knowledge about the job search, application, and interview process.
- Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals.
- Help them with strategies for identifying the jobs that match their interests and skills and to understand the job-seekers language for meeting new people, making small talk and enable learners to describe themselves and their experiences in a résumé

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	attain communicative competence so that they can use language accurately and appropriately	Upto K3
CO 2	understand the basic features of communication and aim at improving language skills	Upto K3
CO 3	gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence.	Upto K3
CO 4	demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar	Upto K3
CO 5	make sure that the style, content and message is concise, correct and appropriate.	Upto K3

K1– KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLYING



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ENGLISH FOR CAREERS

UNIT– I:

Definition of English Language – Characteristic Features

UNIT– II:

Purposes of English Language

UNIT– III:

Major Roles played by English Language in Education and various career choices

UNIT– IV:

English Language as an Identity to Popular Culture

UNIT– V:

The Major Developments happening in the Contemporary World by using English Language

TEXT BOOKS:

1. Smith, Leila R. *English for Careers: Business, Professional, and Technical*. John Wiley and Sons, 1981.
2. Astley, Peter, and Lewis Lansford. *Oxford English for Careers: Engineering 1: Student's Book*. OUP Oxford, 2013.

REFERENCE BOOKS:

1. Hawkins, Richard. *Effective Communication: Beginner's Guide*. Create space Independent Publishing Platform, 2018.
2. Crystal, David. *English as a Global Language*. Cambridge UP, 2012.

DIGITAL TOOLS:

https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&esc=publicationCoverPdf

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	3	3	1
CO2	3	3	1	3	3	3
CO3	3	3	3	3	3	2
CO4	2	3	3	3	1	3
CO5	3	3	3	2	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25UEHFC1	WORD POWER	FOUNDATION COURSE	2	–	2

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	I	25	75	100

Curriculum Design and Development	Employability	✓	Skill Oriented		✓	Entrepreneurship		
	National	✓	Local	Regional		Global		
Curriculum Enrichment	Professional Ethics		Gender	Environment and Sustainability		Human Values	Other Values	✓

COURSE DESCRIPTION:

The course is designed to enhance students' vocabulary and communication skills through the study of word formation, contextual usage and effective language application.

COURSE OBJECTIVES:

- To enrich the vocabulary of the students and to enable them to make use of these words in appropriate context.
- To make the students understand the process of word formation and etymology.
- To develop communication skills in written and oral expressions

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	identify , understand and effectively use a wide range of vocabulary in both written and oral communication	Upto K3
CO 2	comprehend the context in which different words are used, recognize nuances and connotations	Upto K3
CO 3	understand the process of word formation, including prefixes, suffixes, roots and etymology, to expand their vocabulary	Upto K3
CO 4	identify and appropriately use synonyms, antonyms and homonyms	Upto K3
CO 5	develop advanced communication skills by incorporating an extensive vocabulary in their written and oral expressions.	Upto K3

K1– KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLYING



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WORD POWER

UNIT– I:

Word Formation (Prefixes, Suffixes)

UNIT– II:

Compound Nouns

Homonyms

Homograph

Homophones

UNIT– III:

One Word Substitution (Select 50 words)

- Domestic
- Social
- Cultural
- Spiritual
- Academic

UNIT– IV:

Feelings and Actions

- Pleasant and Unpleasant Feelings
- Speaking
- What your body does?
- What animals do?

UNIT– V:

Phrasal Verbs (do, make, come, go, get, put)

TEXT BOOK:

Michael McCarthy – *English Vocabulary in Use : Upper – Intermediate*, Cambridge University Press, Noida, 2013.

DIGITAL TOOLS:

<https://testbook.com>Blog>English>

<https://Catmentor.files.wordpress.com>

<https://www.scribd.com>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	3	3	3
CO2	2	3	3	3	3	3
CO3	3	3	1	2	3	3
CO4	3	3	3	3	2	3
CO5	3	3	3	3	3	1

3. Advanced Application 2. Intermediate Development 1.Introductory Level



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Unit – III – One Word Substitution (Select 50 Words)

DOMESTIC	SOCIAL	CULTURAL	SPIRITUAL	ACADEMIC
1. Attic	11. Vandalism	21. Auspicious	31. Calligraphy	41. Dissect
2. Stew	12. Wreck	22. Conservative	32. Sycophant	42. Tabloid
3. Puddle	13. Marooned	23. Dogmatic	33. Omnipotent	43. Mandatory
4. Dizzy	14. Monarchy	24. Premonition	34. Temporal	44. Slowcoach
5. Mortgage	15. Ambassador	25. Anklet	35. Sacrosanct	45. Accomplish
6. Possession	16. Constituency	26. Blasphemous	36. Renounce	46. Bibliophile
7. Fluttered	17. Burglary	27. Charisma	37. Humane	47. Anthology
8. Blisters	18. Liable	28. Myth	38. Sin	48. Provisional
9. Ladle	19. Trespassers	29. Norms	39. Boon	49. Verbatim
10. Cumin seeds	20. Downpour	30. Ethics	40. Blessing	50. Aesthetics



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COURSE STRUCTURE – II SEMESTER

S. No.	Course Code	Part	Course Title	Hrs. / Week	Exam (Hrs.)	CA	SE	Total Marks	Credits
1	25UACT21	I	Tamil – பொதுத் தமிழ் – II	6	3	25	75	100	3
	25UACH21		Hindi – General Hindi – II						
	25UACS21		Sanskrit – Prose, Grammar and History of Sanskrit Literature						
2	25UACE21	II	English – General English – II	6	3	25	75	100	3
3	25UEHC21	III	Core – 3: British Literature – I	5	3	25	75	100	5
4	25UEHC22		Core – 4: American Literature	5	3	25	75	100	5
5	25UEHA21		Elective/Allied – 2: Social History of England – II	4	3	25	75	100	3
6	25UEHN21	IV	SEC – 2: NME: Public Speaking	2	3	25	75	100	2
7	25UEHS21		SEC – 3: DS: English and Communication	2	3	25	75	100	2
			TOTAL	30				700	23

SEC – Skill Enhancement Course

DS – Discipline/ Subject Specific

CA – Class Assessment (Internal)

SE – Summative Examination

NME – Non –Major Elective

T – Theory

P – Practical



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25UEHC21	BRITISH LITERATURE – I	CORE – 3	5	–	5

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	II	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		✓	Entrepreneurship			
	National	✓	Local		Regional		Global			
Curriculum Enrichment	Professional Ethics		Gender		Environment and Sustainability		Human Values	✓	Other Values	✓

COURSE DESCRIPTION:

This course helps the students to understand and experience the depth and diversity of British Literature and the nuances of British writers.

COURSE OBJECTIVES:

The objectives of the course are:

- To introduce British Identity, Periods and other related forms.
- To increase the ability for students to intellectually assess the works of British writers.
- To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture.
- To closely examine the various themes and methodologies present in British literature
- To create an aptitude of critical probing through the text

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	Upto K3
CO 2	synthesize ,integrate, and connect information by Writing essays using techniques of criticism and evaluation	Upto K3
CO 3	read and discuss the themes, approaches, styles and contributions to the development of British literature from the Medieval Period to the end of the eighteenth– century	Upto K3
CO 4	produce a mix of critical, creative, and/ or reflective works about American literature to 1865.	Upto K3
CO 5	analyze and describe about American literature using standard literary terminology and other literary conventions.	Upto K3

K1– KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLYING



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BRITISH LITERATURE – I

UNIT– I:

Thomas Gray	: Elegy Written in a Country Churchyard
Alexander Pope	: On Solitude
Robert Burns	: A Red, Red Rose
John Donne	: Canonization

UNIT– II:

Charles Lamb	: Dissertation upon a Roast Pig
Oliver Goldsmith	: A City Night-Piece
Sir Richard Steele	: The Spectator Club
Joseph Addison	: Household Superstitions

UNIT– III:

John Webster	: The White Devil
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UNIT– IV:

Christopher Marlowe	: Dr. Faustus
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UNIT– V:

Jonathan Swift	: Gulliver's Travels
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TEXT BOOKS:

1. Lamb, Charles, and Mary Lamb. *The Collected Works of Charles Lamb and Mary Lamb: Tales from Shakespeare, Essays of Elia, The Adventures of Ulysses, The King and Queen of Hearts...* DigiCat, 2023.
2. Steele, Richard, and Joseph Addison. *The Sir Roger De Coverley Papers and the Spectator's Club*. 1898.
3. Marlowe, Christopher. *The Tragical History of Doctor Faustus*. BoD – Books on Demand, 2023.

REFERENCE BOOKS:

1. Daiches, David. *A Critical History of English Literature, Vol. 3*. Allied Publishers, 1979.
2. Swift, Jonathan, et al. *Gulliver's Travels*. Oxford University Press, 2019.

DIGITAL TOOL:

http://doi.org/10.1007/978-1-349-07664-2_5.

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	2	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1.Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25UEHC22	AMERICAN LITERATURE	CORE – 3	5	–	5

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	II	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		✓	Entrepreneurship		
	National	✓	Local		Regional		Global		
Curriculum Enrichment	Professional Ethics		Gender		Environment and Sustainability		Human Values	✓	Other Values ✓

COURSE DESCRIPTION:

This course helps the students to understand and experience the depth and diversity of American Literature and the nuances of American writers.

COURSE OBJECTIVES:

The objectives of the course are:

- To identify the growth and development of American literature.
- To critically examine how various genres developed and progressed.
- To make the students learn about prominent writers and famous works in American literature.
- To closely examine the various themes and methodologies present in British literature and to create an aptitude of critical probing through the text

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).	Upto K3
CO 2	identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.	Upto K3
CO 3	articulate ways that American literature reflects complex historical and cultural experiences.	Upto K3
CO 4	produce a mix of critical, creative, and/ or reflective works about American literature to 1865.	Upto K3
CO 5	analyze and describe about American literature using standard literary terminology and other literary conventions.	Upto K3

K1– KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLYING



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AMERICAN LITERATURE

UNIT– I:

Background: The First Frontier (Settlement of America) –The Puritans and the spread of Puritanism in America – Romanticism: Optimist and Pessimist – The Flowering of New England – The Transcendentalists – Writers of the South – Indian thought in Emerson, Thoreau and Whitman – Sacred Writings of the East.

UNIT– II:

Walt Whitman : O Captain, My Captain!
Robert Frost : Birches
Edgar Allan Poe : The Raven
Emily Dickinson : Because I Could not Stop for Death

UNIT– III:

Martin Luther King Jr. : I have a Dream
Ralph Waldo Emerson : Self Reliance

UNIT– IV:

Tennessee Williams : The Glass Menagerie

UNIT– V:

Nathaniel Hawthorne : The Scarlet Letter

TEXT BOOKS:

1. Gohdes, Clarence. *American Literature in Nineteenth Century England*. 1963.
2. Gray, Richard. *A Brief History of American Literature*. John Wiley and Sons, 2010.
3. Bloom, Harold. *Tennessee Williams's the Glass Menagerie*. InfoBase Publishing, 2007.

REFERENCE BOOKS

1. Dickinson, Emily. *Emily Dickinson's Poems: As She Preserved Them*. Harvard UP, 2016.
2. Bagert, Brod. *Poetry for Young People: Edgar Allan Poe*. Sterling Publishing Company, Inc., 2008.

DIGITAL TOOLS:

<https://www.britannica.com/topic/The-Glass-Menagerie-play-by-Williams>

<https://www.poetryfoundation.org/poems/48860/the-raven>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	3
CO2	3	3	3	2	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1.Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25UEHA21	SOCIAL HISTORY OF ENGLAND– II	ELECTIVE/ ALLIED – 2	4	–	3

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	II	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		✓	Entrepreneurship		
	National	✓	Local		Regional		Global		
Curriculum Enrichment	Professional Ethics		Gender		Environment and Sustainability		Human Values	✓	Other Values ✓

COURSE DESCRIPTION:

To introduce social history of England and its impact in Literature

COURSE OBJECTIVES:

Define the social history of England in a political perspective.

- Interpret literary and cultural texts of historical, geographical, and cultural contexts. Explain socio– political history with literary and cultural texts
- Identify main trends in the social history of England and their influence on literature
- Analyze the critical ideas, values and themes that appear in literary and cultural texts of various genres
- Critically analyze the influence of history and cultural diversity on literature and language.

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	recognize the milestones of British History from 18 th century till the modern age and can relate how these movements influence the English society and Literatures of that period	Upto K3
CO 2	identify the various revolutions and movements of English society leading to form a crucial opinion for the benefit of humanity	Upto K3
CO 3	examine the causes and consequences of the war of Americans and French	Upto K3
CO 4	evaluate the effects of the revolutions and their impacts in literature in a better perspective	Upto K3
CO 5	analyze the reforms and the development of education, transport and communication in the modern era.	Upto K3

K1– KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLYING



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SOCIAL HISTORY OF ENGLAND – II

UNIT– I:

The Union of England and Scotland

The Agrarian Revolution

The Industrial Revolution

UNIT– II:

The Methodist movement

Other Humanitarian Movements

UNIT– III:

The American War of Independence

England and Ireland

French Revolution & Effects of the French Revolution

UNIT– IV:

The Reform Bills

The Victorian Age

UNIT– V:

Development of Education in the Victorian England

Means of Transport and Communication

World Wars I & II

TEXT BOOKS:

1. Briggs, Asa. *A Social History of England*. 1991.
2. Gardiner, Samuel Rawson. *A Student's History of England: From the Earliest Times to 1885*. 1897.
3. Trevelyan, G. M. *English Social History*. 1944.

REFERENCE BOOKS:

1. Crick, Julia, and Elisabeth Van Houts. *A Social History of England, 900–1200*. Cambridge UP, 2011.
2. Wrightson, Keith. *A Social History of England, 1500– 1750*. Cambridge UP, 2017.
3. Bédarida, François. *A Social History of England, 1851– 1990*. Psychology Press, 1991.

DIGITAL TOOLS:

https://archive.org/stream/draketudornavywi02corbuoft/draketudornavywi02corbuoft_djvu.tt
<https://archive.org/details/clublifeoflondon02timbuoft>
<https://www.britannica.com/biography/Anne-queen-of-Great-Britain-and-Ireland>

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	3	3
CO2	2	2	3	2	3	2
CO3	3	3	3	2	2	3
CO4	3	3	3	3	2	3
CO5	2	3	2	3	3	2

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25UEHN21	PUBLIC SPEAKING	SEC – 2 NME	2	-	2

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	II	25	75	100

Curriculum Design and Development	Employability	✓	Skill Oriented		✓	Entrepreneurship		✓
	National	✓	Local	Regional		Global		
Curriculum Enrichment	Professional Ethics	✓	Gender	Environment and Sustainability		Human Values	Other Values	✓

COURSE DESCRIPTION:

To introduce the types, techniques and methods of Public Speaking to cater to the need of students in Public Speaking

COURSE OBJECTIVES:

The objectives of the course are:

- To help students understand the goals and benefits of public speaking
- To help them recognize communication apprehension and guide them on how to reduce it
- To familiarize them on how public speaking can be used to advocate or create change
- To enable learners, recognize the social and historical contexts of speech, oratory, and rhetoric
- To help them think and speak imaginatively and critically

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	demonstrate an understanding of the principles of public speaking	Upto K3
CO 2	recognize barriers to public speaking and identify how to avoid them	Upto K3
CO 3	understand how to give effective verbal and nonverbal feedback	Upto K3
CO 4	learn about planning speech organization for the intended audience	Upto K3
CO 5	practice effective group delivery and speech in formal context.	Upto K3

K1– KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLYING



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PUBLIC SPEAKING

UNIT– I:

Definition, Need and Significance of Public Speaking

UNIT– II:

Elements of Public Speaking

Types of Public Speaking (Ceremonial, Demonstrative, Informative and Persuasive)

UNIT– III:

Techniques for Effective Public Speaking

UNIT– IV:

Methods of Public Speaking

Advantages and Disadvantages of Public Speaking

UNIT– V:

Students Activity – Choose a topic and speak in front of the Class.

TEXT BOOKS:

1. Beebe, Steven A., and Susan J. Beebe. *Public Speaking: An Audience– centered Approach*. 2011.
2. Fraleigh, Douglas M., and Joseph S. Tuman. *Speak Up: An Illustrated Guide to Public Speaking*. Macmillan, 2011.

REFERENCE BOOKS:

1. Hall, Judith A., and Mark L. Knapp. *Nonverbal Communication*. Walter de Gruyter, 2013.
2. Morsella, Ezequiel. *Expressing Oneself / Expressing One's Self: Communication, Cognition, Language, and Identity*. Psychology Press, 2009.

DIGITAL TOOLS:

Learning Outcomes |Public Speaking (lumenlearning.com)

lu03_public_speaking.pdf (indianhills.edu)

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	3	4
CO2	3	3	3	3	3	4
CO3	3	3	3	2	3	4
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level



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COURSE CODE	COURSE TITLE	CATEGORY	T	P	CREDITS
25UEHS21	ENGLISH AND COMMUNICATION	SEC – 3 DS	2	–	2

YEAR	SEMESTER	INTERNAL	EXTERNAL	TOTAL
I	II	25	75	100

Curriculum Design and Development	Employability		✓	Skill Oriented		✓	Entrepreneurship		✓
	National	✓	Local		Regional		Global		
Curriculum Enrichment	Professional Ethics	✓	Gender		Environment and Sustainability		Human Values		Other Values ✓

COURSE DESCRIPTION:

To introduce the foundational skills of effective communication in English, including Speaking, Writing, Listening and interpersonal communication within diverse contexts

COURSE OBJECTIVES:

The objectives of the course are:

- To provide the students with an ability to build and enrich their communication skills.
- To enable the learners to demonstrate effective communication skills – listening, speaking, reading and writing
- To help them think and write imaginatively and critically
- To equip students to build self– confidence with a focus on self– presentation
- To facilitate the learners to learn personal and professional development

COURSE OUTCOMES (COs):

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

No.	Course Outcomes	Knowledge Level (According to Bloom's Taxonomy)
CO 1	identify the basic principles of communication	Upto K3
CO 2	analyze the various types of communication	Upto K3
CO 3	make use of the essential principles of communication	Upto K3
CO 4	identify the prominent methods and models of communication.	Upto K3
CO 5	learn about the four skills of language and get familiarized with them.	Upto K3

K1– KNOWLEDGE (REMEMBERING), K2–UNDERSTANDING, K3–APPLYING



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ENGLISH AND COMMUNICATION

UNIT– I: GRAMMAR

Articles

Parts of Speech

Tenses

Active Passive Voice

Punctuation, Capitalization, Contractions and Collocations

Proof Reading

UNIT– II: VERBAL & NON VERBAL

Greetings

Formal & Informal

UNIT– III: MESSAGE WRITING

Agenda

Minutes

UNIT– IV: LETTERS – FORMAL & INFORMAL

Email

Report writing

UNIT– V: INTERVIEW

Presentation Skills

Resume

TEXT BOOKS:

1. Raman, Meenakshi. *Technical Communication: Principles and Practice*. 2022.
2. Rizvi. *Effective Tech Communication*. Tata McGraw– Hill Education, 2010.
3. Pease, Allan. *Body Language*. 2014.

REFERENCE BOOK:

Leech, Geoffrey. *A Communicative Grammar of English*. 1993.

DIGITAL TOOL:

goigalajijuna– Academia.edu

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	1	2
CO2	3	3	1	3	3	1
CO3	2	3	3	2	3	3
CO4	3	2	3	3	2	3
CO5	3	3	3	3	3	3

3. Advanced Application 2. Intermediate Development 1. Introductory Level