

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR – 609 107
P.G. & RESEARCH DEPARTMENT OF ENGLISH
COURSE STRUCTURE AND SYLLBUS FOR UG COURSE
B.A. ENGLISH

Programme Structure and Scheme of Examination (under CBCS)
(Applicable to the candidates admitted from the academic year 2023 -2024 onwards)

Course Code	Part	Study Components & Course Title	Credit	Hours/ Week	Maximum Marks		
					CIA	ESE	Total
		SEMESTER – I					
23AU:T1	I	Language – I பொது தமிழ்-I	3	6	25	75	100
23AU:E1	II	Communicative English – I	3	6	25	75	100
23AU:10M1	III	Core – I: Introduction to Literature	5	5	25	75	100
23AU:10M2		Core –II: Indian Writing In English	5	5	25	75	100
23AU:10E1		Elective – I (Generic / Discipline Specific) Social History of England	3	4	25	75	100
23AU:10NME 1	IV	Skill Enhancement Course – I (NME-I) Introduction to HTML	2	2	25	75	100
23AU:10FC		Foundation Course: Human Rights Studies	2	2	25	75	100
		Total	23	30			700
		SEMESTER – II					
23AU:T2	I	Language – II: பொது தமிழ் – II	3	6	25	75	100
23AU:E2	II	Communicative English – II	3	6	25	75	100
23AU:10M3	III	Core – III: British Literature- I	5	5	25	75	100
23AU:10M4		Core – IV: American Literature-I	5	5	25	75	100
23AU:10E2		Elective – II (Generic / Discipline Specific) History of English Literature	3	4	25	75	100
23AU:10NME 2	IV	Skill Enhancement Course – 2 (NME-II) Multimedia Systems	2	2	25	75	100
23AU:IA		Skill Enhancement Course – 3 Internet and its Applications (Common Paper)	2	2	25	75	100
		Total	23	30			700

Under Graduate – Arts

Programme Outcomes:

PO1: Communication Skills: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an Undergraduate Programmes of study.

PO2: Social responsibility: Develops an obligation to act for the benefit of society at large. Cultivates the responsibility to maintain a balance between the economy and the ecosystems. Nurtures a moral obligation to minimize the adverse effect on those immediately around them.

PO3: Critical, logical and rational thinking: Acquire the ability for objective, rational, sceptical, logical, and unbiased analysis of factual evidences to form a judgment or conclusion. Enhance the process of rational thinking, problem solving and analytical evaluation from different perspectives.

PO4: Values and Ethics: Recognizes the importance, worth and usefulness of principles and standards of behaviour, moral dimensions of one's own decisions and judgment of what is important in life. Understand the rules of behaviour based on systematizing, defending and recommending the concepts of right and wrong.

PO5: Life-long process of Learning: Cultivates the proficiency to engage in independent, life-long and progressive learning abilities in the broadest context of changing socio-political-economic-cultural and technological scenario.

On Completion of B.A. English Programme, the students would be able to

PSO1: Recall and relate the literary merits of English literature and interpret literary pieces and explore scope for research.

PSO2: Apply critical faculty to relish pieces of literature and reflect upon them and demonstrate skills in expressing thoughts and ideas intelligibly.

PSO3: Critically evaluate the moral and ethical values in various literary texts and develop global perspectives.

PSO4: Function effectively as socially responsible individuals to work for common interests.

PSO5: Pursue life-long learning so as to become creative writers, critics, academicians, journalists, administrators and entrepreneurs.

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR

B.A. English (From 2023 – 24 onwards)

FIRST YEAR - SEMESTER I

PART II – COMMUNICATIVE ENGLISH-I

Subject Code 23AU:E1	Category	L	T	P	S	Credits	Hours/ W	Maximum Marks		
								CIA	External	Total
ENGLISH-I	Part II	Y	Y	-	-	3	6	25	75	100
Learning Objectives										
LO1	To enable learners to acquire the linguistic competence necessarily required in various life situations.									
LO2	To help them understand the written text and able to use skimming, scanning skills									
LO3	To assist them in creative thinking abilities									
LO4	To enable them become better readers and writers									
LO5	To assist them in developing correct reading habits, silently, extensively and intensively									
Unit No.	Unit Title & Text									
I	Poetry 1.1 A Patch of Land - Subramania Bharati 1.2 The Sparrow - Paul Laurence Dunbar 1.3 A Nation's Strength – Ralph Waldo Emerson 1.4 Love Cycle - Chinua Achebe									
II	Prose 2.1 JRD - Harish Bhat 2.2 Us and Them - David Sedaris From Dress Your Family in Corduroy and Denim 2.3 Uncle Podger Hangs a Picture - Jerome K Jerome									
III	Short Stories 3.1 The Faltering Pendulum- Bhabani Bhattacharya 3.2 How I Taught my Grandmother to Read- Sudha Murthy 3.3 The Gold Frame- R.K. Laxman									
IV	Language Competency									

	4.1 Vocabulary : Synonyms, Antonyms, 4.2 Appropriate use of Articles 4.3 Error correction	
V	English for Workplace 5.1 Self - introduction, Greetings 5.2 Introducing others 5.3 Listening to and Giving Instructions / Directions	
Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing	PO1
CO2	Understand the total content and underlying meaning in the context.	PO1,PO2
CO3	Form the habit of reading for pleasure and for information	PO4,PO5
CO4	Comprehend material other than the prescribed text	PO4,PO5
CO5	Develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.	PO3,PO4

	Text books (Latest Editions)
1	Steel Hawk and other stories by Bhattacharya, Bhabani, New Delhi: Sahitya Akademi, 1967
2	How I taught my Grandmother to Read and other Stories, Murthy, Sudha, Penguin Books, India, 2004

Web Resources	
1	A patch of land by Subramania Bharati translated by Usha Rajagoplan : https://books.google.co.in/books?id=iSHvOmXuvLMC&printsec=frontcover&dq=subramania+bharati+poems&hl=en&newbks=1&newbks_redir=0&source=gb_mobile_search&sa=X&redir_esc=y#v=onepage&q=subramania%20bharati%20poems&f=false
2	The Sparrow by Paul Laurence Dunbar https://poets.org/poem/sparrow-0
3	A Nation's Strength by Emerson https://poets.org/poem/nations-strength
4	Love cycle by Chinua Achebe : https://www.best-poems.net/chinua-achebe/love-cycle.html
5	JRD by Harish Bhat https://www.tata.com/newsroom/heritage/coffee-tea-jrd-tata-stories

6	Us and Them by David Sedaris From Dress Your Family in Corduroy and Denim https://legacy.npr.org/programs/morning/features/2004/jun/sedaris/usandthem.html
7	Uncle Podger Hangs a Picture: http://rosyhunt.blogspot.com/2013/01/uncle-podger-hangs-picture.html
8	The Gold Frame: https://fybaenglish.blogspot.com/2018/12/the-gold-frame-r-k-laxman.html

Reference Books

(Latest Editions, and the style given must be strictly adhered to)

1.	English in use - A textbook for College Students (English ,Paper back, - T.Vijay Kumar, K Durga Bhavani, YL Srinivas
2	Practical English Usage - 4th Edition By Michael Swan
3.	The Art of Civilized Conversation: A Guide to Expressing Yourself with Style and Grace - Margaret Shepherd, Penny Carter, (Illustrator), Sharon Hogan, 2005.

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	2	3	3	3	2
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	2	3	3	3

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

3 – Strong, 2 – Medium, 1 – Low

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
B.A. English (From 2023 – 24 onwards)

FIRST YEAR - SEMESTER I

CORE -I: INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Credits	Hours/W	Marks		
								CIA	External	Total
23AU:10M1	Core I	Y	Y	-	-	5	5	25	75	100
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	Details									
I	Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric, Ballad, and Epic.									
II	Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy, One Act Play									
III	Michael Drayton - <i>The Parting</i> . William Shakespeare - <i>Sonnet 18</i> , John Milton - <i>When I Consider How My Light is Spent</i> . John Keats - <i>Ode to Autumn</i> . Thomas Gray - <i>Elegy Written in a Country Churchyard</i> . Robert Frost - <i>Mending Wall</i>									
IV	J.M. Barrie - <i>The Admirable Crichton</i> . Lady Gregory - <i>The Rising of the Moon</i>									
V	Manohar Malgonkar - <i>Spy in Amber</i> , Katherine Mansfield – <i>Bliss</i> Saki - <i>The Open Window</i> Jerome K. Jerome - excerpt from - <i>Three Men in a Boat – Packing</i>									

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 storytelling including play structure, monologues, dialogue, and scene setting.	PO4, PO5
CO4	Use library resources to research and develop arguments about literary works.	PO3, PO4, PO5

CO5	Work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	PO3, PO5
------------	--	----------

Text Books (Latest Editions)	
1.	Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing- X. J. Kennedy, by Pearson, 2016.
2.	Portable Literature: Reading, Reacting, Writing - 9th edition–Laurie Kirsner, by Cengage Learning, 2016
3	Prasad, B. A Background to the Study of English Literature. Chennai: Macmillan, 2005.
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 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 English1, 4th 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 <i>English Historical Review</i> (EHR)

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO1	3	3	3	3	3
CO2	2	3	3	3	2
CO3	3	3	3	2	3
CO4	3	3	3	3	3

CO5	3	2	3	3	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

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
B.A. English (From 2023 – 24 onwards)

FIRST YEAR - SEMESTER I

CORE II - INDIAN WRITING IN ENGLISH

Subject Code		Category	L	T	P	S	Credits	Hours/W	Marks		
									CIA	External	Total
23AU:10M2		Core II	Y	Y	-	-	5	5	25	75	100
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	Details										
I	Poetry- Toru Dutt - The Lotus Henry Louis Vivian Derozio – A Walk By Moonlight Sri Aurobindo - The Tiger and the Deer.										
II	Sarojini Naidu- The Village Song Shiv K Kumar - Indian Women Mirza Ghalib - It is not Love, it is Madness										
III	Prose -Winning of Friends (Panchathantra)- Ruskin Bond - Handful of Nuts, Night Train to Deoli K.A. Abbas – Sparrows										
IV	Rabindranath Tagore - Khabhuliwala. Pearl S Buck - excerpt from My Several Worlds- India through a Traveler’s Eye. Ruskin Bond - School Days Inspection Episode-Examination-Science, Humanities and Religion										
V	Drama - Rabindranath Tagore - Mukhthadhara. Nissim Ezekiel- Nalini: A Comedy in Three Acts Girish Karnad - Naga Mandala. Fiction - Joginder Paul – Sleep Walkers										
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 Indiafor creative writing	PO4, PO5
CO4	Analyze how the sociological, historical, cultural andpolitical context impacted the texts selected for study	PO2,PO3, PO4
CO5	Evaluate critically the contributions of major IndianEnglish poets and dramatists	PO3, PO4
Text Books (Latest Editions)		
1.	Sharma V, Pandit <i>Panchatantra:The Complete Version</i> .Rupa &Company,1991	
Reference Books		
1.	Naik M.K. <i>A History of Indian English Poetry: The Beginnings upto 2000</i> . New Delhi: Pencraft ,2006	
2.	Guha, Ramachandra. <i>Makers of Modern India</i> . New Delhi: Penguin, 2010	
3.	Deshpande, G.P. (ed) 2004 <i>Modern Indian Drama: An Anthology</i> . New Delhi: Sahitya Academy	

Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5
CO1	3	3	3	3	3
CO2	2	3	3	3	2
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	2	3	3	3

3 – Strong, 2 – Medium, 1 - Low

Mapping with Programme Specific Outcomes:

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

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
B.A. English (From 2023 – 24 onwards)

FIRST YEAR - SEMESTER I

Departmental Elective -I – SOCIAL HISTORY OF ENGLAND

Subject Code	Category	L	T	P	S	Credits	Hours/W	Marks		
								CIA	External	Total
23AU:10E1	ELECTIVE- I	Y	Y	-	-	3	4	25	75	100

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	Details
I	The Renaissance and its Impact on England, The Reformation - causes and effects
II	The Commonwealth of Nations, The Restoration, Coffee-houses and their Social Relevance
III	Impact of the Industrial, Agrarian and the French Revolutions on the English society, Humanitarian Movements in England, The War Of American Independence
IV	The Reform Bills and the Spread of Education- Social impact of the two World Wars, the Labour Movement, the Welfare State
V	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 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.	PO2, PO3, PO5
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, PO5
Text Books (Latest Editions)		
1.	Ed. Keith Wrightson, A Social History of England, 1500- 1750, 2018, Norton Press.	
2.	<u>Ed. Julia Crick, Elisabeth Van Houts, A social History of England, 900-1200</u> , 2012, Cambridge University Press.	
References Books		
1.	Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012, Cambridge University Press	
Web Resources		
1.	<i>A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive</i>	

Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5
CO1	3	3	3	3	3
CO2	2	3	3	3	2
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	2	3	3	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

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
B.A. English (From 2023 – 24 onwards)

Foundation Course - Human Rights Studies

Subject	Category	L	T	P	S	Credit	Hours/W	Marks
----------------	-----------------	----------	----------	----------	----------	---------------	----------------	--------------

Code								CIA	External	Total
23AU:10FC	IV	Y	Y	-	-	2	2	25	75	100
	Learning Objectives									
LO1		To teach students to think critically about the political and cultural dimensions of democracy and human rights.								
LO2		To focus on different strategies of democracy and their relationship with human rights								
LO3		To enable them to understand different legal means to overcome discrimination and injustice								
LO4		To help them understand the origins and maintenance of democracy in the modern world, and the process of democratization								
LO5		To discuss its impact on the stability and on global need for protection of human rights.								
UNIT		Details								
I		Why Study Human Rights: An Introduction to Human Rights Education								
II		Fundamental Rights and Fundamental Duties in the Constitution								
III		National Human Rights Commission & Other National Commissions/Bodies								
IV		Rights of Vulnerable Groups: Minorities, Dalits and Tribals								
V		Rights of Persons with Disabilities Rights of Women and Children								
	Course Outcomes									
Course Outcomes		On completion of this course, students will;								
CO1		aim to clarify the problems associated with defining, establishing and protecting human rights.								PO1
CO2		study the history and development of human rights								PO1, PO2
CO3		study the cases and individuals who were critical actors in its evolution.								PO4, PO5
CO4		know the historical and contemporary context of human rights issues in depth.								PO4, PO5, PO6
CO5		students will gain insight and understanding of many varied issues related to human rights.								PO3

Suggested Readings;

Das, J. K. (2016) *Human Rights Law and Practice* (New Delhi: PHI Learning Private Limited)

Encyclopedia Britannica Online (2007) "Human Rights: Defining Human

Rights; The Concept of Human Rights: The Tree ‘Generation of Rights’”,
<http://www.britannica.com/eb/article-219326>

Flowers, Nancy (Ed.) Human Rights Here and Now: Celebrating the Universal Declaration of Human Rights (University of Minnesota, Human Rights Resource Centre)
<http://www1.umn.edu/humanrts/edumat/>

Karna, G.N. (2001) *Disability Studies in India: Retrospect and Prospects, especially Chapter IV*, pp. 139-151 (New Delhi: Gyan Publishing House)

Levin, Leah (2009) *Human Rights: Questions and Answers* (Paris UNESCO/ New Delhi: NBT),
www.arvindgupta.com/arvindgupta/humanrightsnbt.pdf

Mani, V.S. (1997) Human Rights in India: An Overview –Occasional Paper No. 4 (New Delhi: Institute for World Congress of Human Rights)

Saksena, K.P. (1966-67) “International Covenants on Human Rights”, *The Indian Yearbook of International Affairs* (Madras), Vols. 15-16, 1966-67, pp. 596-613

----- (Ed) (2003) *Human Rights and the Constitution: Vision and Reality*
 (New Delhi: Gyan Publishing House)
 ----- (Ed) (1999) *Human Rights: Fifty Years of India’s Independence*
 (New Delhi: Gyan PublishinHouse)

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	3	3	3
CO 2	2	3	3	3	2
CO 3	3	3	3	2	3
CO 4	3	3	3	3	3
CO 5	3	2	3	3	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

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR

B.A. English (From 2023 – 24 onwards)

FIRST YEAR - SEMESTER II

PART II – COMMUNICATIVE

ENGLISH - II

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23AU:E2	Part II	Y	Y	-	-	3	6	25	75	100
Learning Objectives										
LO1	To make students realize the importance of resilience									
LO2	To enable them to become good decision makers									
LO3	To enable them to imbibe problem-solving skills									
LO4	To enable them to use tenses appropriately									
LO5	To help them use English effectively at the work place.									
Unit No.	Unit Title & Text							No. of Periods for the Unit		
I	RESILIENCE Poem 1.1 Don't Quit – Edgar A. Guest Short Story 1.2 Engine Trouble – R.K. Narayan 1.3 Rip Van Winkle – Washington Irving							20		
II	DECISION MAKING Short Story 2.1 The Lady or the Tiger - Frank Stockton Poem 2.2 The Road Not Taken – Robert Frost 2.3 Snake – D. H Lawrence							20		
III	PROBLEM SOLVING Autobiography 3.1 How frog Went to Heaven – A Tale of Angolo 3.2 Wings of Fire (Chapters 1,2,3) by A.P.J Abdul Kalam							20		

IV	Tenses 4.1 Present 4.2 Past 4.3 Future 4.4 Concord	15
V	English in the Workplace 5.1 E-mail – Invitation, Enquiry 5.2 Circular 5.3 Minutes of the Meeting	15

Course Outcomes		
Course Outcomes	On completion of this course, students will;	
CO1	Realize the importance of resilience	PO1,PO2
CO2	Become good decision-makers	PO1,PO2,PO3
CO3	Imbibe problem-solving skills	PO3,PO4,PO5
CO4	Use tenses appropriately	PO4, PO5
CO5	Use English effectively at the work place.	PO3,PO4

Text Books (Latest Editions)	
ReferencesBooks	
1	Martin Hewings. Advanced English Grammar. Cambridge University Press, 2000
2	SP Bakshi, Richa Sharma. Descriptive English. Arihant Publications (India) Ltd.,2019.
3.	Sheena Cameron, Louise Dempsey. The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing, 2019.
4	Barbara Sherman. Skimming and Scanning Techniques, Liberty University Press, 2014.
5.	Phil Chambers. Brilliant Speed Reading: Whatever you need to read, however. Pearson, 2013.
6.	Communication Skills : Practical Approach Ed.ShaikhMoula

	Ramendra Kumar. Stories of Resilience, Blue Rose Publications, 2020.
--	--

Web Sources

1	R. K. Narayan. Engine Trouble http://www.sbioaschooltrichy.org/work/Work/images/new/8e.pdf
2	Washington Irving. Rip Van Winkle https://www.gutenberg.org/files/60976/60976-h/60976-h.htm
3	Frank Stockton. The Lady or the Tiger https://www.gutenberg.org/ebooks/396

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	2	3	3	3	2
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	2	3	3	3

3 – Strong, 2 – Medium , 1 - Low

Mapping with Specific Programme Outcomes:

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

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
B.A. English (From 2023 – 24 onwards)

FIRST YEAR - SEMESTER II
CORE III: BRITISH LITERATURE-I

Subject Code	Category	L	T	P	S	Credits	Hours/ W	Marks		
								CIA	External	Total
23AU:10M3	CoreIII	Y	Y	-	-	5	5	25	75	100
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		Details								
I		Francis Bacon “Of Truth, Of Studies” Oliver Goldsmith “The Man in Black” Joseph Addison “Sir Roger At the Church” Sir Richard Steele “The Coverley Household”								
II		Robert Jamieson - Robinhood & The Monk Robert Edgar Burns - The Potter Anne Bradstreet - Prologue William Blake - The Chimney Sweeper John Keats - Endymion Bk-I								
III		P.B.Shelly – Ozymandias William Wordsworth - Ode: To Intimation & Immorality Lord Byron - She Walks In Beauty John Milton - Paradise Lost Bk 4.								
IV		Christopher Marlowe - Dr. Faustus Francis Beaumont and John Fletcher - Philaster Oliver Goldsmith - She Stoops to Conquer								

V	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, PO5
CO4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PO4, PO5
CO5	Write about literature using standard literary terminology and other literary conventions.	PO3, PO5
Text Books (Latest Editions)		
1.	Rexroth, Kenneth. <i>The New British Poets: An Anthology</i> . Granger Books, 1976.	
References Books (Latest editions, and the style as given below must be strictly adhered to)		
1	MARLOWE, Christopher. <i>Dr. Faustus</i> . BOOK ON DEMAND LTD, 2021.	
2	Shelley, Mary Wollstonecraft. <i>Frankenstein</i> . CreateSpace, 2015.	
3	Swift, Jonathan, et al. <i>Gulliver's Travels</i> . Oxford University Press, 2019.	
4	Bacon, Francis. <i>The Essays</i> . New York: Peacock, 2016.	
5	Goldsmith, Oliver. <i>Oliver Goldsmith: A Selection from His Works with an Introduction by E. E. Hale</i> . New York: Forgotten Books, 2018.	
Web Resources		
1.	<i>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.</i>	
2.	Dickens, Charles. “Fifty-Two.” <i>A Tale of Two Cities</i> , 2008.	

	, https://doi.org/10.1093/owc/9780199536238.003.0047 .
--	---

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	3	3	3
CO 2	2	3	3	3	2
CO 3	3	3	3	2	3
CO 4	3	3	3	3	3
CO 5	3	2	3	3	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

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
B.A. English (From 2023 – 24 onwards)

FIRST YEAR - SEMESTER II
CORE IV - AMERICAN LITERATURE-I

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23AU:10M4	CORE IV	Y	Y	-	-	5	5	25	75	100
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	Details									
I	Robert Frost “Stopping by Woods on a Snowy Evening” Walt Whitman - O Captain, My Captain!									
II	Sherman Alexie- Crow Testament, Evolution Edgar Allan Poe - The Raven Emily Dickinson - Because I Could Not Stop for Death.									
III	Edgar Allan Poe - The Philosophy of Composition Martin Luther King Jr- I have a Dream Abraham Lincoln - Gettysburg Address									
IV	Tennessee Williams- The Glass Menagerie Eugene O' Neill - Emperor Jones									
V	Nathaniel Hawthorne The Scarlet Letter Ernest Hemingway Farewell to Arms Melville – Billy Budd									
Course Outcomes										
Course Outcomes	On completion of this course, students will;									
CO1	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	
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, PO5
CO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	PO4, PO5
CO5	Analyze and describe about American literature using standard literary terminology and other literary conventions.	PO3, PO4
Text Books (Latest Editions)		
1.	Levine, Robert S., et al. <i>The Norton Anthology of American Literature</i> . W.W. Norton & Company, 2022.	
Reference Books (Latest editions, and the style as given below must be strictly adhered to)		
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	Bradbury, Malcolm and Richard Ruland. <i>From Puritanism to Postmodernism: A History of American Literature</i> . New York: Penguin, 1992.	
4	Hollander, John. <i>American Poetry: The Nineteenth Century. Vol.1N</i> . New York: Library of America, 1993.	
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.’” <i>Tempo</i> , 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
CO 1	3	3	3	3	3
CO 2	2	3	3	3	2
CO 3	3	3	3	2	3
CO 4	3	3	3	3	3
CO 5	3	2	3	3	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

POOMPUHAR COLLEGE (AUTONOMOUS), MELAIYUR
B.A. English (From 2023 – 24 onwards)

SEMESTER II
Elective II– HISTORY OF ENGLISH LITERATURE

Subject Code	Category	L	T	P	S	Credits	Hours/W	Marks		
								CIA	External	Total
23AU:10E2	ELECTIVE II	Y	Y	-	-	3	4	25	75	100
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	Details									
I	History of British Literature -British Poetry, Prose, Drama and Fiction, covering representative writers down the ages									
II	The Renaissance Period (1350 – 1660): An Introduction to Bible Translation - Tyndale, Coverdale, The University Wits, Elizabethan and Jacobean drama, Comedy of Humours									
III	The Late Seventeenth and the Eighteenth Centuries (1660 - 1800): Comedy of Manners, Neo-Classicism, Sentimental and Anti-sentimental comedies,Pre- Romantics									
IV	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									

V	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	
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	PO3, PO5
CO4	Develop a nuanced appreciation of the literary stalwarts of those times.	PO4, PO5
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
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	
	Hudson, Henry Williams, “An Outline History of English Literature”, Atlantic Publishers & Distributors, 1999.	
	B. Prasad, “A Background to the study of English Literature (Rev. Ed.)”, Haripriya Ramadoss, 2000	
Reference Books (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)
Web Resources	
1. <i>ALEX00.PDF</i> (manavata.org)	

Mapping with Programme Outcomes:

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	3	3	3	3
CO 2	2	3	3	3	2
CO 3	3	3	3	2	3
CO 4	3	3	3	3	3
CO 5	3	2	3	3	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

