

**GOVERNMENT ARTS COLLEGE
(AUTONOMOUS)
KUMBAKONAM**

**DEPARTMENT OF ENGLISH
BOARD OF STUDIES**



BA ENGLISH

14.07.2023

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM - 612002

Course Structure Under CBCS for Arts (2023 - 2024 Onwards)

U.G. Programme

| SEM | Part | COURSE | Credits | INST. Hours / week | Marks | | Total |
|-------|------|---|---------|--------------------------|-------------|----------|-------|
| | | | | | Internal | External | |
| I | I | Tamil - I | 3 | 6 | 25 | 75 | 100 |
| | II | English - I | 3 | 6 | 25 | 75 | 100 |
| | III | Core Course – I (CC) Introduction To Literature | 4 | 5 | 25 | 75 | 100 |
| | | Core Course – II (CC) Indian Writing in English | 4 | 5 | 25 | 75 | 100 |
| | | Allied Course - I Social History of England | 4 | 4 | 25 | 75 | 100 |
| | IV | Value Education | 2 | 2 | 25 | 75 | 100 |
| | | Foundation Course – I SKILL ENHANCEMENT COURSE A Course on Communication Development | 2 | 2 | 25 | 75 | 100 |
| Total | | | 22 | 30 | Total Marks | | 700 |
| II | I | Tamil - II | 3 | 6 | 25 | 75 | 100 |
| | II | English - II | 3 | 6 | 25 | 75 | 100 |
| | III | Core Course – III (CC) British Literature - I | 4 | 4 | 25 | 75 | 100 |
| | | Core Course – IV (CC) American Literature - I | 4 | 3 | 25 | 75 | 100 |
| | | Allied Course - II History of English Literature | 3 | 4 | 25 | 75 | 100 |
| | | Allied Course - III Myth and Literature | 3 | 3 | 25 | 75 | 100 |
| | IV | Environmental Studies | 2 | 2 | 25 | 75 | 100 |
| | | Skill Enhancement Course SEC - I Naan Mudhalvan | 2 | 2 | 25 | 75 | 100 |
| Total | | | 24 | 30 | Total Marks | | 800 |
| III | I | Tamil - III | 3 | 6 | 25 | 75 | 100 |
| | II | English - III | 3 | 6 | 25 | 75 | 100 |
| | III | Core Course – V (CC) British Literature - II | 4 | 5 | 25 | 75 | 100 |
| | | Core Course – VI (CC) American Literature -II | 4 | 5 | 25 | 75 | 100 |
| | | Allied Course – IV Literary Genres and Terms | 4 | 4 | 25 | 75 | 100 |
| | IV | Skill Enhancement Course SEC – II Public Speaking | 2 | 2 | 25 | 75 | 100 |
| | | Skill Enhancement Course SEC - III Naan Mudhalvan | 2 | 2 | 25 | 75 | 100 |
| Total | | | 23 | 30 | Total Marks | | 700 |
| IV | I | Tamil - IV | 3 | 6 | 25 | 75 | 100 |
| | II | English - IV | 3 | 6 | 25 | 75 | 100 |
| | III | Core Course – VII (CC) World Literature in Translation | 4 | 4 | 25 | 75 | 100 |
| | | Core Course – VIII (CC) Aspects of Language and Linguistics | 4 | 3 | 25 | 75 | 100 |
| | | Allied Course – V English Teaching Methods and Materials | 3 | 4 | 25 | 75 | 100 |
| | | Allied Course – VI Translation: Basic Concepts and Practice | 3 | 3 | 25 | 75 | 100 |
| | IV | Skill Enhancement Course SEC - IV Soft Skills Development | 2 | 2 | 25 | 75 | 100 |
| | | Skill Enhancement Course SEC - V / Naan Mudhalvan | 2 | 2 | 25 | 75 | 100 |
| Total | | | 24 | 30 | Total Marks | | 800 |

| SEM | Part | COURSE | Credits | INST. Hours / week | Marks | | Total |
|-------------------|-------|---|---------|--------------------------|-------------|----------|-------|
| | | | | | Internal | External | |
| V | III | Core Course – IX (CC) Authors in Focus | 4 | 5 | 25 | 75 | 100 |
| | | Core Course – X (CC) Women’s Writing in English & in Translation | 4 | 5 | 25 | 75 | 100 |
| | | Core Course – XI (CC) Indian Writing in Translation | 4 | 4 | 25 | 75 | 100 |
| | | Core Course – XII (CC) Project with Viva Voce | 4 | 6 | 25 | 75 | 100 |
| | | Major Based Elective Course – I Introduction to Comparative Literature | 3 | 4 | 25 | 75 | 100 |
| | | Major Based Elective Course – II Mass Communication and Journalism | 3 | 4 | 25 | 75 | 100 |
| | IV | Skill Enhancement Course SEC - VI Naan Mudhalvan | 2 | 2 | 25 | 75 | 100 |
| | | Field Visit – Creative Writing | 2 | | | | |
| | Total | | 26 | 30 | Total Marks | | 700 |
| VI | III | Core Course – XIII (CC) Introduction to Literary Theory and Criticism | 4 | 6 | 25 | 75 | 100 |
| | | Core Course – XIV (CC) Shakespeare Studies | 4 | 6 | 25 | 75 | 100 |
| | | Core Course – XV (CC) Modern English Grammar and Composition | 4 | 6 | 25 | 75 | 100 |
| | | Major Based Elective Course – II Art & Literary Aesthetics | 3 | 5 | 25 | 75 | 100 |
| | | Major Based Elective Course – III Communicative English | 3 | 5 | 25 | 75 | 100 |
| | IV | Skill Enhancement Course SEC - VII / Naan Mudhalvan | 2 | 2 | 25 | 75 | 100 |
| | V | Gender Studies | 1 | 2 | 25 | 75 | 100 |
| | | Extension Activity | 1 | | | | |
| Total | | 22 | 30 | Total Marks | | 700 | |
| Net Total Credits | | 140+1 * | 180 | Net Total Marks | | 4400 | |

| COURSE PATTERN - SUMMARY | | | |
|--------------------------|---|--------------|---------------|
| PART | Subject | TOTAL PAPERS | CREDITS |
| Part I | Tamil | 4 | 12 |
| Part II | English | 4 | 12 |
| Part III | Core Course | 15 | 61 |
| | Allied Course | 6 | 20 |
| | Major Based Elective Course | 4 | 12 |
| Part IV | Foundation Course - I | 1 | 2 |
| | Value Education | 1 | 2 |
| | Environmental Studies | 1 | 2 |
| | Skill Enhancement Course SEC / Naan Mudhalvan | 7 | 14 |
| | Internship/ Industrial Visit/ Field Visit | | 2 |
| Part V | Gender Studies | 1 | 2 |
| | Extension Activity | | 1 |
| NET TOTAL | | 44 | 140+1* |

Accredited with 'B⁺⁺' Grade by NAAC & Affiliated to Bharathidasan University

(Effective for those admitted from 2023-2024 onwards)

CORE COURSE I – INTRODUCTION TO LITERATURE

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|---------------------|----------|--|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23U1EN1 | Core | Y | Y | - | - | 4 | 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 | | Introduction Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Epic, Lyric, Ballad. Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy. | | | | | | | | |
| II | | Poetry William Shakespeare (1564 – 1616) - <i>Sonnet 18, Sonnet 116</i> John Milton (1608 – 1674) - <i>When I Consider How My Light is Spent</i> Thomas Gray (1716 – 1771) - <i>Elegy Written in a Country Churchyard</i> William Wordsworth (1770 – 1850) – <i>Daffodils</i> John Keats (1795 – 1821) - <i>Ode to Nightingale</i> Alfred, Lord Tennyson (1809 – 1892) - <i>Ulysses</i> Rupert Brooke (1887 – 1915) - <i>The Soldier</i> | | | | | | | | |
| III | | Drama Lady Gregory (1852 – 1932)- <i>The Rising of the Moon</i> J.M. Barrie (1860 – 1937) - <i>The Admirable Crichton</i> | | | | | | | | |
| IV | | Novel Miguel de Cervantes (1547 – 1616) – <i>Don Quixote – Chapter 8 of Part I Tilting at the Windmills</i> Kamala Markandaya (1924 – 2004) - <i>Nectar in a Sieve</i> | | | | | | | | |
| V | | Short Stories Saki (1870 – 1916) – <i>The Open Window</i> Robert Lynd (1879 – 1949) – <i>Sweet</i> Katherine Mansfield(1888 – 1923) - <i>The Escape</i> Nadine Gordimer (1923 – 2014) - <i>Once Upon A Time</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, PO6 |
| CO4 | Use library resources to research and develop arguments about literary works. | PO4, PO5, PO6 |
| CO5 | Work skillfully within a team, respect coworkers, delegate work and contribute to a group project. | PO3, PO8 |

| 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 – 9 th edition–Laurie Kirsner, by Cengage Learning, 2016 |
| 3. | Birjadesh, Prasad. <i>A Background to the Study of English Literature</i> . Macmillan Publishers India Limited, 2000. |
| 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, 4 th 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 |
| 7. | Journey through Woods – An Anthology of Prose and Poetry. Board of Editors, Orient Longman, 2007. |

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

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 |
| Weight age | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to POs | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

(Effective for those admitted from 2023-2024 onwards)

CORE COURSE II - INDIAN WRITING IN ENGLISH

| 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 | Short Stories Rabindranath Tagore (1861 – 1941) – <i>Khabhuliwala</i> K.A. Abbas (1914 – 1987) – <i>Sparrows</i> A.K. Ramanujan (1929 – 1993) - <i>Brother's Day</i> from Folktales Ruskin Bond (1934) – <i>Most Beautiful</i> Vishnu Sharma (1942 – 2021) - The story of Sadhu and the Mouse from <i>Winning of Friends (Panchathantra)</i> |
| II | Novel R.K. Narayan (1906 – 2001) – <i>The Guide</i> Anita Desai (1937) – <i>Fire on the Mountain</i> |
| III | Prose M.K. Gandhi (1869 – 1948) – <i>Inspection Episode-Examination- from Part I Childhood (Autobiography)</i> S. Radhakrishnan (1888 – 1975) - Science and Religion from <i>Religion and Culture</i> |
| IV | Poetry Toru Dutt (1856 – 1877) – <i>The Lotus</i> Sri Aurobindo (1872 – 1950) – <i>The Tiger and the Deer</i> Sarojini Naidu (1879 – 1949) – <i>The Village Song</i> Kamala Das (1934 – 2009) – <i>A Hot Noon in Malabar</i> |

| | | |
|---|---|---------------|
| V | Drama Rabindranath Tagore (1861 – 1941) - <i>Mukhthadhara</i> Manjula Padmanabhan (1953) – <i>Lights Out</i> | |
| 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, postcolonialism, 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 political context impacted the texts selected for study | PO4, PO5, PO6 |
| CO5 | Evaluate critically the contributions of major Indian English poets and dramatists | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1. 2. | Padmanabhan, Manjula. <i>Lights Out</i> . World View Editors, 2020. Deshpande, Shashi. <i>The Intrusion and other stories</i> . Penguin Books, 1993. | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | An Anthology of Indian English Poetry. Board of Editors Orient Longman, 1989 | |
| 2. | Dwivedi, A.N. Kamaladas and her Poetry. Delhi: Doaba House, 1983. | |
| Web Resources | | |
| 1. | https://www.englishliterature.info/2021/04/kabuliwala-short-story-by-tagore.html | |
| 2. | https://pixyfun.com/the-story-of-the-sadhu-and-the-mouse/ | |
| 3. | https://www.mokshamelodies.in/category/panchatantra/book2/chapter1-sadhu-and-mouse.html | |

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 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|--|------------------|------------------|------------------|------------------|------------------|
| 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 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****FIRST YEAR - SEMESTER I****ALLIED COURSE - I SOCIAL HISTORY OF ENGLAND**

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|---------------------|--|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23U1ENEN1 | Core | Y | Y | - | - | 4 | 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 | | | | | | | | | |
| 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. | 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. | <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 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO 5 | 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 | PSO 5 |
|--|-------------|-------------|-------------|-------------|------------------|
| 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 |

FIRST YEAR – SEMESTER I
SKILL ENHANCEMENT COURSE
(FOUNDATION COURSE)

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|--|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23U1ENFC | FC | 2 | - | - | - | 2 | 2 | 25 | 75 | 100 |
| Learning Objectives | | | | | | | | | | |
| LO1 | To make students understand the importance of language, communication and pronunciation | | | | | | | | | |
| LO2 | To facilitate the learners to learn basic sentence patterns and types. | | | | | | | | | |
| LO3 | To facilitate learners to learn polite conversation. | | | | | | | | | |
| LO4 | To make the students to learn the importance of Reading, Writing and Speaking in language acquisition | | | | | | | | | |
| LO5 | To make the students in involving debate and lateral thinking. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Pronunciation Practice Sounds and Sounding Good Nouns, Verbs, Adjectives & Adverbs Naming Words, Action Words and Describing Words | | | | | | | | | |
| II | Sentences – Types and Patterns Four Types (Assertive/Declarative, Imperative, Interrogative, Exclamatory and Eight patterns) Prepositions & Articles Get it Right | | | | | | | | | |
| III | Polite Conversation Use of can, could, may, shall Tenses Express, Explain, Narrate | | | | | | | | | |
| IV | Read and Speak Refer and Write | | | | | | | | | |
| V | Debate/Discussion Lateral Thinking | | | | | | | | | |
| Text Book | | | | | | | | | | |
| 1. | The Wor(l)d in Your Stride : A Course in Communication Development (Bridge Course), Tamil Nadu State Council for Higher education, Chennai, 2017. | | | | | | | | | |

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 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM
Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University
B.A. ENGLISH LITERATURE
(Effective for those admitted from 2023-2024 onwards)

VALUE EDUCATION

Unit – I : Philosophy of Life and Social Values

Human Life on Earth (Kural 629) Purpose of Life (Kural 46)
Meaning and Philosophy of Life (Kural 131, 226) Family (Kural 45),
Peace in Family (Kural 1025) Society (Kural 446), The Law
of Life (Kural 952), Brotherhood (Kural 807) Five responsibilities /
duties of Man (a) to himself (b) to his family (c) to his environment
(d) to his society, (e) to the Universe in his lives (Kural 43, 981).

Unit – II : Human Rights and Organisations

Definitions, Nature of Human Rights. Universal Declaration of
Human Rights, International covenant on Civil and Political Rights -
International covenant of Economic, Social and Cultural Rights.
Amnesty International Red Cross.

Unit – III : Human Rights : Contemporary Challenges

Child labour – Women's Right - Bonded labour - Problems of
refugees - Capital punishment. National and State Human Rights
Commissions

Unit – IV : Yoga and Health

Definition, Meaning, Scope of Yoga - Aims and objectives of Yoga
- Yoga Education with modern context - Different traditions and
schools of Yoga - Yoga practices: Asanas, Pranayama and
Meditation.

Unit – V : Role of State Public Service Commission

Constitutional provisions and formation - Powers and Functions -
Methods of recruitment - Rules and notification, syllabi for different
exams - written and oral - placement.

Books for References

Thirukkural with English Translation of Rev. Dr. G.U. Pope, Uma Publication,
156, Serfoji Nagar, Medical College Road, Thanjavur 613 004
Leah Levin, Human Rights, NBT, 1998.
V.R. Krishna Iyer, Dialectics and Dynamics of Human Rights in India, Tagore
Law Lectures.
Yogic Therapy - Swami Kuvalayananda and Dr.S.L.Vinekar, Government of
India, Ministry of Health, New Delhi.

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

(Effective for those admitted from 2023-2024 onwards)

CORE COURSE III - BRITISH LITERATURE - I

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|---------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23U2EN3 | Core | Y | Y | - | - | 4 | 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 theirplace 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 | Details | | | | | | | | | |
| I | Prose Francis Bacon (1561 – 1626) - <i>Of Truth, Of Adversity</i> Joseph Addison (1672 – 1719) - <i>On Giving Advice</i> Sir Richard Steele (1672 – 1729) - <i>The Spectator Club</i> Oliver Goldsmith (1728 – 1774) - <i>A City Night Piece</i> | | | | | | | | | |
| II | Poetry Anne Bradstreet (1612 – 1672) – <i>The Prologue</i> William Blake (1757 – 1827) - <i>The Chimney Sweeper</i> Robert Edgar Burns (1759 – 1796)- <i>The Potter</i> John Keats (1795 – 1821) - A thing of beauty is a joy forever from <i>Endymion Book-I (Lines 1 - 23)</i> Christina Rossetti (1830 – 1894)– <i>Goblin Market</i> | | | | | | | | | |
| III | Poetry John Milton (1608 – 1674) – Soliloquy of Satan from <i>Paradise Lost Book 4</i> (Lines 1- 125) William Wordsworth (1770 – 1850)– <i>Ode: To Intimation of Immorality</i> Lord Byron (1788 – 1824)– <i>She Walks in Beauty</i> P.B.Shelley (1792 – 1822) - <i>Hymn to Intellectual Beauty.</i> Elizabeth Barrett Browning (1806 – 1861) – <i>The Cry of the Children</i> | | | | | | | | | |
| IV | Drama Christopher Marlowe (1564 – 1593) – <i>Dr. Faustus</i> Oliver Goldsmith (1728 – 1774) – <i>She Stoops to Conquer</i> | | | | | | | | | |

| | | |
|---|--|---------------|
| V | Novel Jonathan Swift (1667 – 1745) – <i>Voyage to Lilliput from Gulliver’s Travels Part-I</i> Mary Shelley (1797 – 1851) – <i>Captain Walton’s Conclusion from Frankenstein</i> Charles Dickens (1812 – 1870)– <i>Recalled to Life from A Tale of Two Cities</i> . | |
| 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. <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. | 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. | |
| 5. | Nair, Gangadharan. <i>Points of view: An Anthology of Modern English Prose</i> . B I Publications, 1998. | |
| 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 | 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 |

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

FIRST YEAR - SEMESTER II

CORE COURSE IV - AMERICAN LITERATURE - I

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|---------------------|--|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23U2EN4 | Core | Y | Y | - | - | 4 | 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 | Poetry Edgar Allan Poe (1809 – 1849) - <i>The Raven</i> Walt Whitman (1819 – 1892) - <i>O Captain, My Captain!</i> Emily Dickinson (1830 – 1886) - <i>Because I Could Not Stop for Death</i> Robert Frost (1874 – 1963) - <i>Mending Wall</i> Sylvia Plath (1932 – 1963) – <i>Edge</i> | | | | | | | | | |
| II | Prose Edgar Allan Poe (1809 – 1849) - <i>The Philosophy of Composition</i> Martin Luther King Jr (1929 – 1968) - <i>I Have a Dream</i> Pearl S. Buck (1892 – 1973) - <i>India through a Traveller's Eye</i> | | | | | | | | | |
| III | Drama Eugene O' Neill (1888 – 1953) – <i>The Emperor Jones</i> Tennessee Williams (1911 – 1983) - <i>The Glass Menagerie</i> | | | | | | | | | |
| IV | Novel Harriet Beecher Stowe (1811 – 1896) - <i>Uncle Tom's Cabin</i> Herman Melville (1819 – 1891) - <i>Billy Budd</i> | | | | | | | | | |
| V | Short Stories Washington Irving (1783 – 1859) – <i>The Legend of the Sleepy Hollow</i> Nathaniel Hawthorne (1804 – 1864) - <i>Chippings with a Chisel</i> Willa Cather (1873 – 1947) – <i>Neighbour Rosicky</i> Sherwood Anderson (1876 – 1941) - <i>The Dumb Man</i> | | | | | | | | | |
| 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, 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. <i>The Norton Anthology of American Literature</i> . 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. <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. | |
| 5. | Oliver, Egbert S. <i>An Anthology : American Literature 1890-1965</i> . Eurasia Publishing House, 2002. | |
| 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 | 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 | PSO 5 |
|--|------|------|------|------|----------|
| 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 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM
Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University
B.A. ENGLISH LITERATURE
(Effective for those admitted from 2023-2024 onwards)

FIRST YEAR - SEMESTER II
ALLIED COURSE II – HISTORY OF ENGLISH LITERATURE

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|----------------------------|---|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23U2ENEN2 | Core | Y | Y | - | - | 4 | 4 | 25 | 75 | 100 |
| | | | | | | | | | | |
| Learning Objectives | | | | | | | | | | |
| LO1 | To help students with a survey of the history of English literature from OldEnglish times to the Modern period. | | | | | | | | | |
| LO2 | Help them gain particular reference to the major literary movements andauthors | | | | | | | | | |
| LO3 | To help them with an overview of the major linguistic influences on theEnglish language | | | | | | | | | |
| LO4 | To provide them with a look at certain linguistic processes that havecontributed 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 AndFiction, 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 | | |
|---|---|---------------|
| | 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. | 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. | 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 | PO1 0 |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| CO 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO 5 | 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 |

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

(Effective for those admitted from 2023-2024 onwards)

FIRST YEAR - SEMESTER II

| Subject Code | Category | L | T | P | S | Credits | Inst. Hours | Marks | | |
|---------------------|--|---|---|---|---|---------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| 23U2ENEN3 | Core | Y | Y | - | - | 4 | 4 | 25 | 75 | 100 |
| | | | | | | | | | | |
| Learning Objectives | | | | | | | | | | |
| LO1 | To help students at the origin and sources of myths in literature. | | | | | | | | | |
| LO2 | Provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life | | | | | | | | | |
| LO3 | Get an In-depth study of the theoretical approaches | | | | | | | | | |
| LO4 | Help them gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times | | | | | | | | | |
| LO5 | Help them to understand the definition of symbolism with its different types and dimensions. | | | | | | | | | |
| UNIT | Details | | | | | | | | | |
| I | Introduction to Myth/ Mythology-Sources of Indian mythology -Types of story and its relation to myth -Myth-making stage and myth-using stage General idea of Vedic, Epic and Puranic Mythology | | | | | | | | | |
| II | Symbolism: Role of Symbols in myths, Symbols related to Sacrifice and other Iconography, Understanding totems and taboos in tribal myths | | | | | | | | | |
| III | Poetry Ted Hughes (1930 – 1998) Selections from Tales from Ovid <i>i) Creation; Four Ages; Flood; Lycaon</i> <i>ii) Birth of Hercules</i> <i>iii) Echo and Narcissus</i> <i>iv) Pyramus and Thisbe</i> ‘Carol Ann Duffy (1955) - Mrs Midas’ | | | | | | | | | |
| IV | Drama Sophocles (497 BC- 406 BC) - <i>Oedipus Rex</i> Girish Karnad (1938 – 2019) - <i>Hayavadana</i> | | | | | | | | | |
| V | Novel C S Lewis (1898 – 1963) - <i>Till We Have Faces : A Myth Retold</i> Chitra Banarjee Devakaruni (1956) - <i>The Palace of Illusions</i> | | | | | | | | | |

| Course Outcomes | | |
|---|---|---------------|
| Course Outcomes | On completion of this course, students will; | |
| CO1 | Understand the origin and sources of myths in literature | PO1 |
| CO2 | Develop an in-depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times. | PO1, PO2 |
| CO3 | Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals | PO4, PO6 |
| CO4 | Understand symbolism with its different types and dimensions. | PO4, PO5, PO6 |
| CO5 | Develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music | PO3, PO8 |
| Text Books (Latest Editions) | | |
| 1. | Bauman, Richard. A Genre@ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook. Oxford: Oxford University Press, 1991. | |
| 2. | Boas, Franz. An Introduction to James Teit,@ Traditions of the Thompson River Indians of British Columbia. Memoirs of the American FolkloreSociety, VI, 1898. | |
| 3 | Karnad, Girish. Hayavadana. India, Oxford University Press, 1985. | |
| 4 | Divakaruni, Chitra. The Palace of Illusions. United Kingdom, Pan Macmillan, 2010. | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| 1. | Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future. Boston: Beacon Press, 2000. | |
| 2. | Grimm, Jakob and Wilhelm Grimm. A Prefaces to the First and Second Editions@ of the Nursery and Household Tales, in Maria Tatar, The HardFacts of the Grimms= Fairy Tales. Princeton: Princeton University Press, 1987 (originally published 1812-1819): 203-222. | |
| Web Resources | | |
| 1. | Bascom, William. A. The Forms of Folklore: Prose Narratives@ in Journal of American Folklore 78, 1965: 3-20. | |

Mapping with Programme Outcomes:

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO1 0 |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| CO 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 2 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| CO 5 | 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 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE

(Effective for those admitted from 2023-2024 onwards)

SEMESTER – II ENVIRONMENTAL STUDIES

Subject Code: 23U2ES

Credits: 2

External Marks: 75

Hours: 2

Course Objectives

- ☐ To be aware of the inter – dependence in the web of life.
- ☐ To learn the difference between nature and environment.
- ☐ To realize the importance of preserving nature.
- ☐ To love and glorify the beauty of the environment.
- ☐ To act as responsible custodians of nature.

Unit – I : The Multidisciplinary nature of environmental studies

Definition, scope and importance. (2 lectures)

Need for public awareness

Natural Resources: Renewable and non-renewable resources:

Natural resources and associated problems.

a) Forest resources: use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.

b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems.

c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

d) Food resources: World food problems, changes caused by

agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.

f) Land resources: Land as a resources, land degradation, man induced Landslides, soil erosion and desertification.

Role of an individual in conservation of natural resources.

Equitable use of resources for sustainable lifestyles.

Unit – III : Ecosystems

Concept of an ecosystem.

Structure and function of an ecosystem.

Producers, consumers and decomposers

Energy flow in the ecosystem

Ecological succession.

Food chains, food webs and ecological pyramids

Introduction, types, characteristic features, structure and function of the following ecosystem:-

- a. Forest ecosystem
- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems, (ponds, streams, lakes, rivers, oceans, estuaries)

Biodiversity and its conservation

Introduction – Definition : Genetic, species and ecosystem diversity

Biogeographical classification of India

Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values

Biodiversity at global, National and local levels

India as a mega-diversity nation

Hot-spots of biodiversity

Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts.

Endangered and endemic species of India

Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity

Unit – IV : Environmental Pollution

Definition

Causes, effects and control measures of :

- a. Air Pollution
- b. Water Pollution
- c. Soil Pollution
- d. Marine Pollution
- e. Noise pollution
- f. Thermal Pollution
- g. Nuclear hazards

Solid waste Management: Causes, effects and control measures of urban and industrial wastes.

Role of an individual in prevention of pollution

Pollution case studies

Disaster management: floods, earthquake, cyclone and landslides.

III-Effects of Fireworks: Firework and Celebrations, Health

Hazards,

Types of Fire, Firework and Safety

Unit – V : Social Issues and the Environment

From Unsustainable to Sustainable development.

Urban problems related to energy.

Water conservation, rain water harvesting, watershed management.

Resettlement and rehabilitation of people; its problems and concerns.

Case studies

Environmental ethics: Issues and possible solutions.

Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.

Wasteland reclamation.

Consumerism and waste products.

Environment Protection Act.

Air (Prevention and Control of Pollution) Act.

Water (Prevention and Control of Pollution) Act.
Wildlife Protection Act.
Forest Conservation Act.
Issues involved in enforcement of environmental legislation
Public awareness.

Human Population and the Environment
Population growth, variation among nations.
Population explosion – Family Welfare Programmes
Environment and human health
Human Rights - Value Education
HIV/ AIDS - Women and Child Welfare
Role of Information Technology in Environment and human health
Case studies.
Field Work
Visit to a local area to document environmental assets-river / forest/
grassland/ hill / mountain

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE

(Effective for those admitted from 2023-2024 onwards)

SKILL ENHANCEMENT COURSE - SEC-1

NAAN MUDHALVAN

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – III****CC V - BRITISH LITERATURE – II**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|--|---------|--------------|----------|----------|-------|
| Core Course – V (CC) British Literature – II – 23U3EN5 | 4 | 5 | 25 | 75 | 100 |

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 |
| LO4 | To closely examine literary works using critical perspectives. |
| LO5 | To help them with applying appropriate formal conventions when writing about literature. |

Details

| | | | |
|-----------------|--------------------|---|--------------------------|
| UNIT I | Poetry | | |
| | Alfred Tennyson | - | Ulysses |
| | Robert Browning | - | My Last Duchess |
| | Philip Larkin | - | The Whitsun Weddings |
| UNIT II | Prose | | |
| | G. K. Chesterton | - | A Piece of Chalk |
| | Charles Lamb | - | Dream Children |
| | Joseph Addison | - | Labour and Exercise |
| | William Hazlitt | - | Indian Jugglers |
| UNIT III | Drama | | |
| | G. B. Shaw | - | Arms and the Man |
| UNIT IV | Novel | | |
| | Charlotte Brontë | - | Jane Eyre |
| UNIT V | Short Story | | |
| | D. H. Lawrence | - | The Rocking Horse Winner |
| | Somerset Maugham | - | Mr. Knowall |
| | Virginia Woolf | - | A Haunted House |

Course Outcomes

| | | | |
|------------------------|---|--|---------------|
| Course Outcomes | On completion of this course, students will; | | |
| C01 | Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions | | P01 |
| C02 | Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature. | | P01, P02 |
| C03 | Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations. | | P04, P06 |
| C04 | 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. | | P04, P05, P06 |
| C05 | Analyze and express about British literature using standard literary lexicon and other literary conventions. | | P03, P08 |

Text Books(Latest Editions)

Textbooks

1. Tennyson, Alfred. Ulysses. Included in The Norton Anthology of English Literature, edited by Stephen Greenblatt, vol. 2, W.W. Norton, latest edition, pp. [insert pages].
2. Browning, Robert. My Last Duchess. In The Norton Anthology of English Literature, edited by Stephen Greenblatt, vol. 2, W.W. Norton, latest edition.
3. Larkin, Philip. The Whitsun Weddings. Faber and Faber, 1964.
4. Lamb, Charles. Dream Children: A Reverie. In Essays of Elia, Oxford University Press, latest edition.
5. Chesterton, G.K. A Piece of Chalk. In Tremendous Trifles, Dodd, Mead & Company, 1909.
6. Addison, Joseph. Labour and Exercise. In The Spectator, edited by Donald F. Bond, Clarendon Press, 1965.
7. Hazlitt, William. Indian Jugglers. In Table-Talk, Oxford University Press, latest edition.
8. Shaw, George Bernard. Arms and the Man. Dover Publications, 1990.
9. Brontë, Charlotte. Jane Eyre. Edited by Richard J. Dunn, Norton Critical Edition, 3rd ed., W.W. Norton, 2001.
10. Lawrence, D.H. The Rocking-Horse Winner. In The Complete Short Stories, vol. 1, Penguin, 1990.
11. Maugham, W. Somerset. Mr. Know-All. In Collected Short Stories, vol. 1, Vintage, 2000.
12. Woolf, Virginia. A Haunted House. In A Haunted House and Other Short Stories, Harcourt, 1944.

References Books

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

Reference Books

1. Abrams, M.H., and Geoffrey Galt Harpham. A Glossary of Literary Terms. 11th ed., Cengage Learning, 2021.
2. Bloom, Harold, editor. The Victorian Poets. Chelsea House Publishers, 2005.
3. Morrison, Blake. The Movement: English Poetry and Fiction of the 1950s. Oxford University Press, 1980.
4. Innes, Christopher. The Cambridge Companion to George Bernard Shaw. Cambridge University Press, 1998.
5. Gaskell, Elizabeth. The Life of Charlotte Brontë. Penguin Classics, 1997.
6. Bates, H.E. The Modern Short Story: A Critical Survey. London, Nelson, 1941.
7. Maunder, Andrew, editor. The British Short Story. Wiley-Blackwell, 2017.
8. Walker, Hugh. The English Essay and Essayists. Dent, 1915.

Web Resources

Web Sources

1. Tennyson, Alfred. Ulysses. Poetry Foundation, <https://www.poetryfoundation.org/poems/45392/ulysses>. Accessed 24 July 2025.
2. Browning, Robert. My Last Duchess. Poetry Foundation, <https://www.poetryfoundation.org/poems/43768/my-last-duchess>. Accessed 24 July 2025.
3. "Jane Eyre." SparkNotes, <https://www.sparknotes.com/lit/janeeyre/>. Accessed 24 July 2025.
4. "Arms and the Man." Litcharts, <https://www.litcharts.com/lit/arms-and-the-man>. Accessed 24 July 2025.
5. Woolf, Virginia. A Haunted House. Project Gutenberg, <https://www.gutenberg.org/ebooks/56716>. Accessed 24 July 2025.
6. Lamb, Charles. Essays of Elia. Bartleby.com, <https://www.bartleby.com/essays-of-elia/>. Accessed 24 July 2025.
7. "English Literature." BBC Bitesize, <https://www.bbc.co.uk/bitesize/subjects/z3kw2hv>. Accessed 24 July 2025.
8. "The Rocking-Horse Winner by D.H. Lawrence." Shmoop, <https://www.shmoop.com/study-guides/literature/rocking-horse-winner>. Accessed 24 July 2025.

| Mapping with Programme Outcomes: | | | | | | | | | | |
|---|-----|-----|------|------|------|------|------|-----|-----|------|
| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| Mapping with Programme Specific Outcomes | | | | | | | | | | |
| CO /PO | | | PS01 | PS02 | PS03 | PS04 | PS05 | | | |
| C01 | | | 3 | 3 | 3 | 3 | 3 | | | |
| C02 | | | 3 | 3 | 3 | 3 | 3 | | | |
| C03 | | | 3 | 3 | 3 | 3 | 3 | | | |
| C04 | | | 3 | 3 | 3 | 3 | 3 | | | |
| C05 | | | 3 | 3 | 3 | 3 | 3 | | | |
| Weightage | | | 15 | 15 | 15 | 15 | 15 | | | |
| Weighted percentage of Course Contribution to Pos | | | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | | | |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – III****CC VI – AMERICAN LITERATURE – II**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|---|---------|--------------|----------|----------|-------|
| Core Course – VI (CC) American Literature –II – 23U3EN6 | 4 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| L01 | To help learners examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel. |
| L02 | To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period. |
| L03 | To create an awareness of the social, historical, literary and cultural elements of the changes in American literature. |
| L04 | To help them explore distinct literary characteristics of American literature and analyze literary works of eminent American writers. |
| L05 | To inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history. |

Details

| | | | |
|-----------------|--------------------|---|---|
| UNIT I | Poetry | | |
| | Theodore Roethke | - | The Meadow Mouse |
| | Emily Dickinson | - | The Bird Came Down the Walk |
| | Maya Angelou | - | Phenomenal Women |
| | Chief Dan George | - | My Heart Soars |
| UNIT II | Prose | | |
| | Harriet Jacobs | - | Childhood |
| | | | The New Master and Mistress |
| | | | The Slaves' New Year's Day |
| | | | The Slave Who Dared To Feel Like A Man |
| | | | The Trials of Girlhood |
| | | | (From <i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs) |
| UNIT III | Drama | | |
| | Eugene O'Neill | - | The Hairy Ape |
| UNIT IV | Novel | | |
| | Ernest Hemingway | - | The Old Man and the Sea |
| UNIT V | Short Story | | |
| | Shirley Jackson | - | The Lottery |
| | Alice Walker | - | Everyday Use |
| | Ambrose Bierce | - | An Occurrence at Owl Creek Bridge |

Course Outcomes

| Course Outcomes | On completion of this course, students will; | |
|-----------------|---|----------|
| C01 | 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. | P01 |
| C02 | Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature. | P01, P02 |
| C03 | Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers | P04, P06 |
| C04 | Understand the American style of writing and ideologies like Transcendentalism, | P04, |

| | | |
|------------|--|-------------|
| | corruption, pride, power and obsession along with spiritualism and Christian values. | P05, P06 |
| C05 | 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. | P03, P08 |

Text Books(Latest Editions)

- Roethke, Theodore. *The Collected Poems of Theodore Roethke*. Doubleday, 1966.
- Dickinson, Emily. *The Complete Poems of Emily Dickinson*. Edited by Thomas H. Johnson, Little, Brown, 1960.
- Angelou, Maya. *Phenomenal Woman: Four Poems Celebrating Women*. Random House, 1995.
- George, Chief Dan. *My Heart Soars*. Hancock House Publishers, 1974.
- Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Edited by Jean Fagan Yellin, Harvard University Press, 1987.
- O'Neill, Eugene. *The Hairy Ape*. In *Three Plays by Eugene O'Neill*, Vintage Books, 1995.
- Hemingway, Ernest. *The Old Man and the Sea*. Scribner, 1952.
- Jackson, Shirley. *The Lottery and Other Stories*. Farrar, Straus and Giroux, 2005.
- Walker, Alice. *In Love and Trouble: Stories of Black Women*. Harcourt Brace Jovanovich, 1973.
- Bierce, Ambrose. *An Occurrence at Owl Creek Bridge*. In *The Complete Short Stories of Ambrose Bierce*, University of Nebraska Press, 1984.

References Books

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

- Gioia, Dana, and X. J. Kennedy. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. Pearson, 2012.
- Vendler, Helen. *Poems, Poets, Poetry: An Introduction and Anthology*. Bedford/St. Martin's, 2010.
- Bloom, Harold, editor. *Emily Dickinson*. Chelsea House, 2008.
- Collins, Michael. *Understanding Maya Angelou*. University of South Carolina Press, 1994.
- Yellin, Jean Fagan. *Harriet Jacobs: A Life*. Basic Civitas Books, 2004.
- Andrews, William L., editor. *Slave Narratives*. Norton, 2000.
- Gates, Henry Louis Jr., and Nellie Y. McKay, editors. *The Norton Anthology of African American Literature*. 3rd ed., Norton, 2014.
- Alexander, Doris. *Eugene O'Neill's Creative Struggle: The Decisive Decade, 1924–1933*. Penn State Press, 1992.
- Gelb, Arthur, and Barbara Gelb. *O'Neill: Life with Monte Cristo*. Applause Theatre & Cinema Books, 2000.
- Manheim, Michael. *Eugene O'Neill's The Hairy Ape: A Casebook*. Garland, 1988.
- Baker, Carlos. *Hemingway: The Writer as Artist*. Princeton University Press, 1972.
- Benson, Jackson J. *The Short Stories of Ernest Hemingway: Critical Essays*. Duke University Press, 1975.
- Bloom, Harold, editor. *Ernest Hemingway's The Old Man and the Sea*. Chelsea House, 2008.
- Hattenhauer, Darryl. *Shirley Jackson's American Gothic*. SUNY Press, 2003.
- Washington, Mary Helen. *A Literary Guide to African American Women Writers*. Rutgers University Press, 1993.
- Joshi, S. T. *Ambrose Bierce: An Annotated Bibliography of Primary Sources*. Scarecrow Press, 1999.
- American Literature. *The Lottery by Shirley Jackson*.
<https://americanliterature.com/author/shirley-jackson/short-story/the-lottery>
- Alice Walker Literary Trust. <https://alicewalkersgarden.com>
- American Studies at UVA. *Ambrose Bierce* <http://xroads.virginia.edu/~HYPER/BIERCE/bierce.html>

Web Resources

- Poetry Foundation. *Theodore Roethke*. <https://www.poetryfoundation.org/poets/theodore-roethke>
- Poetry Foundation. *Emily Dickinson*. <https://www.poetryfoundation.org/poets/emily-dickinson>
- Academy of American Poets. *Maya Angelou*. <https://poets.org/poet/maya-angelou>
- First Nations Authors. *Chief Dan George*. <http://www.fnan.ca/authors/dangeorge.html>
- Documenting the American South. *Harriet Jacobs: Incidents in the Life of a Slave Girl*. <https://docsouth.unc.edu/fpn/jacobs/jacobs.html>
- Library of Congress. *Harriet Jacobs Biography*. <https://www.loc.gov/item/mss425490123/>
- American Masters. *Eugene O'Neill*. PBS, <https://www.pbs.org/wnet/americanmasters/eugene-oneill-about-the-playwright/718/>
- The Eugene O'Neill Society. <https://www.eugeneoneillsociety.org/>
- Hemingway Society. *Resources and Biography*. <https://www.hemingwaysociety.org>
- National Endowment for the Arts. *The Old Man and the Sea - Big Read*. <https://www.arts.gov/initiatives/nea-big-read/old-man-and-sea>

Mapping with Programme Outcomes:

| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

Mapping with Programme Specific Outcomes

| CO /PO | PS01 | PS02 | PS03 | PS04 | PS05 |
|--|------------|------------|------------|------------|------------|
| C01 | 3 | 3 | 3 | 3 | 3 |
| C02 | 3 | 3 | 3 | 3 | 3 |
| C03 | 3 | 3 | 3 | 2 | 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 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – III****ALLIED COURSE IV – LITERARY GENRES AND TERMS**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|--|---------|--------------|----------|----------|-------|
| Allied Course – IV Literary Genres and Terms – 23U3ENEN4 | 4 | 4 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| L01 | To help students apply literary terminology to fiction, drama, and poetry. |
| L02 | Help them recognize the main elements of different literary genres and assess their significance |
| L03 | To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry |
| L04 | To enable them to Identify a literary text's main themes and make reasonable assertions about their meaning |
| L05 | To guide them to re-narrate the plot of a short story, both orally and in writing. |

Details

| | |
|-----------------|--|
| Unit I | Subjective and Objective Poetry - Poetical Types – The Lyrics – The Ode – The Sonnet – The Elegy – The Idyll – The Epic – The Ballad – The Satire. |
| Unit II | Dramatic Art and Dramatic Types – Tragedy and Comedy – Tragi-comedy – Farce and Melodrama – The Masque – The One-Act Play – The Dramatic Monologue. |
| Unit III | The Essay – The Novel – The Short Story. |
| Unit IV | General Literary Terms – Theme – Motif – Leit-motif – Topos – Literary Convention or Tradition - Icon – Decorum or Prosperity - Decorum or Speech -m Decorum or Character – Poetic Justice – Unities – Unity of Time, Place, Action – Unity – Organic Unity or Organic Form – Form – Significance Form – Spatial Form – Genre or Type – Mode – Structure - Texture - Mimesis or Imitations – Sentimentalism – Sympathy – Empathy – Stock Response – Aesthetic or Psychic Distance – Pathetic Fallacy – Intentional Fallacy - Affective Fallacy – Fancy and Imagination - Negative Capability – Objective Correlative – Dissociation of Sensibility – Epiphany – Didactic – Autotelic – Paraphrase – Summary – Résumé – Precis – Interpretations – Exegesis – Explication or Explication de Texte - |
| Unit V | Criticism – Scholarship – Interpretive or Analytic Criticism – Evaluative – Judicial or Normative Criticism – Impressionistic Criticism – Subjective Criticism – Eclectic – Objective or Scientific Criticism - Absolutist Criticism - Relativistic Criticism – Comparative Criticism -Moral Criticism - Sociological Criticism – Marxist Criticism – Formalist Criticism - The New Critics – Neo-Aristotelians – Chicago Critics – Freudian Criticism - Archetypal or Jungian Criticism – Rhetorical and Linguistic Criticism Biological Scholarship – Historical Scholarship – Textual Scholarship – The History of Ideas –The Unconscious Mind – The Subconscious – Subliminal – The Id – The Libido – Life Instinct or Eros – Death Instinct or Thanatos – The Ego or I – The Superego – Repression – Inhibition – Transformation and Annulment – Latent or Hidden Content – Dream Work – The Oedipus Complex – Electra Complex – The Jocasta Complex – Orestes Complex – Father Figure, Mother Figure – Fixation – Fetish – Castration Complex – Penis Envy – Phallic Symbol – Breast and Vaginal Symbols – Return to the Womb – Racial Memory or Collective Unconsciousness – Personal Unconsciousness - Archetypes – Animus – Anima – Shadow – Casual texture – Affective Logic – The Law of Closure – Monomyth – Seasonal Myth – Myth of the Hero – Mythos of Spring - Mythos of Summer - Mythos of Autumn – Mythos of Winter. |

| Course Outcomes | | |
|--|--|---------------|
| Course Outcomes | On completion of this course, students will; | |
| C01 | Understand new definitions of contemporary critical issues such as 'Cybercriticism' and 'Globalization'. | P01 |
| C02 | Gain insight to an exhaustive range of entries, covering numerous aspects to such topics as genre, form, cultural theory and literary technique. | P01, P02 |
| C03 | Get a complete coverage of traditional and radical approaches to the study and production of literature. | P04, P06 |
| C04 | Recognize and interpret literary images and symbols to infer their relationship to the main themes of the text. | P04, P05, P06 |
| C05 | Gain thorough accounts of critical terminology and analyzes of key academic debates. | P03, P08 |
| Text Books(Latest Editions) | | |
| <ul style="list-style-type: none"> ➤ Abrams, M. H., and Geoffrey Galt Harpham. <i>A Glossary of Literary Terms</i>. 11th ed., Cengage Learning, 2015. ➤ Cuddon, J. A. <i>The Penguin Dictionary of Literary Terms and Literary Theory</i>. 5th ed., Penguin Books, 2015. ➤ Kennedy, X. J., and Dana Gioia. <i>Literature: An Introduction to Fiction, Poetry, Drama, and Writing</i>. Pearson, 2013. ➤ Baldick, Chris. <i>The Oxford Dictionary of Literary Terms</i>. Oxford University Press, 2015. ➤ Harmon, William, and C. Hugh Holman. <i>A Handbook to Literature</i>. 12th ed., Pearson, 2012. | | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | |
| <ul style="list-style-type: none"> ➤ Prasad B. <i>A Background to the Study of English Literature</i>, Trinity Press, Chennai, 2016. ➤ Lemon, Lee T, <i>A Glossary for the Study of English</i>, Oxford University Press, Madras, 1988. ➤ Ashok, Padmaja. <i>A Companion to Literary Criticism</i>. Orient Black Swan, 2017. ➤ Brooks, Cleanth, and Robert Penn Warren. <i>Understanding Poetry</i>. Holt, Rinehart and Winston, 1976. ➤ Preminger, Alex, and T. V. F. Brogan, editors. <i>The Princeton Encyclopedia of Poetry and Poetics</i>. 4th ed., Princeton University Press, 2012. ➤ Nicoll, Allardyce. <i>Theory of Drama</i>. Harcourt, 1949. ➤ Forster, E. M. <i>Aspects of the Novel</i>. Harcourt, 1956. ➤ Lodge, David. <i>The Art of Fiction</i>. Penguin, 1992. ➤ Eliot, T. S. <i>Selected Essays</i>. Faber & Faber, 1932. ➤ Coleridge, Samuel Taylor. <i>Biographia Literaria</i>. Edited by James Engell and W. Jackson Bate, Princeton University Press, 1983. ➤ Wellek, René, and Austin Warren. <i>Theory of Literature</i>. Harcourt, 1949. ➤ Eagleton, Terry. <i>Literary Theory: An Introduction</i>. Blackwell, 2008. ➤ Frye, Northrop. <i>Anatomy of Criticism</i>. Princeton University Press, 1957. ➤ Freud, Sigmund. <i>The Interpretation of Dreams</i>. Translated by James Strachey, Basic Books, 2010. ➤ Jung, Carl Gustav. <i>The Archetypes and the Collective Unconscious</i>. Princeton University Press, 1981. ➤ Barry, Peter. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>. Manchester University Press, 2002. ➤ Tyson, Lois. <i>Critical Theory Today: A User-Friendly Guide</i>. 3rd ed., Routledge, 2014. ➤ Guerin, Wilfred L., et al. <i>A Handbook of Critical Approaches to Literature</i>. 6th ed., Oxford University Press, 2005. | | |

Web Resources

- Poetry Foundation. *Glossary of Poetic Terms*.
<https://www.poetryfoundation.org/learn/glossary-terms>
- Academy of American Poets. *Glossary of Poetic Terms*.
<https://poets.org/glossary>
- Purdue OWL. *Literary Theory and Schools of Criticism*.
https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/index.html
- Literary Devices. *Literary Terms and Techniques*.
<https://literarydevices.net>
- Simply Psychology. *Freud, Jung, and Psychoanalytic Terms*.
<https://www.simplypsychology.org>
- Stanford Encyclopedia of Philosophy. *Aristotle's Poetics*.
<https://plato.stanford.edu/entries/aristotle-poetics/>
- Encyclopedia Britannica. *Dramatic and Literary Forms*.
<https://www.britannica.com>

Mapping with Programme Outcomes:

| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

Mapping with Programme Specific Outcomes

| CO /PO | PS01 | PS02 | PS03 | PS04 | PS05 |
|--|------------|------------|------------|------------|------------|
| C01 | 3 | 3 | 3 | 3 | 3 |
| C02 | 3 | 3 | 3 | 3 | 3 |
| C03 | 3 | 3 | 3 | 2 | 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 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – III****SKILL ENHANCEMENT COURSE SEC – II PUBLIC SPEAKING**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|---|---------|--------------|----------|----------|-------|
| Skill Enhancement Course SEC – II Public Speaking -23U3ENSEC2 | 2 | 2 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| L01 | To help students understand the goals and benefits of public speaking |
| L02 | To help them recognize communication apprehension and guide them on how to reduce it |
| L03 | To familiarize them on how public speaking can be used to advocate or create change |
| L04 | To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric |
| L05 | To help them think and speak imaginatively and critically |

Details

| | |
|-----------------|--|
| Unit I | Acquiring Confidence before an Audience - Efficiency through Change of Pitch Concentration in Delivery. |
| Unit II | Feeling and Enthusiasm - Fluency through Preparation - The Voice. |
| Unit III | Distinctness and Precision of Utterance - The Truth about Gesture - Methods of Delivery. |
| Unit IV | Subject and Preparation - Influencing the Crowd - Growing a Vocabulary. |
| Unit V | Memory Training - Right Thinking and Personality - After-dinner and Other Occasional Speaking - Making Conversation Effective. |

Course Outcomes

| Course Outcomes | On completion of this course, students will; |
|-----------------|--|
| C01 | Demonstrate an understanding of the principles of public speaking PO1 |
| C02 | Recognize barriers to public speaking and identify how to avoid them PO1, PO2 |
| C03 | Understand how to give effective verbal and nonverbal feedback PO4, PO6 |
| C04 | Learn about planning speech organization for the intended audience PO4, PO5, PO6 |
| C05 | Practice effective group delivery and speech in formal context. PO3, PO8 |

Text Books(Latest Editions)

- Carnegie E, Dale. The Art of Public Speaking. Rupa Publications Pvt. Ltd., 2018.
- Carnegie, Dale. *The Art of Public Speaking*. Revised by J. Berg Esenwein, Simon & Schuster, 2006. *(Classic and foundational guide to Units I–V: delivery, voice, gesture, memory, crowd influence)*
- Lucas, Stephen E. *The Art of Public Speaking*. 13th ed., McGraw-Hill Education, 2020. *(Widely adopted academic textbook for fluency, personality, and effective speech-making)*
- Pease, Allan. *Body Language: How to Read Others' Thoughts by Their Gestures*. Sheldon Press, 1981. *(Excellent for Unit III – gesture and delivery)*
- Covino, William A., and David A. Jolliffe. *Rhetoric: Concepts, Definitions, Boundaries*. Allyn and Bacon, 1995. *(Helpful for theoretical framing of crowd influence, rhetorical appeals, etc.)*

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

- ☐ Zarefsky, David. *Public Speaking: Strategies for Success*. 6th ed., Pearson, 2010.
(Covers preparation, fluency, influencing audience, methods of delivery)
- ☐ Beebe, Steven A., and Susan J. Beebe. *Public Speaking: An Audience-Centered Approach*. 9th ed., Pearson, 2018.
(For audience engagement, speaking occasions, and delivery methods)
- ☐ Gallo, Carmine. *Talk Like TED: The 9 Public Speaking Secrets of the World's Top Minds*. St. Martin's Press, 2014.
(Relevant for Units II–V: fluency, enthusiasm, vocabulary, confidence)

Web Resources

- Toastmasters International. *Tips from the World's Leading Public Speaking Organization*.
<https://www.toastmasters.org/resources/public-speaking-tips>
- TED Talks. *How to Deliver a Great Talk*.
https://www.ted.com/playlists/226/before_public_speaking
- Harvard Business Review. *How to Give a Killer Presentation*.
<https://hbr.org/2013/06/how-to-give-a-killer-presentation>
- Mind Tools. *Effective Speaking Skills*.
<https://www.mindtools.com/CommSkll/PublicSpeaking.htm>
- VeryWell Mind. *Tips for Reducing Speaking Anxiety*.
<https://www.verywellmind.com/public-speaking-anxiety-3024534>

Mapping with Programme Outcomes:

| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

Mapping with Programme Specific Outcomes

| CO /PO | PS01 | PS02 | PS03 | PS04 | PS05 |
|--|------------|------------|------------|------------|------------|
| C01 | 3 | 3 | 3 | 3 | 3 |
| C02 | 3 | 3 | 3 | 3 | 3 |
| C03 | 3 | 3 | 3 | 2 | 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 |

B.A. ENGLISH LITERATURE
(Effective for those admitted from 2023-2024 onwards)

SEMESTER – III
SKILL ENHANCEMENT COURSE SEC - III NAAN MUDHALVAN

| COURSE | Credits | Hours / week | Internal | External | Total |
|---|----------------|-------------------------|-----------------|-----------------|--------------|
| Skill Enhancement Course SEC - III Naan Mudhalvan | 2 | 2 | 25 | 75 | 100 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – IV****CORE COURSE – VII (CC) WORLD LITERATURE IN TRANSLATION**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|--|---------|--------------|----------|----------|-------|
| Core Course – VII (CC) World Literature in Translation – 23U4EN7 | 4 | 4 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| L01 | To help learners achieve accessibility to regional and international literary forms. |
| L02 | To enable them to contextualize the texts and be familiar with translation theory. |
| L03 | To enable them to develop a comparative perspective to study the texts |
| L04 | To exhibit appreciation of literature and writers from various nations and cultures. |
| L05 | To learn to see critically the rising trends of globalization, capitalism and multiculturalism. |

Details

| | | |
|-----------------|----------------------------|---|
| UNIT I | Poetry | |
| | Dante | - Ulysses' Last Voyage |
| | Johann Wolfgang Von Goethe | - The Rose Bush on the Moor |
| | Victor Hugo | - Tomorrow at Dawn |
| | Khalil Gibran | - On Children |
| | Pablo Neruda | - A Song of Despair |
| | Thiruvalluvar | - Chapter 1 : Invocation (from Thirukkural) |
| UNIT II | Prose | |
| | Montaigne | - On Friendship |
| UNIT III | Drama | |
| | Bertolt Brecht | - Mother Courage and her Children |
| UNIT IV | Novel | |
| | Hermann Hesse | - Siddhartha |
| UNIT V | Short Story | |
| | Gabriel Garcia Marquez | - A Very Old Man with Enormous Wings |
| | Ivan. S. Turgenev | - The District Doctor |
| | Leo Tolstoy | - The Empty Drum |

Course Outcomes

| Course Outcomes | On completion of this course, students will; | |
|-----------------|--|---------------|
| C01 | Gain an exposure to some Classics in World Literature, both in theme and form. | P01 |
| C02 | 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. | P01, P02 |
| C03 | Gain an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions. | P04, P06 |
| C04 | Pay special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis. | P04, P05, P06 |
| C05 | 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. | P03, P08 |

Text Books(Latest Editions)

- Damrosch, David, and David L. Pike, editors. *The Longman Anthology of World Literature*. 2nd ed., Longman, 2008. (Volumes A–F)
- Lawall, Sarah, and Maynard Mack, editors. *The Norton Anthology of World Literature*. 3rd ed., W. W. Norton & Company, 2012.
- Kennedy, X. J., and Dana Gioia. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. Pearson, 2013.

References Books

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

- ☐ Greene, Roland, et al., editors. *The Princeton Encyclopedia of Poetry and Poetics*. 4th ed., Princeton University Press, 2012.
- ☐ Jalil, Rakhshanda. *A Thousand Yearnings: A Book of Urdu Poetry and Prose*. Penguin, 2017. (For comparative cultural perspective with Gibran and Thiruvalluvar)
- ☐ Naik, M. K., and S. K. Desai. *A History of Indian English Literature*. Sahitya Akademi, 1982. (Useful for Thirukkural background)
- ☐ Montaigne, Michel de. *The Complete Essays*. Translated by M. A. Screech, Penguin Books, 1991.
- ☐ Emerson, Ralph Waldo. *Essays and Lectures*. Library of America, 1983. (Reference to "On Friendship" in global essay traditions)
- ☐ Brecht, Bertolt. *Mother Courage and Her Children*. Translated by Eric Bentley, Grove Press, 1991.
- ☐ Willett, John. *The Theatre of Bertolt Brecht: A Study from Eight Aspects*. Methuen, 1967.
- ☐ Thomson, Peter. *Brecht: Mother Courage and Her Children*. Cambridge University Press, 1997.
- ☐ Hesse, Hermann. *Siddhartha*. Translated by Hilda Rosner, New Directions Publishing, 1951.
- ☐ Freedman, Ralph. *Hermann Hesse: Pilgrim of Crisis*. Pantheon, 1978.
- ☐ Ziolkowski, Theodore. *The Novels of Hermann Hesse: A Study in Theme and Structure*. Princeton University Press, 1965.
- ☐ Marquez, Gabriel Garcia. *Leaf Storm and Other Stories*. Translated by Gregory Rabassa, Harper Perennial, 2005.
- ☐ Turgenev, Ivan. *A Sportsman's Sketches*. Translated by Richard Freeborn, Oxford UP, 1991. (Includes "The District Doctor")
- ☐ Tolstoy, Leo. *The Empty Drum and Other Russian Fairy Tales*. Translated by Lucy Crane, Vintage Classics, 1981.
- ☐ Bloom, Harold, editor. *Gabriel García Márquez*. Chelsea House, 2006.

Web Resources

- Poetry Foundation. *Pablo Neruda Biography and Poems*
<https://www.poetryfoundation.org/poets/pablo-neruda>
- Khalil Gibran Online Archive
<https://www.kahlilgibran.com>
- Tamil Virtual Academy – *Thirukkural Translations*
<https://www.tamilvu.org/library/thirukkural>
- Goethe Society of North America – *Goethe's Poetry*
<https://www.goethesociety.org>
- Internet Encyclopedia of Philosophy. *Michel de Montaigne*
<https://iep.utm.edu/montaigne/>
- The Bertolt Brecht Archive (Akademie der Künste, Berlin)
<https://www.adk.de/en/archive/brecht-archive.htm>
- Modern Drama Journal (Project MUSE)
<https://muse.jhu.edu/journal/22>
- The Gabriel García Márquez Cultural Center

<https://www.centrogabo.org>

- The Literature Network – *Ivan Turgenev Works*

<https://www.online-literature.com/turgenev/>

- □ Stanford Encyclopedia of Philosophy – *Hermann Hesse and Eastern Thought*

<https://plato.stanford.edu>

Mapping with Programme Outcomes:

| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

Mapping with Programme Specific Outcomes

| CO /PO | PS01 | PS02 | PS03 | PS04 | PS05 |
|--|------------|------------|------------|------------|------------|
| 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 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – IV****CORE COURSE – VII (CC) ASPECTS OF LANGUAGE AND LINGUISTICS**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|---|---------|--------------|----------|----------|-------|
| Core Course – VIII (CC) Aspects of Language and Linguistics - 23U4EN8 | 4 | 3 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| L01 | To help learners gain knowledge of linguistic research methods and of different theories of language |
| L02 | To enable them gain specialized knowledge related to other areas of linguistic research and applications |
| L03 | To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics. |
| L04 | To familiarize them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts. |
| L05 | To enhance competence in humanities that includes the ability to think historically and analytically about language, literature, culture and society. |

Details**UNIT I****Language**

What is Language? – Some more definitions.

Characteristics of Language – Language is a Means of Communication – Language is a Arbitrary – Language is a System of Systems – Language is a Primarily Vocal – Language differs from Animal Communication in Several Ways – Language is a Form of Social Behaviour – Language is a symbol System – Productivity – Interchangeability – Why Study Language?

UNIT II**What is Linguistics?**

Definition – Linguistics as a Science – Scope of Linguistics – Descriptive, Comparative and Historical Linguistics – Levels of Linguistic Analysis – Branches of Linguistics – Psycholinguistics – Sociolinguistics – Anthropological Linguistics – Literary Stylistics – Relationship between branches of Linguistics.

UNIT III**Modern Linguistics: A Historical Survey**

The Background – The Indian Tradition – The Greek and the Roman Traditions – After the Renaissance – Nineteenth-century Linguistics – Linguistics in the Twentieth Century – The American Structuralists and Bloomfield – The contribution of Saussure – The Prague School – Later Developments.

UNIT IV**Morphology and Word Formation**

Definition – Segmentation – Free and Bound Morphemes – Morphological Analysis of a few words – Structure of words – Various Ways of Word Formation – A wonderful world – Use of Prefixes – Use of Suffixes – Conversions – Compound Formation – Reduplication – Clippings – Acronyms – Blends – Borrowings – Inventions – Echoism.

UNIT V**What is Semantics?**

Definition – What is meaning? – Some terms and distinctions in semantics – Lexical and grammatical meaning – Sense and reference – Sentence-meaning and Utterance-meaning – Entailment and Presupposition.

Course Outcomes

| Course Outcomes | On completion of this course, students will; | |
|-----------------|--|---------------|
| C01 | Be able to analyze a wide range of problems relating to linguistic scholarship and research ethics. | P01 |
| C02 | Apply the acquired skills in both academic and work contexts to plan and complete extensive research projects involving the gathering and systematizing of a substantial amount of information | P01, P02 |
| C03 | Communicate the results of independent research and gain mastery of advanced linguistic terminology | P04, P06 |
| C04 | Communicate about academic issues related to languages and linguistics, both with specialists and the general public. | P04, P05, P06 |
| C05 | Contribute to new thinking and innovation processes within the area of linguistic specialization. | P03, P08 |

Text Books(Latest Editions)





- Yule, George. *The Study of Language*. 7th ed., Cambridge University Press, 2020. (Primary textbook – Covers all five units effectively.)
- Verma, S. K., and N. Krishnaswamy. *Modern Linguistics: An Introduction*. Oxford University Press, 1993.
- Lyons, John. *Language and Linguistics: An Introduction*. Cambridge University Press, 1981.

References Books

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

- Fromkin, Victoria, Robert Rodman, and Nina Hyams. *An Introduction to Language*. 11th ed., Cengage, 2017.
- Akmajian, Adrian, et al. *Linguistics: An Introduction to Language and Communication*. 6th ed., MIT Press, 2010.
- Crystal, David. *The Cambridge Encyclopedia of Language*. 2nd ed., Cambridge University Press, 2003.
- Radford, Andrew, et al. *Linguistics: An Introduction*. Cambridge University Press, 2009.
- Finch, Geoffrey. *How to Study Linguistics: A Guide to Understanding Language*. Palgrave Macmillan, 2003.
- Aitchison, Jean. *Linguistics*. Teach Yourself Books, Hodder Headline, 2003.
- Robins, R. H. *A Short History of Linguistics*. 4th ed., Routledge, 1997.
- Seuren, Pieter A. M. *Western Linguistics: An Historical Introduction*. 2nd ed., Wiley-Blackwell, 2009.
- Harris, Roy. *Saussure and His Interpreters*. Edinburgh University Press, 2001.
- Aronoff, Mark, and Kirsten Fudeman. *What is Morphology?* 2nd ed., Wiley-Blackwell, 2010.
- Haspelmath, Martin. *Understanding Morphology*. 2nd ed., Routledge, 2010.
- Katamba, Francis. *English Words: Structure, History, Usage*. 2nd ed., Routledge, 2005.
- Saeed, John I. *Semantics*. 4th ed., Wiley-Blackwell, 2015.
- Hurford, James R., Brendan Heasley, and Michael B. Smith. *Semantics: A Coursebook*. 2nd ed., Cambridge University Press, 2007.
- Cruse, D. Alan. *Meaning in Language: An Introduction to Semantics and Pragmatics*. 3rd ed., Oxford University Press, 2011.

Web Resources

-  Linguistic Society of America (LSA)
<https://www.linguisticsociety.org>
-  SIL International – Glossary of Linguistic Terms
<https://glossary.sil.org>
-  Omniglot – The Online Encyclopedia of Writing Systems and Languages
<https://omniglot.com>
-  David Crystal's Official Website – Linguistic Articles
<http://www.davidcrystal.com>

Mapping with Programme Outcomes:

| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

Mapping with Programme Specific Outcomes

| CO /PO | PS01 | PS02 | PS03 | PS04 | PS05 |
|--|------------|------------|------------|------------|------------|
| C01 | 3 | 3 | 3 | 3 | 3 |
| C02 | 3 | 3 | 3 | 3 | 3 |
| C03 | 3 | 3 | 3 | 3 | 3 |
| C04 | 3 | 3 | 3 | 3 | 3 |
| C05 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – IV****ALLIED COURSE – V ENGLISH TEACHING METHODS AND MATERIALS**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|---|---------|--------------|----------|----------|-------|
| Allied Course – V English Teaching Methods and Materials – 23U4ENEN5 | 3 | 4 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| L01 | To enable learners get an overview of the place of English in India. |
| L02 | Help them understand the position of English in the post – independence period. |
| L03 | Enable them to interpret and justify the place of English in Three Language formula. |
| L04 | Help them gain insight into the unique and very important place of English in 21st century. |
| L05 | Help them analyze the objectives of teaching English at a second language (both at elementary as well as secondary level). |

Details**Unit I**

The Importance of Learning English
English for Communication

Unit II

Problems of the English Language Learner
Linguistics and the Second Language Teacher

Unit III

Teaching English Grammar
Methods and Principles
How to Teach English Pronunciation

Unit IV

Teaching the Four Skills
How to Teach Vocabulary
Classroom Procedures

Unit V

Methods of Evaluation
The Use of Audio-Visual Aids
Literature and Second Language Learning

Course Outcomes

| Course Outcomes | On completion of this course, students will; |
|-----------------|---|
| C01 | Learn about the methods and materials of teaching ESL P01 |
| C02 | Learn about some of the strategies and techniques used to address specific language skills P01, P02 |
| C03 | Familiarize and Learn about the needs of different populations (children/adults) of ESL students. P04, P06 |
| C04 | Learn about working with content teachers and parents in order to help ESL students achieve their learning objectives P04, P05, P06 |
| C05 | Learn about the use of technology and ESL instruction and learn about the methods of assessing ESL students P03, P08 |

Text Books(Latest Editions)

- Verghese, C Paul. *Teaching English as a Second Language*, Sterling Publishers, Uttar Pradesh, 2020.
- Harmer, Jeremy. *The Practice of English Language Teaching*. 5th ed., Pearson Education, 2015.
 - **Covers Units I to V comprehensively**
- Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. 3rd ed., Cambridge University Press, 2014.
 - **Essential for Units II, III, IV**
- Larsen-Freeman, Diane, and Marti Anderson. *Techniques and Principles in Language Teaching*. 3rd ed., Oxford University Press, 2011.

References Books

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

- [?] Crystal, David. *English as a Global Language*. 2nd ed., Cambridge University Press, 2003.
- [?] Graddol, David. *The Future of English?*. British Council, 1997.
- [?] Brown, H. Douglas. *Principles of Language Learning and Teaching*. 6th ed., Pearson Education, 2014.
- [?] Cook, Vivian. *Second Language Learning and Language Teaching*. 5th ed., Routledge, 2016.
- [?] Stern, H. H. *Fundamental Concepts of Language Teaching*. Oxford University Press, 1983.
- [?] Thornbury, Scott. *How to Teach Grammar*. Longman, 1999.
- [?] Kelly, Gerald. *How to Teach Pronunciation*. Pearson Education, 2000.
- [?] Ur, Penny. *Grammar Practice Activities: A Practical Guide for Teachers*. 2nd ed., Cambridge University Press, 2009.
- [?] Nunan, David. *Language Teaching Methodology: A Textbook for Teachers*. Pearson Education, 1991.
- [?] Gairns, Ruth, and Stuart Redman. *Working with Words: A Guide to Teaching and Learning Vocabulary*. Cambridge University Press, 1986.
- [?] Hedge, Tricia. *Teaching and Learning in the Language Classroom*. Oxford University Press, 2000.
- [?] Hughes, Arthur. *Testing for Language Teachers*. 2nd ed., Cambridge University Press, 2003.
- [?] Wright, Andrew, et al. *Games for Language Learning*. 3rd ed., Cambridge University Press, 2006.
- [?] Lazar, Gillian. *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge University Press, 1993.

Web Resources

- [?] **British Council: Teaching English**
<https://www.teachingenglish.org.uk>
 - Lesson plans, methods, grammar tips, and learner problems.
- [?] **Cambridge English – Teacher Resources**
<https://www.cambridgeenglish.org/teaching-english>
 - Teacher development resources, evaluation materials.
- [?] **TESOL International Association**
<https://www.tesol.org>
 - Resources for professional educators and ELT researchers.
- [?] **ERIC (Education Resources Information Center)**
<https://eric.ed.gov>
 - Free access to journal articles and research reports in ELT.

| Mapping with Programme Outcomes: | | | | | | | | | | |
|---|-----|-----|------|------|------|------|------|-----|-----|------|
| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| Mapping with Programme Specific Outcomes | | | | | | | | | | |
| CO /PO | | | PS01 | PS02 | PS03 | PS04 | PS05 | | | |
| C01 | | | 3 | 3 | 3 | 3 | 3 | | | |
| C02 | | | 3 | 3 | 3 | 3 | 3 | | | |
| C03 | | | 3 | 3 | 3 | 2 | 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 | | | |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – IV****ALLIED COURSE – V TRANSLATION: BASIC CONCEPTS AND PRACTICE**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|---|---------|--------------|----------|----------|-------|
| Allied Course – VI . Translation: Basic Concepts and Practice - 23U4ENEN6 | 3 | 3 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| L01 | To enable learners get an overview of translation concepts |
| L02 | To gain insight into the evolution of Translation in global perspective and its development in the domain of language and literature. |
| L03 | Gain exposure to some basic concepts related to Translation. |
| L04 | Familiarize with some Important Institutions of Translation and their contributions |
| L05 | Help learners get a knowledge on Translation Studies |

Details

| | |
|-----------------|---|
| Unit I | Definition of Translation - History of Translation Theory The Romans-Bible Translations -Early Theorists |
| Unit II | Language and Culture – Types of Translation – Problems of Equivalence -Loss and gain – untranslatability |
| Unit III | The Renaissance – Seventeenth Century – Eighteenth Century – Romanticism - Post Romanticism – The Victorians – Archaizing – The Twentieth Century |
| Unit IV | Translating Poetry, Prose, Drama and Scientific texts |
| Unit V | Practical Translation – English to Tamil – Tamil to English |

Course Outcomes

| Course Outcomes | On completion of this course, students will; |
|-----------------|---|
| C01 | Be able to explain the growth and development of Translation and some basic concepts related to it. P01 |
| C02 | Be ready to discuss and define Translation Studies. P01, P02 |
| C03 | Familiarize and learn about the different types of books and the need for their translation. P04, P06 |
| C04 | Gain exposure to the field of translation studies and explore the dynamics of the field. P04, P05, P06 |
| C05 | Learn about the use of translation and the methods of assessing the written concepts of translation. P03, P08 |

Text Books(Latest Editions)

- Bassnett, Susan. *Translation Studies*. London: Methuen, 1980.

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

- Robinson, Douglas. *Western Translation Theory from Herodotus to Nietzsche*. Revised ed., Routledge, 2002.
- Covers early translation thought from Roman times to 19th century.
- Steiner, George. *After Babel: Aspects of Language and Translation*. Oxford University Press, 1998.

- Foundational ideas and early translation theory.
- Catford, J. C. *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. Oxford University Press, 1965.
- Jakobson, Roman. “On Linguistic Aspects of Translation.” *On Translation*, edited by Reuben Brower, Harvard University Press, 1959, pp. 232–239.
- House, Juliane. *Translation*. Oxford University Press, 2015.
 - Discusses cultural translation and equivalence in detail.
- Venuti, Lawrence. *The Translator’s Invisibility: A History of Translation*. 2nd ed., Routledge, 2008.
 - Focuses on changing attitudes toward translation across history.
- Burke, Peter. *Lost (and Found) in Translation: A Cultural History of Translators and Translating in Early Modern Europe*. Cambridge University Press, 2023.
 - Renaissance and Enlightenment focus (Unit III).
- Lefevere, André. *Translating Literature: Practice and Theory in a Comparative Literature Context*. Modern Language Association, 1992.
- Boase-Beier, Jean. *Translating the Poetry of the Holocaust: Translation, Style and the Reader*. Bloomsbury, 2015.
- Saldanha, Gabriela, and Sharon O'Brien. *Research Methodologies in Translation Studies*. Routledge, 2013.
- Thirumalai, M. S. *Introduction to Translation: Concepts and Practices in Tamil-English Contexts*. Bharatiya Vidya Bhavan, 1999.
- Annamalai, E. *Translation and Multilingualism: Case Studies in Indian Languages*. Central Institute of Indian Languages, 2002.
- Asher, R. E., and Radhika Gopal. *Tamil*. Routledge, 2002.
 - Helpful for linguistic structure and practical Tamil ↔ English translation.

Web Resources

- **Routledge Translation Studies Portal**
<https://www.routledge.com/translationstudies>
 - Online companion to Bassnett, Munday, and other Routledge works.
- **Center for Translation Studies – University of Illinois**
<https://translation.illinois.edu>
 - Scholarly articles and historical archives for Unit I and III.
- **Indian Journal of Translation Studies (IJTS)**
<http://www.ijts.in>
 - Focus on Indian contexts, Tamil-English translation, and applied practice (Unit V).
- **Literary Translation Database – The Poetry Foundation**
<https://www.poetryfoundation.org>
 - Useful for examples and studies of poetic translation (Unit IV).

Mapping with Programme Outcomes:

| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

| Mapping with Programme Specific Outcomes | | | | | |
|---|------|------|------|------|------|
| CO /PO | PS01 | PS02 | PS03 | PS04 | PS05 |
| C01 | 3 | 3 | 3 | 3 | 3 |
| C02 | 3 | 3 | 3 | 3 | 3 |
| C03 | 3 | 3 | 3 | 3 | 3 |
| C04 | 3 | 3 | 3 | 3 | 3 |
| C05 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – IV****SKILL ENHANCEMENT COURSE SEC - IV SOFT SKILLS DEVELOPMENT**

| COURSE & Code | | Credits | Hours / week | Internal | External | Total |
|---|--|---------|--------------|----------|----------|---------------|
| Skill Enhancement Course SEC - IV Soft Skills Development – 23U4ENSEC4 | | 2 | 2 | 25 | 75 | 100 |
| Learning Objectives | | | | | | |
| L01 | Learners will be able to define hard skills and soft skills and identify personal attributes that contribute to professional success. | | | | | |
| L02 | Learners will develop self-awareness through the process of self-evaluation, including SWOT analysis, and will work on cultivating a positive attitude and core personal values. | | | | | |
| L03 | Learners will understand the importance of interpersonal relationships, teamwork, and networking in both academic and professional environments. | | | | | |
| L04 | Learners will develop listening, speaking, reading, and writing skills, including practical competencies like email writing and professional communication. | | | | | |
| L05 | Learners will gain skills in resume writing, cover letters, interview techniques, and group discussions, with a focus on goal setting and long-term career planning. | | | | | |
| Details | | | | | | |
| <div>Unit – I : Definition: Hard Skills and Soft Skills – Attributes regarded as soft skills – Importance of soft skills – know thyself – Process of knowing yourself – SWOT analysis – Developing positive attitude – Values – Perception.</div> <div>Unit II : Interpersonal relationships – Team building (Group Dynamics) – Networking.</div> <div>Unit III : Communication skills – Listening – Speaking – Reading – Writing – Writing E-mail.</div> <div>Unit IV : Corporate skills – Body Skills – Etiquette (Courtesy) – Good manners – Time management – Stress Management – Tips for stress management.</div> <div>Unit V : Selling self - Job hunting – Writing a resume or CV – Cover letter – Interview skills – Group discussion – Mock interview – Career planning – goal setting.</div> | | | | | | |
| Course Outcomes | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | |
| C01 | Demonstrate an understanding of soft skills and self-assessment techniques such as SWOT analysis to improve personal and professional growth. | | | | | P01 |
| C02 | Exhibit effective interpersonal and teamwork capabilities including group dynamics and professional networking skills. | | | | | P01, P02 |
| C03 | Apply effective communication strategies in academic and professional contexts, with a focus on writing, speaking, and digital communication like email. | | | | | P04, P06 |
| C04 | Display appropriate corporate and social behavior including body language, etiquette, time management, and stress management techniques. | | | | | P04, P05, P06 |
| C05 | Create compelling self-presentation materials such as resumes and cover letters, and perform confidently in job interviews and group discussions. | | | | | P03, P08 |

Text Books(Latest Editions)

- Jayachandran D & Dr. Chelliah S. *Soft Skills*. D.J. Publishers: Trichy.

References Books

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

- Covey, Stephen R. *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Simon & Schuster, 2004.
 - Excellent source for self-knowledge, value formation, and personal SWOT.
- Robbins, Stephen P. *Organizational Behavior*. 18th ed., Pearson, 2018.
 - Detailed discussions on perception, attitude, and values.
- Leigh, Andrew, and Michael Maynard. *The Perfect Team: The Key to Effective Teamwork*. Random House, 2002.
- Devito, Joseph A. *The Interpersonal Communication Book*. 14th ed., Pearson, 2013.
 - Core text for interpersonal relationships and group dynamics.
- Kumar, Sanjay, and Pushp Lata. *Communication Skills*. 2nd ed., Oxford University Press, 2016.
 - Detailed explanation of LSRW and professional writing.
- Guffey, Mary Ellen. *Business Communication: Process and Product*. 7th ed., Cengage Learning, 2010.
 - Includes e-mail etiquette and writing formats.
- Pease, Allan, and Barbara Pease. *The Definitive Book of Body Language*. Bantam, 2006.
 - Body language, etiquette, and non-verbal cues.
- Tracy, Brian. *Eat That Frog! 21 Great Ways to Stop Procrastinating and Get More Done in Less Time*. Berrett-Koehler, 2007.
 - Practical time management.
- Greenberg, Jerrold S. *Comprehensive Stress Management*. 14th ed., McGraw-Hill, 2016.
 - Techniques and theories for handling stress.
- Hindle, Tim. *Essential Manager's Manual: Interviews*. DK Publishing, 2002.
 - Practical guide to interview techniques and résumé writing.
- Krannich, Ronald L., and William J. Banis. *The Ultimate Job Search Guide*. Impact Publications, 2003.
 - Covers job hunting, cover letters, and career strategy.
- Brown, Duane. *Career Information, Career Counseling, and Career Development*. 11th ed., Pearson, 2016.
 - Goal-setting and career planning.

Web Resources

- **MindTools – Essential Soft Skills Training**
<https://www.mindtools.com>
 - Topics: SWOT analysis, communication, time/stress management, goal setting.
- **Toastmasters International**
<https://www.toastmasters.org>
 - Improves public speaking, group discussion, and leadership (Unit III, V).
- **Purdue Online Writing Lab (OWL)**
<https://owl.purdue.edu>
 - Excellent for resume writing, email etiquette, and cover letter formatting.
- **• Coursera – Soft Skills for Career Success**
<https://www.coursera.org>
 - Offers courses on personal development, emotional intelligence, and job readiness.

| Mapping with Programme Outcomes: | | | | | | | | | | |
|---|-----|-----|------|------|------|------|------|-----|-----|------|
| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| Mapping with Programme Specific Outcomes | | | | | | | | | | |
| CO /PO | | | PS01 | PS02 | PS03 | PS04 | PS05 | | | |
| C01 | | | 3 | 3 | 3 | 3 | 3 | | | |
| C02 | | | 3 | 3 | 3 | 3 | 3 | | | |
| C03 | | | 3 | 3 | 3 | 3 | 3 | | | |
| C04 | | | 3 | 3 | 3 | 3 | 3 | | | |
| C05 | | | 3 | 3 | 3 | 3 | 3 | | | |
| Weightage | | | 15 | 15 | 15 | 15 | 15 | | | |
| Weighted percentage of Course Contribution to Pos | | | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 | | | |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE

(Effective for those admitted from 2023-2024 onwards)

SEMESTER – IV

SKILL ENHANCEMENT COURSE SEC - V / NAAN MUDHALVAN

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|---|----------------|-------------------------|-----------------|-----------------|--------------|
| Skill Enhancement Course SEC - V / Naan Mudhalvan | 2 | 2 | 25 | 75 | 100 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – V****CORE COURSE – IX (CC) AUTHORS IN FOCUS**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|--|---------|--------------|----------|----------|-------|
| Core Course – IX (CC) Authors in Focus – 23U5EN9 | 4 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| L01 | To help learners gain knowledge of authors of various backgrounds. |
| L02 | To enable them gain specialized knowledge related to works of authors of national and international acclaim. |
| L03 | To familiarize them with the style, diction and coherence of authors and their works. |
| L04 | To equip them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts. |
| L05 | To enhance their ability to think historically and analytically about people, language, literature, culture and society. |

Details

| | | | |
|-----------------|---------------------------------------|---|---|
| UNIT I | Prose Aristotle | - | Life Story Poetics |
| UNIT II | Short Story Charles Dickens | - | Life Story The Signal Man |
| UNIT III | Novel Jane Austen | - | Life story Emma |
| UNIT III | Drama Rabindranath Tagore | - | Life Story Muktadhara |
| UNIT V | Poetry Margaret Atwood | - | Life Story Bored A Sad Child Death of a Young Son by Drowning There is Only One of Everything |

Course Outcomes

| Course Outcomes | On completion of this course, students will; |
|-----------------|--|
| C01 | Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts PO 1 |
| C02 | Integrate knowledge of the diversity of cultures and peoples PO1, PO2 |
| C03 | Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature PO4, PO6 |
| C04 | Demonstrate capacity for reflection, planning, ethical decision-making and inter-disciplinary team work in diverse contexts of community engagement. PO4, PO5, PO6 |
| C05 | Develop creativity, understanding, teaching and critical appreciation of English Literature. PO3, PO8 |

Text Books(Latest Editions)

- Aristotle. *Poetics*. Translated by S. H. Butcher, Macmillan, 1902.
- Aristotle. *The Nicomachean Ethics*. Translated by W.D. Ross, Oxford UP, 2009. (*for insight into Aristotle's life and philosophy*)
- Dickens, Charles. *The Signal-Man*. Penguin Classics, 2009.
- Dickens, Charles. *The Life of Charles Dickens*. Edited by John Forster, Wordsworth Editions, 2008.
- Austen, Jane. *Emma*. Edited by Fiona Stafford, Oxford UP, 2003.
- Tomalin, Claire. *Jane Austen: A Life*. Vintage, 2000.
- Tagore, Rabindranath. *Muktadhara*. Translated by Kshitish Chandra Sen, Macmillan India, 1991.
- Tagore, Rabindranath. *My Life in My Words*. Penguin Books India, 2006.
- Atwood, Margaret. *Selected Poems: 1965–1975*. Houghton Mifflin Harcourt, 1987.
- Cooke, Nathalie. *Margaret Atwood: A Biography*. ECW Press, 1998.

References Books

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

- [?] Abrams, M.H., and Geoffrey Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage Learning, 2015.
- [?] Daiches, David. *A Critical History of English Literature*. 2 vols., Allied Publishers, 1994.
- [?] Hudson, W.H. *An Introduction to the Study of Literature*. Atlantic, 2004.
- [?] Leitch, Vincent B., editor. *The Norton Anthology of Theory and Criticism*. 2nd ed., Norton, 2010.
- [?] Bloom, Harold, ed. *Modern Critical Views* (Various Volumes: Atwood, Austen, Dickens, Aristotle, Tagore). Chelsea House, 2000s.
- [?] Iyengar, K.R. Srinivasa. *Indian Writing in English*. Sterling Publishers, 1985. (*For Tagore*)

Web Resources

- "Poetics by Aristotle." *MIT Classics Archive*, classics.mit.edu/Aristotle/poetics.html. Accessed 26 July 2025.
- "Aristotle – Biography." *Stanford Encyclopedia of Philosophy*, plato.stanford.edu/entries/aristotle/. Accessed 26 July 2025.
- "Charles Dickens Biography." *The British Library*, www.bl.uk/people/charles-dickens. Accessed 26 July 2025.
- "The Signal-Man – Full Text." *Project Gutenberg*, www.gutenberg.org/ebooks/1289. Accessed 26 July 2025.
- "Jane Austen Biography." *Jane Austen's House Museum*, www.janeaustens.house. Accessed 26 July 2025.
- "Emma – Full Text." *Project Gutenberg*, www.gutenberg.org/ebooks/158. Accessed 26 July 2025.
- "Rabindranath Tagore Biography." *Poetry Foundation*, www.poetryfoundation.org/poets/rabindranath-tagore. Accessed 26 July 2025.
- "Muktadhara – English Translation." *TagoreWeb*, www.tagoreweb.in. Accessed 26 July 2025.
- "Margaret Atwood – Biography and Works." *Poetry Foundation*, www.poetryfoundation.org/poets/margaret-atwood. Accessed 26 July 2025.
- "Margaret Atwood's Poems." *Academy of American Poets*, poets.org/poet/margaret-atwood. Accessed 26 July 2025.

Mapping with Programme Outcomes:

| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

| Mapping with Programme Specific Outcomes | | | | | |
|---|------|------|------|------|------|
| CO /PO | PS01 | PS02 | PS03 | PS04 | PS05 |
| C01 | 3 | 3 | 3 | 3 | 3 |
| C02 | 3 | 3 | 3 | 3 | 3 |
| C03 | 3 | 3 | 3 | 2 | 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 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – V****CORE COURSE – X (CC) WOMEN'S WRITING IN ENGLISH & IN TRANSLATION**

| COURSE & Code | | Credits | Hours / week | Internal | External | Total |
|--|--|---------|--------------|----------|---------------|----------------------|
| Core Course – X (CC)Women’s Writing in English & in Translation - 23U5EN10 | | 4 | 5 | 25 | 75 | 100 |
| Learning Objectives | | | | | | |
| L01 | To familiarize learners with how unique experiences of women influence their writings | | | | | |
| L02 | To help them analyze representations of women in literature. | | | | | |
| L03 | To enable learners to be familiar with various contexts that influence the representation of women in literature. | | | | | |
| L04 | To enable them apply appropriate formal conventions when writing about literature | | | | | |
| L05 | To help them in understanding how and on what grounds women’s writing canbe considered as a separate genre. | | | | | |
| Details | | | | | | |
| UNIT I | Poetry | | | | | |
| | Toru Dutt | - | | | | Our Casuarina tree |
| | Elizabeth Browning | - | | | | How do I love thee? |
| | Sappho | - | | | | Hymn to Aphrodite |
| | Sujatha Bhatt | - | | | | Muliebriety |
| | Judith Wright | - | | | | Eve to the daughter |
| UNIT II | Prose | | | | | |
| | Virginia Woolf | - | | | | A Room of One's Own |
| UNIT III | Drama | | | | | |
| | Kate Chopin | - | | | | Awakening |
| UNIT IV | Novel | | | | | |
| | Louisa May Alcott | - | | | | Little Women |
| UNIT V | Short Story | | | | | |
| | Ambai | - | | | | In a Forest, a Deer |
| | Amrita Pritam | - | | | | Stench of Kerosene |
| | Tilli Olse | - | | | | I Stand Here Ironing |
| Course Outcomes | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | |
| C01 | Examine and appreciate the role played by sociocultural- economic contexts in defining women. | | | | P01 | |
| C02 | Be enlightened about the issues and concerns of the women writers of the developed and developing countries. | | | | P01, P02 | |
| C03 | Understand and appreciate the representation of female experience in literature | | | | P04, P06 | |
| C04 | Gain awareness of class, race and gender as social constructs and how they influence women’s lives. | | | | P04, P05, P06 | |
| C05 | Be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms. | | | | P03, P08 | |

Text Books(Latest Editions)

- Dutt, Toru. *Our Casuarina Tree*. In *Ancient Ballads and Legends of Hindustan*, Kegan Paul, Trench, 1882.
- Browning, Elizabeth Barrett. *How Do I Love Thee?* (Sonnet 43). In *Sonnets from the Portuguese*, Chapman & Hall, 1850.
- Sappho. *Hymn to Aphrodite*. Translated by Mary Barnard, University of California Press, 1958.
- Bhatt, Sujata. *Muliebrity*. In *Brunizem*, Carcanet Press, 1988.
- Wright, Judith. *Eve to Her Daughters*. In *Collected Poems 1942–1970*, Angus & Robertson, 1971.
- Woolf, Virginia. *A Room of One's Own*. Penguin Modern Classics, 2000.
- Chopin, Kate. *The Awakening*. Edited by Margo Culley, Norton Critical Editions, 1994.
- Alcott, Louisa May. *Little Women*. Edited by Anne Boyd Rioux, W. W. Norton & Company, 2014.
- Ambai. *In a Forest, a Deer*. Translated by Lakshmi Holmström, Katha, 2006.
- Pritam, Amrita. *The Stench of Kerosene*. In *Rupa Book of Short Stories*, Rupa Publications, 2003.
- Olsen, Tillie. *I Stand Here Ironing*. In *Tell Me a Riddle*, Delta/Seymour Lawrence, 1961.

References Books

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

- [?] Abrams, M.H., and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 11th ed., Cengage, 2015.
- [?] Showalter, Elaine. *A Literature of Their Own: British Women Novelists from Brontë to Lessing*. Princeton UP, 1977.
- [?] Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. Routledge, 1985.
- [?] Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. Yale UP, 1979.
- [?] Chakravarty, Radha. *Feminism and Contemporary Women Writers: Rethinking Subjectivity*. Routledge India, 2008.
- [?] Holmström, Lakshmi, ed. *The Inner Courtyard: Short Stories by Indian Women*. Rupa, 1990.
- [?] Meyer, Michael. *The Bedford Introduction to Literature: Reading, Thinking, Writing*. 10th ed., Bedford/St. Martin's, 2013.

Web Resources

- "Our Casuarina Tree by Toru Dutt." *PoemHunter*, www.poemhunter.com/poem/our-casuarina-tree/. Accessed 26 July 2025.
- "Sonnet 43: How Do I Love Thee? by Elizabeth Barrett Browning." *Poetry Foundation*, www.poetryfoundation.org/poems/43742. Accessed 26 July 2025.
- "Hymn to Aphrodite by Sappho." *Perseus Digital Library*, www.perseus.tufts.edu. Accessed 26 July 2025.
- "Muliebrity by Sujata Bhatt." *Academia.edu*, www.academia.edu. Accessed 26 July 2025.
- "Eve to Her Daughters by Judith Wright." *Australian Poetry Library*, www.poetrylibrary.edu.au/poets/wright-judith/eve-to-her-daughters-0151002. Accessed 26 July 2025.
- "Virginia Woolf – A Room of One's Own." *Project Gutenberg Australia*, www.gutenberg.net.au/ebooks02/0200791h.html. Accessed 26 July 2025.
- "The Awakening by Kate Chopin." *Project Gutenberg*, www.gutenberg.org/ebooks/160. Accessed 26 July 2025.
- "Kate Chopin Biography." *Biography.com*, www.biography.com/writer/kate-chopin. Accessed 26 July 2025.
- "Little Women by Louisa May Alcott." *Project Gutenberg*, www.gutenberg.org/ebooks/514. Accessed 26 July 2025.
- "Louisa May Alcott Biography." *The Paris Review*, www.theparisreview.org/blog/2020/12/14/a-life-in-letters-louisa-may-alcott/. Accessed 26 July 2025.
- "In a Forest, a Deer – Ambai." *Katha India*, www.katha.org. Accessed 26 July 2025.
- "The Stench of Kerosene – Amrita Pritam." *Indian Literature*, Sahitya Akademi Archives, www.sahitya-akademi.gov.in. Accessed 26 July 2025.
- "I Stand Here Ironing by Tillie Olsen." *American Literature*, americanliterature.com/author/tillie-olsen/short-story/i-stand-here-ironing. Accessed 26 July 2025.

| Mapping with Programme Outcomes: | | | | | | | | | | |
|---|-----|-----|------|------|------|------|------|-----|-----|------|
| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| Mapping with Programme Specific Outcomes | | | | | | | | | | |
| CO /PO | | | PS01 | PS02 | PS03 | PS04 | PS05 | | | |
| 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 | | | |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – V****CORE COURSE – X (CC) INDIAN WRITING IN TRANSLATION**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|--|---------|--------------|----------|----------|-------|
| Core Course – XI (CC) Indian Writing in Translation – 23U5EN11 | 4 | 4 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| L01 | To introduce the students to the polyphony of modern Indian writing in translation |
| L02 | To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions. |
| L03 | To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives. |
| L04 | To explore images in literary productions that express the writers sense of their society. |
| L05 | To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works. |

Details

| | | |
|---------------------------|-------------------------|--|
| UNIT I | Classical Poetry | |
| | Kalidasa | - Canto I - A Description of the Summer from Ritu Sanhara |
| | Thiruvalluvar | - Chapter 32 - Not Doing Evil Chapter 40 - Learning Chapter 79 – Friendship (from Thirukkural) |
| UNIT II | Modern Poetry | |
| | Rabindranath Tagore | - Far below flowed Jamuna (from Fruit gathering) |
| | Sarojini Naidu | - The Soul's Prayer |
| | Nissim Ezekiel | - The Railway Clerk |
| | A.K. Ramanujam | - The Striders |
| | Kamala Das | - Forest Fire |
| UNIT III | Drama | |
| | Girish Karnad | - Nagamandala (Kannada - English) |
| UNIT IV Novel | | |
| | T.S. Pillai | - Chemmeen |
| UNIT V Short Story | | |
| | B.K. Bhattacharya | - The Golden Goddess (Assamese) |
| | Himanshu Vohra | - A Member of the Family (Gujarathi) |
| | Vasudha Mane | - The Purple Hazel (Marathi) |

Course Outcomes

| Course Outcomes | On completion of this course, students will; | |
|-----------------|---|---------------|
| C01 | Understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions | PO1 |
| C02 | Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives. | PO1, PO2 |
| C03 | Learn to explore images in literary productions that express the writers' sense of their society. | PO4, PO6 |
| C04 | Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works. | PO4, PO5, PO6 |
| C05 | Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation | PO3, PO8 |

Text Books(Latest Editions)

- Kālidāsa. *Ritusamhara: An Assembly of Seasons*. Translated by R.S. Pandit, The National Information and Publications Ltd., Bombay, 1947.
- Thiruvalluvar. *Thirukkural*. Translated by G.U. Pope, Asian Educational Services, 2000.
 - Chapters:
 - Chapter 32 – Not Doing Evil, Chapter 40 – Learning, Chapter 79 – Friendship
- Tagore, Rabindranath. *Fruit Gathering*. Macmillan, 1916.
 - Poem: “Far Below Flowed Jamuna”
- Naidu, Sarojini. *The Golden Threshold*. William Heinemann, 1905.
 - Poem: “The Soul's Prayer”
- Ezekiel, Nissim. “The Railway Clerk.” In *Collected Poems (1952–1988)*, Oxford University Press, 1989.
- Ramanujan, A.K. “The Striders.” In *The Striders: Poems*, Oxford University Press, 1966.
- Das, Kamala. “Forest Fire.” In *Summer in Calcutta*, Everest Press, 1965.
- Karnad, Girish. *Nagamandala: Play with a Cobra*. Translated by the author from Kannada, Oxford University Press, 1990.
- Pillai, Thakazhi Sivasankara. *Chemmeen*. Translated by Anita Nair, Harper Perennial, 2011.
- Bhattacharya, B.K. “The Golden Goddess.” In *Contemporary Indian Short Stories*, Sahitya Akademi, 1990.
- Vohra, Himanshu. “A Member of the Family.” In *Indian Short Stories*, Sahitya Akademi, 1991.
- Mane, Vasudha. “The Purple Hazel.” In *Indian Women Short Story Writers*, Sahitya Akademi, 1995.

References Books

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

- ② Iyengar, K.R. Srinivasa. *Indian Writing in English*. Sterling Publishers, 1985.
- ② Mehrotra, Arvind Krishna, ed. *An Illustrated History of Indian Literature in English*. Permanent Black, 2003.
- ② Nair, Anita. *Translating India: Personal Essays on the Craft of Translation*. HarperCollins India, 2013.
- ② Dharwadker, Vinay. *The Collected Essays of A.K. Ramanujan*. Oxford University Press, 1999.
- ② Nandy, Ashis. *The Intimate Enemy: Loss and Recovery of Self Under Colonialism*. Oxford University Press, 1983.
- ② Chaudhuri, Rosinka. *Literature and Nation: Britain and India 1800–1990*. Routledge India, 2011.
- ② King, Bruce. *Modern Indian Poetry in English*. Oxford University Press, 2005.
- ② Naik, M.K. *A History of Indian English Literature*. Sahitya Akademi, 1982.

Web Resources

- "Canto 1: Summer from Ritusamharam (The Gathering of the Seasons) by Kālidasa." *From Troubles of The World*, 1 Nov. 2019, fromtroublesofthisworld.wordpress.com/2019/11/02/canto-1-summer-from-ritusamharam-the-gathering-of-the-seasons-by-kalidasa/.
- “Ritusamhara by Kalidasa.” *Sanskrit Documents*, www.sanskritdocuments.org. Accessed 26 July 2025.
- “Thirukkural – English Translation by G.U. Pope.” *Project Madurai*, www.projectmadurai.org. Accessed 26 July 2025.
- “Fruit-Gathering by Rabindranath Tagore.” *Internet Archive*, archive.org/details/fruitgathering00tagorich. Accessed 26 July 2025.
- “The Golden Threshold – Sarojini Naidu.” *Poetry Foundation*, www.poetryfoundation.org/poets/sarojini-naidu. Accessed 26 July 2025.
- “Collected Poems of Nissim Ezekiel.” *Poetry International*, www.poetryinternational.org. Accessed 26 July 2025.
- “Kamala Das – Forest Fire.” *Poem Hunter*, www.poemhunter.com. Accessed 26 July 2025.
- “Girish Karnad – Nagamandala.” *Oxford UP India*, global.oup.com. Accessed 26 July 2025.
- “Introduction to Girish Karnad.” *Literary Yard*, www.literaryyard.com. Accessed 26 July 2025.
- “Chemmeen – Overview and Translation.” *HarperCollins India*, www.harpercollins.co.in. Accessed 26 July 2025.
- “Thakazhi Sivasankara Pillai Biography.” *Kerala Sahitya Akademi*, www.keralasahityaakademi.org. Accessed 26 July 2025.

| Mapping with Programme Outcomes: | | | | | | | | | | |
|---|-----|-----|------|------|------|------|------|-----|-----|------|
| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| Mapping with Programme Specific Outcomes | | | | | | | | | | |
| CO /PO | | | PS01 | PS02 | PS03 | PS04 | PS05 | | | |
| C01 | | | 3 | 3 | 3 | 3 | 3 | | | |
| C02 | | | 3 | 3 | 3 | 3 | 3 | | | |
| C03 | | | 3 | 3 | 3 | 3 | 3 | | | |
| C04 | | | 3 | 3 | 3 | 3 | 3 | | | |
| C05 | | | 3 | 3 | 3 | 3 | 3 | | | |
| Weightage | | | 15 | 15 | 15 | 15 | 15 | | | |
| Weighted percentage of Course Contribution to Pos | | | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | | | |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE

(Effective for those admitted from 2023-2024 onwards)

SEMESTER – V

CORE COURSE – X (CC) PROJECT WITH VIVA VOCE

| COURSE | Credits | Hours / week | Internal | External | Total |
|--|---------|--------------|----------|----------|-------|
| Core Course – XII (CC) Project with Viva Voce – 23U5EN12 | 4 | 6 | 25 | 75 | 100 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – V****MAJOR BASED ELECTIVE COURSE–I INTRODUCTION TO COMPARATIVE LITERATURE**

| COURSE & Code | | Credits | Hours / week | Internal | External | Total |
|--|--|---------|-------------------|----------|---------------|-------|
| Major Based Elective Course – I Introduction to Comparative Literature – 23U5ENMBE1 | | 3 | 4 | 25 | 75 | 100 |
| Learning Objectives | | | | | | |
| L01 | To attain a broad knowledge of various literary traditions both in their pecificity and interrelation. | | | | | |
| L02 | To interpret a literary text or other cultural artifact in a non-native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas. | | | | | |
| L03 | To cultivate a complex, transdisciplinary understanding and appreciation of literary texts from a variety of different traditions, genres, periods, and areas. | | | | | |
| L04 | To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural. | | | | | |
| L05 | To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in comparative contexts. | | | | | |
| Details | | | | | | |
| UNIT I | Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The French and American Schools of Comparative Literature. | | | | | |
| UNIT III | Influence and Imitation | | | | | |
| UNIT III | Genre Studies | | | | | |
| UNIT IV | Thematology. | | | | | |
| UNIT V | Comparative Study of Shelley and Bharathi | | | | | |
| | Shelley | - | Ode to Liberty | | | |
| | | - | Queen Mab | | | |
| | | - | Love’s Philosophy | | | |
| | Subramaniya Bharathi | - | Bharath Country | | | |
| | | - | Worship of Sun | | | |
| | | - | Kannan My Servant | | | |
| Course Outcomes | | | | | | |
| Course Outcomes | On completion of this course, students will; | | | | | |
| C01 | Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.) | | | | P01 | |
| C02 | Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dynamic intersections of power, peoples, and aesthetic practices. | | | | P01, P02 | |
| C03 | Use critical terminology and interpretive methods drawn fr specific 20 th –and 21 st century comparative and critical theories from multiple disciplines. | | | | P04, P06 | |
| C04 | Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreign languages. | | | | P04, P05, P06 | |
| C05 | Master a variety of theoretical and methodological approaches to texts and adopt them for comparative textual studies able to go beyond simply mechanical applications. | | | | P03, P08 | |

| Text Books(Latest Editions) | | | | | | | | | | |
|--|------|-----|------|-----|------|-----|------|-----|------|------|
| ➤ Weisstein, Ulrich. <i>Comparative Literature and Literary Theory</i> . India University Press, 1974. | | | | | | | | | | |
| References Books (Latest editions, and the style as given below must be strictly adhered to) | | | | | | | | | | |
| ➤ Bassnett, Susan. <i>Reflections on Comparative Literature</i> . Routledge, 2018. ➤ Damrosch, David. <i>What Is World Literature?</i> Princeton University Press, 2003. ➤ Bernheimer, Charles, ed. <i>Comparative Literature in the Age of Multiculturalism</i> . Johns Hopkins University Press, 1995. ➤ George, K.M. <i>Comparative Indian Literature</i> . Macmillan India, 1984. | | | | | | | | | | |
| Web Resources | | | | | | | | | | |
| ➤ “Comparative Literature.” <i>Stanford Encyclopedia of Philosophy</i> , https://plato.stanford.edu/entries/comparative-literature/ . Accessed 26 July 2025. ➤ “French School vs. American School of Comparative Literature.” <i>Comparative Literature Studies Journal</i> , https://cls.psu.edu/ . Accessed 26 July 2025. ➤ “Intertextuality and Influence.” <i>Literary Theory and Criticism</i> , https://literariness.org/ . Accessed 26 July 2025. ➤ “Genre Theory: An Overview.” <i>Purdue OWL</i> , https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_genres/ . Accessed 26 July 2025. ➤ “Percy Bysshe Shelley: Biography & Works.” <i>Poetry Foundation</i> , www.poetryfoundation.org/poets/percy-bysshe-shelley . Accessed 26 July 2025. ➤ “Subramania Bharathi: Life and Works.” <i>Bharathiar University Portal</i> , www.b-u.ac.in . Accessed 26 July 2025. | | | | | | | | | | |
| Mapping with Programme Outcomes: | | | | | | | | | | |
| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| Mapping with Programme Specific Outcomes | | | | | | | | | | |
| CO /PO | PS01 | | PS02 | | PS03 | | PS04 | | PS05 | |
| C01 | 3 | | 3 | | 3 | | 3 | | 3 | |
| C02 | 3 | | 3 | | 3 | | 3 | | 3 | |
| C03 | 3 | | 3 | | 3 | | 3 | | 3 | |
| C04 | 3 | | 3 | | 3 | | 3 | | 3 | |
| C05 | 3 | | 3 | | 3 | | 3 | | 3 | |
| Weightage | 15 | | 15 | | 15 | | 15 | | 15 | |
| Weighted percentage of Course Contribution to Pos | 3.0 | | 3.0 | | 3.0 | | 3.0 | | 3.0 | |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – V****MAJOR BASED ELECTIVE COURSE – II MASS COMMUNICATION AND JOURNALISM**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|--|---------|--------------|----------|----------|-------|
| Major Based Elective Course – II Mass Communication and Journalism – 23U5ENMBE2 | 3 | 4 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| L01 | To impart the basic knowledge of Mass communication & Journalism and related areas of studies. |
| L02 | To develop the learner into competent and efficient Media & Entertainment Industry ready professionals. |
| L03 | To empower learners by communication, professional and life skills. |
| L04 | To develop the ability to structure Essays. |
| L05 | To enable the students to learn copy- editing. |

Details

| | |
|-----------------|---|
| UNIT I | Mass Communication in India, Print Medium, Audio- Visual Media |
| UNIT II | News Agencies, News and its Dissemination, Feature and Feature Writing, Opinion Pieces |
| UNIT III | Advertising, Press and Public relations |
| UNIT IV | Press Council, Freedom of the Press, Press and Law |
| UNIT V | Preparation for a Career, Research in Journalism, Planning and Publicity Campaigns. Blog, Online Journalism, Photo Journalism |

Course Outcomes

| Course Outcomes | On completion of this course, students will; |
|-----------------|---|
| C01 | Students would be able to enhance understanding of the origin and of the print, electronic and web media. Electronic and web media. PO1 |
| C02 | Students would be able to inculcate the knowledge of growth of print, electronic and web PO1, PO2 |
| C03 | Students would be able to understand the significance of speech Communication. PO4, PO6 |
| C04 | Students explore journals. PO4, PO5, PO6 |
| C05 | Students would find research gaps. PO3, PO8 |

Text Books(Latest Editions)

- D.S.Mehta, *Mass Communication and Journalism in India*, Allied Publishers Ltd, New Delhi. 2014.

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

- McQuail, Denis. *McQuail's Mass Communication Theory*. 6th ed., Sage, 2010.
- Vivian, John. *The Media of Mass Communication*. 12th ed., Pearson Education, 2012.
- Boyd-Barrett, Oliver, and Thussu, Daya Kishan. *Media and Development: Issues and Challenges in the Global Era*. Sage, 2018.

- Baran, Stanley J., and Dennis K. Davis. *Mass Communication Theory: Foundations, Ferment, and Future*. Cengage Learning, 2014.
- Sharma, Diwakar. *Mass Communication: Theory and Practice in the 21st Century*. Deep & Deep Publications, 2004.

Web Resources

- “Mass Communication.” *National Institute of Open Schooling*, <https://nios.ac.in>. Accessed 26 July 2025.
- “Press in India 2023 Report.” *Registrar of Newspapers for India*, <https://rni.nic.in>. Accessed 26 July 2025.
- “Writing Features: A Guide.” *BBC Academy*, <https://www.bbc.co.uk/academy>. Accessed 26 July 2025.
- “Associated Press Handbook.” *AP Newsroom*, <https://www.ap.org>. Accessed 26 July 2025.
- “Advertising and PR Resources.” *Advertising Educational Foundation*, <https://www.aef.com>. Accessed 26 July 2025.
- “Public Relations Society of India.” *PRSI Official Portal*, <https://prsi.in>. Accessed 26 July 2025.
- “Press Council of India.” *PCI Official Site*, <https://presscouncil.nic.in>. Accessed 26 July 2025.
- “Freedom of the Press.” *Reporters Without Borders*, <https://rsf.org/en>. Accessed 26 July 2025.
- “Digital Journalism.” *Knight Center for Journalism*, <https://journalismcourses.org>. Accessed 26 July 2025.
- “Photojournalism Ethics and Guidelines.” *National Press Photographers Association*, <https://nppa.org>. Accessed 26 July 2025.
- “Careers in Journalism.” *Media Career Guide*, <https://www.media-match.com>. Accessed 26 July 2025.

Mapping with Programme Outcomes:

| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

Mapping with Programme Specific Outcomes

| CO /PO | PS01 | PS02 | PS03 | PS04 | PS05 |
|---|------|------|------|------|------|
| C01 | 3 | 3 | 3 | 3 | 3 |
| C02 | 3 | 3 | 3 | 3 | 3 |
| C03 | 3 | 3 | 3 | 3 | 3 |
| C04 | 3 | 3 | 3 | 3 | 3 |
| C05 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE

(Effective for those admitted from 2023-2024 onwards)

SEMESTER – V

SKILL ENHANCEMENT COURSE SEC - VI NAAN MUDHALVAN

| COURSE | Credits | Hours / week | Internal | External | Total |
|--|----------------|-------------------------|-----------------|-----------------|--------------|
| Skill Enhancement Course SEC - VI Naan Mudhalvan | 2 | 2 | 25 | 75 | 100 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE

(Effective for those admitted from 2023-2024 onwards)

SEMESTER – V

FIELD VISIT – CREATIVE WRITING

| COURSE | Credits | Hours / week | Internal | External | Total |
|--------------------------------|----------------|-------------------------|-----------------|-----------------|--------------|
| Field Visit – Creative Writing | 2 | | | | |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – VI****CORE COURSE – XIII (CC) INTRODUCTION TO LITERARY THEORY AND CRITICISM**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|--|---------|--------------|----------|----------|-------|
| Core Course – XIII (CC) Introduction to Literary Theory and Criticism-23U6EN13 | 4 | 6 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| L01 | To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas. |
| L02 | To equip learners with ideas related to the theory and criticism of literary texts. |
| L03 | To intensify students' proficiency in the skills at the heart of a liberal education |
| L04 | To help them think critically about a range of literary theories. |
| L05 | To emphasize learners on the careful reading of primary theoretical texts, with attention as well to historical and social contexts. |

Details

| | |
|-----------------|--|
| UNIT I | Introduction to Roman Criticism and Greek Criticism |
| UNIT II | Introduction to English Criticism |
| UNIT III | Legislative criticism - Pragmatic criticism - Judicial criticism - Biographical criticism Historical criticism |
| UNIT IV | Comparative criticism - Inductive criticism – Ecocriticism - Psychoanalytic criticism Sociological criticism - Marxist criticism - Russian formalism - New Criticism - Feminist criticism - |
| UNIT V | Archetypal criticism - Structuralist criticism - Poststructuralist criticism - Reader-response criticism - Phenomenological criticism - Postcolonial criticism - Cognitive criticism - New Historicism |

Course Outcomes

| Course Outcomes | On completion of this course, students will; |
|-----------------|---|
| C01 | Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories |
| C02 | Demonstrate an understanding of key concepts in literary Theory |
| C03 | Explain to others the meaning, significance, and value of specific literary theoretical works. |
| C04 | Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments. |
| C05 | Use literary theoretical concepts to develop your own interpretations of literary texts. |

Text Books(Latest Editions)

- Ashok, Padmaja. *A Companion to Literary Criticism*. Orient Black Swan, 2017.

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

- Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. Oxford UP, 1953.
- Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford UP, 2006.
- Leitch, Vincent B., ed. *The Norton Anthology of Theory and Criticism*. 3rd ed., Norton, 2018.

- Lodge, David, and Nigel Wood, eds. *Modern Criticism and Theory: A Reader*. 3rd ed., Routledge, 2008.
- Selden, Raman, et al. *A Reader's Guide to Contemporary Literary Theory*. 5th ed., Routledge, 2005.

Web Resources

- “Poetics by Aristotle.” *Internet Classics Archive*, <http://classics.mit.edu/Aristotle/poetics.html>. Accessed 26 July 2025.
- “Horace's *Ars Poetica*.” *Perseus Digital Library*, <https://www.perseus.tufts.edu>. Accessed 26 July 2025.
- “English Literary Criticism.” *Literary Encyclopedia*, <https://www.litencyc.com>. Accessed 26 July 2025.
- “History of English Criticism.” *Britannica*, <https://www.britannica.com>. Accessed 26 July 2025.
- “Biographical Criticism.” *Purdue OWL*, <https://owl.purdue.edu>. Accessed 26 July 2025.
- “Historical Literary Criticism.” *University of Illinois Library*, <https://guides.library.illinois.edu>. Accessed 26 July 2025.
- “Psychoanalytic Criticism.” *Literary Theory and Schools of Criticism*, Purdue OWL, https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism.html. Accessed 26 July 2025.
- “Ecocriticism.” *Interdisciplinary Studies in Literature and Environment (ISLE)*, <https://academic.oup.com/isle>. Accessed 26 July 2025.
- “Feminist Literary Criticism.” *Stanford Encyclopedia of Philosophy*, <https://plato.stanford.edu>. Accessed 26 July 2025.
- “Reader-Response Criticism.” *Literary Theory*, Purdue OWL, <https://owl.purdue.edu>. Accessed 26 July 2025.
- “New Historicism.” *Literary Terms*, <https://literaryterms.net>. Accessed 26 July 2025.
- “Cognitive Literary Studies.” *Cognitive Criticism Resource Site*, <https://coglit.uw.edu>. Accessed 26 July 2025.

Mapping with Programme Outcomes:

| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

Mapping with Programme Specific Outcomes

| CO /PO | PS01 | PS02 | PS03 | PS04 | PS05 |
|--|------------|------------|------------|------------|------------|
| C01 | 3 | 3 | 3 | 3 | 3 |
| C02 | 3 | 3 | 3 | 3 | 3 |
| C03 | 3 | 3 | 3 | 2 | 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 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – VI****CORE COURSE – XIV (CC) SHAKESPEARE STUDIES**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|---|---------|--------------|----------|----------|-------|
| Core Course – XIV (CC) Shakespeare Studies - 23U6EN14 | 4 | 6 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| L01 | To facilitate learners with a deeper understanding of Shakespeare's drama by reading a range of his plays from a variety of different critical perspectives |
| L02 | To provide learners with an overview of Shakespeare's historical and political contexts |
| L03 | To help learners gain an appreciation of Shakespeare's dramatic practice through close readings of the plays themselves |
| L04 | To help them view the plays in performance either by visiting current theatre productions or by watching film versions |
| L05 | To equip learners with a good working knowledge of both Shakespeare's drama and Shakespeare criticism |

Details

| | | | |
|-----------------|---------------------|---|----------------------------------|
| UNIT I | Sonnets | - | Sonnet 18, 27, 98, 106, 116, 130 |
| UNIT II | Comedy | - | Merchant of Venice |
| UNIT III | Tragedy | - | King Lear |
| UNIT IV | History Play | - | Richard II |
| UNIT V | Dark Comedy | - | Measure for Measure |

Course Outcomes

| Course Outcomes | On completion of this course, students will; |
|-----------------|---|
| C01 | Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed PO1 |
| C02 | Show evidence of wider reading and a knowledge of Shakespeare scholarship. PO1, PO2 |
| C03 | Articulate ideas that identify, analyze and communicate principles and concepts of the plays discussed, while considering competing points of view PO4, PO6 |
| C04 | Undertake research to demonstrate detailed knowledge of theories and concepts in Shakespeare studies as applied to the plays discussed. PO4, PO5, PO6 |
| C05 | Engage critically with both primary and secondary texts to develop informed opinions and make incisive interpretations PO3, PO8 |

Text Books(Latest Editions)

- Shakespeare, William. *Shakespeare's Sonnets*. Edited by Katherine Duncan-Jones, Arden Shakespeare, Bloomsbury, 2010.
- Shakespeare, William. *The Merchant of Venice*. Edited by John Drakakis, Arden Shakespeare, Bloomsbury, 2010.
- Shakespeare, William. *King Lear*. Edited by R. A. Foakes, Arden Shakespeare, Bloomsbury, 2004.
- Shakespeare, William. *Richard II*. Edited by Charles R. Forker, Arden Shakespeare, Bloomsbury, 2002.
- Shakespeare, William. *Measure for Measure*. Edited by J. W. Lever, Arden Shakespeare, Bloomsbury, 2006.

References Books

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

- Greenblatt, Stephen. *Will in the World: How Shakespeare Became Shakespeare*. W. W. Norton, 2004.
- Bradley, A. C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. Macmillan, 1904.
- Bloom, Harold. *Shakespeare: The Invention of the Human*. Riverhead Books, 1998.
- Wells, Stanley, and Gary Taylor, eds. *The Oxford Shakespeare: The Complete Works*. 2nd ed., Oxford UP, 2005.
- McDonald, Russ. *Shakespeare and the Arts of Language*. Oxford UP, 2001.
- Dollimore, Jonathan. *Radical Tragedy: Religion, Ideology and Power in the Drama of Shakespeare and His Contemporaries*. Duke UP, 2004.
- Kastan, David Scott. *A Will to Believe: Shakespeare and Religion*. Oxford UP, 2014.

Web Resources

- “The Complete Works of William Shakespeare.” *MIT Shakespeare*, <https://shakespeare.mit.edu>. Accessed 26 July 2025.
- “Shakespeare's Plays.” *Folger Shakespeare Library*, <https://www.folger.edu/shakespeare>. Accessed 26 July 2025.
- “Shakespeare's Sonnets.” *Poetry Foundation*, <https://www.poetryfoundation.org/poets/william-shakespeare>. Accessed 26 July 2025.
- “The Shakespeare Resource Center.” *Shakespeare Online*, <https://www.shakespeare-online.com>. Accessed 26 July 2025.
- Sonnet 116 & others: “Shakespeare's Sonnets.” *The British Library*, <https://www.bl.uk/works/shakespeares-sonnets>. Accessed 26 July 2025.
- Richard II: “Richard II and the Idea of Kingship.” *Shakespeare Birthplace Trust*, <https://www.shakespeare.org.uk>. Accessed 26 July 2025.
- Measure for Measure: “Measure for Measure.” *Royal Shakespeare Company*, <https://www.rsc.org.uk/measure-for-measure/>. Accessed 26 July 2025.

Mapping with Programme Outcomes:

| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

Mapping with Programme Specific Outcomes

| CO /PO | PS01 | PS02 | PS03 | PS04 | PS05 |
|---|------|------|------|------|------|
| C01 | 3 | 3 | 3 | 3 | 3 |
| C02 | 3 | 3 | 3 | 3 | 3 |
| C03 | 3 | 3 | 3 | 2 | 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 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – VI****CORE COURSE – XV (CC) MODERN ENGLISH GRAMMAR AND COMPOSITION**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|--|---------|--------------|----------|----------|-------|
| Core Course – XV (CC) Modern English Grammar and Composition - 23U6EN15 | 4 | 6 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| L01 | To make the students understand the importance of grammar in language learning. |
| L02 | To create awareness to gain knowledge of types of clauses. |
| L03 | To help Identify types of sentences based on functionality and structure |
| L04 | To acquaint students with grammatical items so as to understand the piece of writings to comprehend the meaning from them and also to translate it in their mother-tongue |
| L05 | To help prepare them to write essays to express their views on particular situations, issues etc. |

Details**UNIT I The Parts of Your Speech**

Classification of Nouns

Nouns: Number

Articles

Nouns: Gender

Pronouns and Person

Adjectives

Possessive Forms of Nouns

Possessive Adjectives and Possessive Pronouns

Demonstratives

Numerals and Numeral Adjectives

Adverbs and Adverbials (Prepositional Phrases)

Conjunctions

Interjections

UNIT II To Be or Not To Be

Forms of 'be'

Subject and Predicate

Agreement or Concord

The Function of 'be'

Other Linking-Verbs

Negative Sentences with 'be'

Negative Sentences with other Linking Verbs

Questions (Interrogative Sentences) with Answers 'Yes' or 'No'

Yes/No Questions with other Linking Verbs

Information Questions

Alternative Questions

Tag Questions

Complements and Adjuncts

Punctuation

Paragraph-writing

Some Useful Expressions

| | |
|-----------------|--|
| UNIT III | Your Past, Present and Future Transitive and Intransitive Verbs Transitive Verbs with Two Objects Actives and Passives Reflexive Forms Tenses The Present Perfect and the Simple Past The Past Continuous and the Past Perfect The Present Perfect Continuous and the Past Perfect Continuous |
| Unit IV | To Work is to Worship Sentences and Clauses Noun Clauses Reported Speech Adjective Clauses and their Abridgement Infinitives -ing Forms Conditional Clauses Conjunctions Concord |
| Unit V | Composition 381 Letter-writing 381 Précis and Comprehension Paraphrasing and Expansion Descriptive Writing and Essays |

Course Outcomes

| Course Outcomes | On completion of this course, students will; | |
|-----------------|---|---------------|
| C01 | Be able to understand the basic grammar structures of English language. | P01 |
| C02 | Understand the nuances for competitive exam. | P01, P02 |
| C03 | Develop their critical thinking, reading and writing skills.. | P04, P06 |
| C04 | Understand the appropriate associated with a formal letter. | P04, P05, P06 |
| C05 | Learn a variety of ways to express their ideas clearly and logically. | P03, P08 |

Text Books(Latest Editions)

- Krishnaswamy, N. *Modern English : A Book of Grammar, Usage and Composition*. Chennai: Trinity Press, 2016.

References Books

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

- [?] Swan, Michael. *Practical English Usage*. 4th ed., Oxford UP, 2016.
- [?] Leech, Geoffrey, et al. *English Grammar for Today: A New Introduction*. Palgrave Macmillan, 2001.
- [?] Greenbaum, Sidney, and Gerald Nelson. *An Introduction to English Grammar*. Routledge, 2009.
- [?] Quirk, Randolph, and Sidney Greenbaum. *A University Grammar of English*. Longman, 1973.
- [?] Eastwood, John. *Oxford Practice Grammar*. Oxford UP, 2004.
- [?] Hewings, Martin. *Advanced Grammar in Use*. 3rd ed., Cambridge UP, 2013.

Web Resources

- ? “English Grammar Guide.” *British Council Learn English*,
<https://learnenglish.britishcouncil.org/grammar>. Accessed 26 July 2025.
- ? “English Grammar Today.” *Cambridge Dictionary*, <https://dictionary.cambridge.org/grammar/>.
Accessed 26 July 2025.
- ? “Grammar and Punctuation.” *Purdue OWL*, Purdue University,
https://owl.purdue.edu/owl/general_writing/grammar/index.html. Accessed 26 July 2025.
- ? “English Grammar.” *Grammarly Handbook*,
<https://www.grammarly.com/blog/category/handbook/grammar/>. Accessed 26 July 2025.
- ? “BBC Learning English – Grammar.” *BBC Learning English*,
<https://www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-1/tab/grammar>. Accessed 26 July 2025.
- ? “English Composition and Writing Skills.” *Excelsior Online Writing Lab (OWL)*,
<https://owl.excelsior.edu>. Accessed 26 July 2025.

Mapping with Programme Outcomes:

| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

Mapping with Programme Specific Outcomes

| CO /PO | PS01 | PS02 | PS03 | PS04 | PS05 |
|--|------------|------------|------------|------------|------------|
| C01 | 3 | 3 | 3 | 3 | 3 |
| C02 | 3 | 3 | 3 | 3 | 3 |
| C03 | 3 | 3 | 3 | 3 | 3 |
| C04 | 3 | 3 | 3 | 3 | 3 |
| C05 | 3 | 3 | 3 | 3 | 3 |
| Weightage | 15 | 15 | 15 | 15 | 15 |
| Weighted percentage of Course Contribution to Pos | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – VI****MAJOR BASED ELECTIVE COURSE – II ART & LITERARY AESTHETICS**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|---|---------|--------------|----------|----------|-------|
| Major Based Elective Course – II Art & Literary Aesthetics-23U6ENMBE3 | 3 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|--|
| L01 | To introduce the multidisciplinary of Art and Literary Studies. |
| L02 | To gain an understanding of various movements in art history. |
| L03 | To help students find relevant and associative ideas. |
| L04 | To engage with works of art that directly refer to literary works and also draw inspiration from it. |
| L05 | To recognize how all forms of art is part of a continuum. |

Details

| | | | |
|-----------------|---|--------|---|
| UNIT I | M. Hiriyanna | - | The Main Aspects of Indian Aesthetics |
| UNIT II | Rabindranath Tagore | - | Sakuntala: Its Inner Meanings |
| UNIT III | Mulk Raj Anand Sri Aurobindo | - - | The Aesthetic Hypothesis The Soul of Poetic Delight and Beauty |
| UNIT IV | Pre-Raphaelite movement – Painting movement – Expressionism – Surrealism – Cubism | | |
| UNIT V | Cinema Angels & Demons | - | Directed by Ron Howard |

Course Outcomes

| Course Outcomes | On completion of this course, students will; | |
|-----------------|---|---------------|
| C01 | The student will be able to engage with literature in a broader, educated perspective. | P01 |
| C02 | The student will be able to think with greater originality and independence about the complex interrelationship between different art forms. | P01, P02 |
| C03 | The student will be trained to engage sensitively and intelligently in new readings of literature. | P04, P06 |
| C04 | The course develops an understanding of the co- relation between literature, film, music and painting and encourages ways of reading and seeing which deliver insights into literary texts. | P04, P05, P06 |
| C05 | Initiate students to implement the multidisciplinary scope of art and literary studies. | P03, P08 |

Text Books(Latest Editions)

- Sethuraman V S. *Indian Aesthetics*, Trinity Press, Chennai, 2017.

| References Books (Latest editions, and the style as given below must be strictly adhered to) | | | | | | | | | | |
|--|------|-----|------|-----|------|-----|------|-----|------|------|
| <ul style="list-style-type: none"> ➤ [?] Coomaraswamy, Ananda K. <i>The Dance of Śiva: Essays on Indian Art and Culture</i>. Dover Publications, 2003. ➤ [?] Dissanayake, Ellen. <i>Art and Intimacy: How the Arts Began</i>. University of Washington Press, 2000. ➤ [?] Read, Herbert. <i>A Concise History of Modern Painting</i>. Thames & Hudson, 2002. ➤ [?] Honour, Hugh, and John Fleming. <i>A World History of Art</i>. 7th ed., Laurence King Publishing, 2009. ➤ [?] Arnason, H. Harvard, and Elizabeth C. Mansfield. <i>History of Modern Art: Painting, Sculpture, Architecture, Photography</i>. 7th ed., Pearson, 2012. | | | | | | | | | | |
| Web Resources | | | | | | | | | | |
| <ul style="list-style-type: none"> ➤ [?] “Indian Aesthetics and Rasas.” <i>Centre for Cultural Resources and Training</i>, Government of India, https://ccrtindia.gov.in/indian-aesthetics/. Accessed 26 July 2025. ➤ [?] “Pre-Raphaelite Brotherhood.” <i>Tate Museum</i>, https://www.tate.org.uk/art/art-terms/p/pre-raphaelite. Accessed 26 July 2025. ➤ [?] “Surrealism Movement Overview.” <i>The Art Story Foundation</i>, https://www.theartstory.org/movement/surrealism/. Accessed 26 July 2025. ➤ [?] “Expressionism.” <i>MoMA Learning</i>, Museum of Modern Art, https://www.moma.org/learn/moma_learning/themes/expressionism/. Accessed 26 July 2025. ➤ [?] “Cinema and Visual Aesthetics.” <i>Senses of Cinema</i>, https://www.sensesofcinema.com. Accessed 26 July 2025. ➤ [?] “Film Aesthetics and Visual Analysis.” <i>Filmsite.org</i>, https://www.filmsite.org. Accessed 26 July 2025. | | | | | | | | | | |
| Mapping with Programme Outcomes: | | | | | | | | | | |
| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |
| Mapping with Programme Specific Outcomes | | | | | | | | | | |
| CO /PO | PS01 | | PS02 | | PS03 | | PS04 | | PS05 | |
| C01 | 3 | | 3 | | 3 | | 3 | | 3 | |
| C02 | 3 | | 3 | | 3 | | 3 | | 3 | |
| C03 | 3 | | 3 | | 3 | | 3 | | 3 | |
| C04 | 3 | | 3 | | 3 | | 3 | | 3 | |
| C05 | 3 | | 3 | | 3 | | 3 | | 3 | |
| Weightage | 15 | | 15 | | 15 | | 15 | | 15 | |
| Weighted percentage of Course Contribution to Pos | 3.0 | | 3.0 | | 3.0 | | 3.0 | | 3.0 | |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE**(Effective for those admitted from 2023-2024 onwards)****SEMESTER – VI****MAJOR BASED ELECTIVE COURSE – III COMMUNICATIVE ENGLISH**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|---|---------|--------------|----------|----------|-------|
| Major Based Elective Course – III Communicative English 23U6ENMBE4 | 3 | 5 | 25 | 75 | 100 |

Learning Objectives

| | |
|-----|---|
| L01 | To understand the basic fundamentals. |
| L02 | To imply different styles of communication. |
| L03 | To impart knowledge about the extempore communicative activities. |
| L04 | To dissect information. |
| L05 | To analyze texts. |

Details

| | |
|-----------------|---------------------------------------|
| UNIT I | Spelling Punctuation |
| UNIT II | Vocabulary Remedial Grammar |
| UNIT III | Letter Writing Report Writing |
| UNIT IV | Paraphrasing Precis Writing |
| UNIT V | Speech Writing Writing Biographies |

Course Outcomes

| Course Outcomes | On completion of this course, students will; |
|-----------------|---|
| C01 | Recall fundamental concepts of the four linguistic skills. PO1 |
| C02 | Apply different styles communication in professional context. PO1, PO2 |
| C03 | Participate in different planned and extempore communicative activities. PO4, PO6 |
| C04 | Interpret and discuss facts as well as information in each context. PO4, PO5, PO6 |
| C05 | Critique literary texts that develop an appreciation for human values. PO3, PO8 |

Text Books(Latest Editions)

- Communication Skills in English, Ed. Department of English, Osmania University, Hyderabad, Oxford university Press, Chennai, 1999

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

- ☐ Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 5th ed., Routledge, 2018.
- ☐ Hamp-Lyons, Liz, and Ben Heasley. *Study Writing: A Course in Written English for Academic Purposes*. Cambridge UP, 2006.

- [?] Leech, Geoffrey, and Jan Svartvik. *A Communicative Grammar of English*. 3rd ed., Routledge, 2002.
- [?] Gowers, Ernest. *The Complete Plain Words*. Penguin Books, 1986.
- [?] Quirk, Randolph, and Sidney Greenbaum. *A University Grammar of English*. Pearson Education, 1973.

Web Resources

- “Common Punctuation Marks.” *Purdue Online Writing Lab*, Purdue University, https://owl.purdue.edu/owl/general_writing/punctuation/index.html. Accessed 26 July 2025.
- “Spelling Rules and Patterns.” *BBC Bitesize*, <https://www.bbc.co.uk/bitesize/topics/z7fkjhv>. Accessed 26 July 2025.
- “Report Writing Skills.” *SkillsYouNeed*, <https://www.skillsyouneed.com/write/report-writing.html>. Accessed 26 July 2025.
- “Precis Writing.” *University of Sussex Learning Resources*, <https://www.sussex.ac.uk/learning/précis>. Accessed 26 July 2025.
- “Speech Writing.” *FutureLearn*, <https://www.futurelearn.com/info/courses/speech-writing>. Accessed 26 July 2025.
- “Vocabulary Development Tools.” *Merriam-Webster Learner’s Dictionary*, <https://www.learnersdictionary.com>. Accessed 26 July 2025.
- “Biographical Writing Guide.” *Read Write Think*, <https://www.readwritethink.org/classroom-resources/lesson-plans/writing-biographies>. Accessed 26 July 2025.

Mapping with Programme Outcomes:

| | P01 | P02 | P03 | P04 | P05 | P06 | P07 | P08 | P09 | P010 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| C01 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| C02 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 |
| C03 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| C04 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| C05 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

Mapping with Programme Specific Outcomes

| CO /PO | PS01 | PS02 | PS03 | PS04 | PS05 |
|---|------|------|------|------|------|
| C01 | 3 | 3 | 3 | 3 | 3 |
| C02 | 3 | 3 | 3 | 3 | 3 |
| C03 | 3 | 3 | 3 | 2 | 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 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE

(Effective for those admitted from 2023-2024 onwards)

SEMESTER – VI

SKILL ENHANCEMENT COURSE SEC - VII / NAAN MUDHALVAN

| COURSE | Credits | Hours / week | Internal | External | Total |
|---|----------------|-------------------------|-----------------|-----------------|--------------|
| Skill Enhancement Course SEC - VII / Naan Mudhalvan | 2 | 2 | 25 | 75 | 100 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE

(Effective for those admitted from 2023-2024 onwards)

**SEMESTER – VI
GENDER STUDIES**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|--------------------------|----------------|-------------------------|-----------------|-----------------|--------------|
| Gender Studies – 23U6GS | 1 | 2 | 25 | 75 | 100 |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE

(Effective for those admitted from 2023-2024 onwards)

**SEMESTER – VI
EXTENSION ACTIVITY**

| COURSE & Code | Credits | Hours / week | Internal | External | Total |
|--------------------------|----------------|-------------------------|-----------------|-----------------|--------------|
| Extension Activity | 1 | | | | |

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE

(Effective for those admitted from 2023-2024 onwards)

SEMESTER – II

SKILL ENHANCEMENT COURSE – I COMPUTER OPERATING SYSTEMS
(Re-appearance Students Only)

- Unit – I** : 1.1. Introduction
1.2. Knowing Computer
1.2.1. Characteristics of a Computer
1.2.2. Limitations of a Computer
1.2.3. Components of Hardware
- Unit II** : 2.1. Basics of Operating System
2.1.1. Definition
2.1.2. Functions of Operating Systems
2.1.3. Categories of Operating Systems
- Unit III** : 3.1. Windows Features
3.2. Start Up, Shut Down
3.3. Opening and Closing an Application
- Unit IV** : 4.1. Manipulating Windows
4.2. Saving
4.3. Printing
- Unit V** : 5.1. Deleting Files
5.2. Start Menu

Reference Book:

Soft Skills and Industry Awareness by ICT Academy of Tamilnadu.

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE

(Effective for those admitted from 2023-2024 onwards)

SEMESTER – III

SKILL ENHANCEMENT COURSE – III COMPUTER APPLICATIONS

- Unit – I** : 1.1. Word Processing
1.1.1. Launching Word
- Unit II** : 2.1. Word Processing Basics
2.2. The Quick access Toolbar
2.3. Opening a Document
- Unit III** : 3.1. Saving a Document
3.2. Formatting the text
3.3. Table Manipulation
- Unit IV** : 4.1. Using Spreadsheet
4.1.1. Elements of Electronics Spreadsheet
4.1.2. Manipulation of Cells
- Unit V** : 5.1. Formula and Function
5.2. Functions

Reference Book:

Soft Skills and Industry Awareness by ICT Academy of Tamilnadu.

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE

(Effective for those admitted from 2023-2024 onwards)

SEMESTER – IV

SKILL ENHANCEMENT COURSE – V TOURISM AND HOSPITALITY

(Re-appearance Students Only)

- Unit – I** : 1.1. Introduction
1.2. Tourism
1.2.1. Indian Market
1.2.2. Market Size
1.2.3. Investments
1.2.4. Government Initiatives
1.2.5. Types of Tourism
1.2.6. Opportunities
1.2.7. Benefits of Career
1.2.8. Road Ahead
- Unit II** : 2.1. Theme Parks
2.1.1. Facts on Indian Amusement Park Industry
2.1.2. Structure and Development of Amusement Park Sector
2.1.3. Tourism - Amusement Park
2.1.4. Recreation Industry - Amusement Park
- Unit III** : 3.1. Hotel Industry
3.1.1. Categorization of Hotels
3.1.2. Latest Developments
- Unit IV** : 4.1. Cruise Lines
4.1.1. India's Cruise Potential
4.1.2. Time for Domestic Cruising
4.1.3. Cruise Lines in India
- Unit V** : 5.1. Job Roles

Reference Book:

Soft Skills and Industry Awareness by ICT Academy of Tamilnadu.

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE

(Effective for those admitted from 2023-2024 onwards)

SEMESTER – V

**SKILL ENHANCEMENT COURSE – VI Communication and Interview Skills
(Re-appearance Students Only)**

- Unit – I** : 1.1. Communication Process
1.2. Types of Communications
1.3. Barriers of Effective Communication
- Unit II** : 2.1. Listening Skills
2.2. Importance of Tone of Voice
2.3. Voice Clarity
2.4. Verbal Expressiveness
2.5. Tips to Develop Communication Skills
- Unit III** : 3.1. Resume Writing
3.1.1. The Purpose of a Resume
3.1.2. How long should my resume be?
3.1.3. Types of Resume
3.1.4. Things to do
- Unit IV** : 4.1. Group Discussion
4.1.1. Types of Group Discussion
4.1.2. Discussion vs. Debate
4.1.3. Personality Traits
4.1.4. Advantages of Group Discussion
4.1.5. Dos & Don'ts
- Unit V** : 5.1. Interview Skills

Reference Book:

Soft Skills and Industry Awareness by ICT Academy of Tamilnadu.

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), KUMBAKONAM

Accredited with 'B++' Grade by NAAC & Affiliated to Bharathidasan University

B.A. ENGLISH LITERATURE

(Effective for those admitted from 2023-2024 onwards)

SEMESTER – VI

**SKILL ENHANCEMENT COURSE – VII Team Building & Leadership
(Re-appearance Students Only)**

- Unit – I** : 1.1. Introduction
1.2. Concept of Team
1.3. Types of Team
- Unit II** : 2.1. Team Development
2.2. Team Building
2.3. Team Effectiveness
- Unit III** : 3.1. Concept of Leadership
3.2. Importance of Leadership
- Unit IV** : 4.1. Leadership Styles
4.1.1. Autocratic Style
4.1.2. Democratic Style
4.1.3. Laissez-Faire Style
4.1.4. Continuum of Leader Behaviour
- Unit V** : 5.1. Functions of Leadership
5.2. Leadership Effectiveness
5.3. Qualities of an Effective Leader

Reference Book:

<https://egyankosh.ac.in/bitstream/123456789/12232/1/Unit-15.pdf>