

# MAZHARUL ULOOM COLLEGE (AUTONOMOUS)

(Established & Managed by the Ambur Muslim Educational Society)

Accredited by NAAC with Grade 'A' CGPA 3.23 in Cycle 3

Affiliated to Thiruvalluvar University, Vellore

Ambur 635802 (Tirupattur District)



## COURSE STRUCTURE & SYLLABUS

(For the Learners admitted from year 2025-2026 onwards)

**Course:** English

**SEMESTER III & IV**

| Level                         | Definition                                                                                                      | Key Actions                                                   |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| <b>K1 :<br/>Remembering</b>   | Ability to recall or recognize facts, terms, basic concepts, or answers without necessarily understanding them. | Retrieve, Memorize, Repeat, Define, Identify, Recognize       |
| <b>K2 :<br/>Understanding</b> | Comprehending the meaning of information, interpreting or translating knowledge into your own words.            | Explain, Describe, Summarize, Interpret, Paraphrase           |
| <b>K3 :<br/>Applying</b>      | Using knowledge in new situations, such as solving problems or applying theories to real-world situations.      | Use, Demonstrate, Implement, Calculate, Practice              |
| <b>K4 :<br/>Analyzing</b>     | Breaking information into parts to explore understandings and relationships; identifying motives or causes.     | Compare, Contrast, Categorize, Distinguish, Examine, Organize |
| <b>K5 :<br/>Evaluating</b>    | Making judgments based on criteria and standards, often involving checking and critiquing.                      | Judge, Critique, Justify, Assess, Prioritize, Recommend       |
| <b>K6 :<br/>Creating</b>      | Putting elements together to form a new coherent whole or original product.                                     | Design, Develop, Invent, Compose, Construct, Generate         |

| Semester            | Course Code | Course Category             | Hours / Week | Credits | Marks for Evaluation |     |       |
|---------------------|-------------|-----------------------------|--------------|---------|----------------------|-----|-------|
|                     |             |                             |              |         | CIA                  | ESE | Total |
| III                 | 25BLE30     | Part II English             | 6            | 3       | 25                   | 75  | 100   |
| <b>Course Title</b> |             | <b>General English -III</b> |              |         |                      |     |       |

| Learning Objectives |                                                                                                                |
|---------------------|----------------------------------------------------------------------------------------------------------------|
| <b>LO1</b>          | To develop Learners' appreciation of poetry, prose, and drama through prescribed literary texts.               |
| <b>LO2</b>          | To enhance critical thinking and interpretative skills in analyzing literary works.                            |
| <b>LO3</b>          | To improve grammatical competence with focus on voice and reported speech.                                     |
| <b>LO4</b>          | To strengthen effective written communication in formal and academic contexts.                                 |
| <b>LO5</b>          | To build confidence in understanding and expressing ideas related to culture, values, and human relationships. |

### SEMESTER III

| SYLLABUS   |                                                                                                                                                                                                                                                               |           |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Unit       | Contents                                                                                                                                                                                                                                                      | Hours     |
| <b>I</b>   | Poetry<br>1.1. If –Rudyard Kipling<br>1.2. The Highwayman – Alfred Noyes<br>1.3. Father Returning Home- by Dilip Chitre<br>1.4. Leisure – W. H. Davies                                                                                                        | <b>20</b> |
| <b>II</b>  | Prose<br>2.1. On Saying Please - A. G. Gardiner<br>2.2. My Financial Career – Stephen Leacock<br>2.3. A Snake in the Grass – R.K. Narayan<br>2.4. On Travel by Train – J. B. Priestley                                                                        | <b>20</b> |
| <b>III</b> | Drama (William Shakespeare)<br>3.1. Portia's Monologue from The Merchant of Venice (Act 4, Scene 1)<br>3.2. Lady Macbeth's Soliloquy from Macbeth (Act 1, Scene 5)<br>3.3. Funeral Oration of Mark Antony from Julius Caesar (Act III, scene II lines 73–108) | <b>20</b> |

|           |                                                                                                                                              |           |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>IV</b> | <b>Grammar</b><br><br>4.1. Active and Passive Voice<br>4.2. Direct and Indirect Speech                                                       | <b>15</b> |
| <b>V</b>  | <b>Composition</b><br><br>5.1.Drafting Invitations and Brochure<br><br>5.2.Drafting Circular and Memo<br><br>5.3.Agenda & Minutes of Meeting | <b>15</b> |

### Text Book(s):

Wren, P.C., and H. Martin. High School English Grammar & Composition. S. Chand, 2024.

### Reference Book(s):

- Durand, Ralph, *A Handbook to the Poetry of Rudyard Kipling*. – Hodder & Stoughton, 1914
- Chitre, D. “As Is Where Is: Poems 1960–1980.” Clearing House, 1992.
- Gardiner A.G, *Many Furrows*. J. M. Dent & Sons LTD, 1927.
- Narayan, R. K. *A Snake in the Grass*. New Delhi: Penguin India, 1989.
- "My Financial Career Summary (2020). ENotes.com." Enotes.com. Enotes.com, N.D. Web. 20 May.
- Cousins, A. D., & Derrin, Daniel (Eds.). (2018). *Shakespeare and the Soliloquy in Early Modern English Drama*. Cambridge: Cambridge University Press.
- Clemen, Wolfgang. *Shakespeare's Soliloquies*. London: Methuen, 1987.
- Radhakrishnan. *Emerald English Grammar and Composition*. Chennai: Emerald Publishers, 1990. Print.
- Aggarwala. N.K. *Essentials of English Grammar and Composition*. New Delhi: Goyal Brothers Prakashan, 2004. Print.
- Syamala. V. *Effective English Communication For You*. Chennai: Emerald Publishers, 2002. Print.

### Web Resource(s):

<https://www.poetryfoundation.org/poems/43187/the-highwayman>

<https://www.poetryfoundation.org/poems/56968/speech-friends-romans-countrymen-lend-me-your-ears>

| <b>Course Outcomes</b>                                                  |                                                                                                                             |                                  |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Upon successful completion of this course, the student will be able to: |                                                                                                                             |                                  |
| <b>CO No.</b>                                                           | <b>Course Outcome Statement</b>                                                                                             | <b>Cognitive Level (K-Level)</b> |
| <b>CO1</b>                                                              | Learners will be able to analyze and interpret poetry, prose, and dramatic texts critically.                                | <b>K2, K4</b>                    |
| <b>CO2</b>                                                              | Learners will demonstrate improved reading comprehension and literary appreciation skills.                                  | <b>K2, K3</b>                    |
| <b>CO3</b>                                                              | Learners will apply correct usage of active and passive voice and direct and indirect speech in communication.              | <b>K1, K2, K3</b>                |
| <b>CO4</b>                                                              | Learners will draft formal documents such as invitations, brochures, circulars, memos, and minutes of meetings effectively. | <b>K3, K2</b>                    |
| <b>CO5</b>                                                              | Learners will exhibit enhanced communication skills suitable for academic and professional environments.                    | <b>K3, K6</b>                    |

### Relationship Matrix:

| <b>Course Outcomes (COs)</b> | <b>Program Outcomes (POs)</b> |            |            |            |            |            |            | <b>Program Specific Outcomes (PSOs)</b> |             |             |             |             | <b>Mean Score of COs</b> |
|------------------------------|-------------------------------|------------|------------|------------|------------|------------|------------|-----------------------------------------|-------------|-------------|-------------|-------------|--------------------------|
|                              | <b>PO1</b>                    | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PSO1</b>                             | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |                          |
| <b>CO1</b>                   | 3                             | 2          | 2          | 3          | 1          | 2          | 2          | 3                                       | 3           | 1           | 3           | 2           | 2.25                     |
| <b>CO2</b>                   | 3                             | 1          | 2          | 3          | 1          | 3          | 2          | 3                                       | 2           | 1           | 3           | 2           | 2.16                     |
| <b>CO3</b>                   | 3                             | 2          | 2          | 1          | 1          | 2          | 3          | 3                                       | 3           | 2           | 3           | 3           | 2.33                     |
| <b>CO4</b>                   | 3                             | 2          | 2          | 1          | 3          | 1          | 2          | 1                                       | 3           | 3           | 2           | 2           | 2.08                     |
| <b>CO5</b>                   | 3                             | 3          | 1          | 2          | 2          | 3          | 2          | 1                                       | 3           | 3           | 3           | 3           | 2.41                     |
|                              | <b>Mean Overall Score</b>     |            |            |            |            |            |            |                                         |             |             |             |             | 2.24                     |
|                              | <b>Correlation</b>            |            |            |            |            |            |            |                                         |             |             |             |             | HIGH                     |

3 – Strong, 2- Medium, 1- Low

| <b>Mean Overall Score</b> | <b>Correlation</b> |
|---------------------------|--------------------|
| <=1                       | Low                |
| >1 & <=2                  | Medium             |
| >2 & <=3                  | High               |

## SEMESTER IV

| Semester            | Course Code | Course Category    | Hours / Week | Credits | Marks for Evaluation |     |       |
|---------------------|-------------|--------------------|--------------|---------|----------------------|-----|-------|
|                     |             |                    |              |         | CIA                  | ESE | Total |
| IV                  | 25BLE40     | Part II English    | 6            | 3       | 25                   | 75  | 100   |
| <b>Course Title</b> |             | General English-IV |              |         |                      |     |       |

| Learning Objectives |                                                                                                                                      |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>LO1</b>          | To expose Learners to diverse literary genres including poetry, prose, drama, and short stories for holistic literary understanding. |
| <b>LO2</b>          | To develop critical reading and interpretative skills through analysis of prescribed texts.                                          |
| <b>LO3</b>          | To enhance linguistic competence through the study of idioms, phrases, proverbs, and sentence structures.                            |
| <b>LO4</b>          | To improve written communication skills for academic and professional purposes.                                                      |
| <b>LO5</b>          | To foster creativity, analytical thinking, and effective presentation skills.                                                        |

| SYLLABUS   |                                                                                                                                                                                                                                     |           |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Unit       | Contents                                                                                                                                                                                                                            | Hours     |
| <b>I</b>   | <b>Poetry</b><br>1.1.Satan’s Speech from Paradise Lost by John Milton (Lines 221–270)<br>1.2.Because I Could not stop for Death- Emily Dickinson<br>1.3.Identity Card- Mahmud Darwish<br>1.4.Night of the Scorpion – Nissim Ezekiel | <b>20</b> |
| <b>II</b>  | <b>Prose</b><br>2.1. I Won’t let him Go – Madhavan Kuttu<br>2.2. The Ant and the Grasshopper – W. S. Maugham<br>2.3. Forgetting – Robert W. Lynd<br>2.4. Reading for Pleasure- L.A.G Strong                                         | <b>20</b> |
| <b>III</b> | <b>One-Act Play</b><br>3.1. The Refund- Frintz Karinthy<br>3.2. The Bishop’s Candlestick- Norman Mckenell<br><b>Short Story</b><br>3.3. Retrieved Reformation - O’ Henry<br>3.4. Karma- Kushwanth Singh                             | <b>20</b> |

|           |                                                                                                                    |           |
|-----------|--------------------------------------------------------------------------------------------------------------------|-----------|
| <b>IV</b> | <b>Grammar</b><br>4.1. Idioms & Phrases<br>4.2. Simple Sentence<br>4.3. Compound Sentence<br>4.4. Complex Sentence | <b>15</b> |
| <b>V</b>  | <b>Composition<br/>Writing Skills</b><br>5.1. Email<br>5.2. PPT<br>5.3. Cover Letter and Resume Writing            | <b>15</b> |

### Text Book(s):

Wren, P.C., and H. Martin. High School English Grammar & Composition. S. Chand, 2024.

### Reference Book(s):

- Dickinson, Emily. "Because I could not stop for Death – (479)." *The Poems of Emily Dickinson*, edited by R.W. Franklin, Harvard University Press, 1999.
- Darwish, Mahmoud. Unfortunately, It Was Paradise: Selected Poems. New York: University of California Press, 2013. Print.
- Ezekiel, Nissim. Collected Poems. New Delhi: Oxford UP, 1989.
- Karinth, Fritz. "Refund". A Book of Plays. Orient Blackswan Pvt. Ltd. 2009.
- Singh, Khushwant. "Karma". Collected in Short Stories of Yesterday and Today. Ed. Shiv K. Kumar. Chennai: Oxford University Press, 1988.
- Radhakrishnan. Emerald English Grammar and Composition. Chennai: Emerald Publishers, 1990. Print.
- Aggarwala. N.K. Essentials of English Grammar and Composition. New Delhi: Goyal Brothers Prakashan, 2004. Print.
- Syamala. V. Effective English Communication For You. Chennai: Emerald Publishers, 2002. Print.

### Web Resource(s):

<https://lrcapuaana.com/2018/09/30/satans-speech-paradise-lost-1667-j-milton/>

[https://en.wikisource.org/wiki/The\\_Bishop%27s\\_Candlesticks](https://en.wikisource.org/wiki/The_Bishop%27s_Candlesticks)

Rosewall, Kim. "A Retrieved Reformation." LitCharts. LitCharts LLC, 13 Nov 2018. Web. 21 May 2026.

| <b>Course Outcomes</b>                                                  |                                                                                                                                   |                                  |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| Upon successful completion of this course, the student will be able to: |                                                                                                                                   |                                  |
| <b>CO No.</b>                                                           | <b>CO Statement</b>                                                                                                               | <b>Cognitive Level (K-Level)</b> |
| <b>CO1</b>                                                              | Learners will be able to analyze and interpret various literary forms critically and appreciatively.                              | <b>K2, K4,</b>                   |
| <b>CO2</b>                                                              | Learners will demonstrate improved comprehension and analytical abilities in reading literary texts.                              | <b>K3, K5</b>                    |
| <b>CO3</b>                                                              | Learners will apply correct usage of idioms, phrases, proverbs, and construct simple, compound, and complex sentences accurately. | <b>K1, K2, K3</b>                |
| <b>CO4</b>                                                              | Learners will draft professional documents such as emails, cover letters, resumes, and prepare effective PPT presentations.       | <b>K3, K4</b>                    |
| <b>CO5</b>                                                              | Learners will exhibit enhanced communication and presentation skills suitable for academic and workplace environments.            | <b>K3, K4, K5</b>                |

### Relationship Matrix:

| <b>Course Outcomes (COs)</b> | <b>Program Outcomes (POs)</b> |            |            |            |            |            |            | <b>Program Specific Outcomes (PSOs)</b> |             |             |             |             | <b>Mean Score of COs</b> |
|------------------------------|-------------------------------|------------|------------|------------|------------|------------|------------|-----------------------------------------|-------------|-------------|-------------|-------------|--------------------------|
|                              | <b>PO1</b>                    | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> | <b>PSO1</b>                             | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |                          |
| <b>CO1</b>                   | 3                             | 2          | 2          | 3          | 1          | 2          | 1          | 3                                       | 2           | 1           | 3           | 2           | 2.08                     |
| <b>CO2</b>                   | 3                             | 2          | 2          | 3          | 1          | 2          | 2          | 3                                       | 1           | 2           | 3           | 2           | 2.16                     |
| <b>CO3</b>                   | 3                             | 1          | 2          | 3          | 1          | 3          | 3          | 3                                       | 3           | 2           | 1           | 1           | 2.16                     |
| <b>CO4</b>                   | 3                             | 2          | 1          | 2          | 2          | 1          | 2          | 3                                       | 2           | 3           | 3           | 3           | 2.25                     |
| <b>CO5</b>                   | 3                             | 1          | 2          | 2          | 3          | 3          | 2          | 3                                       | 1           | 2           | 3           | 3           | 2.33                     |
|                              | <b>Mean Overall Score</b>     |            |            |            |            |            |            |                                         |             |             |             |             | 2.19                     |
|                              | <b>Correlation</b>            |            |            |            |            |            |            |                                         |             |             |             |             | HIGH                     |

3 – Strong, 2- Medium, 1- Low

| <b>Mean Overall Score</b> | <b>Correlation</b> |
|---------------------------|--------------------|
| <=1                       | Low                |
| >1 & <=2                  | Medium             |
| >2 & <=3                  | High               |

**Signature of HOD:**

**Verified by CDC-**

**Signature:**