



HAJEE KARUTHA ROWTHER HOWDIA COLLEGE

(An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai.)

Re-Accredited with A++ Grade by NAAC (3rd Cycle)

Uthamapalayam - 625 533.

DEPARTMENT OF ENGLISH

BACHELOR OF ARTS - ENGLISH

SYLLABUS

Choice Based Credit System – CBCS

With

Outcome Based Education (OBE)

(Academic Year 2026 - 2027 onwards)

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College Vision and Mission

Vision

Our vision is to provide the best type of higher education to all, especially to students hailing from minority Muslim community, rural agricultural families and other deprived, under privileged sections of the society, inculcating the sense of social responsibility in them. Our college is committed to produce talented, duty-bound citizens to take up the challenges of the changing times.

Mission

Our mission is to impart and inculcate social values, spirit of service and religious tolerance as envisioned by our beloved Founder President Hajee Karutha Rowther.

The Vision beckonsthe Mission continues forever.

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Department Vision and Mission

Vision

- To foster knowledge, love of literature and language among students
- To demonstrate our commitment to the society through the intensive curriculum of English Language and Literature
- To cater to the needs of general education - communication, diversity, global perspectives and interdisciplinary studies through a coherent curricular framework
- To assure the students' creativity, fundamental to learning English Language and Literature through drama, poetry, prose, fiction, critical theory as well as develop their creative, critical production and presentation
- To assist students to view themselves as professionals, as a part of their discipline with valuable skills and abilities to pursue higher and prospective career

Mission

- To build knowledge of the content and methods of English education, literary studies as well as academic profession and creative writing in students through the autonomy of framing a suitable syllabus
- To provide appropriate pedagogies within an environment (classroom, equipment, resources, and technology) that will lead to students' development of knowledge in the field of education
- To instill in the faculty, a commitment to an interdisciplinary approach to knowledge
- To prepare graduates for professional study as well as train them in various fields such as publication, research, business, law, government services
- To encourage students to communicate effectively in English

Programme Educational Objectives (PEO)

Our graduates will be progressive, efficient, value based, academically excellent, creative, collaborative, empowered and globally competent literates with the skills required for societal change.

They will demonstrate

PEO1	Comprehensive knowledge and expertise, employability, the acumen of creative and critical thinking, the spirit of enquiry and professional attitude required for a successful career
PEO2	Accountability, linguistic competence and communication skills in the work environment and beyond
PEO3	Perseverance, effective collaboration, team spirit, leadership and problem solving skills
PEO4	Keen sense of civility, professional ethics, receptivity and moral righteousness
PEO5	Commitment to address social and environmental threats and to act as responsible service-minded, duty-bound global citizens

Programme Outcomes (PO)

On completion (after three years) of B.A., English programme, the students are able to

PO1	Introduce communication skills to define, refine grammatical competence, and to comprehend English for conversation practice as well as for the acquisition of presentation skills, soft skills and life skills
PO2	Develop human resources to inculcate human values and to identify the images of women, female experiences and nature of women's roles in society, politics, religion and history
PO3	Explain the basic concepts, methods, textual reading, linguistic nuances, translation theories, mass media and analyze the trends in print and digital modes, besides acquiring computer literacy
PO4	Interpret literary texts as well as apply theoretical approaches and critical reading of literary texts, in addition to learning the concepts of MS Word, MS Excel and MS Power point
PO5	Recognize authors and writings from third world countries and situate a text in postcolonial contexts as well as identify and use key concepts and ethical values in literature

Programme Specific Outcomes (PSO)

A graduate of B.A., English after three years will

PSO1	Utilize the literary concepts in the day to day life for better living
PSO2	Apply the literary theories in the work place and home to make better decisions and choices
PSO3	Use entrepreneurial skills with communication skills to excel in their profession
PSO4	Show continuous improvement in their professional career through life- long learning, besides appreciating human values and ethics
PSO5	Develop the teamwork and leadership skills acquired through life-training to improve his/her work environment and relations

Programme Scheme

Eligibility

A candidate, who has passed in Higher Secondary Examination with any Academic stream or Vocational stream under Higher Secondary Board of Examination, Tamil Nadu as per the norms set by the Government of Tamil Nadu or an Examination accepted as equivalent thereto by the Academic Council, is eligible for the **Bachelor of Arts – English Degree**.

For Programme Completion

A Candidate shall complete:

- Part I - Language Courses – Tamil/Arabic/Malayalam in semesters I, II, III and IV respectively
- Part II - Language Courses - English in semesters I, II, III, IV respectively
- Part III - Core Courses in semesters I, II, III, IV, V and VI respectively
- Part III - Generic Elective Courses in semesters I, II, III and IV respectively
- Part III - Discipline Elective Courses in semesters IV, V and VI respectively
- Part IV - Foundation Course (Skill Enhancement Course) in Semester I
- Part IV - Entrepreneurial Skills (Skill Enhancement Course) Course in Semester III
- Part IV - Professional Competency Skill (Skill Enhancement Course) Course in Semester V
- Part IV – Non Major Elective (Skill Enhancement Course) Courses in Semesters V and VI respectively
- Part IV - Environmental Studies Course in semester I
- Part IV - Value Education Course in semester III
- Part IV - Summer Internship/Industrial Training Course in semester V
- Part V - Extension activity in semester IV

Scheme of Examinations under Choice Based Credit System

Term End Examinations (TEE)	- 75 Marks
Continuous Internal Assessment Examinations (CIAE)	- 25 Marks
Total	- 100 Marks

Pattern of Continuous Internal Assessment Examinations (CIAE)

Average of Two Internal Tests (each 20 marks)	- 20 Marks
Assignment	- 05 Marks
Total	- 25 Marks

Pattern of Term End Examinations

(Max. Marks: 75 / Time: 3 Hours)

External Examinations Question Paper Pattern for Part I & III and Part IV (Non- Major Elective & Skill based Subject)

Section – A (5 X 1 = 5 Marks)

Answer ALL questions.

- Questions 1 - 5
- One question from each unit
- Multiple choice questions and each question carries Four choices

Section – B (5 X 2 = 10 Marks)

Answer ALL questions.

- Questions 6 - 10
- One question from each unit
- Short Answer (Definition)

Section – C (5 X 6 = 30 Marks)

Answer any ALL questions (Choose either a or b).

- Questions 11 - 15
- One question from each unit
- Paragraph

Section - D (3 X 10 = 30 Marks)

Answer any THREE out of five questions.

- Questions 16 - 20
- One question from each unit
- Essay type

**External Examinations Question Paper Pattern for Part IV-
 Foundation Course**

- MCQ Pattern (1 X 75 = 75 Marks)

**External Examinations Question Paper Pattern for Part IV-
 Environmental Studies and Value Education**

Section - A: (5 X 6 = 30 Marks)

Answer ALL questions choosing either A or B.

- Questions 1 - 5
- Two questions from each unit (either.... or.... type)
- Paragraph

Section - B (3 X 15 = 45 Marks)

Answer any THREE out of five questions.

- Questions 6 - 10
- One question from each unit
- Easy type

Part V (Extension Activities) - 13 Activities

- Internal Evaluation

Passing Marks

Minimum 27 for External Exam

Eligibility for the degree - passing minimum is **40%**

Practical Examination

Internal - 40 marks

External - 60 marks (24 mark is mandatory)

Total - 100 marks

Passing minimum is **40%**

Weightage

Weightage for Bloom's Taxonomy	Percentage	Marks	
		CIAE	TEE
Knowledge (Remembering) - K1	15	4	11
Understanding - K2	20	5	15
Applying - K3	25	6	19
Analyzing - K4	40	10	30
Gross Total	100	25	75

Assessment

Distribution of questions and marks for Continuous Internal Assessment Examinations

Bloom's Taxonomy	Section A	Section B	Section C	Section D	Total
Knowledge(K1)	2(2)	2(2)	-	-	25 marks
Understanding(K2)	Assignment (5)				
Apply(K3)	-	-	2(6)	-	
Analyzing (K4)	-	2(2)	-	1(8)	

Distribution of questions and marks for Term End Examinations.

Bloom's Taxonomy	Section A	Section B	Section C	Section D	Total
Knowledge(K1)	1(1)	2(4)	1(6)	-	Total 75 Marks
Understanding(K2)	1(1)	1(2)	2(12)	-	
Apply(K3)	3(3)	2(4)	2(12)	-	
Analyzing (K4)	-	-	-	3(30)	

Note: Figures in parenthesis are Marks

Credits Distribution

S.No	Part	Category	No of Courses	No of Credits
1	Part - I	Language	4	12
2	Part - II	English	4	12
3	Part - III	Core (Theory / Practical / Project)	17	69
		Discipline Elective (Theory / Practical)	4	14
		Generic Elective (Theory / Practical)	6	16
4	Part - IV (AEC)	Foundation Course	1	2
		EVS	1	2
		Value Education	1	2
		NME	2	4
5	Part - IV (SEC)	Entrepreneurial Skills	1	2
		Professional Competency	1	2
		Internship	1	2
6	Part - V	Extension Activity	1	1
Total			44	140

B.A., English

Details of Course Category, Code, Credits & Title

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max. Marks	Credits
Semester - I							
Part - I							
Language - I	26UTALL11	பொதுத்தமிழ் - I	6	25	75	100	3
	26UARLL11	Introduction to Arabic Language - I					
	26UMMLL11	History of Malayalam Literature					
Part - II							
English - I	26UENLL11	General English - I	6	25	75	100	3
Part - III							
Core - I	26UENCC11	Elizabethan Age	5	25	75	100	4
Core - II	26UENCC12	Puritan Age	5	25	75	100	4
Generic Elective - I	26UENGE11	Literary Genres	4	25	75	100	3
Part - IV							
Foundation Course (SEC)(MCQ)	26UENFN11	Soft Skills	2	25	75	100	2
EVS	26UGEVS11	Environmental Studies	2	25	75	100	2
TOTAL			30				21

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max. Marks	Credits
Semester - II							
Part - I							
Language - II	26UTALL21	பொதுத்தமிழ் - II	6	25	75	100	3
	26UARLL21	Introduction to Arabic Language - II					
	26UMMLL21	Prose, Composition & Translation					
Part - II							
English - II	26UENLL21	General English - II	6	25	75	100	3
Part - III							
Core - III	26UENCC21	Indian Writing in English	4	25	75	100	4
Core - IV	26UENCC22	Restoration Age	4	25	75	100	4
Core - V	26UENCC23	Neo-Classical Age	4	25	75	100	4
Generic Elective - II	26UENGE21	Social History of England	3	25	75	100	3
Generic Elective - III	26UENGE22	Film and Literature	3	25	75	100	2
TOTAL			30				23

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26UENCC11	ELIZABETHAN AGE	Core-I	5	4	25	75	100

Course Objectives		
To enable the students to acquire the knowledge of golden age with regard to the literature and the important texts illustrating the Elizabethan age as prescribed.		
UNIT	Contents	No. of Hours
I	Poetry Edmund Spenser : <i>Amoretti</i> (Sonnet 1 & 2) Sir Philip Sidney : <i>Astrophel and Stella</i> (3 & 4) William Shakespeare : <i>Sonnets</i> (18 & 116)	15
II	Poetry Sir Walter Raleigh : <i>The Nymph's Reply to the Shepherd</i> Thomas Campion : <i>The Man of Life Upright</i> Thomas Wyatt : <i>Whose List to Hunt</i>	15
III	Prose Francis Bacon : <i>Of Great Place, Of Truth, Of Ambition, Of Friendship</i>	15
IV	Drama Ben Jonson : <i>Every Man in His Humour</i>	15
V	Drama Christopher Marlowe : <i>Dr. Faustus</i>	15
Total		75
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Demonstrate the historical background and characteristics of Elizabethan Sonnets	K1,K2,K3
2	Develop the knowledge to appreciate the beauty, rhyme and style of the poems prescribed	K1, K2,K3
3	Interpret the new forms of composition in English Literature through Bacon's essays	K1,K2,K3
4	Analyse the various aberrations of human nature and follies of man in Ben Johnson's <i>Every Man in his Humour</i>	K1,K2,K3,K4
5	Extend the knowledge of quintessential renaissance through <i>Dr. Faustus</i>	K1, K2
K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze		
Textbooks		

1.	Hiller, Geoffrey G. <i>Poems of the Elizabethan Age</i> . London and New York: Routledge, 1990.
2.	Marlowe, Christopher. Dr. Faustus. New Delhi: Bloomsbury Publishing India Private Limited, 2014
3.	Bacon, Francis. <i>Bacon's Essays</i> . Chennai: Macmillan, 2004
4.	Johnson, Ben. Every Man in His Humor, 2023
Reference Books	
1.	Hiller, Geoffrey G. <i>Poems of the Elizabethan Age</i> . Routledge, 1990.
2.	Bacon, Francis. <i>The Essays</i> . Penguin Classics, edited by John Pitcher, Penguin Books, 1998
e-Resources	
1.	https://www.litcharts.com/lit/every-man-in-his-humour/summary

Mapping with Programme Outcomes:

CO /PO	P01	P02	P03	P04	P05
C01	3	2	3	3	3
C02	2	3	2	3	3
C03	3	3	3	2	1
C04	3	3	3	1	3
C05	1	2	3	2	1

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	1	2	3	3	3
C02	2	3	2	3	3
C03	3	3	3	3	3
C04	3	2	2	1	3
C05	2	1	1	3	3

Strong-3 Medium-2 Low-1

COURSE CONTENTS AND LECTURE SCHEDULE

Module No.	Topic	No. of Lectures
UNIT - I		
1.1	Edmund Spencer – An Introduction	1
1.2	Textual Reading of <i>Sonnet I</i>	2
1.3	Textual Reading of <i>Sonnet II</i>	2
1.4	Sir Philip Sidney – An Introduction	1
1.5	Textual Reading of <i>Astrophel and Stella (III & IV)</i>	4
1.6	William Shakespeare – An Introduction	1
1.7	Textual Reading of <i>Sonnet (18 & 116)</i>	4
UNIT - II		

2.1	Sir Walter Raleigh – An Introduction	1
2.2	Textual Reading of <i>The Nymph's Reply to the Shepherd</i>	4
2.3	Thomas Campion – An Introduction	1
2.4	Textual Reading of The Man of Life Upright	4
2.5	Thomas Wyatt – An Introduction	1
2.6	Textual Reading of Whose List to Hunt	4
UNIT - III		
3.1	Francis Bacon – An Introduction	1
3.2	Textual Reading of <i>Of Great Place</i>	4
3.3	Textual Reading of <i>Of Truth</i>	4
3.4	Textual Reading of <i>Of Ambition</i>	4
3.5	Textual Reading of <i>Of Friendship</i>	2
UNIT - IV		
4.1	Ben Johnson – An Introduction	2
4.2	Textual Reading of <i>Every Man in his Humour</i>	9
4.3	Themes & Narrative Techniques	4
UNIT - V		
5.1	Christopher Marlowe – An Introduction	2
5.2	Textual Reading of <i>Dr. Faustus</i>	9
5.3	Themes & Narrative Techniques	4
Total		75

Course Designer

Name: Ms. A. Sumaya Banu

Assistant Professor of English

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26UENCC12	PURITAN AGE	Core - II	5	4	25	75	100

Course Objectives		
To enable the students with the knowledge of English Literature, during the Puritan Age. Texts of the renowned writers of the age are prescribed.		
UNIT	Contents	No. of Hours
I	Poetry John Milton : Paradise Lost (Book -I)	15
II	Poetry John Donne : Ecstasy Andrew Marvell : To His Coy Mistress Henry Vaughan : Man	15
III	Prose : Of Reformation, John Milton : Of Education	15
IV	Drama John Webster : The White Devil	15
V	Drama Thomas Middleton : The Changeling	15
Total		75
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Demonstrate the knowledge of epic tradition and “Justifying the ways of God to Man” through <i>Paradise Lost</i> .	K1, K2, K3
2	Explain the features of great metaphysical conceits, psychological insight and, subtlety of thought and development.	K1, K2, K3, K4
3	Analyse John Milton’s ideas on church discipline and the structure of educational reforms.	K1, K2, K3, K4
4	Evaluate the importance of puritan age through <i>The White Devil</i> .	K1, K2, K3, K4
5	Identify the characteristics features of dark comedy and parallel plot in the prescribed drama.	K1, K2, K3
K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze		
Textbooks		
1.	Milton, John. <i>Paradise Lost</i> . New Delhi: UBSPD books, 2014.	
2.	<i>Metaphysical Poetry: An Anthology</i> . Dover Literature: Poetry, Dover Publications, 2002.	
3.	Webster, John. <i>The White Devil</i> . Edited by René Weis, Methuen Student Editions, Bloomsbury, 2022.	

4.	Middleton, Thomas, and William Rowley. <i>The Changeling</i> . Edited by Michael Hattaway, New Mermaids series, 3rd ed., Methuen Drama, 2008.
Reference Books	
1.	Milton, John, and Gordon Teskey, editors. <i>Paradise Lost: A Norton Critical Edition</i> . 2nd ed., W.W. Norton & Company, 2020.
2.	Webster, John. <i>The White Devil</i> . Edited by John Russell Brown, Arden Early Modern Drama, Bloomsbury, 2011.
e-Resources	
1.	https://www.gradesaver.com/the-white-devil/study-guide/summary

Mapping with Programme Outcomes:

CO /PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	2	1
CO2	1	1	2	2	3
CO3	3	2	2	3	3
CO4	3	3	3	3	3
CO5	3	3	3	1	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	3	2	1
CO2	2	3	1	3	3
CO3	3	2	3	3	2
CO4	3	3	2	3	3
CO5	3	3	3	3	1

Strong-3 Medium-2 Low-1

COURSE CONTENTS AND LECTURE SCHEDULE

Module No.	Topic	No. of Lectures
UNIT - I		
1.1	John Milton - An Introduction	1
1.2	What is Epic and Elements of Epic	1
1.3	Textual Reading of <i>Paradise Lost - I</i>	13
UNIT - II		
2.1	John Donne - An Introduction	1
2.2	Textual Reading of <i>Ecstasy</i>	4
2.3	Anne Marvell - An Introduction	1
2.4	Textual Reading of <i>To His Coy Mistress</i>	4
2.5	Henry Vaughan - An Introduction	1
2.6	Textual Reading of <i>Man</i>	4

UNIT - III		
3.1	John Milton - An Introduction	3
3.2	Textual Reading of <i>Of Reformation</i>	6
3.3	Textual Reading of <i>Of Education</i>	6
UNIT - IV		
4.1	John Webster - An Introduction	2
4.2	Textual Reading of <i>The White Devil</i>	10
4.3	Elements of Revenge Tragedy	3
UNIT - V		
5.1	Thomas Middleton - An Introduction	2
5.2	Textual Reading of <i>The Changeling</i>	10
5.3	Themes, Techniques	3
Total		75

Course Designer

Name: Ms. K. Fathima Nasreen

Assistant Professor of English

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26UENGE11	LITERARY GENRES	Generic Elective - I	4	3	25	75	100

Course Objectives

To enable the students to have deeper knowledge of literary elements and forms

UNIT	Contents	No. of Hours
I	Poetry Forms of Poetry	12
II	Essay Criticism and Its Kinds	12
III	Short Story Biography Autobiography	12
IV	Drama One - Act plays	12
V	Novel Kinds of Novels	12
Total		60

Course Outcomes

Knowledge Level

CO	On completion of this course, students will	
1	Identify the characteristics of various forms of poetry.	K1, K2,
2	Explain the most distinguished features of essay and to analyse the meaning and value of a work.	K1, K2, K3, K4
3	Classify the complete terms and techniques of short stories, biography and autobiography	K1, K2, K3, K4
4	Demonstrate the beginnings and development of drama and one-act play in literature.	K1,K2,K3
5	Explain the origin and development of novel.	K1, K2, K3, K4

K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze

Textbooks

1.	Nair, Ramachandran K.R. <i>Literary Forms</i> . Chennai: Emerald Publishers, 2010.
2.	Prasad, B. <i>A Background to the Study of English Literature</i> . Chennai: Trinity Press, 2012.
3.	Rees, R. J. <i>English Literature: An Introduction for Foreign Readers</i> . Chennai: Macmillan, 2016.

Reference Books

1.	Parthasarathi, Ajantha. <i>Literary Forms and Terms: A Comprehensive Guide</i> . Emerald Publishers, 2018.
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2.	Brown, Emma, et al. <i>Literary Form and Analysis: Instructional Materials for English 300</i> . Portland State University, 2020.
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Mapping with Programme Outcomes:

CO /PO	P01	P02	P03	P04	P05
C01	2	1	2	3	2
C02	3	3	3	3	1
C03	3	3	3	3	3
C04	2	1	2	3	1
C05	3	3	3	3	2

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	2	2	2	2	3
C02	2	1	3	3	2
C03	1	3	3	1	3
C04	3	3	3	3	3
C05	3	3	3	3	1

Strong-3 Medium-2 Low-1

COURSE CONTENTS AND LECTURE SCHEDULE

Module No.	Topic	No. of Lectures
UNIT - I		
1.1	Poetry	6
1.2	Forms of Poetry	6
UNIT - II		
2.1	Essay	6
2.2	Criticism and Its Kinds	6
UNIT - III		
3.1	Short Story	4
3.2	Biography	4
3.3	Autobiography	4
UNIT - IV		
4.1	Drama	6
4.2	One - Act plays	6
UNIT - V		
5.1	Novel	6
5.2	Kinds of Novels	6
Total		60

Course Designer

Name: Mr. S. Velmurugan

Assistant Professor of English

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26UENFN11	SOFT SKILLS	Foundation Course (SEC)(MCQ)	2	2	25	75	100

Course Objectives

To enable the students, develop a range of soft skills essential for self- competency in order to enhance their skills required for employability.

UNIT	Contents	No. of Hours
I	Soft Skills – An Introduction Definition and Meaning of Soft Skills Significance of Soft Skills List of Soft Skills Hard Skills Vs Soft Skills Characteristics of Soft Skills	6
II	Communication Skills Definition of Communication Skills Communication Cycle Barriers of Communication and the ways to overcome them Distortion through the stages of Communication Verbal and Non-Verbal Communication Characteristics of an effective speaker	6
III	Presentation Skills Planning the Presentation Structuring the Presentation Designing the Presentation Effectively Making a lively Presentation Effective use of PowerPoint Essentials of a Presentation	6
IV	Interview Skills Types of Interviews – Group Interview, Panel Interview, Telephone Interview, Behavioural Interview, Case Interview, On-Site Interview, Video Conference Interview Interview Structure Preparation for a Face-to-Face Interview, FAQs in Interviews.	6
V	Resume Writing What is Resume? Types of Resumes – Chronological, Functional & Mixed Resume Principles of Writing a Resume Structure and Contents of a Resume	6
	Total	30

Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Recognize the various aspects of Soft Skills	K1, K2
2	Discuss the countenance of Communication Skills	K1, K2, K3,
3	Identify the types of Presentation	K1, K2, K3, K4
4	Determine the Interview Skills	K1, K2, K3
5	Trace the Ideas of Resume Writing	K1, K2, K3
K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze		
Textbooks		
1.	Narayanaswami, V.R. <i>Strengthen your Writing</i> , Hyderabad: Orient Blackswan 2005.	
2.	Paul, S. <i>Creative Writing</i> (A Monograph for the Beginners) Ludhiana: Kalyani Publishers, 1997.	
Reference Books		
1.	Morley, David. <i>The Cambridge Introduction to Creative Writing</i> . Cambridge UP, 2007.	

Mapping with Programme Outcomes:

CO /PO	P01	P02	P03	P04	P05
C01	3	3	3	3	2
C02	3	3	3	2	1
C03	3	3	2	2	3
C04	3	3	3	1	1
C05	3	3	2	2	1

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	1	3	3	3	3
C02	1	2	3	3	3
C03	2	1	2	3	2
C04	2	3	3	3	3
C05	1	2	3	3	3

Strong-3 Medium-2 Low-1

COURSE CONTENTS AND LECTURE SCHEDULE

Module No.	Topic	No. of Lectures
UNIT - I		
1.1	Definition and Meaning of Soft Skills	1
1.2	Significance of Soft Skills	1
1.3	List of Soft Skills	2
1.4	Hard Skills Vs Soft Skills	1
1.5	Characteristics of Soft Skills	1
UNIT - II		
2.1	Definition of Communication Skills	1
2.2	Communication Cycle	1
2.3	Barriers of Communication and the ways to overcome them	1
2.4	Distortion through the stages of Communication	1
2.5	Verbal and Non-Verbal Communication	1
2.6	Characteristics of an effective speaker	1
UNIT - III		
3.1	Planning the Presentation	1
3.2	Structuring the Presentation	1
3.3	Designing the Presentation effectively	1
3.4	Making a lively Presentation	1
3.5	Effective use of PowerPoint	1
3.6	Essentials of a Presentation	1
UNIT - IV		
4.1	Types of Interviews	2
4.2	Interview Structure	2
4.3	Preparation for a Face-to-Face Interview	1
4.4	FAQs in Interviews	1
UNIT - V		
5.1	What is Resume?	1
5.2	Types of Resumes	1
5.3	Principles of Writing a Resume	1
5.4	Structure and Contents of a Resume	3
Total		30

Course Designer

Name: Ms. M. Rizvana

Assistant Professor of English

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26UENCC21	INDIAN WRITING IN ENGLISH	Core - III	4	4	25	75	100

Course Objectives			
To inculcate the students to acquire the important trends and Indian English Literature through the various genres.			
UNIT	Contents		No. of Hours
I	Prose Swami Vivekananda Abdul Kalam Jawaharlal Nehru	- <i>The Secret of Work</i> - <i>Patriotism beyond Politics and Religion</i> <i>The War for Democracy</i> - (from <i>The Discovery of India</i>)	12
II	Poetry Keki N. Daruwalla Sarojini Naidu Vikram Seth	- <i>Death of a Bird</i> - <i>Village Song</i> - <i>Frog and the Nightingale</i>	12
III	Short Story Khushwant Singh Rabindranath Tagore Anita Desai	- <i>The Voice of God</i> - <i>Conclusion</i> - <i>The Farewell Party</i>	12
IV	Drama Vijay Tendulkar	- <i>Silence! The Court is in Session</i>	12
V	Fiction Manju Kapur	- <i>Difficult Daughters</i>	12
Total			60
Course Outcomes			Knowledge Level
CO	On completion of this course, students will		
1	Relate the social, political values of Indian English Prose		K1, K2, K3
2	Indicate the Poems and its components of Indian English Literature		K1, K2
3	Infer the ideas of short stories of Indian English writers		K1, K2, K3, K4
4	Identify the social aspects through the Indian drama		K1, K2, K3
5	Develop the ideas of women in Indian Society through Literature		K1, K2, K3
K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze			
Textbooks			
1.	Chaudhary, Nandila. <i>Modern Indian English Poetry</i> . Swastika, 2014.		
2.	Chaudhuri, Sukanta. <i>Selected Short Stories of Tagore</i> . Oxford: Tagore translation, 2000.		

3.	Kapur, Manju. <i>Difficult Daughters</i> . Penguin Books India, 2002.
4.	Tendulkar, Vijay. <i>Silence! The court is in session</i> . Oxford University Press:2015.
Reference Books	
1.	Khan. A. <i>Indian English Fiction</i> . Omega Publication, 2016.
2.	Mishra, Deepa. <i>A Critical Study of Vijay Tendulkar's Silence! The Court Is in Session</i> . Vipul Prakashan, 2002.
e-Resources	
1.	https://www.litcharts.com/lit/silence-the-court-is-in-session/summary

Mapping with Programme Outcomes:

CO /PO	PO1	PO2	PO3	PO4	PO5
C01	1	2	3	3	3
C02	2	2	3	3	3
C03	1	3	3	3	3
C04	2	2	3	3	2
C05	1	1	3	3	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	1	3	3	2
C02	3	2	3	3	1
C03	3	2	3	3	2
C04	3	2	3	3	2
C05	3	1	3	3	1

Strong-3 Medium-2 Low-1

COURSE CONTENTS AND LECTURE SCHEDULE

Module No.	Topic	No. of Lectures
UNIT - I		
1.1	Swami Vivekananda – <i>The Secret of Work</i>	4
1.2	Abdul Kalam – <i>Patriotism beyond Politics and Religion</i>	4
1.3	Jawaharlal Nehru – <i>The Discovery of India (Chapter – I), The War for Democracy</i>	4
UNIT - II		
2.1	Keki N Daruwalla – <i>Death of a Bird</i>	4
2.2	Sarojini Naidu – <i>Village Song</i>	4
2.3	Vikram Seth – <i>Frog and the Nightingale</i>	4
UNIT - III		

3.1	Khushwant Singh – <i>The Voice of God</i>	4
3.2	Rabindranath Tagore – <i>Conclusion</i>	4
3.3	Anita Desai – <i>The Farewell Party</i>	4
UNIT - IV		
4.1	Vijay Tendulkar – An Introduction Silence! The court is in session - An Introduction	2
4.2	Textual Reading of Silence! The court is in session	10
UNIT - V		
5.1	Manju Kapur- An Introduction	2
5.2	Textual Reading of <i>Difficult Daughters</i>	10
Total		60

Course Designer

Name: Dr. S. Mohamed Rowther,
Assistant Professor of English

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26UENCC22	RESTORATION AGE	Core - IV	4	4	25	75	100

Course Objectives			
To enable the students acquire the knowledge of the Restoration Age and its impact on literature through the political events and the reflection of the time.			
UNIT	Contents		No. of Hours
I	Poetry John Dryden	- <i>Mac Flecknoe</i> (Lines 1 – 117) - <i>A Song for St. Cecilia's Day</i>	12
II	Prose John Locke Samuel Pepys	- <i>Second Treatise of Government</i> (Chapter – I and II) - <i>A Holyday - Nov. 5, 1666</i> (from <i>The Diaries</i>)	12
III	Drama William Congreve	- <i>Love for Love</i>	12
IV	Drama Aphra Behn	- <i>The Rover</i>	12
V	Fiction John Bunyan	- <i>The Pilgrim's Progress</i>	12
Total			60
Course Outcomes			Knowledge Level
CO	On completion of this course, students will		
1	Examine the Socio-Political Concept of the Restoration Age		K1, K2, K3
2	Appraise the knowledge to acquire the Restoration Prose		K1, K2, K3, K4
3	Identify the forms and components of Restoration Drama		K1, K2
4	Distinguish the dramatic views of women writers in Restoration Age		K1, K2, K3, K4
5	Apply the use of allegorical concepts in literature through Fiction		K1, K2, K3
K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze			
Textbooks			
1.	Behn, Aphra. <i>The Rover</i> . Methuen Drama Publishers; UK ed.2012.		
2.	Bunyan, John. <i>The Pilgrim's Progress</i> . Harper Press; UK ed.Edition, 2013.		
3.	Congreve, William. <i>Love for Love</i> . Delhi: Atlantic Publishers, 2015.		
4.	Locke, John. <i>Second Treatise of Government London</i> : Ingram Short Title, 2011.		
5.	Pepys, Samuel. <i>The Diary of Samuel Pepys</i> . New Delhi: Penguin, 2003.		
Reference Books			
1.	Gale, Cengage Learning. <i>A Study Guide for Aphra Behn's "The Rover"</i> . Gale, 2016.		
2.	Bunyan, John. <i>The Pilgrim's Progress</i> . Edited by Cynthia Wall, Norton Critical		

	Edition, W.W. Norton, 2008.
3.	Gale, Cengage Learning. A Study Guide for William Congreve's "Love for Love". Gale, 2016.
e-Resources	
1.	https://www.gradesaver.com/the-rover/study-guide/summary

Mapping with Programme Outcomes:

CO /PO	P01	P02	P03	P04	P05
CO1	3	3	3	2	1
CO2	2	3	3	3	2
CO3	2	3	3	3	1
CO4	2	3	3	3	1
CO5	2	3	3	3	1

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	1	3	1
CO2	2	2	1	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	2	3	3	3	1

Strong-3 Medium-2 Low-1

COURSE CONTENTS AND LECTURE SCHEDULE

Module No.	Topic	No. of Lectures
UNIT - I		
1.1	<i>Mac Flecknoe</i> (Lines 1 – 117)	6
1.2	<i>A Song for St. Cecilia's Day</i>	6
UNIT - II		
2.1	<i>Second Treatise of Government</i> (Chapter – I and II)	6
2.2	<i>A Holyday</i> - Nov. 5,1666 (From <i>The Diaries</i>)	6
UNIT - III		
3.1	Love for Love: Introduction	2
3.2	Textual Reading of <i>Love for Love</i>	10
UNIT - IV		
4.1	The Rover: Introduction	2
4.2	Textual Reading of <i>The Rover</i>	10
UNIT - V		

5.1	John Bunyan : An Introduction	2
5.2	Textual Reading of <i>The Pilgrim's Progress</i>	10
Total		60

Course Designer

Name: Mr. Noushad PM

Assistant Professor of English

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26UENCC23	NEO-CLASSICAL AGE	Core - V	4	4	25	75	100

Course Objectives		
To enable the students, understand the concept of the canons in the Neo-Classical Age.		
UNIT	Contents	No. of Hours
I	Poetry Alexander Pope - <i>Essay on Man</i> (Epistle II, Part - I) James Thomson - <i>Hymn on Solitude</i> Thomas Gray - <i>Ode on the Spring</i> William Collins - <i>Ode to Evening</i>	12
II	Prose Joseph Addison - <i>On Ghost and Apparitions</i> Sir Roger at the Theatre Sir Richard Steele - <i>The Coverley Household</i> <i>Of the Club</i>	12
III	Drama Oliver Goldsmith - <i>She Stoops to Conquer</i>	12
IV	Fiction Jonathan Swift - <i>A Tale of a Tub</i>	12
V	Fiction Daniel Defoe - <i>Moll Flanders</i>	12
Total		60
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Explain the unique outcome of intellectual and imagination of Neo-Classical Poetry	K1, K2, K3, K4
2	Demonstrate the lucidity and beauty of prose of Restoration Age	K1, K2, K3
3	Identify the features of Anti-Sentimental comedy through <i>She Stoops to Conquer</i>	K1, K2, K3
4	Discuss the relationship between the Neo-Classical Age and its social context with reference to <i>A Tale of Tub</i>	K1, K2,
5	Focus the features of 17 th century fiction through <i>Moll Flanders</i>	K1, K2, K3, K4
K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze		
Textbooks		
1.	Addison, Joseph and Richard Steele. <i>The Spectator</i> . Nabu Press, 2011.	
2.	Defoe, Daniel. <i>Moll Flanders</i> . Vintage Classics Publishers. 2010.	
3.	Goldsmith, Oliver. <i>She Stoops to Conquer</i> . Peacock Books, 2015.	

4.	Swift, Jonathan. <i>A Tale of a Tub</i> . Oxford University Press, 2013.
Reference Books	
1.	Defoe, Daniel. <i>Moll Flanders</i> . Edited by G.A. Starr, Oxford World's Classics, 2008.
2.	Goldsmith, Oliver. <i>She Stoops to Conquer and Other Comedies</i> . Edited by Peter Dixon, Oxford World's Classics, 2008.
3.	Swift, Jonathan. <i>A Tale of a Tub and Other Works</i> . Edited by Marcus Walsh, J.H.Woolley, and A.C. Guthkelch, Oxford World's Classics, 2008.
e-Resources	
1.	https://www.litcharts.com/lit/she-stoops-to-conquer/summary

Mapping with Programme Outcomes:

CO /PO	P01	P02	P03	P04	P05
C01	3	2	3	3	2
C02	3	1	3	3	2
C03	3	2	3	1	3
C04	3	2	3	3	1
C05	3	3	3	1	2

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	2	3	3	2
C02	3	3	3	3	1
C03	1	2	2	3	3
C04	1	1	3	3	2
C05	3	2	3	3	3

Strong-3 Medium-2 Low-1

COURSE CONTENTS AND LECTURE SCHEDULE

Module No.	Topic	No. of Lectures
UNIT - I		
1.1	Alexander Pope – An Introduction	1
1.2	Textual reading of <i>Essay on Man</i> (Epistle II, Part – I)	2
1.3	James Thomson – An Introduction	1
1.4	Textual reading of <i>Hymn on Solitude</i>	2
1.5	Thomas Gray – An Introduction	1
1.6	Textual reading of <i>Ode on the Spring</i>	2
1.7	William Collins – An Introduction	1
1.8	Textual reading of <i>Ode to Evening</i>	2
UNIT - II		

2.1	Joseph Addison – An Introduction	1
2.2	Textual reading of On Ghost and Apparitions	2
2.3	Textual reading of Sir Roger at the Theatre	2
2.4	Sir Richard Steele – An Introduction	1
2.5	Textual reading of The Coverley Household	3
2.6	Textual reading of Of the Club	3
UNIT - III		
3.1	Oliver Goldsmith – An Introduction	2
3.2	Textual reading of <i>She Stoops to Conquer</i>	6
3.3	Themes & Narrative Techniques	4
UNIT - IV		
4.1	Jonathan Swift – An Introduction	2
4.2	Textual reading of <i>A Tale of Tub</i>	6
4.3	Themes & Narrative Techniques	4
UNIT - V		
5.1	Daniel Defoe – An Introduction	2
5.2	Textual reading of <i>Moll Flanders</i>	6
5.3	Themes & Narrative Techniques	4
Total		60

Course Designer

Name: Ms. S. Nasreen Banu

Assistant Professor of English

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26UENGE21	SOCIAL HISTORY OF ENGLAND	General Elective - II	3	3	25	75	100

Course Objectives		
To instruct the students knowing the history of England, its social and political developments and its contribution to English Literature.		
UNIT	Contents	No. of Hours
I	Renaissance Reformation The Dissolution of Monasteries	9
II	The East India Company The Civil War Restoration Age of Queen Anne	9
III	Agrarian Revolution Industrial Revolution Methodist and Humanitarian Movements French Revolution and Its Impact	9
IV	Victorian English Development of Education Scientific and Industrial Changes Trade Unionism	9
V	Causes and Effects of Two World Wars Progress of Science and Technology in 20 th Century Irish Problem since 1920	9
Total		45
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Associate the various changes occurred in England	K1, K2
2	Classify the countenance of politics in England	K1, K2, K3, K4
3	Identify the various revolutions, movements took place in England	K1, K2
4	Discuss the ideas of developments in education and also in the industries	K1, K2
5	Explain the facts about two world wars, Irish problems and technological developments	K1, K2, K3, K4
K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze		
Textbooks		
1.	Trevelyan, G. M. <i>English Social History</i> . London: Penguin Book, 942.	
2.	Xavier, A. G. <i>An Introduction to the Social History of England</i> . Chennai: S. Viswanathan Publishers, 2012.	

Reference Books

1.	Ashok, Padmaja. <i>The Social History of England</i> . Orient BlackSwan, 2018.
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Mapping with Programme Outcomes:

CO /PO	PO1	PO2	PO3	PO4	PO5
CO1	1	3	3	3	2
CO2	2	3	3	1	2
CO3	3	3	3	3	2
CO4	3	3	3	3	2
CO5	1	3	3	2	1

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	3	3	2
CO2	2	3	3	1	2
CO3	3	3	3	3	2
CO4	3	3	3	3	2
CO5	1	3	3	2	1

Strong-3 Medium-2 Low-1

COURSE CONTENTS AND LECTURE SCHEDULE

Module No.	Topic	No. of Lectures
UNIT - I		
1.1	Renaissance	3
1.2	Reformation	3
1.3	The Dissolution of Monasteries	3
UNIT - II		
2.1	The East India Company	2
2.2	The Civil War	2
2.3	Restoration	2
2.4	Age of Queen Anne	3
UNIT - III		
3.1	Agrarian Revolution	3
3.2	Industrial Revolution	2
3.3	Methodist and Humanitarian Movements	2
3.4	French Revolution and Its Impact	2
UNIT - IV		
4.1	Victorian English	2
4.2	Development of Education	3
4.3	Scientific and Industrial Changes	2

4.4	Trade Unionism	2
UNIT - V		
5.1	Causes and Effects of Two World Wars	3
5.2	Progress of Science and Technology in 20 th Century	3
5.3	Irish Problem since 1920	3
Total		45

Course Designer

Name: Mathan M

Assistant Professor of English

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26UENGE22	FILM AND LITERATURE	General Elective - III	3	2	25	75	100

Course Objectives		
To help learners gain perspectives on literature's relationship with cinema.		
UNIT	Contents	No. of Hours
I	Theories, Practices, Forms, Adaptations, Migrations William Shakespeare's King Lear [1606] Akira Kurasawa, Ran (1985) Gregory Kozintsev, King Lear (1971)	9
II	Arthur C Clark, The Sentinel (1948) Encounter in the Dawn (1953) Stanley Kubrick, 2001: A Space Odyssey (1968)	9
III	Cinema from novella and dramatic literature	9
IV	Boris Pasternak, Dr. Zhivago (1957) David Lean, Dr. Zhivago (1965)	9
V	Joseph Conrad, Heart of Darkness (1902) Francis Ford Coppola, Apocalypse Now (1979)	9
Total		45
Course Outcomes		Knowledge Level
CO	On completion of this course, students will	
1	Discuss the various ways in which literature and the moving image diverge as well as correspond through the theory of narrative while being a source of long conflict through much of the history of film studies.	K1, K2
2	Compare the inter-dependence of the two art forms that collectively and individually re-present, effectively ensuring that the fruition of the collaboration is often far from simple.	K1, K2, K3, K4
3	Analyze the politics and process of adaptation of literary forms into cinematic forms, how the process of signification in them vary and collide.	K1, K2, K3, K4
4	Estimate an insight on how each form makes their own claims to the narrative and the major debates that have been provoked in world cinema around the problems of adaptation.	K1, K2
5	Articulate an understanding of elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.	K1, K2, K3
K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze		
Textbooks		
1.	Bill Nichols (ed), <i>Movies and Methods: Vol. II: An Anthology</i> . Calcutta: Seagull Books, 1985.	

2.	Mast, Gerald & Marshall Cohen, <i>Film Theory and Criticism: Introductory Readings</i> . New York: Oxford University Press, 1994.
3.	Nichols Bill (ed), <i>Movies and Methods: Vol. I: An Anthology</i> . Calcutta: Seagull Books, 1985.
Reference Books	
1.	Horton Andrew, <i>Film and Literature, Encyclopedia of World Literature in the 20th Century Vol 2</i> , Leonard S Klein (ed), New York: Frederik Ungar, 1982, 93- 99. Print
2.	Roberge Gaston, <i>The Subject of Cinema</i> . Calcutta: Seagull Books. 1990. Print.

Mapping with Programme Outcomes:

CO /PO	PO1	PO2	PO3	PO4	PO5
C01	3	3	3	3	3
C02	2	3	3	3	2
C03	3	3	3	2	3
C04	3	3	3	3	3
C05	3	2	3	3	3

Strong-3 Medium-2 Low-1

Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	3	3
C05	3	3	3	3	3

Strong-3 Medium-2 Low-1

COURSE CONTENTS AND LECTURE SCHEDULE

Module No.	Topic	No. of Lectures
UNIT - I		
1.1	William Shakespeare's King Lear [1606]	3
1.2	Akira Kurasawa, Ran (1985)	3
1.3	Gregory Kozintsev, King Lear (1971)	3
UNIT - II		
2.1	Arthur C Clark, The Sentinel (1948)	3
2.2	Encounter in the Dawn (1953)	3
2.3	Stanley Kubrick, 2001: A Space Odyssey (1968)	3
UNIT - III		
3.1	Cinema from novella and dramatic literature	9
UNIT - IV		

4.1	Boris Pasternak, Dr. Zhivago (1957)	5
4.2	David Lean, Dr. Zhivago(1965)	4
UNIT - V		
5.1	Joseph Conrad, Heart of Darkness (1902)	5
5.2	Francis Ford Coppola, Apocalypse Now (1979)	4
Total		45

Course Designer

Name: Dr. S. Mohamed Rowther,
Assistant Professor of English