# SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS)

**Reaccredited with 'B++' Grade by NAAC(Affiliated to Periyar University)**

**SALEM- 16**



# PG & RESEARCH DEPARTMENT OF ENGLISH

## Outcome Based Syllabus

## B.A. ENGLISH

## (From the Academic Year 2024-2025 onwards)

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM - 16PG AND RESEARCH DEPARTMENT OF ENGLISH**

**B.A. ENGLISH**

**Programme Structure under CBCS**

**(For the students admitted from 2024-2025 onwards) Total Credits: 140 + Extra Credits**

**(Maximum 28)**

| TANSCHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR UNDERGRADUATE EDUCATION | |
|---|---|
| **Programme:** | **B.A. English** |
| **Programme Code:** | |
| **Duration:** | **3 years for UG** |
| **Programme Outcomes:** | **PO1: Disciplinary Knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study. |
| | **PO2: Critical Thinking:** Capability to 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. |
| | **PO3: Problem Solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's earning to real life situations. |
| | **PO4: Analytical Reasoning:** Ability to evaluate the reliability andrelevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints. |
| | **PO5: Scientific Reasoning:** Ability to analyse, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open minded and reasoned perspective. |
| | **PO6: Self-directed & Life-long Learning:** Ability to work independently, identify and manage a project. Ability to acquire knowledge and skills, including ―learning how to learn‖, through self-placed and self-directed learning aimed at personal development, meeting economic, social and cultural objectives |
| | **PO7: Reflective Thinking**: Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society. |

| | |
|---|---|
| | **PO8: Reading & Projects**: Document their reading and interpretive practices in assignments, translation works, and independent projects. |
| | **PO9: Confidence & Effectiveness**: Confidently and effectively articulate their literary and textual experiences. |
| | **PO 10: Social Skills & Empathetic Approach**: Reorganize a professional and reflective approach to leadership, responsibility, personal integrity, empathy, care and respect for others, accountability and self-regulation. |

| | |
|---|---|
| **Programme Specific Outcomes:** | **PSO1:** Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different areas of the specific discipline of study. |
| | **PSO2:** Understand, formulate, and develop arguments logically to address issues arising in social sciences, business and other context /fields. |
| | **PSO3:** To prepare the students who will demonstraterespectful engagement with other's ides, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations. |
| | **PSO4**: Developing a research framework and presenting their independent ideas effectively. |
| | **PSO5**: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills. |
| | **PSO6**: Enabling a holistic perspective towards the socio-political inequalities and environmental issues |

## Credit Distribution for UG Programme in English

| Sem I | Credit | Sem II | Credit | Sem III | Credit | Sem IV | Credit | Sem V | Credit | Sem VI | Credit |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.1. Language | 3 | 2.1. Language | 3 | 3.1. Language | 3 | 4.1. Language | 3 | 5.1 Core Course – \CC IX | 4 | 6.1 Core Course – CC XIII | 4 |
| 1.2 English | 3 | 2.2 English | 3 | 3.2 English | 3 | 4.2 English | 3 | 5.2 Core Course –CC X | 4 | 6.2 Core Course – CC XIV | 4 |
| 1.3 Core Course – CCI | 4 | 2.3 Core Course – CCIII | 4 | 3.3 Core Course – CC V | 4 | 4.3 Core Course – CCVII Core Industry Module | 4 | 5. 3.Core Course CC - XI | 4 | 6.3 Core Course –CC XV | 4 |
| 1.4 Core Course – CCII | 4 | 2.4 Core Course – CCIV | 4 | 3.4 Core Course – CC VI | 4 | 4.4 CoreCourse –CC VIII | 4 | 5. 3.Core Course –/ Project with viva-voce CC -XII | 4 | 6.4 Elective –VII : Discipline Specific | 3 |
| 1.5 Elective – I : Discipline Specific | 3 | 2.5 Elective – II : Discipline Specific | 3 | 3.5 Elective –III : Discipline Specific | 3 | 4.5 Elective – IV : Discipline Specific | 3 | 5.4 Elective – V : Discipline Specific | 3 | 6.5 Elective – VIII : Discipline Specific | 3 |
| 1.6 Skill Enhancement Course SEC-1 (NME) | 2 | 2.6 Skill Enhancement Course SEC-2 (NME) | 2 | 3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill) | 1 | 4.6 Skill Enhancement Course SEC-6 | 2 | 5.5 Elective – VI : Discipline Specific | 3 | 6.6 Extension Activity | 1 |
| | | 2.7 Skill Enhancement Course – SEC-3 | 2 | 3.7 Skill Enhancement Course SEC-5 | 2 | 4.7 Skill Enhancement Course SEC-7 | 2 | 5.6 Value Education | 1 | 6.7 Professional Competency Skill | 2 |
| | | 2.8 Ability Enhancement Compulsory Course (AECC) SoftSkill-2 | 2 | 3.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-3 | 2 | 4.7 7Ability Enhancement Compulsory Course (AECC) SoftSkill-4 | 2 | 5.5 Summer Internship /Industrial Training | 2 | 6.8 Value Education | 1 |
| 1.8 Skill Enhancement -(Foundation Course) | 2 | | | 3.8 E.V.S | 1 | 4.8 E.V.S | 1 | | | | |
| | 23 | | 23 | | 23 | | 24 | | 25 | | 22 |
| Total Credit Points | | | | | | | | | | | 140 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM - 16PG AND RESEARCH DEPARTMENT OF ENGLISH**

**B.A.  ENGLISH PROGRAMME STRUCTURE  UNDER CBCS**

**(FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**

**TOTAL CREDITS: 140 + EXTRA CREDITS (MAXIMUM 28)**

**FIRST YEAR – SEMESTER - I**

| PART | COURSE | COURSE TITLE | CODE | TOTAL CONTACT HOURS/ WEEK | CREDITS |
|---|---|---|---|---|---|
| PART I | LANGUAGE | Tamil-I | 24ULTC1 | 6 | 3 |
| | | Hindi-I | 24ULHC1 | | |
| | | Sanskrit-I | 24ULSC1 | | |
| PART II | ENGLISH | General  English-I | 24ULEC1 | 6 | 3 |
| PART III | CORE COURSE - I | Introduction  to Literature | 24UENCC1 | 5 | 5 |
| | CORE COURSE - II | Indian Writing in English | 24UENCC2 | 5 | 5 |
| | Elective – I : Discipline Specific | Social  History of England | 24UENDSEC1 | 4 | 3 |
| PART IV | SKILL ENHANCEMENT COURSE (NME I) | Popular Literature and Culture | 24UENSEC1 | 2 | 2 |
| | SKILL ENHANCEMENT (FOUNDATION COURSE) | English for Communication | 24UENSEFC | 2 | 2 |
| | | **TOTAL** | | **30** | **23** |
| PART V | | **Articulation and Idea Fixation Skills** | | | |
| | | **Physical Fitness Practice - 35 Hours per semester** | | | |
| | | **Advanced Diploma in Professional English Level -1: Certificate Course 100 hours per year** | | | |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM - 16**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**I B.A. ENGLISH**
**PROGRAMME STRUCTURE UNDER CBCS**
**(FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**TOTAL CREDITS: 140 + EXTRA CREDITS (MAXIMUM 28)**

**FIRST YEAR – SEMESTER - II**

| PART | COURSE | COURSE TITLE | CODE | TOTAL CONTACT HOURS/ WEEK | CREDITS |
|---|---|---|---|---|---|
| PART I | LANGUAGE | Tamil-II<br>Hindi-II<br>Sanskrit-II | 24ULTC2<br>24ULHC2<br>24ULSC2 | 6 | 3 |
| PART II | ENGLISH | General English-II | 24ULEC2 | 6 | 3 |
| PART III | CORE COURSE - III | British Literature - I | 24UENCC3 | 5 | 5 |
|  | CORE COURSE - IV | American Literature - I | 24UENCC4 | 5 | 5 |
|  | ELECTIVE – II (DS) | History of English Literature | 24UENDSEC2 | 4 | 3 |
| PART IV | SKILL ENHANCEMENT COURSE II (NME – INDIAN KNOWLEDGE SYSTEM) | Philosophy for Literature | 24UENSEC2 | 2 | 2 |
|  | SKILL ENHANCEMENT COURSE III | Interview Skills | 24UENSEC3 | 2 | 2 |
|  |  | **TOTAL** |  | **30** | **23** |
| PART V |  | **Articulation and Idea Fixation Skills** | | | |
|  |  | **Physical Fitness Practice - 35 Hours per semester** | | | |
|  |  | **Advanced Diploma in Professional English**<br>**Level -1: Certificate Course 100 hours per year** | | | |

# SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM - 16

## PG AND RESEARCH DEPARTMENT OF ENGLISH

## II - B.A. ENGLISH

### Programme Structure under CBCS

### (For the students admitted from 2024-2025 onwards)

### Total Credits: 140 + Extra Credits (Maximum 28)

### SECOND YEAR – SEMESTER – III

| Part | Course | Course Title | Code | Total Contact hours / work | Credits |
|---|---|---|---|---|---|
| Part – I | Language | Tamil – III <br> Hindi – III <br> Sanskrit – III | 24ULTC3 <br> 24ULHC3 <br> 24ULSC3 | 6 | 3 |
| Part – II | English | English – III | 24ULEC3 | 6 | 3 |
| Part – III | Core Course – V | British Literature – II | 24UENCC5 | 5 | 5 |
| | Core Course – VI | American Literature – II | 24UENCC6 | 5 | 5 |
| | Elective – III (DS) | Literary Genres and Terms | 24UENDSEC3 | 4 | 3 |
| Part – IV | SEC – 4 | English for business (Entrepreneurial Skill) | 24UENSEC4 | 1 | 1 |
| | SEC – 5 – Discipline / Subject specific | Public Speaking | 24UENSEC5 | 2 | 2 |
| | E.V.S | E.V.S. | 24UEVSC | 1 | - |
| | | | Total | 30 | 22 |
| | Society Connect Activity | Group Project based on Society Connect Activity | | | |
| Part V | Articulation and Idea Fixation Skills | | | | |
| | Physical Fitness Practice – 35 hours per Semester | | | | |
| | Advanced Diploma in Professional English <br> Level – 2 :Diploma Course ( Essential English for Competitive Examinations) 100 hours per year | | | | |
| Extra credits are given for extra skills and courses qualified in MOOC / NPTEL | | | | | |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM - 16**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**II - B.A. ENGLISH**

**Programme Structure under CBCS**

**(For the students admitted from 2023-2024 onwards)**
**Total Credits: 140 + Extra Credits (Maximum 28)**
**SECOND YEAR – SEMESTER – IV**

| Part | Course | Course Title | Code | Total Contact hours / work | Credits |
|---|---|---|---|---|---|
| Part – I | Language | Tamil – IV<br>Hindi – IV<br>Sanskrit – IV | 24ULTC4<br>24ULHC4<br>24ULSC4 | 6 | 3 |
| Part – II | English | English – IV | 24ULEC4 | 6 | 3 |
| Part – III | Core Course – VII | World Literature in Translation | 24UENCC7 | 5 | 5 |
| | Core Course – VIII | Aspects of Language and Linguistics | 24UENCC8 | 5 | 5 |
| | Elective – IV (DS) | Film and Literature | 24UENDSEC4 | 3 | 3 |
| Part – IV | SEC – 6 – (Discipline / Subject Specific) | Entrepreneurial Skill | 24UENSEC6 | 2 | 2 |
| | SEC – 7 – (Discipline / Subject Specific) | English for Careers | 24UENSEC7 | 2 | 2 |
| | E.V.S | Environmental Studies | 24UEVSC | 1 | 2 |
| | | | **Total** | **30** | **25** |
| | Society Connect Activity | Group Project based on Society Connect Activity | | | |
| Part V | Articulation and Idea Fixation Skills | | | | |
| | Physical Fitness Practice – 35 hours per Semester | | | | |
| | Advanced Diploma in Professional English<br>Level – 2 :Diploma Course ( Essential English for Competitive Examinations) 100 hours per year | | | | |
| Extra credits are given for extra skills and courses qualified in MOOC / NPTEL | | | | | |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISHFIRST YEAR - SEMESTER I**
**CORE COURSE I –INTRODUCTION TO LITERATURE (24UENCC1)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per Week: 5**                                                    **Credits: 5**
**Total No. of Hours: 75**

**Learning Objectives**
LO1 - To introduce the different forms of literature
LO2 - To provide learners with the background knowledge of literatureLO3 - To enable learners to understand the different genres of writing
LO4 - To examine the various themes and methodologies present in literatureLO5 - To create the ability of critically examining a text

**Unit – I**                                                             **No. of Hours: 15**

Introduction: Poetry-Different forms of poetry-Sonnet, Ode, Elegy, Lyric Ballad, Prose-Short-Story,

Novella, Novel

Drama-Comedy, Tragedy, Tragi-Comedy

**Unit – II**                                                            **No. of Hours: 15**

Michael Drayton - *The Parting*
William Shakespeare – *Sonnet 18*, *Sonnet 116*
John Milton - *When I Consider How My Light is Spent*
William Wordsworth - *Daffodils*
John Keats-*Ode to Nightingale*
Thomas Gray - *Elegy Written in a Country Churchyard*
Robert Frost -*Mending Wall*

**Unit – III**                                                           **No. of Hours: 15**

J.M. Barrie - The Admirable Crichton Lady Gregory -The Rising of the Moon

**Unit – IV**                                                            **No. of Hours: 15**

Manohar Malgonkar - Spy in Amber Don Quixote - Tilting at the Windmills
Katherine Mansfield - Bliss and Mr Reginald Peacock's Day (from Bliss and Other Stories)

**Unit – V**                                                             **No. of Hours: 15**

Saki - The Open WindowRobert Lynd–Sweet
Jerome K. Jerome - excerpt from -Three Men in a Boat – (Packing Episode)

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will: | |
| **CO1** | Appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme. | PO1 |
| **CO2** | Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts. | PO1,PO2 |
| **CO3** | Explore the dramatic story telling including play structure, monologues, dialogue, and scene setting. | PO4,PO6 |
| **CO4** | Use library resource store search and develop arguments about literary works. | PO4,P O5,PO6 |
| **CO5** | Work skillfully within a team, respect co-workers, delegate work and contribute to a group project. | PO3,PO8 |

| Text Books(Latest Editions) |  |
|---|---|
| 1. | Back pack Literature: An Introduction to Fiction, Poetry, Drama, and Writing-X.J.Kennedy, by Pearson, 2016. |
| 2. | **Portable Literature: Reading, Reacting, Writing - 9<sup>th</sup> edition – LaurieKirszner, by Cengage Learning, 2016** |
|  |  |
| **References Books** **(Latest editions, and the style as given below must be strictly adhered to)** | |
| 1. | Henny Herawati et al., Introduction to Literature, Sanata Dharma UniversityPress, October 2021. |
| 2. | Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St.Martin's, August 2021. |
| 3. | Janice Campbell., Introduction to Literature: Excellence in Literature English1,4<sup>th</sup> Ed, Everyday Education, LLC, January 2021. |
| 4. | Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021. |
| 5. | Adamson H.D. Linguistics and English Literature: An Introduction,Cambridge University Press, 2019. |
| 6. | Felicity Titjen et al.(ed), Teaching English Language and Literature, Taylor & Francis, 2020. |

| Web Resources | |
|---|---|
| 1. | *ASIATIC:IITUM Journal of English Language & Literature* |
| 2. | The *English Historical Review* (*EHR*) |

**Mapping with Programme Outcomes:**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISHFIRST YEAR - SEMESTER I**
**CORE COURSE II – INDIAN WRITING IN ENGLISH (24UENCC2)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per Week: 5**                                                                 **Credits: 5**

**Total No. of Hours: 75**

**Learning Objectives**

LO1 - To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience

LO2 - 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

LO3 - To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.

LO4 - To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English

LO5 - To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts

**Unit – I**                                                                 **No. of Hours: 15**

Winning of Friends (Panchathantra) - Hanchi,Brother's Day
Ruskin Bond – Handful of Nuts, Night Train to Deoli
K.A. Abbas – Sparrows

**Unit – II**                                                                 **No. of Hours: 15**
Rabindranath Tagore - Khabhuliwala
Pearl S Buck - excerpt from My Several Worlds - India through a Traveller's Eye Ruskin Bond - School Days (Little Jack, The Baker's Boy, The Sea in the Bottle) Inspection Episode – Examination - Science, Humanities and Religion

**Unit – III**                                                                 **No. of Hours: 15**
Toru Dutt - The Lotus
Sri Aurobindo - The Tiger and the Deer

**Unit – IV**                                                                 **No. of Hours: 15**

Sarojini Naidu - The Village Song
A.K. Ramanujam - Still Another View of GraceShiv K Kumar - Indian Women
Mirza Ghalib - It is not Love, it is Madness

**Unit – V**                                                                 **No. of Hours: 15**
Rabindranath Tagore - Mukhthadhara
Harindranath Chattopadhyay –The Window/Sentry's LanternNissim Ezeikel – Nalini : A Comedy in Three Acts
Joginder Paul – Sleepwalkers

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will: | |
| **CO1** | Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present | PO1 |
| **CO2** | Analyze Indian literary texts written in English in terms of colonialism, post colonialism, regionalism, and nationalism | PO1,PO2 |
| **CO3** | Understand the role of English as a medium for Political awakening and the use of English in India for creative writing | PO4,PO6 |
| **CO4** | Analyze how the sociological, historical, cultural and politicalcontext impacted the texts selected for study | PO4,PO5,PO6 |
| **CO5** | Evaluate critically the contributions of major Indian Englishpoets and dramatists | PO3,PO8 |

| **Text Books (Latest Editions)** | |
|---|---|
| 1. | Rexroth, Kenneth. *The New British Poets: An Anthology*. Granger Books, 1976. |

**References Books**
**(Latest editions, and the style as given below must be strictly adhered to)**

| | |
|---|---|
| 1. | Bacon, Francis, and Michel Leiris. *Francis Bacon*. Ediciones Poligrafa, 2008. |
| 2. | Marlowe, Christopher. *Dr. Faustus*. Book on Demand LTD, 2021. |
| 3. | Shelley, Mary Wollstonecraft. *Frankenstein*. Create Space, 2015. |
| 4. | Swift, Jonathan, et al. *Gulliver's Travels*. Oxford University Press, 2019. |

**Web Resources**

| | |
|---|---|
| 1. | *Ranger, Paul. "Technical Features."* **She Stoops to Conquer by Oliver Goldsmith, 1985, pp.51–68., https://doi.org/10.1007/978-1-349-07664-2_5.** |
| 2. | Dickens, Charles. ―Fifty-Two.‖ *A Tale of Two Cities*, 2008, https://doi.org/10.1093/owc/9780199536238.003.0047. |

**Mapping with Programme Outcomes:**

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium, 1 - LowMapping with Programme Specific Outcomes:**

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 2 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 14 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISHFIRST YEAR - SEMESTER I**
**ELECTIVE I - SOCIAL HISTORY OF ENGLAND (24UENDSEC1)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per Week: 4**                                                    **Credits: 3**

**Total No. of Hours: 60**

**Learning Objectives**

LO1 - To provide students with a comprehensive idea about the development of English literature and language over the ages

LO2 - To help student trace the trajectory of the growth of English literature from the period of itsinception, dating back to the seventh century, to the present era

LO3 - To help them develop an understanding of the structural development of the English language

LO4 - To inform them about the various external linguistic influences that have contributed to the making of the language

LO5 - To create the ability of critically examining a text

**Unit – I**                                                    **No. of Hours: 12**

The Renaissance and its Impact on England, The Reformation - causes and effects

**Unit – II**                                                    **No. of Hours: 12**

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

**Unit – III**                                                    **No. of Hours: 12**

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

**Unit – IV**                                                    **No. of Hours: 12**

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

**Unit – V**                                                    **No. of Hours: 12**

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

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are heldto be the representatives of their times. | PO1 |
| **CO2** | Evaluate the way socio-cultural and historical phenomena influence the literary production of aparticular period | PO1,PO2 |
| **CO3** | Familiarize themselves with the socio-cultural ambienceand the discursive frameworks of various ages | PO4,PO6 |
| **CO4** | Develop a nuanced appreciation of the literary stalwarts of those times. | PO4,PO5,PO6 |
| **CO5** | Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language. | PO3,PO8 |
| **Text Books(Latest Editions)** | | |
| 1. | Ed. Keith Wrightson, A Social History of England,1500-1750, 2018, Norton Press. | |
| 2. | **Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900-1200, 2012, Cambridge University Press.** | |
| | | |
| **References Books** **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Ed. Rosemary Horrox, A Social History of England, 1200-1500, June 2012, Cambridge University Press | |
| **Web Resources** | | |
| 1. | *A Social History of England: Briggs, Asa, 1921-:Free Download, Borrow, and Streaming : Internet Archive* | |

**Mapping with Programme Outcomes:**

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium, 1 - Low**

**Mapping with Programme Specific Outcomes:**

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 2 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 14 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISHFIRST YEAR - SEMESTER I**
**NME I - POPULAR LITERATURE AND CULTURE (24UENSEC1)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per Week: 2**                                        **Credits: 2**
**Total No. of Hours: 30**


**Learning Objectives**

LO1 - To broaden the idea of literature and the concept of texts

LO2 - To learn the difference between genre fiction and literary fiction

LO3 - To make students gain an understanding of the folk roots of popular literatureLO4 -
To make students find a perspective into the debate between high and low
cultures

LO5 - To analyze the fantasy work that gains popularity

**Unit – I**                                        **No. of Hours: 6**

Introduction to Popular Literature- Elements of Popular Literature – Definition of Popular
Culture-Characteristics of Popular Culture

**Unit – II**                                        **No. of Hours: 6**

Brothers Grimm - The Juniper Tree, Adventure of the Speckled Band

Roald Dahl - Extracts from Charlie and the Chocolate Factory (Chapters13 to 15, Penguin
2013)

**Unit – III**                                        **No. of Hours: 6**

Satyajit Ray - Professor Shonku and the UFO (from The Mystery of Munroe Island and
Other Stories,Puffin Classics 2015)

**Unit – IV**                                        **No. of Hours: 6**

Herge: Tintin in Tibet (Herge. Tintin in Tibet. London: Egmont. 2012)
Somdev Bhatt - The Story of Padmavati and Prince Vajramukti (Vikram – Betaal Story)

**Unit – V**                                        **No. of Hours: 6**

Anuja Chauhan -  The Zoya Factor
J.K. Rowling - Harry Potter and the Philosopher's Stone

The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.

The mapping of each CO can be done with any number of POs.

| | Course Outcomes | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20$^{th}$ century. | PO1 |
| **CO2** | Have an awareness of the major schools of thought in western philosophy. | PO1,PO2 |
| **CO3** | Have a healthy epistemological foundation at under graduate level that ensures scholarship at Advanced levels of learning. | PO4,PO6 |
| **CO4** | Talk about some of the key figures in Philosophy. | PO4,PO5,PO6 |
| **CO5** | Analyze and appreciate texts critically, from different philosophical perspectives. | PO3,PO8 |

| | **Text Books(Latest Editions)** |
|---|---|
| 1 | Chute, Hillary. ―Comics as Literature. Reading Graphic Narrative ‖.*PMLA* – Publications of The Modern Language Association of America. 123. 452-465. 2008. |
| 2 | Herge. *Tintin in Tibet*. Baker and Taylor, 2009. |

| | **References Books** |
|---|---|
| | **(Latest editions, and the style as given below must be strictly adhered to)** |
| 1. | Chauhan, Anuja. *The Zoya Factor* Harper Collins, 2008. |
| 2. | Gill, Rosalind & Herdieckerhoff, Elena.―Rewriting the romance: newfemininities in chick lit?‖.*Feminist Media Studies* 6(4). 2006. |

| | **Web Resources** |
|---|---|
| 1. | https://fdocuments.in/document/childrens-literature- 55845ad6244ac.html |
| 2. | http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf |
| 3. | https://libguides.usask.ca/c.php?g=719210&#38;p=5137707 |
| 4. | https://www.coursehero.com/file/76749936/The-characteristics-of-popular-literaturedocx |

**Mapping with Programme Outcomes:**

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 2 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 14 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISHFIRST YEAR - SEMESTER I**
**SKILL BASED – ENGLISH FOR COMMUNICATION (24UENSEFC)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per Week: 2**                                                    **Credits: 2**
**Total No. of Hours: 30**

**Learning Objectives**

LO1 - To enhance the level of literary and aesthetic experience of students and to help them respond creatively.

LO2 - To sensitize students to the major issues in the society and the world.

LO3 - To provide the students with an ability to build and enrich their communication skills.

LO4 - To equip students to utilize the digital knowledge resources effectively for their chosen fields of study

LO5 - To help them think and write imaginatively and critically

**Unit – I**                                                    **No. of Hours: 6**

Communication: Definition – Process of Communication Fluency: Definition - Types of

Fluency - Barriers of Fluency

**Unit – II**                                                    **No. of Hours: 6**

Types of Communication - Verbal – Non-Verbal

**Unit – III**                                                    **No. of Hours: 6**

Effective communication skills.

**Unit – IV**                                                    **No. of Hours: 6**

Skills to be acquired in communication -Speaking/reading/writing/listening

**Unit – V**                                                    **No. of Hours: 6**

Application of learning

| Course Outcomes | | |
|---|---|---|
| Course Outcomes | On completion of this course, students will; | |
| **CO1** | Identify the basic principles of communication | PO1 |
| **CO2** | Analyze the various types of communication | PO1,PO2 |
| **CO3** | Make use of the essential principles of communication | PO4,PO6 |
| **CO4** | Identify the prominent methods and models of communication. | PO4,PO5,PO6 |
| **CO5** | Learn about the four skills of language and get familiarized with them. | PO3,PO8 |
| **Text Books (Latest Editions)** | | |
| | 1. | Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications. |
| | 2. | Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies. |
| | 3. | Understanding Body Language by Alan Pease. |
| | 4. | Berlo, David. *Process of Communication: An Introduction to Theory and Practice*. Harcourt School, 1960. |
| | 5. | Rasinki, Timothy, et al. *Reading Fluency*. Mdpi AG, 2021. |
| | **References Books** **(Latest editions, and the style as given below must be strictly adhered to)** | |
| | 1. | Communicative Grammar of English by Geoffrey Leech and Ian Svartik.Better English Pronunciation by J.D.O' Connor. |
| | **Web Resources** | |
| | 1. | *(1) Subject : ENGLISH COMMUNICATION SKILLS (THEORY) goiga la jijuna - Academia.edu* |

**Mapping with Programme Outcomes:**

|        | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium, 1 – Low Mapping with Programme Specific Outcomes:**

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 2 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 14 | 15 |
| **Weighted percentage of Course Contribution toPos** | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**FIRST YEAR - SEMESTER II**
**CORE COURSE III – BRITISH LITERATURE - I (24UENCC3)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per Week: 5**                                              **Credits: 5**
                                                                 **Total No. of Hours: 75**

**Learning Objectives**
LO1    To introduce British Identity, Periods and other related forms.
LO2    To increase the ability for students to intellectually assess the world and their place in it.
LO3    To enable leaners to understand that British literature is at the foundation of English-speaking peoples' culture.
LO4    To closely examine the various themes and methodologies present in British literature
LO5    To create an aptitude of critically probing through the text

**Unit – I**                                                     **No. of Hours: 15**
Francis Bacon - *Of Truth, Of Adversity*
Oliver Goldsmith - *A City Night - Piece*
Joseph Addison and Sir Richard Steele - *The Spectator Club, On Gratitude, On Giving Advice.*

**Unit – II**                                                    **No. of Hours: 15**
Robert Jamieson - *Robinhood & The Monk*
Robert Edgar Burns - *The Potter*
Anne Bradstreet - *Prologue*
William Blake - *The Chimney Sweeper*
John Keats - *Endymion Bk-I*

**Unit – III**                                                   **No. of Hours: 15**
P.B.Shelly - *Arethusa, Hymn to Intellectual Beauty.*
William Wordsworth - *Ode: To Intimation & Immorality*
Lord Byron - *She Walks In Beauty*
John Milton - *Paradise Lost Bk 4.*

**Unit – IV**                                                    **No. of Hours: 15**
Christopher Marlowe - *Dr. Faustus*
Francis Beaumont and John Fletcher - *Philaster*
Oliver Goldsmith - *She Stoops to Conquer*

**Unit – V**                                                     **No. of Hours: 15**
Mary Shelly - *Captain Walton's Conclusion - Frankenstein*
Jonathan Swift - *Voyage to Lilliput/Houyhnhnms - Gulliver's Travels*
Charles Dickens - *Recalled to Life- A Tale of Two Cities.*

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature. | PO1 |
| **CO2** | Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation. | PO1, PO2 |
| **CO3** | 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 | PO4, PO6 |
| **CO4** | Distinguish between the characteristics of British literary movements in discussing and writing about British literature. | PO4, PO5, PO6 |
| **CO5** | Write about literature using standard literary terminology and other literary conventions. | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | Rexroth, Kenneth. *The New British Poets: An Anthology*. Granger Books, 1976. | |
| **References Books** **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Bacon, Francis, and Michel Leiris. *Francis Bacon*. Ediciones Poligrafa, 2008. | |
| 2. | MARLOWE, Christopher. *Dr. Faustus*. BOOK ON DEMAND LTD, 2021. | |
| 3. | Shelley, Mary Wollstonecraft. *Frankenstein*. CreateSpace, 2015. | |
| 4. | Swift, Jonathan, et al. *Gulliver's Travels*. Oxford University Press, 2019. | |
| **Web Resources** | | |
| 1. | *Ranger, Paul. ―Technical Features.‖ She Stoops to Conquer by Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5.* | |
| 2. | Dickens, Charles. ―Fifty-Two.‖ *A Tale of Two* | |

**Mapping with Programme Outcomes:**

|  | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 2 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 14 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**FIRST YEAR - SEMESTER II**
**CORE COURSE IV – AMERICAN LITERATURE - I (24UENCC4)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per Week: 5**                                                                 **Credits: 5**

                                                                 **Total No. of Hours: 75**

**Learning Objectives**
LO1   To Understand the growth and development of American literature.
LO2   To critically examine how various genres developed and progressed.
LO3   Learn about prominent writers and famous works in American literature.
LO4   To closely examine the various themes and methodologies present in British literature
LO5   To create an aptitude of critically probing through the text

**Unit – I**                                                                 **No. of Hours: 15**

E.M.Foster - *The Prologue-Passage to India (Lines 1-68).*

Walt Whitman - *O Captain, My Captain!*

**Unit – II**                                                                 **No. of Hours: 15**

Sherman Alexie- *Crow Testament, Evolution*

Edgar Allan Poe - *The Raven*

Emily Dickinson - *Because I Could Not Stop for Death.*

**Unit – III**                                                                 **No. of Hours: 15**

Edgar Allan Poe - *The Philosophy of Composition*

Martin Luther King Jr- *I have a Dream*

Abraham Lincoln - *Gettysburg Address*

**Unit – IV**                                                                 **No. of Hours: 15**

Tennessee Williams- *The Glass Menagerie*

Eugene O' Neill - *Emperor Jones*

**Unit – V**                                                                 **No. of Hours: 15**

Harriet Beecher Stowe - *Uncle Tom's Cabin*

Herman Melville- *Billy Budd*

Washington Irving- *The Legend of the Sleepy Hollow, Rip Van Winkle*

Leslie Marmon Silko- *Ceremony*

*The Norton Anthology to American Literature.*

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Analyze and discuss works of American literature from arange of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.). | PO1 |
| **CO2** | Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature. | PO1, PO2 |
| **CO3** | Articulate ways that American literature reflects complex historical and cultural experiences. | PO4, PO6 |
| **CO4** | Produce a mix of critical, creative, and/or reflective works about American literature to 1865. | PO4, PO5, PO6 |
| **CO5** | Analyze and describe about American literature using standard literary terminology and other literary conventions. | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | Levine, Robert S., et al. *The Norton Anthology of American Literature*. W.W. Norton & Company, 2022. | |
| **References Books** **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Dickinson, Emily, and Johanna Brownell. *Emily Dickinson: Poems*. Chartwell Books, 2015. | |
| 2. | Gould, Jean. *American Women Poets: Pioneers of Modern Poetry*. DODD, MEAD, 1980. | |
| 3. | Poe, Edgar Allan, et al. *Poetry for Young People: Edgar Allen Poe*. Sterling Pub.Co., 1995. | |
| 4. | Kallen, Stuart A., and Terry Boles. *The Gettysburg Address*. Abdo & Daughters,1994. | |
| **Web Resources** | | |
| 1. | ―Harriet Beecher Stowe's Uncle Tom's Cabin.‖2003, https://doi.org/10.4324/9781315812113. | |
| 2. | Mason, Ronald. ―Herman Melville and ‗Billy Budd.'‖ *Tempo*, no. 21, 1951, pp. 6–8., https://doi.org/10.1017/s0040298200054863 | |

**Mapping with Programme Outcomes:**

|  | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 2 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 14 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**FIRST YEAR - SEMESTER II**
**ELECTIVE – II (DS) - HISTORY OF ENGLISH LITERATURE (24UENDSEC2)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per Week: 4**                                        **Credits: 3**

**Total No. of Hours: 60**

**Learning Objectives**

LO1    To help students with a survey of the history of English literature from Old English times to the Modern period.

LO2    Help them gain particular reference to the major literary movements and authors

LO3    To help them with an overview of the major linguistic influences on the English language

LO4    To provide them with a look at certain linguistic processes that have contributed to the development of the English language

LO5    To create the ability of critically examining a text

**Unit – I**                                                 **No. of Hours: 15**

History of British Literature must include British Poetry, Prose, Drama and Fiction, covering representative writers down the ages like given below…

**Unit – II**                                                **No. of Hours: 15**

The Renaissance Period (1350 – 1660): An Introduction to Bible Translation -Tyndale, Coverdale, The University Wits, Elizabethan and Jacobean drama, Comedy of Humours

**Unit – III**                                               **No. of Hours: 10**

The Late Seventeenth and the Eighteenth Centuries (1660 - 1800): Comedy of Manners, Neo-Classicism, Sentimental and Anti-sentimental comedies, Pre- Romantics

**Unit – IV**                                                **No. of Hours: 10**

Well made play (Drama of Ideas - Shaw and Ibsen),Existential Drama, Comedy of menace, Kitchen-sink drama, Problem Play, Didactic Drama(Propaganda play), One-act play

**Unit – V**                                                 **No. of Hours: 10**

The Victorian Age (1832 - 1901):

Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets -Tennyson, Browning Victorian Novelists - Charles Dickens, ThackerayVictorian Writers -Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times. | PO1 |
| **CO2** | Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period | PO1, PO2 |
| **CO3** | Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages | PO4, PO6 |
| **CO4** | Develop a nuanced appreciation of the literary stalwarts of those times. | PO4, PO5, PO6 |
| **CO5** | Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language. | PO3, PO8 |

| Text Books (Latest Editions) | |
|---|---|
| 1. | Hamilton, I. (ed.). The Oxford Companion to Twentieth-Century Poetry in English(Oxford: Oxford University Press, 1994). A well-edited and balanced reference book. |
| 2. | Parker, P. (ed.). The Reader's Companion to Twentieth-Century Writing (London: Helicon, 1995). Stringer, J. (ed.). The Oxford Companion to Twentieth-Century Literature in English (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book |
| | |

| References Books **(Latest editions, and the style as given below must be strictly adhered to)** | |
|---|---|
| 1. 2. | Bergonzi, B. Heroes' Twilight: A Steady of the Literature of the Great War,2nd edn (London: Constable, 1980). Fussell, P. The Great War and Modern Memory (Oxford: Oxford UniversityPress, 1975) |
| Web Resources | |
| | 1. *ALEX00.PDF (manavata.org)* |

**Mapping with Programme Outcomes:**

|      | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 |
|------|------|------|------|------|------|------|------|------|------|------|
| CO1  | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO2  | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3  | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4  | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO5  | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**FIRST YEAR - SEMESTER II**
**NME II – PHILOSOPHY FOR LITERATURE (24UENSEC2)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per Week: 2**                                        **Credits: 2**

**Total No. of Hours: 30**

**Learning Objectives**

LO1     Engage with the philosophy of literary representations.

LO2     Give the students a historical overview of the major figures in philosophy

LO3     Introduce to them some of the significant schools of thought that has influenced human perception.

LO4     Inform students how an understanding of philosophy is vital to the reading of literature

LO5     Analyze the philosophical thought

**Unit – I**                                                      **No. of Hours: 6**

The World of Greeks-Heraclitus—Flux and the unity of opposites—Socrates— Nature of Poet and Rhapsode— Dialogue with Ion—Plato—Concept of Forms—Ideal vs Physical—Aristotle—Concept of Soul—Beauty—Art—Nature

**Unit – II**                                                     **No. of Hours: 6**

Robert Frost. ―West- Running Brook-S T Coleridge. ―Kubla Khan-P B Shelley.

―Ozymandias, Keats. ―Endymion‖ (First 33 lines) (Aristotle‗s idea of soul, beauty, art and nature)

**Unit – III**                                                    **No. of Hours: 6**

*Enlightenment and After-Rene Descartes—Rationalism—Dualism—Spinoza—idea of Nature and God— Pantheism—concept of substance and modes— Cartesiandualism vs Spinoza‗s monism—John Locke— Liberalism— Empiricism—Immanuel Kant— Transcendental Idealism—Edmund Husserl— Phenomenology—Karl Marx—Critique of Capitalist Society—Base and Super structure*

**Unit – IV**                                                     **No. of Hours: 6**

Emily Dickinson. ―The Brain—is wider than the Sky‖ (Debate the Cartesian mind body or material immaterial dualism), Walt Whit man. ―On the Beach at Night Alone.‖ (Spinoza's pantheism), William Ross Wallace. ―The Liberty Bell (Locke's liberalism M and the turn of humanity),D. H. Lawrence.―How Beastly the Bourgeois Is?‖ (Marx's idea of social44class)

**Unit – V**                                                      **No. of Hours: 6**

Sri Aurobino Collected Poems - To the Cuckoo Radha's Appeal - Concerning Discipline from Kautilya's Arthashastra - Tagore's Postmaster

**The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquaint once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes.**

**The blooms taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs.**

**The mapping of each CO can be done with any number of POs.**

## Course Outcomes

| Course Outcomes | On completion of this course, students will; | |
|---|---|---|
| **CO1** | Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century. | PO1 |
| **CO2** | Have an awareness of the major schools of thought inwestern philosophy. | PO1, PO2 |
| **CO3** | Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning | PO4, PO6 |
| **CO4** | Talk about some of the key figures in Philosophy. | PO4, PO5, PO6 |
| **CO5** | Analyze and appreciate texts critically, from differentphilosophical perspectives. | PO3, PO8 |

| Text Books (Latest Editions) | |
|---|---|
| 1 | Durrant, Will. *The Story of Philosophy*, Simon &Schuster, 1991. |
| 2 | Gaarder, Jostein. *Sophie's World*: 20th Anniversary Edition. Orion, 2015. |

| References Books (Latest editions, and the style as given below must be strictly adhered to) | |
|---|---|
| 1. | Russell, Bertrand. *History of Western Philosophy*.Routledge, 2016. |
| 2. | Gibson, John. *The Philosophy of Poetry*.Oxford UP, 2015. |

| Web Resources | |
|---|---|
| 1. | https://www.philosophybasics.com/general_whatis.html |
| 2. | https://archive.org/details/SophiesWorld_989/page/n5/mode/2up |

**Mapping with Programme Outcomes:**

|  | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**FIRST YEAR - SEMESTER II**
**SEC III – INTERVIEW SKILLS (24UENSEC3)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per Week: 2**                                    **Credits: 2**
                                                          **Total No. of Hours: 30**

**Learning Objectives**

LO1   To enable students understand the information needed to prepare for an interview

LO2   To enable them to research company information before heading to an interview

LO3    To familiarize them with how to handle Interview Questions

LO4    To enable them to use comfortable vocabulary

LO5    To help them think and speak imaginatively and critically

**Unit – I**                                             **No. of Hours: 6**

Definition of Interview - Essentials of Interview Skill

**Unit – II**                                            **No. of Hours: 6**

Needs and Requirements of Interview skills

**Unit – III**                                           **No. of Hours: 6**

Resume Preparation- Do's and Don'ts of an interview

**Unit – IV**                                            **No. of Hours: 6**

Body language-gesture-attitude-facial expression-sound knowledge

**Unit – V**                                             **No. of Hours: 6**

Mock Interview-Conducting a role play for students to understand the skills learnt as an interviewee.

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Use the STAR Method to describe relevant experiences in a way that reflects knowledge of the job/internship position description and employer. | PO1 |
| **CO2** | Identify appropriate verbal and non-verbal communication skills/techniques for an interview (e.g. eye contact, use of filler words, hand gestures, and verbal pace). | PO1, PO2 |
| **CO3** | Demonstrate professional behavior(s) includingpreparedness, professional attire, and respectful presentation. | PO4, PO6 |
| **CO4** | Develop confidence in relationship to their interviewing skills. | PO4, PO5, PO6 |
| **CO5** | Be able to identify, discuss, and implement key job interview skills. | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | Ros Jay (2002), Brilliant Interview, Prentice Hall | |
| 2. | David Beckham (2013), The illustrated Book, Headline Publications | |
| **References Books** **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | *Elizabeth Harrin, ebook, Overcoming Imposter Syndrome: Ten strategies to stop feeling like a fraud at work.* | |
| **Web Resources** | | |
| 1. | *Tips for a Successful Interview (ung.edu)* | |

**Mapping with Programme Outcomes:**

| | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO 6** | **PO 7** | **PO 8** | **PO 9** | **PO10** |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|
| CO1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 14 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**SECOND YEAR - SEMESTER III**
**CORE COURSE V - BRITISH LITERATURE-II (24UENCC5)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per Week: 5**                        **Credits: 5**

                                              **Total No. of Hours: 75**

**LEARNING OBJECTIVES**

| | |
|---|---|
| LO1 | To help learners analyze British Literature written from the late 18th Century to the present. |
| LO2 | To guide them in interpreting literature as it relates to its historical, cultural, and or political context. |
| LO3 | To provide them with understanding of relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period. |
| LO4 | To closely examine literary works using critical perspectives. |
| LO5 | To help them with applying appropriate formal conventions when writing about literature. |

**UNIT – I**                                           **No. of Hour: 15**

Alfred Tennyson- Ulysses
Robert Browning- My Last Duchess
T.S.Eliot - The Wasteland W.H.Auden -
The Unknown Citizen

**UNIT – II**                                        **No. of Hour: 15**

G. K. Chesterton - Piece of Chalk Charles
Lamb - Dream Children Joseph Addison –
Sir Roger at Church

**UNIT – III**                                         **No. of Hour: 15**

G.B.Shaw – Pygmalion
John Osborne – Look back in Anger

**UNIT – IV**                                        **No. of Hour: 15**

Jane Austen - Pride & Prejudice Charlotte
Brontë - Jane Eyre

**UNIT – V**                                           **No. of Hour: 15**

Arthur Conan Doyle - Hound of Baskervilles
Murder on the Orient Express – Agatha Christie (Graphic Novel)

| Course Outcomes | |  |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions. | PO1 |
| **CO2** | Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature. | PO1, PO2 |
| **CO3** | Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations. | PO4, PO6 |
| **CO4** | Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another. | PO4, PO5, PO6 |
| **CO5** | Analyze and express about British literature using standard literary lexicon and other literary conventions. | PO3, PO8 |

### Text Books
### (Latest Editions)

| | |
|---|---|
| 1. | Renard, Virginie. *The Great War and Postmodern Memory: The First World War in Late 20 Th -Century British Fiction (1985-2000)*. Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013. |
| 2. | David Green - Winged Words – Mac Millan |

### References Books
### (Latest editions, and the style as given below must be strictly adhered to)

| | |
|---|---|
| 1. | Brontë Charlotte, et al. *Jane Eyre*. Oxford University Press, 2019. |
| 2. | Lamb, Charles. *Dream Children: A Reverie*. Reed Pale Press, 1928. |
| 3. | *Look Back in Anger, by John Osborne: Theatre Program, 1974, La Mama Theatre*. 1974. |

### Web Resources

| | |
|---|---|
| 1. | Makinen, Merja. ―Representing Women of Violence Agatha Christie and Her Contemporary Culture.‖ *Agatha Christie*, 2006, pp. 135–157., https://doi.org/10.1057/9780230598270_6. |
| 2. | Smith, Grover. ―Eliot's World before the Waste Land.‖ *The Waste Land*, 2020, pp. 1–17., https://doi.org/10.4324/9781003070627-1 |

**Mapping with Programme Outcomes:**

|       | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 |
|-------|------|------|------|------|------|------|------|------|------|------|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**SECOND YEAR  - SEMESTER III**
**CORE COURSE V - BRITISH LITERATURE-II (24UENCC5)**
**(QUESTION PAPER PATTERN FOR THE STUDENTS**
**ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Total Marks : 70**

### PART - A

**I. Answer ALL Questions** **(20 x 1 = 20)**

20 Multiple Choice Questions

### PART - B

**II. Answer ALL Questions** **(5 x 4 = 20)**

21. a. Unit I
  (or)
  b. Unit I
22. a. Unit II
  (or)
  b. Unit II
23. a. Unit III
  (or)
  b. Unit III
24. a. Unit IV
  (or)
  b. Unit IV
25. a. Unit V
  (or)
  b. Unit V

### PART - C

**III. Answer ANY THREE Questions** **(3 x 10 = 30)**

26. Unit I

27. Unit II

28. Unit III

29. Unit IV

30. Unit V

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**SECOND YEAR - SEMESTER III**
**CORE COURSE VI - AMERICAN LITERATURE-II (24UENCC6)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per Week: 5**                                         **Credits: 5**

                                                             **Total No. of Hours: 75**

**LEARNING OBJECTIVES**

| | |
|---|---|
| LO1 | To help learners examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel. |
| LO2 | To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period. |
| LO3 | To create an awareness of the social, historical, literary and cultural elements of the changes in American literature. |
| LO4 | To help them explore distinct literary characteristics of American literatureand analyze literary works of eminent American writers. |
| LO5 | To inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history. |

**UNIT – I**                                                 **No. of Hour: 15**

Theodore Roethke - The Meadow Mouse .

Walt Whitman- When Lilac's Last in the Dooryard Bloom'd, The Gods. Emily

Dickinson - The Bird Came Down the Walk

Maya Angelou - Phenomenal Women

Chief Dan George - My Heart Soars.

**UNIT – II**                                                **No. of Hour: 15**

Lorraine Hansberry - Raisin in the Sun

**UNIT – III**                                               **No. of Hour: 15**

Ralph Waldo Emerson - The American Scholar Edgar

Allan Poe - Philosophy of Composition

**UNIT – IV**                                                **No. of Hour: 15**

Nathaniel Hawthorne - Young Goodman Brown. Toni

Morrison – Beloved

**UNIT – V**                                                 **No. of Hour: 15**

Mark Twain - The Adventures of Tom Sawyer.

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present. | PO1 |
| **CO2** | Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature. | PO1, PO2 |
| **CO3** | Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers | PO4, PO6 |
| **CO4** | Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values. | PO4, PO5, PO6 |
| **CO5** | Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices. | PO3, PO8 |
| **Text Books** **(Latest Editions)** | | |
| 1. | Angelou, Maya. *The Complete Poetry*. Random House, 2015. An Anthology of American Literature - ? | |
| **References Books** **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Dickinson, Emily. *A Bird Came Down the Walk - Selected Bird Poems of Emily Dickinson*. Read Books Ltd, 2021. | |
| 2. | Gray, Richard. *A Brief History of American Literature*. John Wiley & Sons, 2010. Hansberry, Lorraine. *A Raisin in the Sun*. Modern Library, 1995. | |
| 3. | Morrison, Toni. *Beloved*. Everyman's Library, 2006. | |
| 4. | Twain, Mark. *The Adventures of Tom Sawyer*. The Floating Press, 2009. | |
| **Web Resources** | | |
| 1. | Cramer, Jeffrey S., editor. ―Thoreau Describes His Contemporaries.‖ *The Quotable Thoreau*, Princeton University Press, 2011, pp. 430–38, http://dx.doi.org/10.1515/9781400838004.430. | |
| 2. | Hawthorne, Nathaniel. ―The Revelation of the Scarlet Letter.‖ *The Scarlet Letter*, Oxford University Press, 2008, http://dx.doi.org/10.1093/owc/9780199537808.003.0025. | |

**Mapping with Programme Outcomes:**

|  | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 2 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 14 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**SECOND YEAR - SEMESTER III**
**CORE COURSE VI - AMERICAN LITERATURE-II (24UENCC6)**
**(QUESTION PAPER PATTERN FOR THE STUDENTS**
**ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Total Marks : 70**

### PART - A

**I. Answer ALL Questions**                 **(20 x 1 = 20)**

20 Multiple Choice Questions

### PART - B

**II. Answer ALL Questions**                 **(5 x 4 = 20)**

21. a. Unit I
        (or)
   b. Unit I
22. a. Unit II
        (or)
   b. Unit II
23. a. Unit III
        (or)
   b. Unit III
24. a. Unit IV
        (or)
   b. Unit IV
25. a. Unit V
        (or)
   b. Unit V

### PART - C

**III. Answer ANY THREE Questions**               **(3 x 10 = 30)**

26. Unit I

27. Unit II

28. Unit III

29. Unit IV

30. Unit V

# SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16
## AFFILIATED TO PERIYAR UNIVERSITY
## PG AND RESEARCH DEPARTMENT OF ENGLISH
## SECOND YEAR - SEMESTER III
## ELECTIVE - III (DS) – LITERARY GENRES AND TERMS (24UENDSEC3)
## (SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)
## UNDER CHOICE BASED CREDIT SYSTEM

**Hours per Week: 4**                                      **Credits: 3**

**Total No. of Hours: 60**

### COURSE OBJECTIVES
To introduce the various literary genres and devices of English Literature. To make the students understand the salient features of literary forms.

### EXPECTED COURSE OUTCOMES

On the successful completion of the course, student will be able to:

| | | |
|---|---|---|
| 1 | Understand different literary forms and their characteristics | K2 |
| 2 | Differentiate various literary devices | K4 |
| 3 | Identify literary devices in a work, compare the genres and their features | K3 |
| 4 | Attempt a simple creative writing | K6 |

**K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create

**UNIT – I**                                      **No. of Hours: 15**
Chapter 1 – Subjective and Objective Poetry Chapter II
– Poetic Types
Chapter III – Stanza Forms
Simile, Metaphor, Allegory, Oxymoron, Epigram, Ambiguity.

**UNIT – II**                                      **No. of Hours: 15**
Chapter I – Dramatic Art
Chapter II – Dramatic Types (111-133) A
Tragic Flaw, Three Unities, Soliloquy

**UNIT – III**                                      **No. of Hours:10**
Drama : Chapter III : Dramatic Devices (134 – 139) Prose :
Chapter I : Essay (183 – 192)

**UNIT – IV**                                      **No. of Hours: 10**
Chapter II : The Novel (193 – 224) Chapter
III : Short Story (225 – 229) Stream of
Consciousness

**UNIT – V**                                      **No. of Hours:10**
Chapter IV : Biography and Auto Biography (230 – 236)

| Text Books (Latest Editions) | |
|---|---|
| 1. | A Background to the study of English Literature-by Prasad (Macmillan) |
| **Reference Books** | |
| 1. | A Comparison to Literary Forms, Padmaja Ashok, Orient Black Swan |
| 2. | Literary Forms, Ramachandra Nair, Emerald Publishers |
| 3. | A Glossary of Literary Terms, M.H. Abrams |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | |
| 1. | https://www.mooc-list.com/course/introduction-literary-studies-saylororg |

**Programme Outcomes Mapping:**

| COS | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 |
|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 2 | 3 | 2 | 1 | 2 | 1 | 2 |
| **CO2** | 2 | 2 | 3 | 1 | 1 | 2 | 3 | 1 |
| **CO3** | 2 | 3 | 2 | 1 | 3 | 2 | 1 | 2 |
| **CO4** | 2 | 1 | 3 | 1 | 3 | 2 | 2 | 1 |

**3-Strong          2-Medium          1-Low**

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**SECOND YEAR  - SEMESTER III**
**ELECTIVE - III (DS) – LITERARY GENRES AND TERMS (24UENDSEC3)**
**(QUESTION PAPER PATTERN FOR THE STUDENTS**
**ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Total Marks : 70**

**PART - A**

**I. Answer ALL Questions** **(20 x 1 = 20)**

20 Multiple Choice Questions

**PART - B**

**II. Answer ALL Questions** **(5 x 4 = 20)**

21. a. Unit I
              (or)
     b. Unit I
22. a. Unit II
              (or)
     b. Unit II
23. a. Unit III
              (or)
     b. Unit III
24. a. Unit IV
              (or)
     b. Unit IV
25. a. Unit V
              (or)
     b. Unit V

**PART - C**

**III. Answer ANY THREE Questions** **(3 x 10 = 30)**

26. Unit I

27. Unit II

28. Unit III

29. Unit IV

30. Unit V

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**SECOND YEAR - SEMESTER III**
**SEC – 4 (EB) - ENGLISH FOR BUSINESS (24UENSEC4)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per Week: 1**                                        **Credits: 1**
                                                         **Total No. of Hours: 15**

**LEARNING OBJECTIVES**

| | |
|---|---|
| LO1 | To help students learn strategies and practical language to deal with real life situations. |
| LO2 | To help them improve on how to speak and write in order to keep communication going and always appear professional and competent |
| LO3 | To enable them to use the language flexibly and express in the suitable language for the context: for example in social, professional or academic contexts |
| LO4 | To help them strengthen their understanding of native speakers in real life situations by learning strategies and through practice, practice, practice! |
| LO5 | To help them to consistently develop a comprehensive vocabulary through real, authentic resources |

**UNIT – I**                                                **No. of Hours: 3**

Business English Definition and Difference

**UNIT – II**                                               **No. of Hours: 3**

Highlights/ Significance/Essentials of Business English

**UNIT – III**                                              **No. of Hours: 3**

Needs of Business English

**UNIT – IV**                                               **No. of Hours: 3**

The role of Business English in English language Learning-Education as an instrumental factor in learning Business English.

**UNIT – V**                                                **No. of Hours: 3**

Economic Development through Business English

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Strengthen their language skills: writing, reading, listening & speaking | PO1 |
| **CO2** | Understand real speech patterns and learn pronunciation techniques in fluent speech | PO1, PO2 |
| **CO3** | Improve their confidence and learn how to connect with people in English | PO4, PO6 |
| **CO4** | Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency. | PO4, PO5, PO6 |
| **CO5** | Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | Nabila, H. (2015). English for Specific Business Purposes. University of Oran Facultyof Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English. | |
| 2. | Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press. | |
| **References Books** **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment – Federal University of Technology - Paraná. Curitiba. 2015. | |
| **Web Resources** | | |
| 1. | *English language skills for the future | Cambridge English* | |

**Mapping with Programme Outcomes:**

|       | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 |
|-------|------|------|------|------|------|------|------|------|------|------|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 2 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 14 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**
**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**SECOND YEAR  - SEMESTER III**
**SEC – 4 (EB) - ENGLISH FOR BUSINESS (24UENENSEC4)**
**(QUESTION PAPER PATTERN FOR THE STUDENTS**
**ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Total Marks : 70**

**PART - A**

**I. Answer ALL Questions** **(70 x 1 = 70)**

70 Multiple Choice Questions (From All five units)

# SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16
## AFFILIATED TO PERIYAR UNIVERSITY
## PG AND RESEARCH DEPARTMENT OF ENGLISH
## SECOND YEAR - SEMESTER III
## SEC – 5 (DSS) - PUBLIC SPEAKING SKILLS (24UENSEC5)
## (SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)
## UNDER CHOICE BASED CREDIT SYSTEM

**Hours per Week: 2**                                    **Credits: 2**

**Total No. of Hours: 30**

## LEARNING OBJECTIVES

| | |
|---|---|
| LO1 | To help students understand the goals and benefits of public speaking |
| LO2 | To help them recognize communication apprehension and guide them on how to reduce it |
| LO3 | To familiarize them on how public speaking can be used to advocate or create change |
| LO4 | To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric |
| LO5 | To help them think and speak imaginatively and critically |

**UNIT – I**                                    **No. of Hours: 6**

What is Public Speaking?

**UNIT – II**                                    **No. of Hours: 6**

Need for Public Speaking.

**UNIT – III**                                    **No. of Hours: 6**

Significance and essentials of public speaking skills

**UNIT – IV**                                    **No. of Hours: 6**

Techniques in acquiring the skill

**UNIT – V**                                    **No. of Hours: 6**

Speaking any common topic in front of the class

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Demonstrate an understanding of the principles of public speaking | PO1 |
| **CO2** | Recognize barriers to public speaking and identify how to avoid them | PO1, PO2 |
| **CO3** | Understand how to give effective verbal and non-verbal feedback | PO4, PO6 |
| **CO4** | Learn about planning speech organization for the intended audience | PO4, PO5, PO6 |
| **CO5** | Practice effective group deliveryand speech informal context. | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience -centred approach (6th ed.). New York: Pearson | |
| 2. | Fraleigh, D.M., &Tuman, J.S.(2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins. | |
| **References Books** **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | *Apple, W.,Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.* | |
| **Web Resources** | | |
| 1. | ***Learning Outcomes│Public Speaking (lumenlearning.com)*** ***lu03_public_speaking.pdf (indianhills.edu)*** | |

**Mapping with Programme Outcomes:**

|       | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 |
|-------|------|------|------|------|------|------|------|------|------|------|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 2 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 14 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16 AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH SECOND**
**YEAR  - SEMESTER III**
**SEC – 5 (DSS) - PUBLIC SPEAKING SKILLS (24UENSEC5)**
**(QUESTION PAPER PATTERN FOR THE STUDENTS**
**ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Total Marks : 70**

## PART - A

**I. Answer ALL Questions**                                    **(70 x 1 = 70)**
   70 Multiple Choice Questions (From All five units)

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**

**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**SECOND YEAR  - SEMESTER IV**
**CORE COURSE VII - WORLD LITERATURE IN TRANSLATION (24UENCC7)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per  Week: 5**                                                    **Credits: 5**

                                                                      **Total No. of Hours: 75**

**LEARNING OBJECTIVES**

LO1     To help learners achieve accessibility to regional and international literary forms.

LO2     To enable them to contextualize the texts and be familiar with translation theory.

LO3     To enable them to develop a comparative perspective to study the texts

LO4     To exhibit appreciation of literature and writers from various nations and cultures.

LO5     To learn to see critically the rising trends of globalization, capitalism and multi-culturalism.

**UNIT – I**
**PROSE**                                                        **No. of Hour: 15**

Dante - Ulysses‟ Last Voyage
Victor Hugo -Tomorrow at Dawn.
Khalil Gibran - Your Children are not your children.

**UNIT – II**
**POETRY**                                                      **No. of Hour: 15**

Pablo Neruda - If you forget me.
Alexander Pushkin - The Gypsies.
Gabriel Okara - The Mystic Drum

**UNIT – III**
**ESSAY**                                                        **No. of Hour: 15**

Walter Benjamin - Unpacking My Library
Montaigne - Of Friendship.

**UNIT – IV**
**DRAMA**                                                        **No. of Hour: 15**

Marie Clements - The Unnatural & Accidental Women.
Samuel Beckett - Waiting for Godot.

**UNIT – V**
**SHORT STORIES**                                                **No. of Hour: 15**

Gabriel García Márquez - A Very Old man With Enormous Wings.
Ivan S. Turgenev - The District Doctor.
Antoine de Saint-Exupéry - The Little Prince.

| Course Outcomes | | |
|---|---|---|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Gain an exposure to some Classics in World Literature, both in theme and form. | PO1 |
| CO2 | Be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West. | PO1, PO2 |
| CO3 | Gain an understanding of the works in their cultural/historical contexts and ofthe enduring human values which unite the different literary traditions. | PO4, PO6 |
| CO4 | Payspecial attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis. | PO4, PO5, PO6 |
| CO5 | Have an understanding of the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions. | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1. | Márquez, Gabriel García. A Very Old Man with Enormous Wings. 2014. | |
| 2. | Neruda, Pablo. The Poetry of Pablo Neruda. Farrar, Straus and Giroux, 2015. | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Angelou, Maya. The Complete Poetry. Random House, 2015. | |
| 2. | Benjamin, Walter, and Martin Jay. Unpacking My Library. 2010. | |
| 3. | Bercovici, Konrad. *The Story of the Gypsies. Pickle Partners Publishing, 2017.* | |
| 4. | Bolton, David. *The Pot of Gold by Plautus. Lulu.com, 2019.* | |
| 5. | Clements, Marie Humber. *The Unnatural and Accidental Women. Talon books Limited, 2005.* | |
| Web Resources | | |
| 1. | The Introduction of Victor Hugo to the English (1823–1830)." The Fortunes of Victor Hugo in England, Columbia University Press, 1938, pp. 1–26, http://dx.doi.org/10.7312/hook93490-002. | |

Mapping with Programme Outcomes:

|  | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 2 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 15 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**SECOND YEAR  - SEMESTER IV**
**CORE COURSE VII - WORLD LITERATURE IN TRANSLATION (24UENCC7)**
**(QUESTION PAPER PATTERN FOR THE STUDENTS**
**ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Total Marks : 70**

PART - A

**I. Answer ALL Questions** **(20 x 1 = 20)**

20 Multiple Choice Questions

PART - B

**II. Answer ALL Questions** **(5 x 4 = 20)**

21. a. Unit I

          (or)

  b. Unit I

22. a. Unit II

          (or)

  b. Unit II

23. a. Unit III

          (or)

  b. Unit III

24. a. Unit IV

          (or)

  b. Unit IV

25. a. Unit V

          (or)

  b. Unit V

PART - C

**III. Answer ANY THREE Questions** **(3 x 10 = 30)**

26. Unit I

27. Unit II

28. Unit III

29. Unit IV

30. Unit V

# SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16

## AFFILIATED TO PERIYAR UNIVERSITY
## PG AND RESEARCH DEPARTMENT OF ENGLISH
## SECOND YEAR - SEMESTER IV
## CORE COURSE VIII – ASPECTS OF LANGUAGE AND LINGUISTICS (24UENCC8)
## (SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)
## UNDER CHOICE BASED CREDIT SYSTEM

**Hours per Week: 5**                                                      **Credits: 5**

**Total No. of Hours: 75**

## LEARNING OBJECTIVES

| | |
|---|---|
| LO1 | To help learners gain knowledge of origin, growth and development of English Language |
| LO2 | To highlight the impact of various socio, political, cultural and historical events on English Language |
| LO3 | To help them gain knowledge of the scientific study of English language and linguistics |
| LO4 | To enable the students to acquire a foundation of linguistic concepts. To inform them about the various external linguistic influences that have contributed to the making of the language |
| LO5 | To expose students to the analysis of literary texts using linguistic and discourse analytical tools |

**UNIT – I**                                                      **No. of Hour: 15**

Descent of English Language from the Indo European family

**UNIT – II**                                                      **No. of Hour: 15**

Old, Middle & Modern English

Influence – Greek, Latin, Scandinavian, French, Indian

**UNIT – III**                                                      **No. of Hour: 15**

Growth of Vocabulary

**UNIT – IV**                                                      **No. of Hour: 15**

Change of Meaning

**UNIT – V**                                                      **No. of Hour: 15**

Phonology – Vowels, Consonants & Diphthongs

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Comprehend the essential link between language and culture. Gain in- depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language. | PO1 |
| **CO2** | Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times. | PO1, PO2 |
| **CO3** | Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period | PO4, PO6 |
| **CO4** | Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages | PO4, PO5, PO6 |
| **CO5** | Apply critical thinking, independent judgment ,intercultural sensitivity and regional ,national and global perspectives to identify and solve problems in English Language and Linguistics | PO3, PO8 |

| Text Books (Latest Editions) | |
|---|---|
| 1. | John Lyons, Language & Linguistics |
| 2. | T.Balasubramanian, A text book of English Phonetics for Indian students |

| References Books (Latest editions, and the style as given below must be strictly adhered to) | |
|---|---|
| 1. | Modern Applied Linguistics: A introduction N.Krishnaswamy, S.K.Verma CIEFL, Hyderabad and N.Nagarajan, National College, Trichy |
| 2. | Mark Hancock, English Pronouncing Dictionary |
| 3. | Charles F.Mayer, Introducing English Linguistics |

Mapping with Programme Outcomes:

|        | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 |
|--------|------|------|------|------|------|------|------|------|------|------|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 14 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**SECOND YEAR  - SEMESTER IV**
**CORE COURSE VIII – ASPECTS OF LANGUAGE AND**
**LINGUISTICS (24UENCC8)**
**(QUESTION PAPER PATTERN FOR THE STUDENTS**
**ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Total Marks : 70**

PART - A

**I. Answer ALL Questions**                                              **(20 x 1 = 20)**

20 Multiple Choice Questions

PART - B

**II. Answer ALL Questions**                                            **(5 x 4 = 20)**

21. a. Unit I

                (or)

    b. Unit I

22. a. Unit II

                (or)

    b. Unit II

23. a. Unit III

                (or)

    b. Unit III

24. a. Unit IV

                (or)

    b. Unit IV

25. a. Unit V

                (or)

    b. Unit V

PART - C

**III. Answer ANY THREE Questions**                                  **(3 x 10 = 30)**

26. Unit I

27. Unit II

28. Unit III

29. Unit IV

30. Unit V

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**

**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**SECOND YEAR  - SEMESTER IV**
**ELECTIVE - IV (DS) – FILM AND LITERATURE (24UENDSEC4)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per  Week: 3**                                                     **Credits: 3**
                                                                        **Total No. of Hours: 45**

**LEARNING OBJECTIVES**

| | | |
|---|---|---|
| LO1 | To help students look closely into the relation between film and literature. |
| LO2 | Introduce learners to the various ways in which literature and the moving image diverge. |
| LO3 | Help the learners understand how each form makes their own claims to the narrative. |
| LO4 | Help learners to interpret elementary concepts of cinema, cinema history and practice and the basics of adaptation theory. |
| LO5 | Help learners gain perspective on literature's relationship with cinema |

**UNIT – I**                                                     **No. of Hour: 10**

Theories, Practices, Forms, Adaptations,
Migrations-William Shakespeare's King Lear
[1606] Akira Kurasawa Ran (1985 film)

**UNIT – II**                                                     **No. of Hour: 10**

Arthur C Clark, The Sentinel (1948)

Stanley Kubrick, 2001: A Space Odyssey(1968 film)

**UNIT – III**                                                     **No. of Hour: 9**

G.B.Shaw – Pygmalion, Film – My Fair Lady
(George Cukor) film

**UNIT – IV**                                                     **No. of Hour: 8**

Boris Pasternak, Dr. Zhivago (1957) David Lean, Dr. Zhivago(1965 film)

**UNIT – V**                                                     **No. of Hour: 8**

Joseph Conrad, Heart of Darkness (1902)
Francis Ford Coppola,
Apocalypse Now(1979) Film

| Course Outcomes | |
|---|---|
| **Course Outcomes** | On completion of this course, students will; |

| | | |
|---|---|---|
| **CO1** | Gain insight to 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. | PO1 |
| **CO2** | Familiarize with the inter-dependence of the two artforms that collectively and individually re-present,effectively ensuring that the fruition of the collaboration is often far from simple. | PO1, PO2 |
| **CO3** | Understand the politics and process of adaptation of literary forms into cinematic forms, how the process of signification in them vary and collide. | PO4, PO6 |
| **CO4** | Gain 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. | PO4, PO5, PO6 |
| **CO5** | Get an understanding of elementary concepts of cinema, cinema history and practice and the basics of adaptation theory. | PO3, PO8 |

| | **Text Books** **(Latest Editions)** |
|---|---|
| 1. | Mast, Gerald &Marshall Cohen, Film Theory and Criticism: Introductory Readings. New York: Oxford University Press, 1994. |
| 2. | NicholsBill (ed), Movies and Methods: Vol. I: An Anthology. Calcutta: Seagull Books, 1985. |
| 3. | Bill Nichols (ed), Movies and Methods: Vol. II: An Anthology. Calcutta:Seagull Books, 1985. |

| | **References Books** **(Latest editions, and the style as given below must be strictly adhered to)** |
|---|---|
| 1. | Roberge Gaston, The Subject of Cinema. Calcutta: Seagull Books. 1990. Print. |
| 2. | Horton Andrew, „Film and Literature", Encyclopedia of World Literature in the 20th Century Vol 2, Leonard S Klein (ed), New York: Frederik Ungar, 1982, 93-99.Print |

| | **Web Resources** |
|---|---|
| 1. | (PDF) Film and Literature (researchgate.net) |

Mapping with Programme Outcomes:

|  | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 14 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**SECOND YEAR  - SEMESTER IV**
**ELECTIVE - IV (DS) – FILM AND LITERATURE (24UENDSEC4)**
**(QUESTION PAPER PATTERN FOR THE STUDENTS ADMITTED**
**FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Total Marks : 70**

PART - A

**I. Answer ALL Questions** **(20 x 1 = 20)**

20 Multiple Choice Questions

PART - B

**II. Answer ALL Questions** **(5 x 4 = 20)**

21. a. Unit I

(or)

  b. Unit I

22. a. Unit II

(or)

  b. Unit II

23. a. Unit III

(or)

  b. Unit III

24. a. Unit IV

(or)

  b. Unit IV

25. a. Unit V

(or)

  b. Unit V

PART - C

**III. Answer ANY THREE Questions** **(3 x 10 = 30)**

26. Unit I

27. Unit II

28. Unit III

29. Unit IV

30. Unit V

**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**SECOND YEAR  - SEMESTER IV**
**SEC – 6 (DSS) - ENTREPRENEURIAL SKILLS (24UENSEC6)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per  Week: 2**                                                          **Credits: 2**
                                                                    **Total No. of Hours: 30**

**LEARNING OBJECTIVES**

LO1       To introduce learners to various qualities required for entrepreneurship

LO2       To discuss about various entrepreneurship models

LO3       To help them think creatively and innovatively

LO4       To enable them understand various schemes supporting entrepreneurship

LO5       To discuss the steps in venture development and new trends in entrepreneurship.

**UNIT – I**                                                                    **No. of Hours: 6**

Introduction to Entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship

**UNIT – II**                                                                   **No. of Hours: 6**

Types of Entrepreneurship Skills: Business Management Skills, Teamwork and Leadership Skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills.

**UNIT – III**                                                                  **No. of Hours: 6**

Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding

**UNIT – IV**                                                                   **No. of Hours: 6**

Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export

**UNIT – V**                                                                    **No. of Hours: 6**

Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with Entrepreneurs.

| Course Outcomes | | |
| --- | --- | --- |
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Understand the foundation of Entrepreneurship Development and its theories. | PO1 |
| **CO2** | Explore entrepreneurial skills and management function of a company. | PO1, PO2 |
| **CO3** | Identify the type of entrepreneur and the steps involved in an entrepreneurial venture. | PO4, PO6 |
| **CO4** | Understand various steps involved in starting a venture. | PO4, PO5, PO6 |
| **CO5** | Explore marketing methods & new trends in entrepreneurship. | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | | |
| **References Books** **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York | |
| **Web Resources** | | |
| 1. | 6 Must-Have Entrepreneurial Skills | HBS Online MindTools | Home | |

Mapping with Programme Outcomes:

|      | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 |
|------|------|------|------|------|------|------|------|------|------|------|
| CO1  | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 2    | 3    | 2    |
| CO2  | 2    | 3    | 3    | 3    | 2    | 3    | 3    | 2    | 2    | 2    |
| CO3  | 3    | 3    | 3    | 2    | 3    | 3    | 3    | 2    | 3    | 2    |
| CO4  | 3    | 3    | 3    | 3    | 3    | 3    | 3    | 2    | 2    | 2    |
| CO5  | 3    | 2    | 3    | 3    | 3    | 3    | 3    | 2    | 2    | 3    |

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|--------|------|------|------|------|------|
| CO1    | 3    | 3    | 3    | 3    | 3    |
| CO2    | 3    | 3    | 3    | 3    | 3    |
| CO3    | 3    | 3    | 3    | 3    | 3    |
| CO4    | 3    | 3    | 3    | 3    | 3    |
| CO5    | 3    | 3    | 3    | 3    | 3    |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**

**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**SECOND YEAR  - SEMESTER IV**
**SEC –  6 (DSS)  - ENTREPRENEURIAL SKILLS (24UENSEC6)**
**(QUESTION PAPER PATTERN FOR THE STUDENTS ADMITTED**
**FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Total Marks : 70**

**PART - A**

**I. Answer ALL Questions**                                     (70 x 1 = 70)

70 Multiple Choice Questions (From All five units)

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**

**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**SECOND YEAR - SEMESTER IV**
**SEC – 7 (DSS) – ENGLISH FOR CAREERS (24UENSEC7)**
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2024-2025**
**ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Hours per Week: 2**                                   **Credits: 2**
                                                        **Total No. of Hours: 30**

**LEARNING OBJECTIVES**

| | |
|---|---|
| LO1 | To help students gain knowledge about the job search, application, and interview process |
| LO2 | Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals. |
| LO3 | Help them with strategies for identifying the jobs that match their interests and skills |
| LO4 | Help them to understand the job-seekers language for meeting new people, making small talk, and describing |
| LO5 | To enable learners to describe themselves and their experiences in a résumé |

**UNIT – I**                                           **No. of Hours: 6**

Definition of English Language-Characteristic Features

**UNIT – II**                                          **No. of Hours: 6**

Purposes of English Language

**UNIT – III**                                         **No. of Hours: 6**

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

**UNIT – IV**                                          **No. of Hours: 6**

English language as a identity to popular culture

**UNIT – V**                                           **No. of Hours: 6**

The major developments happening in the contemporary world by using English language.

| Course Outcomes | | |
|---|---|---|
| **Course Outcomes** | On completion of this course, students will; | |
| **CO1** | Attain communicative competence so that they can use language accurately and appropriately | PO1 |
| **CO2** | Understand the basic features of communication and aim at improving language skills | PO1, PO2 |
| **CO3** | Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence. | PO4, PO6 |
| **CO4** | Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar. | PO4, PO5, PO6 |
| **CO5** | Make sure that the style, content and message is concise, correct and appropriate. | PO3, PO8 |
| **Text Books (Latest Editions)** | | |
| 1. | The Waterfall. The English Writings of Rabindranath Tagore. Ed. Sisir Kumar Das. Vol. II. New Delhi: Sahitya Academy, 1966. 163-208. Print | |
| 2. | Geddes, Patrick. The Life and Work of J. C. Bose. London: Longman's Green and Co., 1920. Print | |
| **References Books** **(Latest editions, and the style as given below must be strictly adhered to)** | | |
| 1. | *Bose, D.M. "J.C. Bose." Dr. D. M. Bose Centenary Celebration Commemoration Volume 1885- 1985. Kolkata: Bose Institute, 1995. Print* | |
| **Web Resources** | | |
| 1. | *https://www.researchgate.net/publication/344172814_English_For_Career_Devel opment? enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12- XXX& enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc 0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publication Cover Pdf* | |

Mapping with Programme Outcomes:

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 |
|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

3 – Strong, 2 – Medium , 1 - Low

Mapping with Programme Specific Outcomes:

| CO /PO | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 3 | 3 | 2 | 3 |
| **CO3** | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 |
| **Weightage** | 15 | 15 | 15 | 14 | 15 |
| **Weighted percentage of Course Contribution to Pos** | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**

**AFFILIATED TO PERIYAR UNIVERSITY**
**PG AND RESEARCH DEPARTMENT OF ENGLISH**
**SECOND YEAR  - SEMESTER IV**
**SEC – 7 (DSS) – ENGLISH FOR CAREERS (24UENSEC7)**
**(QUESTION PAPER PATTERN FOR THE STUDENTS**
**ADMITTED FROM 2024-2025 ONWARDS)**
**UNDER CHOICE BASED CREDIT SYSTEM**

**Total Marks : 70**

**PART - A**

**I. Answer ALL Questions**                                    (70 x 1 = 70)

70 Multiple Choice Questions (From All five units)