

**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  
2023-2024 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 2023-2024 onwards) Total Credits: 140 + Extra Credits**

**(Maximum 28)**

<b>TANSICHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR UNDERGRADUATE EDUCATION</b>	
<b>Programme:</b>	<b>B.A. English</b>
<b>Programme Code:</b>	
<b>Duration:</b>	<b>3 years for UG</b>
<b>Programme Outcomes:</b>	<b>PO1: Disciplinary Knowledge:</b> Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
	<b>PO2: Critical Thinking:</b> 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.
	<b>PO3: Problem Solving:</b> 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 learning to real life situations.
	<b>PO4: Analytical Reasoning:</b> Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.
	<b>PO5: Scientific Reasoning:</b> 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.
	<b>PO6: Self-directed &amp; Life-long Learning:</b> 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
	<b>PO7: Reflective Thinking:</b> Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

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

<b>Programme Specific Outcomes:</b>	<b>PSO1:</b> Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different areas of the specific discipline of study.
	<b>PSO2:</b> Understand, formulate, and develop arguments logically to address issues arising in social sciences, business and other context /fields.
	<b>PSO3:</b> To prepare the students who will demonstrate respectful engagement with other's ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.
	<b>PSO4:</b> Developing a research framework and presenting their independent ideas effectively.
	<b>PSO5:</b> Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.
	<b>PSO6:</b> 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				
	<b>23</b>		<b>23</b>		<b>23</b>		<b>24</b>		<b>25</b>		<b>22</b>
<b>Total Credit Points</b>											<b>140</b>

**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 2023-2024 ONWARDS)**

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

**FIRST YEAR – SEMESTER - I**

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

**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 2023-2024 ONWARDS)**  
**TOTAL CREDITS: 140 + EXTRA CREDITS (MAXIMUM 28)**

**FIRST YEAR – SEMESTER - II**

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

**SRI SARADA COLLEGE FOR WOMEN (AUTONOMOUS), SALEM – 16**  
**AFFILIATED TO PERIYAR UNIVERSITY**  
**PG AND RESEARCH DEPARTMENT OF ENGLISH FIRST YEAR - SEMESTER I**  
**CORE COURSE I –INTRODUCTION TO LITERATURE (23UENCC1)**  
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2023-2024 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 literature LO3 - To enable learners to understand the different genres of writing

LO4 - To examine the various themes and methodologies present in literature LO5 - 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 Window* Robert Lynd–*Sweet*

Jerome K. Jerome - excerpt from *-Three Men in a Boat – (Packing Episode)*

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

<b>Text Books(Latest Editions)</b>	
1.	Back pack Literature: An Introduction to Fiction, Poetry, Drama, and Writing- X.J.Kennedy, by Pearson, 2016.
2.	<b><u>Portable Literature: Reading, Reacting, Writing - 9<sup>th</sup> edition – Laurie Kirszner, by Cengage Learning, 2016</u></b>
<b>References Books</b> <b>(Latest editions, and the style as given below must be strictly adhered to)</b>	
1.	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, 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 English 1, 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.	<a href="#"><i>ASIATIC:IITUM Journal of English Language &amp; Literature</i></a>
2.	<i>The English Historical Review (EHR)</i>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	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 I**  
**CORE COURSE II – INDIAN WRITING IN ENGLISH (23UENCC2)**  
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2023-2024 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 Grace Shiv 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 Lantern Nissim Ezeikel – Nalini : A Comedy in Three Acts

Joginder Paul – Sleepwalkers

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will:	
<b>CO1</b>	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	PO1
<b>CO2</b>	Analyze Indian literary texts written in English in terms of colonialism, post colonialism, regionalism, and nationalism	PO1,PO2
<b>CO3</b>	Understand the role of English as a medium for Political awakening and the use of English in India for creative writing	PO4,PO6
<b>CO4</b>	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	PO4,PO5,PO6
<b>CO5</b>	Evaluate critically the contributions of major Indian English poets and dramatists	PO3,PO8
<b>Text Books (Latest Editions)</b>		
1.	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.	
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Bacon, Francis, and Michel Leiris. <i>Francis Bacon</i> . Ediciones Poligrafa, 2008.	
2.	Marlowe, Christopher. <i>Dr. Faustus</i> . Book on Demand LTD, 2021.	
3.	Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . Create Space, 2015.	
4.	Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University Press, 2019.	
<b>Web Resources</b>		
1.	<b><i>Ranger, Paul. "Technical Features." She Stoops to Conquer by Oliver Goldsmith, 1985, pp.51–68., <a href="https://doi.org/10.1007/978-1-349-07664-2_5">https://doi.org/10.1007/978-1-349-07664-2_5</a>.</i></b>	
2.	Dickens, Charles. "Fifty-Two." <i>A Tale of Two Cities</i> , 2008, <a href="https://doi.org/10.1093/owc/9780199536238.003.0047">https://doi.org/10.1093/owc/9780199536238.003.0047</a> .	

**Mapping with Programme Outcomes:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

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

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	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 I  
ELECTIVE I - SOCIAL HISTORY OF ENGLAND (23UENDSEC1)  
(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2023-2024 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 its inception, 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)

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	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
<b>CO2</b>	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1,PO2
<b>CO3</b>	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4,PO6
<b>CO4</b>	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4,PO5,PO6
<b>CO5</b>	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
<b>Text Books(Latest Editions)</b>		
1.	Ed. Keith Wrightson, A Social History of England, 1500-1750, 2018, Norton Press.	
2.	<b><u>Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900-1200, 2012, Cambridge University Press.</u></b>	
<b>References Books</b>		
<b>(Latest editions, and the style as given below must be strictly adhered to)</b>		
1.	Ed. Rosemary Horrox, A Social History of England, 1200-1500, June 2012, Cambridge University Press	
<b>Web Resources</b>		
1.	<i>A Social History of England: Briggs, Asa, 1921-:Free Download, Borrow, and Streaming : Internet Archive</i>	

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	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 I**  
**NME I - POPULAR LITERATURE AND CULTURE (23UENSEC1)**  
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2023-2024 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 literature  
 LO4 - 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 (Chapters 13 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



<p><b>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.</b></p> <p><b>The mapping of each CO can be done with any number of POs.</b></p>		
	<b>Course Outcomes</b>	
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20 <sup>th</sup> century.	PO1
<b>CO2</b>	Have an awareness of the major schools of thought in western philosophy.	PO1,PO2
<b>CO3</b>	Have a healthy epistemological foundation at under graduate level that ensures scholarship at Advanced levels of learning.	PO4,PO6
<b>CO4</b>	Talk about some of the key figures in Philosophy.	PO4,PO5,PO6
<b>CO5</b>	Analyze and appreciate texts critically, from different philosophical perspectives.	PO3,PO8
<b>Text Books(Latest Editions)</b>		
1	Chute, Hillary. —Comics as Literature. Reading Graphic Narrative <i>∥.PMLA</i> – Publications of The Modern Language Association of America. 123. 452-465. 2008.	
2	Herge. <i>Tintin in Tibet</i> . Baker and Taylor, 2009.	
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)		
1.	Chauhan, Anuja. <i>The Zoya Factor</i> Harper Collins, 2008.	
2.	Gill, Rosalind & Herdieckerhoff, Elena.—Rewriting the romance: newfemininities in chick lit? <i>∥.Feminist Media Studies</i> 6(4). 2006.	
<b>Web Resources</b>		
1.	<a href="https://fdocuments.in/document/childrens-literature-55845ad6244ac.html">https://fdocuments.in/document/childrens-literature-55845ad6244ac.html</a>	
2.	<a href="http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf">http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf</a>	
3.	<a href="https://libguides.usask.ca/c.php?g=719210&amp;#38;p=5137707">https://libguides.usask.ca/c.php?g=719210&amp;#38;p=5137707</a>	
4.	<a href="https://www.coursehero.com/file/76749936/The-characteristics-of-popular-literaturedocx">https://www.coursehero.com/file/76749936/The-characteristics-of-popular-literaturedocx</a>	

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	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 I**  
**SKILL BASED – ENGLISH FOR COMMUNICATION (23UENSEFC)**  
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2023-2024 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

<b>Course Outcomes</b>		
Course Outcomes	On completion of this course, students will;	
<b>CO1</b>	Identify the basic principles of communication	PO1
<b>CO2</b>	Analyze the various types of communication	PO1,PO2
<b>CO3</b>	Make use of the essential principles of communication	PO4,PO6
<b>CO4</b>	Identify the prominent methods and models of communication.	PO4,PO5,PO6
<b>CO5</b>	Learn about the four skills of language and get familiarized with them.	PO3,PO8
<b>Text Books (Latest Editions)</b>		
	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. <i>Process of Communication: An Introduction to Theory and Practice</i> . Harcourt School, 1960.
	5.	Rasinki, Timothy, et al. <i>Reading Fluency</i> . Mdpi AG, 2021.
<b>References Books</b> (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.
<b>Web Resources</b>		
	1.	<b><i>(1) Subject : ENGLISH COMMUNICATION SKILLS (THEORY) goiga la jijuna - Academia.edu</i></b>

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution toPos</b>	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 (23UENCC3)**  
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2023-2024 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 learners 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 & Immortality*

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.*

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

**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	2	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	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 (23UENCC4)**  
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2023-2024 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.*

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

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	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 (23UENDSEC2)**  
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2023-2024 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, Thackeray Victorian Writers - Carlyle, Ruskin Impressionistic  
 Writers- Proust, Joyce Symbolist Movement – Yeats

<b>Course Outcomes</b>		
<b>Course Outcomes</b>	On completion of this course, students will;	
<b>CO1</b>	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
<b>CO2</b>	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	PO1, PO2
<b>CO3</b>	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	PO4, PO6
<b>CO4</b>	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4, PO5, PO6
<b>CO5</b>	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
<b>Text Books (Latest Editions)</b>		
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	
<b>References Books</b> (Latest editions, and the style as given below must be strictly adhered to)		
1.	Bergonzi, B. Heroes' Twilight: A Study of the Literature of the Great War, 2nd edn (London: Constable, 1980).	
2.	Fussell, P. The Great War and Modern Memory (Oxford: Oxford University Press, 1975)	
<b>Web Resources</b>		
1. <i>ALEX00.PDF</i> ( <a href="http://manavata.org">manavata.org</a> )		

**Mapping with Programme Outcomes:**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	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
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	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 (23UENSEC2)**  
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2023-2024 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—Cartesian dualism 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 Whitman. -On the Beach at Night Alone.|| (Spinoza's pantheism), William Ross Wallace. -The Liberty Bell (Locke's liberalism and the turn of humanity), D. H. Lawrence. -How Beastly the Bourgeois Is?! (Marx's idea of social class)

**Unit – V**

**No. of Hours: 6**

Sri Aurobindo 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 in western 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 different philosophical perspectives.	PO3, PO8

#### Text Books (Latest Editions)

1	Durrant, Will. <i>The Story of Philosophy</i> , Simon & Schuster, 1991.
2	Gaarder, Jostein. <i>Sophie's World: 20th Anniversary Edition</i> . Orion, 2015.

#### References Books

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

1.	Russell, Bertrand. <i>History of Western Philosophy</i> . Routledge, 2016.
2.	Gibson, John. <i>The Philosophy of Poetry</i> . Oxford UP, 2015.

#### Web Resources

1.	<a href="https://www.philosophybasics.com/general_what_is.html">https://www.philosophybasics.com/general_what_is.html</a>
2.	<a href="https://archive.org/details/SophiesWorld_989/page/n5/mode/2up">https://archive.org/details/SophiesWorld_989/page/n5/mode/2up</a>



**Mapping with Programme Outcomes:**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contributionn to Pos</b>	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 (23UENSEC3)**  
**(SYLLABUS FOR THE STUDENTS ADMITTED FROM 2023-2024 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.

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

### Mapping with Programme Outcomes:

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium , 1 - Low

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>C01</b>	3	3	3	3	3
<b>C02</b>	3	3	3	2	3
<b>C03</b>	3	3	3	3	3
<b>C04</b>	3	3	3	3	3
<b>C05</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0