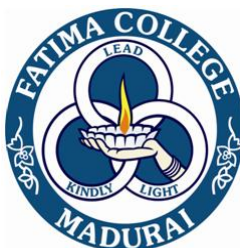


FATIMA COLLEGE (AUTONOMOUS)



**Re-Accredited with “A” Grade by NAAC (3rd Cycle)
74th Rank in India Ranking 2020(NIRF) by MHRD
Maryland, Madurai- 625 018, Tamil Nadu, India**

**NAME OF THE DEPARTMENT: THE RESEARCH CENTRE OF
ENGLISH**

NAME OF THE PROGRAMME : B.A ENGLISH

PROGRAMME CODE : UAEN/USEN

ACADEMIC YEAR : 2021- 2022

VISION OF THE DEPARTMENT

In its venture towards excellence, The Research Centre of English envisions to bolster the less - privileged young women with academic proficiency, research aptitude and life skills through the study of English language and literature.

MISSION OF THE DEPARTMENT

The Research Centre of English journeys with the mission,

- To impart inclusive knowledge of world literatures that celebrate linguistic and cultural diversity
- To conscientize young women on studies pertaining to gender, ecology, ethnic marginalization and diaspora
- To facilitate learners understand and appreciate the classical and the contemporariness in the evolution of literary studies
- To chisel the academic, creative and critical skills of learners
- To make young women proactive and globally competent in meeting the demands of the world job market.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

PEO 1	Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and desirous for the “more” in all aspects
PEO 2	They will be efficient individual and team performers, exhibiting progress, flexibility, transparency and accountability in their professional work
PEO 3	The graduates will be effective managers of all sorts of real – life and professional circumstances, making ethical decisions, pursuing

	excellence within the time framework and demonstrating apt leadership skills
PEO 4	They will engage locally and globally, evincing social and environmental stewardship demonstrating civic responsibilities and employing right skills at the right moment

GRADUATE ATTRIBUTES (GA)

Fatima College empowers her women graduates holistically. A Fatimite achieves all-round empowerment by acquiring Social, Professional and Ethical competencies. A graduate would sustain and nurture the following attributes:

I. SOCIAL COMPETENCE	
GA 1	Deep disciplinary expertise with a wide range of academic and digital literacy
GA 2	Hone creativity, passion for innovation and aspire excellence
GA 3	Enthusiasm towards emancipation and empowerment of humanity
GA 4	Potentials of being independent
GA 5	Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research
GA 6	Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms
GA 7	Communicative competence with civic, professional

	and cyber dignity and decorum
GA 8	Integrity respecting the diversity and pluralism in societies, cultures and religions
GA 9	All – inclusive skill- sets to interpret, analyse and solve social and environmental issues in diverse environments
GA 10	Self-awareness that would enable them to recognise their uniqueness through continuous self-assessment in order to face and make changes building their strengths and improving on their weaknesses
GA 11	Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals
GA 12	Dexterity in self-management to control their selves in attaining the kind of life that they dream for
GA 13	Resilience to rise up instantly from their intimidating setbacks
GA 14	Virtuosity to use their personal and intellectual autonomy in being life-long learners
GA 15	Digital learning and research attributes
GA 16	Cyber security competence reflecting compassion, care and concern towards the marginalised
GA 17	Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario
II. PROFESSIONAL COMPETENCE	
GA 18	Optimism, flexibility and diligence that would make them professionally competent
GA 19	Prowess to be successful entrepreneurs and employees

	of trans-national societies
GA 20	Excellence in Local and Global Job Markets
GA 21	Effectiveness in Time Management
GA 22	Efficiency in taking up Initiatives
GA 23	Eagerness to deliver excellent service
GA 24	Managerial Skills to Identify, Commend and tap Potentials
III. ETHICAL COMPETENCE	
GA 25	Integrity and discipline in bringing stability leading a systematic life promoting good human behaviour to build better society
GA 26	Honesty in words and deeds
GA 27	Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life
GA 28	Social and Environmental Stewardship
GA 29	Readiness to make ethical decisions consistently from the galore of conflicting choices paying heed to their conscience
GA 30	Right life skills at the right moment

PROGRAMME OUTCOMES (PO)

The learners will be able to

PO 1	acquire knowledge of fundamental concepts and subject
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	specific academic competency.
PO 2	enhance the communicative skills and gain confidence to disseminate knowledge through oral and written communication effectively.
PO 3	think critically, evaluate analytically and apply the expertise of their discipline in real life.
PO 4	appreciate literary, economic, cultural, socio-psychological and environmental diversity.
PO 5	pursue and attain meaningful goals, develop positive attitude to gain self-awareness, self-esteem, self-discipline and self-motivation.
PO6	acquire employability and entrepreneurial skills
PO7	evolve as responsible citizens and leaders.

PROGRAMME SPECIFIC OUTCOMES (PSO)

The learners will be able to

PSO 1	acquire knowledge of a variety of literatures and develop a taste to appreciate the eclectic literary movements and cultures of the world
PSO 2	verbalize creative and critical acumen effectively
PSO 3	comprehend and appraise societal issues manifested in literature
PSO 4	sharpen teaching, career and journalistic skills
PSO 5	fortify cognitive skills and engage in life-long learning



FATIMA COLLEGE (AUTONOMOUS), MADURAI-18
THE RESEARCH CENTRE OF ENGLISH

For those who joined in June 2019 onwards

PART – II -ENGLISH – 12 CREDITS

Offered by The Research Centre of English

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT . MKs
1.	I	19EL1LB	BASIC COMMUNICATIVE ENGLISH	5	3	40	60	100
2.		19EL1LI	INTERMEDIATE COMMUNICATIVE ENGLISH					
3.		19EL1LA	ADVANCED COMMUNICATIVE ENGLISH					
4.	II	19EL2LB	ENGLISH FOR EFFECTIVE COMMUNICATION (BASIC)	5	3	40	60	100
5.		19EL2LI	ENGLISH FOR EMPOWERMENT (INTERMEDIATE)					
6.		19EL2LA	ENGLISH FOR CREATIVE WRITING (ADVANCED)					
7.	III	19EL3LN	ENGLISH FOR THE DIGITAL ERA	5	3	40	60	100
8.	IV	19EL4LN	ENGLISH FOR INTEGRATED DEVELOPMENT	5	3	40	60	100
TOTAL				20	12			

PART – III -MAJOR, ALLIED & ELECTIVES – 95 CREDITS

MAJOR CORE COURSES INCLUDING PRACTICALS : 60 CREDITS

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19L1CC1	AGE OF SHAKESPEARE & MILTON	6	4	40	60	100
2.		19L1CC2	INDIAN WRITING IN ENGLISH	6	4	40	60	100
3.	II	19L2CC3	AGE OF DRYDEN & POPE	6	4	40	60	100
4.		19L2CC4	ECOLOGICAL CONCERNS IN LITERATURE	6	4	40	60	100
5.	III	19L3CC5	AGE OF WORDSWORTH	6	4	40	60	100
6.		19L3CC6	AFRICAN AMERICAN LITERATURE	6	4	40	60	100
7.	IV	19L4CC7	AGE OF TENNYSON	6	4	40	60	100
8.		19L4CC8	GRAMMAR FOR EFFECTIVE WRITING	6	4	40	60	100
9.	V	19L5CC9	SHAKESPEARE	5	4	40	60	100
10.		19L5CC10	WORLD LITERATURE IN TRANSLATION	5	4	40	60	100
11.		19L5CC11	TWENTIETH CENTURY LITERATURE	5	4	40	60	100
12.		19L5CC12	AWARD-WINNING LITERATURE	5	4	40	60	100
13.	VI	19L6CC13	AMERICAN LITERATURE	5	4	40	60	100
14.		19L6CC14	WOMEN'S WRITING	5	4	40	60	100
15.		19L6CC15	LITERARY CRITICISM	5	4	40	60	100
TOTAL				83	60			

ALLIEDCOURSES- 20 CREDITS

S. NO	SEM.	COURSE CODE	COURSE TITLE	HR S	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19L1AC1	LITERARY FORMS	5	5	40	60	100
2.	II	19L2AC2	PHONETICS & TRANSCRIPTION	5	5	40	60	100
3.	III	19L3AC3	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE(1450-1714)	5	5	40	60	100
4.	IV	19L4AC4	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE -(1700-1955)	5	5	40	60	100
TOTAL				20	20			

ELECTIVES-15 CREDITS

S. No	SEM.	COURSE CODE	COURSE TITLE	HR S	CRE DITS	CIA Mks	ESE Mks	TOT. Mks
1.	V	(19L5ME1) / (19L5ME2)	CANADIAN LITERATURE/ AUSTRALIAN LITERATURE	5	5	40	60	100
2.	VI	(19L6ME3) / (19L6ME4)	DALIT LITERATURE/ HUMAN RIGHTS THROUGH LITERATURE	5	5	40	60	100
3.		(19L6ME5) / (19L6ME6)	CHILDREN'S LITERATURE/ FOLK LITERATURE	5	5	40	60	100
TOTAL				15	15			

PART – IV – 20 CREDITS

- **VALUE EDUCATION**
- **ENVIRONMENTAL AWARENESS**
- **NON-MAJOR ELECTIVE**
- **SKILL BASED COURSES**

S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. Mks
1.	I	21G1VE1	PERSONAL VALUES	1	1	40	60	100
2.		19L1NME	FUNCTIONAL ENGLISH	2	2	40	60	100
3.	II	21G2VE	VALUES FOR LIFE	1	1	40	60	100
4.		19L2NME	FUNCTIONAL ENGLISH	2	2	40	60	100
5.	III	19G3EE1	ENVIRONMENTAL EDUCATION	1	1	40	60	100
6.		19L3SB1	CONTENT WRITING	2	2	40	60	100
7.	IV	20GS	GENDER STUDIES	1	1	40	60	100
8.		19L4SB2	ORAL PRESENTATION SKILLS	2	2	40	60	100
9.	V	19L5SB3	WRITING SKILLS	2	2	40	60	100
10.		19L5SB4	JOURNALISM	2	2	40	60	100
11.	VI	19L6SB5	ENGLISH LANGUAGE TEACHING	2	2	40	60	100
12.		19L6SB6	ENGLISH FOR CORPORATE SECTOR	2	2	40	60	100
TOTAL				20	20			

I B.A ENGLISH SEMESTER –I

For those who joined in 2019 onwards

PROGRA MME CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/ WEEK	CRE DITS
UAEN	19L1CC1	AGE OF SHAKESPEARE AND MILTON	CORE	6	4

COURSE DESCRIPTION:

The course titled AGE OF SHAKESPEARE AND MILTON enables students to understand the uniqueness of English language and literature of the Shakespearean era in the context of varied critical dimensions.

COURSE OBJECTIVES:

- The course intends to comprehend the different socio-political and religious environment of Shakespearean England as evinced in the texts prescribed.
- It gives a bird's eye view of the representative writers whose texts form a part of the canon.

UNIT I - POETRY I

(15 Hrs)

1. Sir Thomas Wyatt - A Revocation
2. Edmund Spenser- Sonnet 79 (From *Amoretti*)
3. Shakespeare - Sonnet 18 Shall I compare thee to a Summer's Day? (**Self-Study**)

UNIT II - POETRY II

(15 Hrs)

4. Robert Herrick - A Hymn to Love
5. John Donne - (i) The Sun Rising
- (ii) The Flea (**Self-Study**)
6. George Herbert - The Pulley (**Self-Study**)
7. John Milton - Lycidas

UNIT III - PROSE

(20 Hrs)

1. Francis Bacon - (i) Of Parents and Children
(ii) Of Studies
(iii) Of Love

2. Sir Philip Sydney - From *Apology for Poetry*.
3. Book of Jonah (New King James Version)

UNIT IV - DRAMA I

(20 Hrs)

John Webster - *The Duchess of Malfi* (Scene III - **Self- Study**)

UNIT V – DRAMA II

(20 Hrs)

Christopher Marlowe - *Dr. Faustus*

-Parade of the Seven Deadly Sins –
Dr. Faustus (lines 100 – 130 - **Self- Study**)

UNIT – VI DYNAMISM

1. Verse Writing task (Enid Blyton)
2. Discussion on various themes in Shakespeare's works
3. Enacting scenes from *Dr. Faustus*

BOOKS PRESCRIBED:

1. Poems & Essays - Photocopies

REFERENCE BOOKS:

1. Clements, John. Ed. *John Donne's Poetry: Authoritative Texts / Criticism*, New York, 1996.
2. Hazlitt, Johnson and Macaulay. *Milton: Poetry and Prose*, Tokyo, Oxford, 1962.
3. Leishman, J.B. *Themes and Variations in Shakespeare's Sonnets*. London, 1968.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I POETRY I				
1.1	Sir Thomas Wyatt - A Revocation	5	Chalk & Talk	Black Board
1.2	Edmund Spenser - Sonnet 79 (From <i>Amoretti</i>)	5	Chalk & Talk	LCD
1.3	Shakespeare - Sonnet 18 Shall I compare thee to a Summer's Day? (Self-Study)	5	Lecture	PPT & White board

UNIT –II POETRY II				
2.1	Robert Herrick - A Hymn to Love	3	Lecture	Green Board Charts
2.2	John Donne - (i) The Sun Rising	4	Chalk & Talk	Green Board
2.3	John Donne- (ii) The Flea (Self-Study)	2	Lecture	Smart Board
2.4	George Herbert - Pulley (Self-Study)	2	Lecture	Black Board
2.5	John Milton - (ii) Lycidas	4	Lecture	PPT & White board
UNIT –III PROSE				
3.1	Francis Bacon (i) Of Parents and Children	4	Chalk & Talk	Black Board
3.2	Francis Bacon – Of Studies	4	Chalk & Talk	LCD
3.3	Francis Bacon- Of Love	4	Lecture	PPT & White board
3.4	Sir Philip Sydney - From <i>Apology for Poetry</i> .	4	Lecture	Smart Board
3.5	Book of Jonah (New King James Version)	4	Lecture	Black Board
UNIT -IV DRAMA I				
4.1	John Webster - <i>The Duchess of Malfi</i> (Scene III – SS)	20	Chalk & Talk	Black Board
UNIT –V DRAMA II				

5.1	Christopher Marlowe – <i>Dr. Faustus</i> Parade of the Seven Deadly Sins - <i>Dr. Faustus</i> (lines 100 – 130) - SS	20	Chalk &Talk	Black Board
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EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PT				
	10 Mks.	10 Mks	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	define and classify the characteristic elements of sonnet significant during the Shakespearean era.	K1	PSO1
CO 2	Recall and explain the conventions of poetic forms in English Literature.	K1 & K2	PSO5
CO 3	relate and examine the artistic manifestations of the literary prose.	K4	PSO3
CO 4	Identify and analyse the social injustices and misrepresentations of reality through John Webster's play to the contemporary.	K2 & K3	PSO1
CO 5	Analyse the relationship between knowledge and power, good and evil, its consequences through a Christian framework (play) prevalent in modern day.	K2& K3	PSO2

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	1	2	2	1
CO2	2	1	3	1	2
CO3	3	1	3	2	2
CO4	2	2	3	2	1
CO5	1	1	2	3	3

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	1	2	1	1
CO2	3	1	1	1	2	1	1
CO3	3	1	1	1	1	1	1
CO4	3	1	1	1	1	1	2
CO5	3	1	1	1	1	1	2

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:



S. VIJAYA VASUKI

Forwarded By



DR.A ROSELIN MARY
HOD'S Signature & Name

I B.A ENGLISH

SEMESTER –I

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAEN	19L1CC2	INDIAN WRITING IN ENGLISH	CORE	6	4

COURSE DESCRIPTION

The course titled INDIAN WRITING IN ENGLISH sensitizes the learners on the uniqueness of Indian culture and enables them to identify the Indianness as manifested in the prescribed texts.

COURSE OBJECTIVES

- The course focuses on features pertaining to India like socio-political, cultural and historical characteristics.
- The texts prescribed enable students to understand how imperial English evinces many changes among the Indian writers.

UNITS

UNIT-I POETRY

(18 Hrs)

1. Rabindranath Tagore - From *Gitanjali*:
"Where the mind is without
fear..." (XXXV)
2. Sarojini Naidu - "The Bangle Sellers"
3. Nissim Ezekiel - "Night of the Scorpion"
4. A.K. Ramanujan - "A River"
5. Kamala Das - "An Introduction"
6. K.N. Daruwalla - "Draupadi"
7. Sarojini Naidu - "Indian Weavers" (**Self-Study**)
8. Gieve Patel - "On Killing a Tree"

UNIT-II PROSE

(15 Hrs)

1. Jawaharlal Nehru - From *The Discovery of India*

Chap III –Unit:6 “The Variety and Unity of India”

2. M.K. Gandhi - From *My Experiments with Truth*
Part I: Chapters 1 to 3: “Birth and Parentage,”
“Childhood”, “Child Marriage,” **(Self-Study)**
Part I: Chapters 8: “Stealing and Atonement”
Part IV-Chapter 34: Training of the Spirit”
3. R.K. Narayan - “Toasted English”

4. Dr. APJ Abdul Kalam - Speech at IIT - Hyderabad

UNIT-III DRAMA (20 Hrs)

Mahesh Dattani - *Tara*

UNIT- IV NOVEL (20 Hrs)

R. K. Narayan - *Swami and Friends*

UNIT-V SHORT STORY (12 Hrs)

1. SudhaMurty - “Treat me as a human” (46)
(from *Wise and Otherwise*) **(Self-Study)**
2. Ruskin Bond - “A Battle of Wits” (125)
(from *Tales and Legends from India*)
3. Khushwant Singh - “The Portrait of a Lady” (401)
(from *Our Favourite Indian Stories*)

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only) (5 Hrs)

Appreciating Contemporary Indian Writers

TEXT BOOKS :

1. R.K. Narayan - *Swami and Friends*
2. Mahesh Dattani - *Tara*

REFERENCE BOOKS:

1. Bond, Ruskin. *Tales and Legends from India*. Delhi: Rupa Publications India Pvt. Ltd., 2012.
2. Iyengar, Srinivasa. K.R. *Indian Writing in English*. Rev. and updated ed. Delhi : Sterling Publishers Pvt. Ltd., 2003.
3. Naik, M.K. *Dimensions of Indian English Literature*. New Delhi: Sterling Publishers Pvt. Ltd., 1984.

4. Singh, Kushwant. Neelam Kumar. *Our Favourite Indian Stories*. Delhi: Pashupati Printers (P) Ltd., 2008.
5. Sundaram, P.S. R.K. *Narayan – As a Novelist*. Delhi: B.R. Publishing Corporation, 2001.

DIGITAL OPEN EDUCATIONAL RESOURCES:

<http://dmcdose.blogspot.com/2014/08/Dr-APJ-Abdul-Kalam-Speech-at-IIT-Hyderabad.html>

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT-I POETRY				
1.1	Rabindranath Tagore's From <i>Gitanjali</i> : "Where the mind is without fear..." (XXXV)	2	Chalk & Talk	Black Board
1.2	Sarojini Naidu's "The Bangle Sellers"	2	Chalk & Talk	LCD
1.3	Nissim Ezekiel - "Night of the Scorpion"	4	Lecture	PPT & White board
1.4	A.K. Ramanujan's "A River"	2	Lecture	Smart Board
1.5	Kamala Das's "An Introduction"	3	Lecture	Black Board

1.6	K.N. Daruwalla's "Draupadi"	2	Discussion	Google classroom
1.7	Sarojini Naidu's "Indian Weavers"	2	Lecture	Powerpoint
1.8	Gieve Patel's "On Killing a Tree"	1	Lecture	Black Board
UNIT -II PROSE				
2.1	Jawaharlal Nehru's <i>From The Discovery of India</i> Chap III -Unit:6 "The Variety and Unity of India"	3	Lecture	Green Board Charts
2.2	M.K. Gandhi - From <i>My Experiments with Truth</i> Part I: Chapters 1 to 3: "Birth and Parentage," "Childhood", "Child Marriage,"	3	Chalk & Talk	Green Board
2.3	Part I: Chapters 8: "Stealing and Atonement" Part IV-Chapter 34: "Training of the Spirit"	3	Lecture	Smart Board
2.4	R.K. Narayan's "Toasted English"	3	Lecture	Black Board
2.5	Dr. APJ Abdul Kalam's Speech at IIT - Hyderabad	3	Lecture	PPT & White board
UNIT -III DRAMA				
3.1	Mahesh Dattani's <i>Tara</i> Introduction to the author	2	Chalk & Talk	Black Board

3.2	Act I	8	Chalk & Talk	LCD
3.3	Act II	8	Lecture	PPT & White board
3.4	Discussion on important themes	2	Lecture	Smart Board
UNIT –IV NOVEL				
4.1	R.K.Narayan's <i>Swami and Friends</i> Introduction to the author	2	Chalk & Talk	Black Board
4.2	Swami and Friends	7	Lecture	LCD
4.3	Swami and Friends	7	Lecture	PPT & White board
4.4	Discussion on Important Themes	4	Group Discussion	Smart Board
UNIT –V SHORT STORY				
5.1	SudhaMurty's "Treat me as a human" (46) (Self-Study) (from <i>Wise and Otherwise</i>)	4	Chalk & Talk	Black Board
5.2	Ruskin Bond's "A Battle of Wits" (125)	4	Chalk & Talk	LCD
5.3	Khushwant Singh's "The Portrait of a Lady" (401)	4	Chalk & Talk	Black Board
UNIT –VI DYNAMISM				
6.1	Diasporic Writers of Indian Writing in English	2	Debate	PPT
6.2	Dalit Voices in Indian Writing	2	Discussion	PPT

6.3	Environmental issues as themes in the writings of Indian English Writers	1	Lecture	LCD
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Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks	Quiz 5 Mks.	Assignment 5 Mks	OBT/PT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the literary engagements of the prominent Indian poets	K1	PSO1&PSO2
CO 2	Comprehend the literary nuances of the prose writers	K1, K2	PSO3
CO 3	Understand the cultural diversity of India as found in the play	K1 & K3	PSO5
CO 4	Comprehend how novel as a genre is adopted to discuss personal and social issues	K1, K2, K3	PSO3
CO 5	Identify the Indianness as presented in the short stories	K2 & K4	PSO4&PSO5

Mapping COs Consistency with PSOs

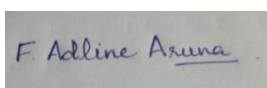
CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	2	1	2
CO2	2	1	3	1	1
CO3	2	1	2	2	3
CO4	2	2	3	1	1
CO5	1	1	2	3	3

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	3	2	2	1	1
CO2	3	1	1	2	2	1	1
CO3	3	1	3	1	2	1	2
CO4	2	1	2	1	3	1	1
CO5	3	1	2	1	2	1	2

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:



F.AdlineAruna

Forwarded By



Dr.A. Roselin Mary
HOD'S Signature& Name

I B.A ENGLISH

SEMESTER –II

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAEN	19L2CC3	AGE OF DRYDEN AND POPE	CORE	6	4

COURSE DESCRIPTION

The course titled AGE OF DRYDEN AND POPE presents the ethos of the literature produced by a group of writers of the 18th century who strove for precision and decorum by consciously imitating the classical models such as Homer, Cicero, Virgil, and Horace.

COURSE OBJECTIVES

- The course focuses on the history of Restoration and the emergence of the middle class sensibility.
- The course will enable the students to comprehend the socio-political scenario that impacted literature and the growing use of satire and invective as effective tools to make social commentaries.

UNIT –I POETRY- I (15 HRS.)

1. John Dryden - A Song for St.Cecilia's Day
2. Oliver Goldsmith- Deserted Village (34 lines)

3. AphraBehn - The Dream

- The Willing Mistress (**Self-Study**)

UNIT –II POETRY– II (15 HRS.)

4. Alexander Pope - Essay on Man Epistle II (Part I – 52 lines)
- Ode on Solitude

UNIT –III PROSE (20 HRS.)

1. Joseph Addison - Sir Roger and the Gipsies
- Visit to Westminster Abbey

2. Richard Steele- Recollections from the *Tatler*,

Number 181, June 6, 1710

3. Oliver Goldsmith - Man in Black
- The Character of an Important Trifler
- A City Night Piece (**Self-Study**)

UNIT –IV DRAMA(15 HRS.)

1. Goldsmith - *She Stoops to Conquer*

UNIT –V NOVEL (22 HRS.)

1. Daniel Defoe - *Robinson Crusoe*

2. Jonathan Swift - *Gulliver's Travels* (Part I : A Voyage to Lilliput
& Part II : A Voyage to Brobdingnag)

UNIT – VI DYNAMISM (3 HRS)

1. Reading the remaining parts of *Gulliver's Travels*.
2. Analysing the entire poem *Deserted Village*.
3. Discussion on the nature of Journals and Pamphlets published during the Age of Dryden.

REFERENCES:

1. Albert,Edward. *A History ofEnglishLiterature*.Calcutta : Oxford University Press, 1977.
2. Amarasinghe,Upali.*Dryden and Pope in the Early Nineteenth century: A study of changing Literary taste*. Newyork : Cambridge University Press,1962.
3. Bredvold,Louis I. *The Intellectual Milieu of John Dryden*. Michigan: Ann Arbar paper back,1959.
4. Dixon ,Peter . *The World of Pope's Satires*.London: Methun& co. ltd., 1968.
5. Hudson,William Henry. *An Outline History of English Literature*. London: G.Bell and sons ltd, 1952.
6. Myers, Williams. *Dryden*.London: Hutchinson University Library, 1973.

DIGITAL OPEN EDUCATIONAL RESOURCES :

1. <http://www.davidpbrown.co.uk/poetry/alexander-pope-2.html>
2. <http://www.poetryfoundation.org/poems-and-poets/poems/detail/50323>

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I POETRY I				
1.1	A Song for St.Cecilia's Day	4	Lecture	Green Board Charts
1.2	Deserted Village (34 lines)	4	Chalk & Talk	Green Board
1.3	The Dream	4	Lecture	Google classroom

1.4	The Willing Mistress (Self-Study)	3	Chalk & Talk	Black Board
UNIT –II POETRY -I				
2.1	Essay on Man Epistle II (Part I – 52 lines)	7	Chalk & Talk	LCD
2.2	Ode on Solitude	8	Lecture	Blackboard
UNIT –III PROSE				
3.1	Sir Roger and the Gipsies	4	Chalk & Talk	Black Board
3.2	Visit to Westminster Abbey	4	Chalk & Talk	LCD
3.3	Recollections from the <i>Tatler</i> , Number 181, June 6, 1710	4	Lecture	PPT & White board
3.4	Man in Black	3	Lecture	Smart Board
3.5	The character of an important trifler	3	Lecture	Black Board

3.6	A City Night Piece (Self-Study)	2	Chalk & Talk	Black Board
UNIT -IV DRAMA				
4.1	<i>She Stoops to Conquer</i>	15	Lecture	PPT & White board
UNIT -V NOVEL				
5.1	<i>Robinson Crusoe</i>	10	Lecture	Smart Board
5.2	<i>Gulliver's Travels</i> (Part I : A Voyage to Lilliput)	6	Chalk & Talk	LCD
5.3	(Part II : A Voyage to Brobdingnag)	6	Chalk & Talk	Green Board
UNIT - VI DYNAMISM				
6.1	Reading the remaining parts of <i>Gulliver's Travels</i> .	1	Lecture	Blackboard
6.2	Analysing the entire poem <i>Deserted Village</i> .	1	Chalk & Talk	LCD
6.3	Discussion on the nature of Journals and Pamphlets published during the Age of Dryden.	1	Discussion	LCD

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks	35 Mks.	5 Mks.	40 Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	examine the literary styles of the major prose writers.	K4	PSO1
CO 2	analyse the poets who opted for decorum in art as opposed to the writers of the Romantic Age	K4	PSO2
CO 3	understand the element of satire evinced in the representative poets	K3	PSO3
CO 4	comprehend the interplay of humour and satire employed by the writers	K2	PSO1
CO 5	list the social, political, religious and literary significances of the Augustan Age	K1	PSO3

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
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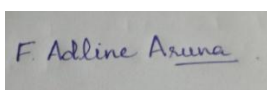
CO1	3	1	2	1	2
CO2	2	3	1	1	2
CO3	1	2	3	1	2
CO4	3	2	1	1	2
CO5	2	1	3	2	1
	3	1	1	1	2

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	2	1	1	1
CO2	2	1	2	3	1	1	1
CO3	2	1	2	1	3	1	1
CO4	3	1	2	2	3	1	1
CO5	2	1	2	2	3	1	1

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:



F.AdlineAruna

Forwarded By



Dr.A. Roselin Mary
HOD'S Signature& Name

I B.A ENGLISH

SEMESTER –II

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAEN	19L2CC4	ECOLOGICAL CONCERNS IN LITERATURE	CORE	6	4

COURSE DESCRIPTION

The course titled ECOLOGICAL CONCERNS IN LITERATURE helps the learners to understand the primeval bond between man and nature and the dire need to sustain the same as presented in the texts. The prescribed works interpret and emphasize the deteriorating condition of our world's present scenario. This course lays the foundation for ecocritical theories.

COURSE OBJECTIVES

- The course emphasizes the environmental abundance and its spiritual essence as discussed in the texts
- It conscientizes the students with the environmental hazards and their impact upon all living beings.

UNITS

UNIT – I POETRY

(20 HRS.)

1. Alfred Lord Tennyson - Song of the Brook
2. William Collins - Ode to Evening
3. The Holy Bible (NKJV) - PSALM 8
4. Robert Bridges - Nightingales
5. Emily Dickinson - Nature, the Gentlest Mother is

6. William Cullen Bryant - The Planting of the Apple Tree

UNIT – II PROSE

(20 HRS.)

1. C.RajaGopalachari - The Tree Speaks
2. R.L. Stevenson - A Night among the Pines
3. John Muir - My First Summer in the Sierra

(Chapter 7 - A Strange Experience)

4. "The author visits the lapland alps" an extract from "Lachesis Lapponia"

UNIT –III NOVEL

(20 HRS.)

- RanjitLal - *Small Tigers of Shergah*

UNIT –IV SHORT STORY (SELF-STUDY)

(20HRS.)

1. Jean Giono - The Man who Planted trees

2. Dorris Lessing - A Mild Attack of the Locusts

3. John Steinbeck - Chrysanthemums

UNIT –V FILM

(5 HRS.)

1. Ecological perspectives in the movie *The Old Man and the Sea*

2. *Period, End of Sentence.*

UNIT VI: DYNAMISM

(5HRS.)

Students will attempt an ecocritical reading of literary works and films.

REFERENCES:

1. Arun, Neerja&Saraswat, Rakesh. *Ecology and Literature: Global Perspective*. New Delhi: Creative Books, 2009.

2. Driessen, Paul. *Eco-Imperialism: Green power Black Earth*. Wahington: The Free Enterprise Press, 2003.

3. Gadgil, Madhav&Guuha, Ramachandra.*The use and Abuse of Nature*. UK: Oxford University Press , 2000.

4. Pepper, David. *Eco-Socialism from deep Ecology to social justice*. London: Routledge, 1993.

5. Promm, Harold. *The Nature of being Human: from Environmentalism to consciousness*. Baltimore: John Hopkins University Press, 2009.

DIGITAL OPEN EDUCATIONAL RESOURCES

Bryant, Cullen <https://www.poets.org/poetsorg/poet/william-cullen-bryant>.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I POETRY 1				
1.1	Alfred Lord Tennyson - Song of the Brook	3	Chalk & Talk	Black Board
1.2	2. William Collins Ode to Evening -	3	Chalk & Talk	LCD

1.3	3.The Holy Bible (NKJV) - PSALM 8	3	Lecture	Black Board
1.4	Revision	2	Chalk & Talk	Black Board
1.5	4. Robert Bridges	3	Lecture	Smart Board
1.6	Revision	1	Chalk & Talk	Black Board
1.7	5. Emily Dickinson	2	Lecture	Black Board
1.8	6. William Cullen Bryant	3	Lecture	Smart Room LCD
UNIT -II PROSE				
2.1	PROSE INTRODUCTION	3	Lecture	Green Board Charts
2.2	C.RajaGopalachari - The Tree Speaks	4	Chalk & Talk	Green Board
2.3	R.L. Stevenson - A Night among the Pines	4	Chalk & Talk	Black Board
2.4	John Muir - My First Summer in the Sierra (Chapter 7 - A Strange Experience)	4	Chalk & Talk	LCD
2.5	"The author visits the lapland alps" an extract from "Lachesis Lapponia"	3	Chalk & Talk	BLACK BOARD
2.6	Revision	2	Chalk & Talk	BLACK BOARD
UNIT III – NOVEL				
3.1	Novel- Introduction	1	Chalk & Talk	BLACK BOARD
3.2	<i>Small Tigers of Shergah</i>	15	Lecture	LCD

3.3	Revision	4	Discussion	BLACK BOARD
UNIT IV- SHORT STORY				
4.1	INTRODUCTION	2	Lecture	BLACK BOARD
4.2	Jean Giono - The Man who Planted trees	5	Lecture	BLACK BOARD
4.3	Dorris Lessing - A Mild Attack of the Locusts	6	Lecture	BLACK BOARD
4.4	John Steinbeck - Chrysanthemums	6	Lecture	LCD
4.5	Revision	1	Discussion	BLACK BOARD
UNIT V – FILM				
5.1	Film Introduction	1	Lecture	LCD
5.2	Period. End Of Sentence	1	Discussion	LCD
5.3	Old Man And The Sea	1	Discussion	LCD
5.4	Assignments and Seminar	1	Lecture	BLACK BOARD. LCD
5.5	ecocritical reading of literary works and films.	1	Discussion	LCD

EVALUATION PATTERN

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	identify the environmental issues and solutions dealt in literature	K1	PSO1& PSO2
CO 2	appreciate and analyse the ecological concerns in the prescribed poetry	K1, K2,	PSO3
CO 3	explain the views of the various prose writers	K1 & K3	PSO5
CO 4	comprehend the intention of the contemporary novelists to make a clarion call to protect the environment	K1, K2, K3 &	PSO5
CO 5	critique the emerging documentaries dealing with ecological crisis and augment scope for exploration and research.	K2 & K4	PSO3

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
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CO1	3	3	1	1	1
CO2	1	1	3	1	2
CO3	1	3	1	1	3
CO4	1	1	1	1	3
CO5	1	1	3	1	2

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	3	2	1	1	2
CO2	3	1	3	1	1	1	2
CO3	3	2	3	2	1	1	1
CO4	3	2	2	1	2	1	1
CO5	2	2	1	1	1	1	2

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER



M. AABIDHA THASLIM

Forwarded By



Dr.A. Roselin Mary

HOD'S Signature& Name

II B.A ENGLISH

SEMESTER –III

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAEN	19L3CC5	AGE OF WORDSWORTH	CORE	6	4

COURSE DESCRIPTION

The course Age of Wordsworth offers a purview of the representative writers and literary p Romantic Age.

COURSE OBJECTIVES

The course enables the learners to comprehend and appreciate the emotional and social upheavals of the Romantic age and the role of nature.

UNITS

UNIT I – POETRY

(20Hrs)

1. William Wordsworth
 - i) Lines Composed a few miles above Tintern Abbey on Revisiting the Banks of the Wye During a tour. July13,1798.
 - ii) I Wandered Lonely as a Cloud **(SS)**
2. John Keats
 - i) Ode to a Nightingale
 - ii) The Human Seasons
 - iii) La Belle Dame Sans Merci**(Self - Study)**
3. Willam Blake
 - i) Tyger
 - ii) The Lamb

UNIT II - POETRY

(20HRS.)

1. Samuel Taylor Coleridge
 - i) Youth and Age

2. Percy Bysshe Shelley
 - i) The Cloud

- ii) Ozymandias**(Self - Study)**

3. Robert Southey - i) The Battle of Blenheim
- ii) The Inchcape Rock (**Self - Study**)
4. William Blake - Laughing Song (**Self - Study**)

UNIT III – PROSE -I (15HRS)

1. William Hazlitt i) On the Feeling of Immortality in Youth
- ii) On Going a Journey
- iii) On Actors and Acting – I

UNIT IV – PROSE -II (15HRS)

1. Charles Lamb -i) Dream Children - A Reverie
-ii) The Praise of Chimney Sweepers
-iii) Old China

2. Thomas De Quincey - From “The Pains of Opium” (An Excerpt from “Confessions of an English Opium-Eater”)

UNIT V – NOVEL (20HRS)

1. Jane Austen - *Sense and Sensibility*

UNIT VI COURSE DYNAMICS:

Professional writing, Journal Writing , Novel Writing – NET & SET Exams

REFERENCES:

1. Abrams, M. H. Ed. *English Romantic Poets : Modern Essays in Criticism* - New York : Galaxy Book, 1964. Print.
2. Kiely, Robert. *The Romantic Novel in England*. New Delhi: Cambridge Univ. Press, 1973. Print.
3. Pinion, F. B. *A Jane Austen Companion: A Critical Survey and Reference Book*. London: Macmillan, 1973. Print.
4. Rand, Ayn. *The Romantic Manifesto: A Philosophy of Literature*. USA: Signet Classic, 1975. Print.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 POETRY				
1.1	William Wordsworth - i) Lines Composed a few miles above Tintern Abbey on Revisiting the Banks of the Wye During a tour. July 13, 1798.	4	Chalk & Talk	Black Board
1.2	- ii) I Wandered Lonely as a Cloud (Self - Study)	3	Chalk & Talk	LCD
1.3	John Keats - i) Ode to a Nightingale	4	Lecture	PPT & White board
1.4	The Human Seasons	3	Lecture	Smart Board
1.5	La Belle Dame Sans Merci (Self - Study)	3	Chalk & Talk	Black Board
1.6	William Blake - i) Tyger	2	Lecture	Black Board
1.7	William Blake - ii. The Lamb	1	Lecture	Black Board
UNIT II POETRY				
2.1	Samuel Taylor Coleridge - Youth and Age	3	Lecture	Black Board
2.2	Percy Bysshe Shelley - i) The Cloud	4	Chalk & Talk	Black Board
2.3	Ozymandias (Self - Study)	2	Chalk & Talk	Black Board
2.4	Robert Southey - i) The Battle of Blenheim	4	Chalk & Talk	Black Board

2.5	The Inchcape Rock (Self - Study)	4	Chalk & Talk	LCD
2.6	William Blake - Laughing Song (Self - Study)	3	Chalk & Talk	LCD
UNIT III PROSE				
3.1	William Hazlitt - i) On the Feeling of Immortality in Youth	4	Chalk & Talk	LCD
3.2	On Going a Journey	4	Chalk & Talk	LCD
3.3	On Actors and Acting – I	4	Chalk & Talk	Black Board
3.4	Revision	3	Chalk & Talk	Black Board
UNIT IV PROSE				
4.1	Charles Lamb - i) Dream Children - A Reverie	3	Chalk & Talk	Black Board
4.2	The Praise of Chimney Sweepers	5	Chalk & Talk	Black Board
4.3	Old China	5	Chalk & Talk	Black Board
4.4	Thomas De Quincey-From “The Pains of Opium”(An Excerpt from“Confessions of an Opium Eater)	2	Chalk & Talk	Black Board & LCD
UNIT V NOVEL				
5.1	Jane Austen - <i>Sense and Sensibility</i>	20	Chalk & Talk	Black Board & LCD

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks	Quiz 5 Mks.	Assignment 5 Mks	OBT/PT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	cherish the beauty of nature.	K1	PSO1& PSO2
CO 2	gain knowledge about the French movement, revolution and their consequences.	K1, K2,	PSO3
CO 3	familiarize with the emotional upheavals and conscience of a human through supernaturalism.	K1 & K3	PSO5
CO 4	get inspired of word persons like Lamb ad De Quincey.	K1, K2, K3	PSO5
CO 5	paves way to creative thinking and imagination	K2 & K4	PSO3

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	3	1	2	1
CO2	3	1	3	1	2
CO3	1	3	1	2	3
CO4	2	1	1	1	3
CO5	1	1	3	1	2

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	3	1	1	2	1
CO2	3	1	3	1	1	2	1
CO3	3	2	3	1	1	2	1
CO4	3	2	3	1	1	2	1
CO5	3	2	1	1	1	2	1

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
♦ Weakly Correlated -1

COURSE DESIGNER:



MS. M. AabidhaThaslim

Forwarded By



Dr.A. Roselin Mary

HOD'S Signature & Name

II B.A ENGLISH
SEMESTER –III
For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN	19L3CC6	AFRICAN AMERICAN LITERATURE	CORE	6	4

COURSE DESCRIPTION

The course titled AFRICAN AMERICAN LITERATURE helps the learners to appreciate the evolving and innovative literary styles and genres as manifested in the writings of the major African American writers. literary techniques in all the basic literary forms such as Prose, Poetry, Drama and Fiction focusing on the original flavour of their dialect which is quite different from Standard English.

COURSE OBJECTIVES

- This course focuses on the genesis of African American literature from the various oral forms up to the present times.
- It also gives the learners a broad overview of the socio-political and cultural factors that effected changes in the literary production.

UNITS

UNIT –I POETRY

(18 HRS)

- | | |
|---------------------|-----------------------------------|
| 1. Spirituals | -“Go Down, Moses” |
| | - “Walk Together Children” |
| 2. The Blues | - “Trouble in Mind” |
| 3. Countee Cullen | - “Yet do I Marvel” |
| 4. Langston Hughes | - “The Weary Blues” |
| 5. Amiri Baraka | - “Black Art” |
| 6. Amanda Gorman | - The Hill We Climb |
| 7. Gwendolyn Brooks | - “Malcolm X” (Self-Study) |

UNIT –II PROSE**(18 HRS)**

1. Booker T. Washington - “Up From Slavery” (Chapter I- Slave Narrative).
2. Martin Luther King, Jr., - “ I Have a Dream”
3. Langston Hughes - “The Negro Artist and the Racial Mountain”
4. Amiri Baraka - “Black Writing”
5. Richard Wright - “The Ethics of Living Jim Crow” **(Self-Study)**

UNIT –III -DRAMA**(16 HRS)**

1. August Wilson - *Fences* (50 pages)

UNIT –IV NOVEL**(16HRS)**

1. Toni Morrison - *The Bluest Eye*

UNIT –V FOLK TALES & SHORT STORIES**(18 HRS)**

1. The Wonderful Tar-Baby Story
2. Rabbit Tricks Brer Fox Again
3. What the Rabbit learned
4. Terry McMillan - “Ma’ Dear”
5. Annie McCary - “Breaking the Color-line”
6. Toni Cade Bambara - “Raymond’s Son” **(Self-Study)**
“Gorilla, My Love” **(Self-Study)**
7. The Awful Fate of Mr. Wolf **(Self-Study)**

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)**(4HRS)**

1. A study on the oral musical tradition.
2. Discussion on AfricanAmerican culture, race and religion.
3. Understanding the predicament of the African Americans in the neo-colonial scenario.

TEXT BOOKS:

Photocopies of chapters from the following books.

1. Gates.Jr., Henry Louis and Nellie Y. Mc Kay. *The Norton Anthology of African American Literature*. W.W. Norton and Company, 1997.
2. Jones, LeRoi. *Home: Social Essays*. New York: Akashic Books, 2009.

3. Kanwar, Asha. ed. *The Unforgetting Heart: An Anthology of Short Stories by African American women (1859 - 1993)*. San Francisco: Aunt Lute Books, 1993.

REFERENCES:

1. Aberjehani and Sandra L. West. Eds. *Encyclopedia of The Harlem Renaissance*. Checkmark Books, 2003.
2. Andrews, William L., Frances Smith Foster and Trudier Harris. Eds. *The Concise Oxford Companion to African American Literature*. Oxford University Press, 2001.
3. Nelson, Emmanuel. S. Ed. *The Greenwood Encyclopedia of Multiethnic American Literature*. C.T.: Greenwood Press, 2005.
4. Ostram, Hans and J. David Macey, Jr., eds. *The Greenwood Encyclopedia of African American Literature*. Vol. I to V. CT: Greenwood Press, 2005.
5. Manitou. *Modern Black Writers*. C.T.: St. James Press, 2000.

COURSE CONTENTS & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I POETRY				
1.1	“Go Down, Moses”	2	Chalk & Talk	Black Board
1.2	“Walk Together Children”	2	Chalk & Talk	LCD
1.3	“Trouble in Mind”	2	Lecture	PPT & White board
1.4	“Yet do I Marvel”	2	Lecture	Black Board
1.5	“The Weary Blues”	2	Lecture	Black Board
1.6	“Harlem Sweeties”	2	Chalk & Talk	Google classroom

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
1.7	"Black Art"	2	Lecture	Black Board
1.8	"Still I Rise"	2	Chalk & Talk	Black Board
1.9	"Malcolm X" (Self-Study)	2		
UNIT -II PROSE				
2.1	"Up From Slavery"(Chapter I- Slave Narrative).	4	Lecture	Green Board Charts
2.2	Martin Luther King. Jr., - I Have a Dream	4	Chalk & Talk	Green Board
2.3	Langston Hughes -The Negro Artist and the Racial Mountain	4	Chalk & Talk	PPT & White board
2.4	Amiri Baraka -Black Writing	3	Lecture	Black Board
2.5	Richard Wright - "The Ethics of Living Jim Crow" (Self-Study)	3	Chalk & Talk	Green Board
UNIT -III DRAMA				
3	August Wilson - <i>Fences</i>	16	Lecture	Google classroom M
UNIT - IV NOVEL				
4	Toni Morrison - <i>The Bluest Eye</i>	15	Lecture	LCD
UNIT -V SHORT STORIES				
5.1	The Wonderful Tar-Baby Story	3	Lecture	Google classroom

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
5.2	Rabbit Tricks Brer Fox Again	3	Lecture	PPT & White board
5.3	What the Rabbit learned	2	Chalk & Talk	Black Board
5.4	Terry McMillan - Ma' Dear	2	Chalk & Talk	Green Board Charts
5.5	Annie McCary-"Breaking the Color-line"	2	Lecture	Black Board
5.6	Toni Cade Bambara "Raymond's Son" (Self-Study)	2	Lecture	Google classroom
5.7	ToniCade Bambara "Gorilla,My Love" (Self-Study)	2	Lecture	PPT & White board
5.8	The Awful Fate of Mr.Wolf (Self-Study)	2	Lecture	Green Board Charts
UNIT -VI DYNAMISM				
6.1	Issues related to freedom and equality long denied to Blacks.	2	Chalk & Talk	PPT & White board
6.2	Discussion on AfricanAmerican culture, race and religion.	1	Lecture	Black Board
6.3	Understanding the problems of African Americans	1	Chalk &Talk	Green Board

EVALUATION PATTERN

INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total

10	10	5	5	5	5	40	60	100
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Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall and analyse the uniqueness of the African American poetic tradition.	K1, K2 & K4	PSO1& PSO2
CO 2	Recall and explain the struggles of African Americans as documented in their prose writings	K1 & K2	PSO1&PSO3
CO 3	Interpret the salient features of African American Drama	K1 & K3	PSO2 & PSO4
CO 4	Relate and examine the racial discrimination in the African American novel	K2 & K4	PSO1 & PSO3
CO 5	Compare and contrast the features of African American folktales with the African	K3	PSO1 & PSO3

	American short stories		
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Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	1	2	1	1
CO2	3	1	3	1	2
CO3	2	1	2	1	2
CO4	2	1	3	1	3
CO5	3	1	3	1	2

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	1	1	1	1	1
CO2	3	2	2	1	1	1	2
CO3	3	1	2	2	2	1	2
CO4	3	1	1	2	3	1	1
CO5	3	1	1	2	2	1	1

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:

K. Ashta Lakshmi

MS.K.ASHTALAKSHMI

Forwarded By

Roselin Mary

**Dr.A. Roselin Mary
HOD'S Signature& Name**

II B.A ENGLISH

SEMESTER –IV

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/ WEE K	CREDITS
UAEN	19L4CC7	AGE OF TENNYSON	CORE	6	4

COURSE DESCRIPTION

The course titled AGE OF TENNYSON offers a comprehensive view of how literature reflected the changing religious perspectives and the propensity towards mystic elements in arts and social values as presented by the representative writers of the Age.

COURSE OBJECTIVES

·The course enables learners to identify the multifarious perspectives of various authors and appreciate their aesthetic principles.

It also focuses on the changing attitudes toward moral values with the burgeoning growth in science and technology.

UNITS

UNIT – I POETRY I

(15 HRS.)

1. Matthew Arnold – “Dover Beach” pg.904
2. Robert Browning – “Andrea Del Sarto” pg. (838 – 844)
3. Alfred Lord Tennyson – “The Lotus – Eaters” pg. (722 – 726)

4. Coventry Patmore – “A Farewell” (From the Unknown Eros) pg. 993

5. Lewis Carroll – “The Walrus and the Carpenter” (pg.1067 – 1069)

UNIT –II POETRY II

(15 HRS.)

1. Gerard Manley Hopkins- “God’s Grandeur” pg. 1235

2 Alfred Lord Tennyson – “Tithonus” (pg.737 – 739)

3. Christina Georgina Rossetti – “At Home”

4. Matthew Arnold - “Rugby Chapel” **(Self - Study)**

5. Robert Browning – “The Last Ride Together” (pg.835 – 838)

(Self –Study)

UNIT –III PROSE

(15 HRS.)

1. John Stuart Mill - “From Coleridge” (pg.1090 – 1092)

2. Mathew Arnold – Extract from “The Study of Poetry” – (From *Essays in Criticism*)

3. Lytton Strachey – Extract from “Florence Nightingale”, Extract from “Dr Arnold” (From *Eminent Victorians*)

UNIT –IV DRAMA

(20 HRS.)

Oscar Wilde – *The Importance of Being Earnest*

UNIT –V NOVEL

(20 HRS.)

Charles Dickens – *David Copperfield*

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only) (5 HRS.)

1. Educational reforms and Boarding schools in England

2. Socio-political scenario of England in the present times

TEXT BOOKS:

1. Meyer H. Abrams(Ed), *Norton Anthology of English Literature*.
WW Norton Co. Inc, 1962.
2. Dickens, Charles. *David Copperfield* .Penguin classics, 2004.
3. Edmund T. Jones (Ed), *English Critical Essays: Nineteenth Century*.
Oxford University,1956.
4. Strachey, Lytton. *Eminent Victorians*. Penguin Randomhouse, 1990
5. George K. Anderson, William E. Buckler, Mary Harris Veeder (Ed), *The Literature of England*. Scott Foresman.1967.

REFERENCE BOOKS:

1. Chesterton, G.K. *The Pelican Guide to English Literature*. Penguin Press, 1973.
2. Chesterton, Gilbert Keith. *The Victorian Age in Literature*.Oxford University Press.1966.
3. Collins Philip(Ed),*Charles Dickens: The Critical Heritage*. Routledge and Kegan Paul,1971.
4. Kenneth and Miriam Allott. *Victorian Prose*.Penguin, 1956.
5. Dale, Peter Allan. *The Victorian Critic and the Idea of History: Carlyle, Arnold and Peter*. Harvard University Press, 1977.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1- POETRY I				
2.1	Matthew Arnold 's "Dover Beach"	1	Lecture	Black Board
2.2	Themes and Symbolism	1	Flipped Learning	E- Content
2.3	Robert Browning's "Andrea Del Sarto"	3	Lecture	Black Board

2.4	Critical Analysis	1	Flipped Learning	E- Content
2.5	Alfred Lord Tennyson's "The Lotus – Eaters"	3	Lecture	Black Board
2.6	Themes and Critical Analysis	1	Blended Learning	E- Content
2.7	Coventry Patmore – "A Farewell"	1	Lecture	Black Board
2.8	Critical Analysis	1	Discussion	Black Board
2.9	Lewis Carroll's "The Walrus and the Carpenter"	2	Lecture	Black Board
3.0	Literary Style	1	Chalk & Talk	LCD
UNIT-2- POETRY II				
3.1	Gerard Manley Hopkins - "God's Grandeur"	2	Lecture	Black Board
3.2	Themes and Symbolism	1	Flipped Learning	E- Content
3.3	Alfred Lord Tennyson – "Tithonus"	3	Lecture	Black Board
3.4	Critical Analysis	1	Chalk & Talk	LCD
3.5	Christina Georgina Rossetti – "At Home"	3	Lecture	Black Board

3.6	Themes and Critical Analysis	1	Blended Learning	E- Content
3.7	Mathew Arnold's – "Rugby Chapel" (self-study)	2	Lecture	Black Board
3.8	Critical Analysis	1	Chalk & Talk	Black Board
3.9	Robert Browning "The Last Ride Together"	1	Lecture	Black Board

UNIT - 3 PROSE

1.1	John Stuart Mill - "From Coleridge"	1	Chalk & Talk	Black Board
1.2	Religious and social and political background of the era	1		LCD
1.3	Mathew Arnold – Extract from "The Study of Poetry"	4	Lecture	PPT
1.4	Criticism of Matthew Arnold	1	Lecture	PPT
1.5	Lytton Strachey – "Florence Nightingale", "Dr Arnold"	2	Lecture	Black Board
1.6	Florence Nightingale – biographic details	3	Lecture	E- Content
1.7	Dr.Mathew Arnold – biographic details	3	Lecture	E- Content

UNIT- 4-DRAMA

4.0	Critical Analysis and Literary Techniques	2	Chalk & Talk	LCD
4.1	Oscar Wilde's <i>The Importance of Being Earnest- Act I</i>	8	Lecture	Black Board
4.2	Oscar Wilde's <i>The Importance of Being Earnest- Act II</i>	8	Lecture	Black Board
4.3	Analysis of Characters, themes and style	2	Chalk & Talk	LCD
UNIT-5- NOVEL				
5.1	Charles Dickens – <i>David Copperfield</i>	15	Lecture	PPT
5.2	Analysis of Characters, themes and style	3	Chalk & Talk	LCD
5.3	Critical Analysis	2	Blended Learning	E- Content

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks	Quiz 5 Mks.	Assignment 5 Mks	OBT/PT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %

K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	illustrate and analyse the spirit of enquiry that prevailed through the age.	K2	PSO3
CO 2	examine the Victorian writers' concern over loss of human values and the craze for materialism.	K4	PSO3
CO3	identify the various factors like progress of science, political awakening and educational expansion which shaped the writers' thinking.	K3	PSO3
CO 4	evaluate the themes that embody the restless spirit of the age.	K5	PSO1
CO 5	analyse the rich and varied literature of this era.	K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	1	3	1	2
CO2	2	1	3	1	1
CO3	3	1	2	1	2

CO4	2	1	3	1	2
CO5	3	1	2	1	2

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	2	3	3	2	1	2
CO2	3	2	3	2	2	1	2
CO3	3	2	3	3	3	1	2
CO4	3	1	2	3	3	1	2
CO5	3	1	2	3	2	1	2

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:



MS.D.RAMYA

Forwarded By



DR. ROSELINE MARY

HOD'S Signature& Name

II B.A ENGLISH

SEMESTER –IV

(For those who joined in 2019 onwards)

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WE EK	CREDITS
UAEN	19L4CC8	GRAMMAR FOR EFFECTIVE WRITING	CORE	6	4

COURSE DESCRIPTION

The course titled GRAMMAR FOR EFFECTIVE WRITING empowers the students' competency in grammar by enhancing vocabulary to improve writing skills and focusing on accuracy by following systematic rules and patterns.

COURSE OBJECTIVES

- ❖ To give the students a basic knowledge of grammar which would help them to co-ordinate their skills in using certain patterns of expression
- ❖ To acquire adequate skills to use grammatically correct structures which in turn would promote effective writing.

UNITS

UNIT –I SENTENCE STRUCTURE

Sentence fragment, Comma splice and Run-together sentence (13 HRS)

UNIT –II CONCORD AND PRONOUNS (16HRS.)

Faulty agreement and Faulty reference of pronouns.

UNIT –III PRONOUN SHIFTS (16HRS.)

Shifts in Point of view: mixed constructions and misplaced parts.

UNIT –IV DANGLING MODIFIERS (17 HRS)

Dangling constructions, Omissions, Incomplete and Illogical comparisons.

UNIT –V WRITING MODELS**(25HRS.)**

Evaluating a text-Paraphrasing-Note-making-Proof reading symbols and Editing

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)**(2 HRS)**

Writing Research Papers-Blog Writing-Travelogue-Effective Article Strategies-Creative Writing-Competitive Examinations

REFERENCES:**TEXT BOOKS**

1. Glenn Leggett. C. David Mead & William Charvat. *Essentials of Grammar and Composition*. New Delhi: Prentice-Hall of India Pvt. Ltd., 1988.
2. Bailey, Stephen. *Academic Writing, A Practical Guide for Students*. London: Routledge Falmer, 2006.

REFERENCE BOOKS:

1. Gower, Roger. *Grammar in Practice*. Cambridge: Cambridge University Press, 2002
2. Pink, Alderton M. and S.E. Thomas. *English Grammar and Composition and Correspondence* (chap.8). London: Donnington Press, 1974.

DIGITAL OPEN EDUCATIONAL RESOURCES :

1. <https://www.britishcouncil.in/library/collection/study>
2. <https://www.cambridge.org/us/academic/reference>

COURSE CONTENTS & TEACHING/LEARNING SCHEDULE

Module No.	Topic	No. of Lectures	Content Delivery Method	Teaching Aids
UNIT –I SENTENCE STRUCTURE				
1.1	Sentence fragment	3	Chalk & Talk	Black Board

1.2	Sentence fragment - Exercises	2	Chalk & Talk	LCD/ handouts
1.3	Comma splice	2	Lecture	PPT & White board
1.4	Comma splice - Exercises	2	Lecture	Textbook/ handouts
1.5	Run-together sentence	3	Lecture	Black Board
1.6	Run-together sentence – Exercises	2	Lecture	Textbook/PPT
1.7	Discussion	2	Discussion	Handouts
UNIT –II CONCORD AND PRONOUNS				
2.1	Faulty agreement	5	Lecture	PPT
2.2	Faulty agreement - Exercises	2	Chalk & Talk	Green Board
2.3	Faulty reference of pronouns	5	Chalk & Talk	E-Content / Text Books
2.4	Faulty reference of pronouns – Exercises	2	Blended Learning	E-Content / Text Books Materials
2.5	Discussion	1	Discussion	PPT
UNIT –III PRONOUN SHIFTS				
3.1	Shifts in Point of view	3	Lecture	PPT
3.2	Shifts in Point of view – Exercises	2	Chalk & Talk	Green Board

3.3	mixed constructions	3	Blackboard	E-Content / Text Books Materials
3.4	Mixed constructions – Exercises	3	Blended learning	E-Content / Text Books Materials
3.5	Misplaced parts	2	Blackboard	E-Content / Text Books Materials
3.6	misplaced parts- Exercises	1	Blackboard	E-Content / Text Books Materials
3.7	Discussion	1	Discussion	PPT
UNIT –IV DANGLING MODIFIERS				
4.1	Dangling constructions	2	Lecture	PPT
4.2	Dangling constructions – Exercises	2	Chalk & Talk	Green Board
4.3	Omissions	2	Blackboard	E-Content / Text Books /Materials/

4.4	Omissions – Exercises	3	Blended learning	E-Content / Text Books /Materials/
4.5	Incomplete and Illogical comparisons	2	Blackboard	E-Content / Text Books /Materials/
4.6	Incomplete and Illogical comparisons – Exercises	2	Blackboard	E-Content / Text Books /Materials/
3.7	Discussion	1	Discussion	LCDPPT
UNIT –V WRITING MODELS				
5.1	Evaluating a text	2	Lecture	Charts /LCD/ Handouts/PPT
5.2	Evaluating a text - Exercises	2	Chalk &Talk	Green Board
5.3	Paraphrasing –rules	2	Blackboard	E-Content / Text Books /Materials/
5.4	Paraphrasing - Exercises	2	Blended learning	E-Content Text Books Materials

5.5	Note-making strategies – sample	3	Blackboard	E-Content / Text Books Materials
5.6	Note-making - Exercises	2	Blackboard	E-Content / Text Book
5.7	Proof reading symbols	2	Lecture	Handouts
5.8	Proof reading symbols – Exercises	1	Lecture	PPT
5.9	Editing	2	Lecture	PPT
5.10	Editing – Exercises	1	Lecture	PPT
5.11	Discussion	1	Discussion	PPT
VI DYNAMISM				
6.1	Blog Writing, Travelogue	1	Discussion	PPT
6.2	Effective Article Strategies- Creative Writing-Competitive Examinations	1	Discussion	PPT
6.3	Writing Research Papers	1	Discussion	PPT

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				

	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i)	Section A (ii)	Section B	Section C	Section D	Section E	Total	
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	5 Mks.	5 Mks	8 Mks.	12 Mks	20 Mks.	10 Mks.	60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	recognize and use grammar terminology	K1 & K2	PSO1& PSO2
CO 2	examine and deploy run-on sentences, comma splices, and general usage of punctuations	K1 & K3	PSO3
CO 3	identify the grammatical errors and redraft with right usage	K3 & K4	PSO5
CO 4	Check and write accuracy in grammatical structures	K2 & K4	PSO2
CO 5	Write and create sentences grammatical correct structure	K4 & K3	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	1	1	1
CO2	1	2	3	2	2
CO3	2	2	1	1	3
CO4	1	2	1	1	1
CO5	2	2	1	2	3

Mapping of COs with POs

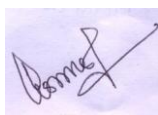
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	1	1	1	2	2
CO2	1	3	1	1	1	2	2
CO3	2	3	1	1	1	2	2
CO4	1	3	1	1	1	2	2
CO5	1	3	1	1	1	2	2

Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:



Dr.T.VISUMATHY

Forwarded By



Dr.A. Roselin Mary

HOD'S Signature and Name

III B.A ENGLISH

SEMESTER -V

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
UAEN	19L5CC9	SHAKESPEARE	CORE	5	4

COURSE DESCRIPTION

The course titled **SHAKESPEARE** helps students understand how Shakespearean canon evinces a judicious amalgamation of history and creative workmanship, poetic affluence, linguistic felicity and theatrical innovations.

COURSE OBJECTIVES

- The course exposes the students to a variety of Shakespeare's plays and sonnets.
- It also helps students acquire knowledge of the Bard's dramatic skills and of how he popularized the medium of Drama.

UNITS

UNIT – I: INTRODUCTION TO SHAKESPEARE

[10 HRS]

1. Shakespearean Sonnets
2. Shakespearean Theatre and Audience
3. Shakespeare's History Plays
4. Clowns & Fools in Shakespeare's plays
5. Shakespeare's Women
6. Salient features of Shakespeare's tragedies
7. Characteristic features of Shakespeare's Comedies (Self-Study)
8. Shakespeare's Soliloquies

UNIT – II: SHAKESPEAREAN SONNETS[15 HRS]

1. Sonnet 30: When to the sessions of sweet silent thought. ...
2. Sonnet 33: Full many a glorious morning have I seen. ...
3. Sonnet 73: That time of year thou mayst in me behold. ...
4. Sonnet 104: To me, fair friend, you never can be old.
5. Sonnet 98-From you have I been absent in the spring,
6. Sonnet 130: My mistress' eyes are nothing like the sun

UNIT – III : TRAGEDY

[15 HRS]

Macbeth

UNIT – IV : ROMANTIC COMEDY

[15 HRS]

Twelfth Night

UNIT – V : HISTORY PLAY

[20 HRS]

Henry IV-Part I

UNIT –VI DYNAMISM

1. Creating a stage activity (Shakespeare's Theatre and Audience)
2. Poetry Recitation task (Shakespeare's Sonnets)
3. Enactment of *Macbeth* and *Twelfth Night*

REFERENCES:

1. Shakespeare, William. *Macbeth*. Penguin, 2005.
2. Shakespeare, William. *Twelfth Night*. Penguin, 2005.
3. Shakespeare, William. *Henry IV-Part I*. Penguin, 2005.
4. Rowse, A.L. *Shakespeare's Sonnets*. Ed. Macmillan, 1964.

DIGITAL OPEN EDUCATIONAL RESOURCES :

1. <http://www.shakespeares-sonnets.com/>
2. <https://www.thoughtco.com/shakespeare-histories-plays-2985246>
3. <https://www.britannica.com/topic/Macbeth-by-Shakespeare>
4. <https://www.bl.uk/shakespeare/articles/shakespeare-and-gender-the-womans-part#>
5. https://en.wikipedia.org/wiki/Twelfth_Night

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I INTRODUCTION TO SHAKESPEARE				
1.1	Shakespearean Sonnets	1	Chalk & Talk	Black Board
1.2	Shakespearean Theatre and Audience	1	Chalk & Talk	LCD
1.3	Shakespeare's History Plays	2	Lecture	PPT & White board
1.4	Clowns & Fools in Shakespeare's plays	2	Lecture	Smart Board
1.5	Shakespeare's Women(Self-Study)	1	Lecture	Black Board
1.6	Salient features of Shakespeare's tragedies(Self-Study)	1	Discussion	Google classroom
1.7	Characteristic features of Shakespeare's Comedies(Self-Study)	1	Chalk & Talk	LCD
1.8	Shakespeare's Soliloquies (Self-Study)	1	Discussion	Black Board
UNIT -II SHAKESPEAREAN SONNETS				
2.1	Sonnet 30: When to the sessions of sweet silent thought.	2	Lecture	Green Board
2.2	Sonnet 33: Full many a glorious morning have I seen. ...	2	Chalk & Talk	LCD

2.3	Sonnet 73: That time of year thou mayst in me behold. ...	3	Lecture	PPT
2.4	Sonnet 104: To me, fair friend, you never can be old...	2	Lecture	Black Board
2.5	Sonnet 98-From you have I been absent in the spring,...	3	Chalk & Talk	LCD
2.6	Sonnet 130: My mistress' eyes are nothing like the sun	3	Lecture	PPT & White board
UNIT-III TRAGEDY				
3	<i>Macbeth</i>	15	Chalk & Talk, Lecture, Discussion	Black Board, LCD,PPT & Google Classroom
UNIT-IV ROMANTIC COMEDY				
4	<i>Twelfth Night</i>	15	Chalk & Talk, Lecture, Discussion	Black Board, White Board, LCD,PPT & Google Classroom
UNIT-V HISTORY PLAY				
5	<i>Henry IV-Part I</i>	20	Chalk & Talk, Lecture, Discussion	Black Board, LCD, Green Board, PPT & Google Classroom

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
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CO1	Outline the dramatic and theatrical conventions of Elizabethan theatre, understand Shakespeare's plays and categorize his characters and themes	K1	PSO3
CO2	Analyze and interpret the Shakespearean sonnets	K1, K2	PSO1
CO3	Locate the different techniques employed in <i>Macbeth</i> and infer the critical perspectives	K2, K3	PSO4
CO4	Identify the characters, themes, and context of <i>Twelfth Night</i> and relate it to textual analysis through interpretation	K3, K4	PSO1
CO5	Develop the critical skills to approach <i>Henry-IV-Part-I</i> in different contexts including critical, theoretical and theatrical	K3, K4	PSO1 & PSO4

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	3	1	2
CO2	3	1	1	1	1
CO3	2	1	1	3	1
CO4	3	1	2	1	1
CO5	3	1	1	2	1

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	1	1	1	2
CO2	3	1	1	1	1	1	2
CO3	3	1	1	1	2	1	2
CO4	2	1	1	1	1	1	2
CO5	2	3	1	1	1	1	2

Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:



Dr.G.PRIYA

Forwarded By



Dr.A. Roselin Mary

HOD'S Signature& Name

III B.A ENGLISH

SEMESTER –V

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/W EEK	CREDI TS
UAEN	19L5CC10	WORLD LITERATURE IN TRANSLATION	CORE	5	4

COURSE DESCRIPTION

The course titled WORLD LITERATURE IN TRANSLATION is designed to help students identify and appreciate the varied cultural, religious and social practices as revealed in the eclectic literary genres of the world available as English translations.

COURSE OBJECTIVES

- The course is designed to make the learners examine and comprehend the cultural diversity through the translated pieces of world classics.
- The course enables students to develop a literary taste for the literatures of the world and understand the significance of the bridge language.

UNITS

UNIT –I POETRY

(17HRS)

1. Confucius - “A Young Soldier on Service” (Chinese)
2. Callimachus - “Heraclitus” (Greek)
3. Anacreon - “Defiance of Age” (Greek)
4. Confucius - “The wish of an unhappy man”(Chinese)

5. Thiruvalluvar - Thirukurral- Veracity- 30: 1-5 couplets

(Tamil)

6. Haiku Poems (Japanese) – 1. “Grasses Wilt” by Yamaguchi Seishi
2. “Blowing from the West” by Yosa Boson
3. “From Time to Time” by Matsuo Basho

UNIT –II PROSE

(16HRS)

1. Noah and the flood – Chapter from the Old Testament
(pg.415) - (Hebrew)-2pgs

2. PARABLES - Parables of the mustard seed (Mark 4:30-32)
- Parable of the tenants (Mark12:1-11)
 - Parable of the budding fig tree(Mark 13:28-32)
 - Parable of the hidden treasure
(Mathew 13 :45-46)

UNIT –III DRAMA

(16HRS)

Kalidasa - *Shakuntala* (Sanskrit)

UNIT –IV NOVEL

(16HRS)

Taslima Nasrin - *Lajja* (Bangla Deshi)

UNIT –V SHORT STORIES (Self-Study)

(10HRS)

1. Premchand - “The Voice of God”(Indian)

2. Guy De Maupassant - “Timbuctoo” (French)

TESTBOOK REFERENCES

1. Brown, S. Calvin, Edwin M. Everett, Rober L. Harrison. eds. *Masterworks of World Literature*. Holt, Rinehar and Winston, Inc. 1970.
2. Cunliffe, John W. and Ashley H. Thorndike. *Scandinavian and Slavonic Literature*. Cosmo, 2008.
3. Gottheil, Richard J.H. and Epiphanius Wilson. *Oriental Literature. Volumes II and IV*. Cosmo, 2008.

REFERENCES:

1. Gentzler, Edwin. *Contemporary Translation Theories*. 2nd ed. Multilingual Matters Limited, 2001
2. Khatri, C.L. *World Literature in English*. Book Enclave, 2006
3. Pym ,Anthony. *Exploring translation Theories* . Routledge, 2009.

4. Rhyder, Arthur W. *Translations of Shakuntala and other works*. Dodo, 2007

5. Yevgeni Yevtushenko, Robin Milner-Gulland, Peter Levi, trans. *Selected Poems*, Penguin, 2008.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I POETRY				
1.1	Wei's "A Young Soldier on Service" (Chinese)	2	Chalk & Talk	Black Board
1.2	Callimachus' "Heraclitus" (Greek)	2	Chalk & Talk	Black Board
1.3	Anacreon's "Defiance of Age" (Greek)	3	Lecture	PPT & White board
1.4	Kwei's "The wish of an unhappy man" (Ghana)	2	Lecture	Smart Board
1.5	Thiruvalluvar's <i>Thirukurral</i> - Veracity- 30: 1-5 couplets (Tamil)	2	Lecture	Black Board
1.6	Haiku Poems – 1. "Grasses Wilt" by Yamaguchi Seishi (Japanese)	2	Chalk & Talk	Black Board
1.7	"Blowing from the West" by Yosa Boson	2	Chalk & Talk	Black Board
1.8	"From Time to Time" by Matsuo Basho	2	Discussion	Black Board

UNIT -II PROSE				
2.1	Noah and the flood– Chapter from the Old Testament (pg.415) - (Hebrew)-2pgs	8	Discussion	Green Board Charts
2.2	PARABLES Parables of the mustard seed (Mark 4:30-32) Parables of the mustard seed (Mark 4:30-32) Parable of the tenants (Mark12:1-11) Parables of the mustard seed (Mark 4:30-32) Parable of the tenants (Mark12:1-11) Parable of the budding fig tree(Mark 13:28-32) Parable of the hidden treasure (Mathew 13 :45-46)	8	Chalk & Talk	PPT & White board
UNIT -III DRAMA				
3	Kalidasa- <i>Sakuntala</i> (Sanskrit)	16	Chalk & Talk	PPT & White board
UNIT -IV NOVEL				
4	TaslinaNasrin - <i>Lajja</i> .(Bangla Deshi)	16	Chalk & Talk	Black Board
UNIT -V SHORT STORY(Self-Study)				
5.1	Premchand	5	Discussion	Black Board
5.2	Guy De Maupassant	5	Discussion	Black Board

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall and analyse the different types and elements of poetry from the literatures of the world	K1,K2 &K4	PSO1& PSO2
CO 2	Recall and explain the significant features of biblical prose	K1 &K2	PSO1,PSO2& PSO3
CO 3	Recall and interpret the key characteristics of Indian drama	K1 & K3	PSO1,PSO2& PSO3
CO 4	Relate & examine the social concerns in Bengali novel	K2& K4	PSO1&PSO5
CO 5	Compare and contrast the significant aspects of Indian and French short stories	K3	PSO1 & PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	1	1
CO2	2	2	3	1	1
CO3	3	2	3	1	1
CO4	3	2	3	1	3
CO5	3	2	2	1	3

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	1	2	3	2
CO2	3	1	2	2	2	2	2
CO3	3	1	1	2	2	2	2
CO4	2	1	2	3	2	2	2
CO5	2	1	1	3	2	2	2

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

A. Sangeetha Rani

COURSE DESIGNER:

Ms. N. Sangeetha Rani

Forwarded By

Roselin Mary

Dr. A. Roselin Mary

HOD's Signature & Name

III B.A ENGLISH

SEMESTER –V

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN	19L5CC11	TWENTIETH CENTURY LITERATURE	CORE	5	4

COURSE DESCRIPTION

The course titled TWENTIETH CENTURY LITERATURE aims to familiarize the students with the literary texts of twentieth century that show innovations in content, forms, literary devices, approaches and techniques.

COURSE OBJECTIVES

- The course acquaints the students with the writers and thinkers whose works evinced radical changes and presented the complex spirit of the modern age
- The course helps learners understand how literature reflected the changing attitudes of the society.

UNITS

UNIT –I POETRY

(15 HRS)

1. W.B. Yeats -“Easter 1916”
2. W. H. Auden- “The Unknown Citizen”
3. T.S. Eliot - “The Hollow Men”
4. Isaac Rosenberg -“Break of Day in the Trenches”
5. Philip Larkin - “Deceptions”
6. Ted Hughes - “Vampire”

UNIT –II PROSE

(15 HRS)

1. Robert Lynd- -“On Forgetting”
2. A.G. Gardiner -“On Saying Please”
3. E.V. Lucas - “Tight Corners”

4. E.M Forster - "Tolerance"

5. Bernard Shaw - "How I Became a Public Speaker"

UNIT -III DRAMA

(15 HRS)

1. Samuel Beckett - *Waiting for Godot*

UNIT -IV NOVEL

(15HRS)

1. Anthony Burgess - *A Clockwork Orange*

UNIT -V SHORT STORY

(10HRS)

1. D.H. Lawrence - "Odour of Chrysanthemums"

2. Katherine Mansfield - "Marriage À La Mode (1921)" **(Self-Study)**

UNIT -VI DYNAMISM

(5HRS)

Post Modernism-Modernism-Celtic Modernism-Existentialism-Net/Set
Examination

TEXT BOOKS

1. Burgess, Anthony. *A Clockwork Orange*. UK: Penguin Publishers, 1972.

2. Blackey, J. *Waiting for Godot*. Canada: Coles Pub. Company, 1973.

REFERENCE BOOKS:

Langbaum, Robert. *The Modern Spirit: Essays on the Continuing of Nineteenth and Twentieth Century Literature*. New Delhi: Oxford University Press, 1970.

Myles, Nita. *Twentieth Century English Novelists*. New Delhi: Kanishka Publishers, 2001.

Ward, A.C. *Twentieth Century Prose 1940-1960*. London: G. Bell and Song, 1962.

Whalen, Terry. *Philip Larkin and English Poetry*. Hong Kong: Macmillan, 1986.

Couto, Maria. *Graham Greene: On the Frontier, Politics and Religion in the Novels*, Chennai: Macmillan, 1990.

Dobree, Bonamy. *Modern Prose Style*. New Delhi: Galgotia Pvt. Ltd., 1964.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Content Delivery Method	Teaching Aids
UNIT –I POETRY				
1.1	Poetry – Twentieth century – An overview	1	Lecture	Black Board
1.2	W.B.Yeats - Easter 1916	2	Chalk & Talk	Black Board
1.3	W.H. Auden - “The Unknown Citizen”	2	Lecture	PPT & White board
1.4	T.S. Eliot - “The Hollow Men”	4	Lecture	Smart Board
1.5	Isaac Rosenberg - “Break of Day in the Trenches”	2	Lecture	Black Board
1.6	Philip Larkin - “Deceptions”	1	Lecture	Black Board
1.7	Ted Hughes- “Vampire”	2	Lecture	Black Board
1.8	Twentieth century poets and techniques	1	Discussion	PPT & White board
UNIT II - PROSE				
2.1	Twentieth century- characteristics of prose	1	Lecture	Green Board Charts

2.2	Robert Lynd - “On Forgetting”	2	Lecture	Green Board
2.3	A.G. Gardiner - “On Saying Please”	3	Lecture	Black Board
2.4	E.V. Luca -“Tight Corners”	3	Lecture	Black Board
2.5	E.M Forster “Tolerance”	3	Lecture	Black Board
2.6	Bernard Shaw “How I Became a Public Speaker”	3	Lecture	Black Board
UNIT III – DRAMA				
3.1	Twentieth century- characteristics of drama- dramatist	3	Lecture	Green Board Charts
3.2	Samuel Beckett - <i>Waiting for Godot</i>	12	Lecture	Textbook/ Green Board
UNIT IV- NOVEL				
4.1	Twentieth century- characteristics of novels and novelists	2	Lecture	Green Board
4.2	Anthony Burgess <i>A Clockwork Orange</i>	11	Lecture	Textbook/LCD /MOVIE
4.3	DISCUSSION	2	Discussion	PPT & White board
UNIT V - SHORT STORY				
5.1	Twentieth century- characteristics	2	Lecture	Green

	of short stories			Board Charts
5.2	D.H.Lawrence “Odour of Chrysanthemums”	6	Lecture	Textbook/LCD/MOVIE
5.3	Katherine Mansfield -“Marriage A La Mode (1921)” (Self-Study)	1	Discussion	PPT
5.4	Discussion	1	Discussion	PPT
UNIT VI- DYNAMISM				
6.1	Post Modernism-Modernism- Celtic Modernism- Existentialism-Net/Set Examination	5	Discussion	PPT

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %

K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %

K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the historical, social and political context of 20 th century literature as revealed through its poetry.	K1 & K4	PSO1
CO 2	examine the socio-cultural issues of 'Englishness' through the representative essays.	K1 & K2	PSO3
CO 3	evaluate the impact of modern philosophy in particular existentialism through absurd drama.	K2& K3	PSO1
CO 4	analyze the effects of war and the modernists repudiation of the existing literary tradition through the satirical novel.	K1 &K4	PSO2
CO 5	examine literary texts closely to enhance interpretive skills of reading short stories.	K3	PSO5

Mapping COs Consistency with PSOs

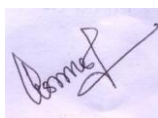
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	1
CO2	1	2	3	2	2
CO3	3	2	1	1	1
CO4	1	3	1	1	1
CO5	2	2	1	2	3

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	1	2	1	2	2
CO2	2	1	1	2	1	2	2
CO3	2	1	1	1	1	2	2
CO4	2	1	1	1	1	2	2
CO5	3	1	1	1	1	2	2

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
♦ Weakly Correlated -1

COURSE DESIGNER:



Dr.T.Visumathy

Forwarded By



Dr.A. Roselin Mary

HOD'S Signature and Name

III B.A ENGLISH

SEMESTER – V

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/WEE K	CREDIT S
UAEN	19L5CC12	AWARD- WINNING LITERATURE	MAJOR	5	4

COURSE DESCRIPTION

The course “Award Winning Literature” presents award-winning literary writings selected from different genres and helps the learners understand the minds of the writers, the causes these pieces represent and the social and cultural contexts from which they emerged.

COURSE OBJECTIVES

- The course aims to acquaint the learners with some of the outstanding literary writings and help them identify the award-winning features in these texts.
- It also fosters their critical acumen to recognise and appreciate the ways in which writers achieved a varied range of effects in and through their works.

UNITS

UNIT- I POETRY

(20 HRS)

1. W. H. Auden – “The Shield of Achilles”
2. Seamus Heaney – “Digging” **(Self-Study)**
3. Bob Dylan – “Subterranean Homesick Blues”
4. Pablo Neruda– “A Song of Despair”
5. Octavia Paz – “Between Going and Staying”
6. Les Murray – “A Torturer’s Apprenticeship”

UNIT –II PROSE

(15HRS)

1. V. S. Naipaul – “The Last of the Aryans”
2. Svetlana Alexievich – “Boys in Zinc” **(Self-Study)**
3. Albert Camus – “Myth of Sisyphus”

UNIT – III DRAMA

(17 HRS)

1. Eugene Ionesco – *The Rhinoceros*

UNIT –IV NOVEL

(18 HRS)

1. Manu Joseph – *Serious Men*

UNIT –V SHORT STORIES

(15 HRS)

1. William Faulkner – “A Rose for Emily” **(Self-Study)**
2. Gabriel Garcia Marquez – “A Very Old man with Enormous Wings”
(Self-Study)
3. Alice Munro – “The Photographer”
4. NgugiWaThiong’O – “Mugumo”

UNIT –VI DYNAMISM (Evaluation Pattern – CIA only)

(5HRS)

1. Famous Literary Awards – Nobel Prize, Pulitzer Prize, Man Booker Prize, Neustadt International Prize for Literature, The Women’s Prize for Fiction, Commonwealth Writers Prize, British Book Awards, National Book Award, SahityaAkademi Award
2. Nobel Prize and Man Booker Prize winners of the 21st century.

TEXT BOOKS

1. Ionesco, Eugene. *Rhinoceros*. Penguin Classics, 2000.
2. Joseph, Manu. *Serious Men*. Harper Collins Publishers, 2011.

REFERENCES:

1. Diyanini, Robert D. *Literature : Reading fiction, Poetry and Drama*. McGraw-Hill, 2000.
2. Kalu. C Anthonia. *TheRienner Anthology of African Literature*. Viva Books, 2008.

3. Mane, Prabhanjan. *Interpreting Drama*. Atlantic Publishers & Distributors, 2010.
4. Marquez, Gabriel Garcia. *Collected Stories*. Rabassa, Gregory & J.S. Bernstein. Trans. Perennial Classics, 1999.
5. Matterson, Stephen & Darryl L Jones. *Studying Poetry*. 2nd ed. Bloomsbury Academic, 2011.
6. Naipaul. V S. *Literary Occasions*. Picador, 2003.
7. Rai, Amod Kumar. *V.S. Naipalu : A Study of His Nonfictions*. Sarup Book Publishers, 2008.
8. *Selected Short Stories of William Faulkner*. The Modern Library, 1930.
9. Thieme, John. Ed. *The Arnold Anthology of Post- Colonial Literatures in English*. Arnold Publishers, 2000.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 POETRY				
1.1	Introduction	3	Chalk & Talk	Black Board
1.2	“The Shield of Achilles”	4	Chalk & Talk	Black Board
1.3	“Subterranean Homesick Blues”	4	Lecture	Black Board
1.4	“A Song of Despair”	3	Lecture	Black Board
1.5	“Between Going and Staying”	3	Lecture	Black Board
1.6	“A Torturer’s Apprenticeship”	3	Chalk & Talk	Black Board
UNIT -2 PROSE				
2.1	“The Last of the Aryans”	6	Lecture	PPT

2.2	“Boys in Zinc”- Introduction	1	Chalk &Talk	Black Board
2.3	Absurdism& Albert Camus- Introduction	2	Chalk & Talk	Black Board
2.4	“Myth of Sisyphus”	6	Chalk & Talk	Black Board
UNIT-3 DRAMA				
3.1	Theatre of the Absurd	2	Lecture	PPT
3.2	<i>The Rhinoceros</i>	10	Chalk & Talk	Black Board
3.3	Thematic Analysis	2	Discussion	Black Board/ Google Classroom
3.4	Character Analysis	2	Chalk & Talk	Black Board
3.5	Overall Summarisation and Analysis	1	Chalk & Talk	Black Board
Unit- 4 NOVEL				
4.1	Introduction	2	Chalk & Talk	Black Board
4.2	<i>Serious Men</i> - Explanation	12	Chalk & Talk	Black Board
4.3	Thematic Analysis	4	Discussion	Black Board/ Google Classroom
UNIT-5 SHORT STORIES				
5.1	“A Rose for Emily”	5	Seminar & Discussion	Black Board
5.2	“A Very Old man with Enormous Wings”	4	Seminar & Discussion	Black Board
5.3	“The Photographer”	4	Chalk & Talk	Black Board

5.4	“Mugumo”	2	Chalk & Talk	Black Board
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EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	recognize and appreciate the literary style employed in the prescribed poems	K1 & K2	PSO1& PSO3
CO 2	read, identify and understand the award-winning features present in the prose pieces	K1& K2	PSO3
CO 3	identify and appreciate the ways in which the dramatist presents the elements of the absurd in the play	K3 & K4	PSO3
CO 4	examine and estimate the historical, social and literary value of the novel.	K3 & K4	PSO1& PSO3

CO 5	Evaluate the prescribed short stories and enrich their experience of literature by being exposed to the exemplary pieces of short fiction.	K3 & K4	PSO1& PSO3
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Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	3	2	1
CO2	3	1	3	2	1
CO3	1	2	3	2	1
CO4	3	2	3	1	1
CO5	3	1	3	1	1

Mapping of COs with POs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	2	3	2	3
CO2	3	1	1	2	3	2	3
CO3	1	1	1	3	2	2	3
CO4	2	1	2	3	3	2	3
CO5	3	1	2	2	2	2	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER


Ms. A. Deva Sudha

Forwarded By



Dr.A. Roselin Mary

HOD'S Signature and Name

III B.A ENGLISH

SEMESTER –VI

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN	19L6CC13	AMERICAN LITERATURE	CORE	5	4

COURSE DESCRIPTION

The course titled American Literature offers a bird's eye view of the literature of the United States of the 19th and 20th century in relation to their historical and cultural contexts.

COURSE OBJECTIVES

- The course helps learners to identify core ideas, characteristic perspectives of a variety of representative authors.
- The course focuses on the American literary tradition that evolved independently from the existing European tradition.

UNITS

UNIT- I-POETRY

(20 Hours)

1. Edgar Allan Poe - "The Raven"
2. Walt Whitman - "I Celebrate Myself"
(From "Song of Myself"-lines: 1-12)
3. Emily Dickinson - "A Bird Came down the Walk"
4. Robert Frost - "Mending Wall"
5. Wallace Stevens - "The Emperor of Ice-Creams"
6. Leslie Marmon Silko - "Ceremony Poem"
7. Sherman Alexie - "Grief Calls Us to the Things of this World"

UNIT- II-PROSE

(15 Hours)

1. Henry David Thoreau - "Where I Lived and What I Lived For"(chapter 2)
2. Edgar Allan Poe - "The Philosophy of Composition"

UNIT- III-DRAMA

(20 Hours)

Thornton Wilder - *Our Town*

UNIT –IV-NOVEL

(15 Hours)

Scott F Fitzgerald - *The Great Gatsby*

UNIT -V-SHORT FICTION

(5 Hours)

1. Jack London - "The Law of Life"

2. Anzia Yezierska - "The Lost Beautifulness"

3. O. Henry - "The Ransom of the Red Chief" (**Self-study**)

UNIT – VI- DYNAMISM

Analysis of contemporary writers in the United States of America-particularly the ethnic writers.

TEXT BOOKS:

1. *The Heath Anthology of American Literature* Vol.I& II. D.C.Heath and Company, 1990.

2. *The Norton Anthology of American Literature* 2 Vols. 5th ed. W.W. Norton & Company, 1998.

REFERENCE BOOKS:

1 Barbour, Scott, ed. *American Modernism*. Green Haven Press Inc., 2000.

2. Bordman, Gerald. *Oxford Companion to American Theatre*. OUP, 1992.

3. Hart, James David. and Philip Leininger, eds. *The Oxford Companion to American Literature*. 6th ed. OUP, 1995.

4. Howard, Leon. *Literature and the American Tradition*. Eurasia Publication 1960.

5. Lawrence, David Herbert. *Studies in Classic American Literature*. Penguin Books Ltd, 1971.

6. Narasimhaiah, C.D. ed. *Student's Handbook of American Literature*. Kalyani Publishers, 1972.

7. Oliver, Egbert.S. *Studies in American Literature: Whitman, Emerson, Melville and Others*. Eurasia Publication, 1971.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I POETRY				
1.1	Introduction to American Poetry	2	Chalk &Talk	Blackboard
1.2	Brief overview of "The Philosophy of Composition"	1	Chalk &Talk	Blackboard
1.3	The Raven	3	Chalk &Talk	Blackboard

1.4	I Celebrate Myself	2	Chalk &Talk	Blackboard
1.5	A Bird Came...	2	Chalk &Talk	Blackboard
1.6	Mending Wall	2	Chalk &Talk	Blackboard
1.7	The Emperor of Ice Creams	2	Chalk &Talk	Blackboard
1.8	Introduction to Native American Poets	2	Chalk &Talk	Blackboard
1.9	Ceremony Poem	2	Chalk &Talk	Blackboard
1.10	Grief Calls	2	Chalk &Talk	Blackboard
UNIT -II- PROSE				
2.1	Theory of Transcendentalism	1	Chalk &Talk	Blackboard
2.2	Introduction to Thoreau	1	Chalk &Talk	Blackboard
2.3	Where I Lived and What I Lived For	8	Chalk &Talk	Blackboard
2.4	Philosophy of Composition	5	Chalk &Talk	Blackboard
UNIT -III DRAMA				
3.1	Concept of Metatheatre	2	lecture	PPT
3.2	Small town life of America	3	Explanation	Video
3.3	Themes	5	Chalk &Talk	Blackboard
3.4	Character Analysis	6	Chalk &Talk	Blackboard

3.5	Overall analysis	4	Chalk &Talk	Blackboard
UNIT –IV NOVEL				
4.1	The Jazz Age	1	Lecture	Video
4.2	The concept of the American Dream	1	Chalk &Talk	Blackboard
4.3	Introduction to Fitzgerald	1	Chalk &Talk	Blackboard
4.4	Narrative Technique	1	Chalk &Talk	Blackboard
4.5	Characterisation	6	Chalk &Talk	Blackboard
4.6	Symbols	2	Chalk &Talk	Blackboard
4.7	Screen adaptation	3	movie	Movie
UNIT –V SHORT STORIES				
5.1	Nuances of short Fiction	1	Chalk &Talk	Blackboard
5.2	The law of life	2	Chalk &Talk	Blackboard
5.3	The Lost Beaufutlness	2	Chalk &Talk	Blackboard

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %

K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

IA

Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %

K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	understand and appreciate the style of diverse groups of American writers	K1	PSO1 & PSO3
CO 2	comprehend the plurality of American literatures and cultures	K3	PSO1 & PSO5
CO 3	examine the socio-political cultural issues in American literatures	K2	PSO3
CO 4	demonstrate knowledge of the development of characteristic forms and styles of expressions of the historical periods	K4	PSO3 & PSO5
CO 5	appreciate inter-cultural competence to engage in critiquing global, national and regional issues	K4	PSO1 & PSO3

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	3	1	2
CO2	3	1	2	1	3
CO3	3	1	3	1	2
CO4	2	1	3	1	3
CO5	3	1	3	1	2

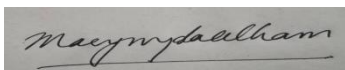
Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	3	3	1	2	2
CO2	1	1	3	3	2	2	2
CO3	2	1	3	3	2	2	2
CO4	2	1	3	3	3	2	2
CO5	1	2	2	2	3	2	2

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:



Dr. Mary Magdalene Abraham

Forwarded By



Dr. A. Roselin Mary
HOD'S signature & Name

III B.A ENGLISH
SEMESTER –VI

For those who joined in 2019 onwards

PROGRA MME CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/WE EK	CREDIT S
UAEN	19L6CC14	WOMEN'S WRITING	CORE	5	4

COURSE DESCRIPTION

The course presents the various dimensions in women's writings. Representative pieces of eminent writers like Margaret Atwood, Elaine Showalter and Louise Erdrich will be dealt with to appraise the learners' role in the current literary scenario.

COURSE OBJECTIVES

The course intends to evaluate the role of women and the issues related to them and equip the learners with life lessons to meet the challenges of the society.

UNITS

UNIT –I POETRY

(15HRS.)

- | | |
|----------------------|----------------------------------|
| 1. Roula Pollard | - "We, Women of Enlightenment" |
| 2. Prerna Bakshi | - "Gone and Buried" (Self Study) |
| 3. Taslima Nasrin | - "Border" |
| 4. Ursula Fan Thorpe | - "Mother- in-law" |
| 5. Mary Gilmore | - "Eve Song" |
| 6. Margaret Atwood | - "This is a Photograph of Me" |

UNIT –II PROSE

(15HRS.)

- | | |
|---------------------|--|
| 1. Elaine Showalter | - "Towards A Feminist Poetics"(An excerpt) |
|---------------------|--|

2. Hellen Keller - "Optimism Within" from *Optimism: An essay*

UNIT –III DRAMA (15 HRS.)

- Muthal Naidoo - *Flight from the Mahabarath*

UNIT –IV NOVEL (20 HRS.)

- Chimamanda Ngozi Adichie - *Purple Hibiscus*

UNIT –V SHORT STORIES (10 HRS.)

1. Amrita Pritam - "Wild Flower"(Self Study)
2. Louise Erdrich - "Scales"

UNIT- VI- DYNAMISM

Reading and appreciating contemporary women writers

TEXTBOOKS:

1. Adichie, Chimamanda Ngozi. *Purple Hibiscus*. Workman Publishing Company, 2003.
2. Keller, Hellen. *Optimism: an Essay*. T. Y. Crowell and Company, 1903.
3. Naidoo, Muthal. "Flight from the Mahabarath". Ed. Kathy A. Perkins. *Black South African Women: An Anthology of Plays*. Routledge, 1998.
4. Showalter, Elaine. "Towards A Feminist Poetics". Ed. K. M. Newton. *Twentieth Century: Literary Theory*. Palgrave, 1997. Pg (216- 220)
5. Copies of prescribed poems, prose pieces, drama and short stories.

REFERENCES:

1. Erdrich, Louise. *Love Medicine*. Harper Collins, 1984.
2. Gupta, Monika (Ed.) *Women Writers in the Twentieth Century Literature*. Atlantic Publishers and Distributors, 2000.
3. Hooks, Bell. *Feminist Theory: From Margin to Center*. Pluto Press, 2000.

- 4.Sarris, Greg, Connie A. Jacobs &James R.GilesEd.*ApproachesTo Teaching the Works of Louise Erdrich*. The Modern Language Association of America 2004.
- 5.Showalter, Elaine.“Towards A Feminist Poetics”.Ed. V.S.Seturaman.Pg (403-407) Macmillan India Limited, 1989.
- 6.Singh,R.P.*Select Voices from Africa and Asia: New Literatures In English* .Yking Books, 2016.
- 7.Whitson J.,Kathy.*Encyclopedia of Feminist Literature*. Green wood Publishing Group Inc, 2004.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids	
UNIT -1 POEM					
1.1	Introduction - Significance of women writers	1	PPT	LCD	
1.2	“We, Women of Enlightenment”	1	Lecture	Black board	
1.3	Analysis	1	Discussion	Black Board	
1.4	“Gone and Buried”	1	Lecture	Black Board	
1.5	Analysis	1	Chalk & talk	Black Board	
1.6	“Border”	1	Lecture	Green Board	
1.7	Discussion	1	Chalk & talk	Black board	
1.8	“Mother- in-law”	1	Lecture	Black Board	

1.9	Analysis	1	Discussion	Google classroom	
1.10	“Eve Song”	2	Chalk & talk	Black Board	
1.11	Discussion	1	Group discussion	Green Board	
1.12	“This is a Photograph of Me”	2	Lecture	Black Board	
1.13	Analysis	1	Chalk & talk	Black Board	
UNIT -2 PROSE					
2.1	Introduction	1	Lecture	flow Charts	
2.1	“Towards A Feminist Poetics”	4	PPT & Lecture	LCD & Black Board	
2.2	Analysis	3	Discussion	white Board	
2.3	“Optimism Within”	4	Chalk & Talk	Green Board	
2.4	Analysis	3	Discussion	white Board	
UNIT -3 DRAMA					
3.1	Introduction	2	PPT	LCD	
3.2	<i>Flight from the Mahabharath</i>	11	Chalk & Talk	Black Board	
3.3	Analysis	2	Discussion	Google classroom	
UNIT -4 NOVEL					

4.1	Introduction	2	Lecture	Flow Charts	
4.2	<i>Purple Hibiscus</i>	16	Lecture, PPT & Chalk & Talk	Black Board	
4.3	Analysis	2	Discussion	Google classroom	
UNIT -5 SHORT STORIES					
5.1	Introduction	1	PPT	LCD	
5.2	"Scales"	3	Lecture	Black Board	
5.3	Analysis	2	Discussion	Google classroom	
5.4	"Wild Flower"	2	Discussion	white Board	
5.5	Analysis	2	Discussion	Google classroom	

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %

K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %

Total	5	5	8	12	20	10	60	100 %
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COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Relate the multiple dimensions in women's writings.	K1 & K3	PSO1 & PSO3
CO 2	Understand the feminine sensibility through literature.	K1 & K2	PSO3
CO 3	Compare and contrast the constraints of patriarchal frame work at different levels	K2	PSO1
CO 4	Identify the various levels of oppression and gender issues.	K3 & K4	PSO3 & PSO5
CO 5	Analyze the role of women in the contemporary scenario.	K2 & K4	PSO1 & PSO3

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	3	1	3
CO2	2	1	3	1	2
CO3	3	1	2	1	2
CO4	2	1	3	1	3
CO5	2	1	3	1	2

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	3	3	3	3
CO2	2	1	1	3	2	3	3
CO3	2	1	1	3	3	3	3
CO4	2	1	1	3	2	3	3
CO5	3	1	1	2	3	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:



MS.A.J.Aruna

Forwarded By



DR. ROSELINE MARY

HOD's Signature & Name

III B.A ENGLISH
SEMESTER – VI

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
UAEN	19L6CC15	LITERARY CRITICISM	CORE	5	4

COURSE DESCRIPTION

The course titled LITERARY CRITICISM offers the historical evolution of English literary criticism since the Classical times.

COURSE OBJECTIVES

- The course offers a detailed input on the history of literary criticism.
- The course also introduces the learners to the various critical tools necessary to evaluate works of art.

UNITS

UNIT –I (15 HRS.)

1. Classical, Medieval and Renaissance Criticism

UNIT –II (10 HRS.)

1. Neo-Classical and Romantic Criticism

UNIT –III (15 HRS.)

1. Victorian Criticism
2. Twentieth Century Criticism

UNIT –IV (15HRS.)

1. The Function of Criticism– T.S. Eliot
2. Approaches in Practice:(i)“Young Goodman Brown”: Id versus Superego

UNIT –V (15 HRS.)

1. Approaches in Practice:

(ii) “Myth Criticism and the American Dream: Huckleberry Finn as the American Adam”

(iii) “Frailty Thy Name is Hamlet: Hamlet and Women”

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only) (5HRS)

1. Analyzing a poem (not more than 20 lines) or a short story using one of the critical approaches.

TEXT BOOKS:

1. Eliot T. S. *Selected Essays, 1917–1932*. Houghton Mifflin Harcourt, 2014.
2. Guerin, Wilfred L. et al. *A Handbook of Critical Approaches to Literature*. 4th ed., OUP, 2004.
3. Krishnaswamy N. et al. *Contemporary Literary Theory*. Macmillan India Limited, 2001.
4. Nagarajan, M.S. *English Literary Criticism and Theory: An Introductory History*. Orient Blackswan Publishers, 2006.

REFERENCE BOOKS:

1. Blamires, Harry. *A History of Literary Criticism*. Macmillan Press Ltd., 1991.
2. Das, Bijay Kumar. *Twentieth Century Literary Criticism*. Atlantic Publishers & Distributors (P) Ltd., 2010.
3. Habib M. A. R. *A History of Literary Criticism and Theory*. Blackwell Publishing, 2005.
3. Lodge, David. ed. *Modern Criticism and Theory: A Reader*. Longman Inc., 1988.
4. Ramaswami S. & Sethuraman V.S., *The English Critical Tradition: An Anthology of English Literary Criticism*. Vol. – I & II. Macmillan India Ltd., 1986.
5. Waugh, Patricia. ed. *Literary Theory and Criticism: An Oxford Guide*.

OUP, 2006.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I				
1.1	Classical Criticism	8	Chalk & Talk PPT	Black board & LCD
1.2	Medieval and Renaissance Criticism	7	Lecture	Black board & LCD
UNIT -II				
2.1	English Neoclassical Criticism	5	Chalk & Talk PPT	Black board & LCD
2.2	Romantic Criticism	5	Lecture	Black board & LCD
UNIT -III				
3.1	Victorian Criticism	8	Chalk & Talk PPT	Black board & LCD
3.2	Twentieth Century Criticism	7	Chalk & Talk PPT	Black board & LCD
UNIT -IV				
4.1	"The Function of Criticism" – T.S. Eliot	8	Lecture	Black board & LCD

4.2	“Young Goodman Brown”: Id versus Superego”	7	Chalk & Talk PPT	Black board & LCD
UNIT –V				
5.1	“Myth Criticism and the American Dream: Huckleberry Finn as the American Adam”	8	Lecture	Black board & LCD
5.2	“Frailty Thy Name is Hamlet: Hamlet and Women.”	7	Chalk & Talk PPT	Black board & LCD
UNIT –VI DYNAMISM				
6.1	Analyzing a poem or a short story	5	Lecture / PPT	Black board & LCD

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PPT 5 Mks			40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %

Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %

Total	5	5	8	12	20	10	60	100 %
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COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	identify and explain the various aspects of the critical tradition	K1	PSO1 & PSO2
CO 2	sharpen their critical acumen through continuous updation	K1, K2	PSO2 & PSO5
CO 3	apply various perspectives to interpret literary works of art	K1, K3	PSO5
CO 4	appreciate the linguistic aspects that enhance the content of a literary piece	K1, K2, K3	PSO1
CO 5	comprehend & differentiate the significance of the evolving literary theories	K2, K4	PSO3 & PSO5

Mapping COs Consistency with PSOs

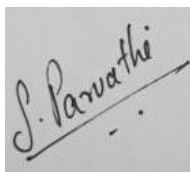
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	1	1	1
CO2	1	2	1	1	3
CO3	1	1	1	1	3
CO4	2	1	1	1	1
CO5	1	1	3	1	2

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	1	2	2	1
CO2	2	1	1	1	1	2	1
CO3	1	1	1	1	2	2	1
CO4	1	1	1	1	1	2	1
CO5	3	1	1	1	1	2	1

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**
 ♦ Weakly Correlated -**1**

COURSE DESIGNER:



Dr. S. Parvathi

Forwarded By



Dr.A. Roselin Mary

HOD'S Signature and Name

I B.A ENGLISH

SEMESTER –I

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN	19L1AC1	LITERARY GENRES AND FORMS	ALLIED	5	5

COURSE DESCRIPTION

The course titled LITERARY GENRES AND FORMS renders a comprehensive view of the diverse genres, their features and function and of how they evolved over the period of time.

Course objectives

- The course provides a good introduction to the origin and development of various literary genres
- The course offers the learners with adequate illustrations from representative works / writers.

UNIT I – PROSE

[9 Hrs]

1. Biography
2. Autobiography
3. Essay

UNIT II – POETRY

[19 Hrs]

1. The Elements of Poetry
2. Figures of Speech
3. Types of Poetry

UNIT III- DRAMA I

[16 Hrs]

1. Tragedy
2. Comedy
3. Dramatic design

4. Classical Greek tragedy
5. Senecan or Revenge tragedy
6. Neoclassical tragedy
7. The origin and growth of drama in England
8. Romantic tragedy
9. Romantic comedy
10. Tragicomedy
11. Chronicle plays
12. *Features of Elizabethan theatre and drama*
13. Masque and antimasque
14. Comedy of humours
15. Heroic tragedy
16. Comedy of manners
17. Genteel comedy

UNIT IV - DRAMA II

[16 Hrs]

1. Sentimental comedy
2. Domestic comedy
3. Closet drama
4. Farce
5. Melodrama
6. Cup-and-saucer drama
7. Problem play
8. Well-made play
9. Expressionist drama
10. Epic theatre
11. Theatre of Cruelty
12. Absurd drama
13. Kitchen sink drama
14. Poor theatre
15. Bread and puppet theatre
16. One-act play

UNIT V – FICTION

[15 Hrs]

1. The Elements of Fiction
2. Short Story
3. Types of Novel

SELF-STUDY UNIT

1. Picaresque novel
2. Epistolary novel
3. Historical novel
4. Sentimental novel
5. Domestic novel
6. Gothic Novel
7. Science Fiction Novel
8. Regional Novel
9. Detective Novel

UNIT VI: DYNAMISM

1. Appreciation of various literary texts
2. Enables critical thinking through juxtaposition of texts
3. An ideal course for NET / SET aspirants

TEXT BOOK

Ashok, Padmaja.A *Companion to Literary Forms*, Orient Blackswan Private Limited, 2015.

REFERENCE BOOKS

1. Scott, Wilbur S. *Five Approaches of Literary Criticism*. London, 1977.
2. Saintsbury, George. *A Short History of English Literature*. London, 1912.
3. Lemon, Lee T. *A Glossary for the Study of English*. 1971.
4. Johnson, Samuel. *The Samuel Johnson Encyclopedia*. Westport, 1996.
5. Ionesco, Eugene. *The Chairs*. London, 2007.
6. Esslin, Martin. *The Theatre of the Absurd*. UK, 2004.
7. Eliot, T.S. *Selected Essays 1917 – 1932*. USA, 1932.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I PROSE				
1.1	Biography	2	Chalk & Talk	Black Board

1.2	Autobiography	3	Chalk & Talk	LCD
1.3	Essay	3	Lecture	PPT & White board
1.4	Picaresque novel, Epistolary novel, Historical novel(Self-Study)	1	Chalk & Talk	LCD
UNIT -II POETRY -I				
2.1	The Elements of Poetry	6	Lecture	Green Board Charts
2.2	Figures of Speech	6	Chalk & Talk	Green Board
2.3	Types of Poetry	6	Lecture	Google classroom
2.4	Sentimental novel, Domestic novel and Gothic Novel (Self-Study)	1	Lecture	Green Board Charts
UNIT -III DRAMA I				
3.1	Tragedy	1	Chalk &Talk	LCD
3.2	Comedy	1	Lecture	Blackboard

3.3	Dramatic Design	1	Lecture	Green Board
3.4	Classical Greek Tragedy	1	Chalk & Talk	PPT & White board
3.5	Senecan or revenge tragedy	1	Lecture	LCD
3.6	Neoclassical tragedy	1	Chalk & Talk	Green Board
3.7	The Origin and the growth of drama in England	1	Lecture	PPT & White board
3.8	Romantic tragedy	1	Chalk & Talk	LCD
3.9	Romantic comedy	1	Lecture	Green Board

3.10	Tragicomedy	1	Chalk & Talk	PPT & White board
3.11	Chronicle Plays	1	Chalk & Talk	Green Board
3.12	Features of Elizabethan theatre and drama	1	Lecture	PPT & White board
3.13	Masques and Antimasques	1	Chalk & Talk	Green Board
3.14	Heroic Tragedy	1	Lecture	PPT & White board
3.15	Comedy of manners	1	Chalk & Talk	Green Board
3.16	Genteel comedy	1	Lecture	PPT & White board
UNIT -IV -DRAMA				

4.1	Sentimental Comedy	1	Chalk & Talk	PPT & White board
4.2	Domestic Comedy	1	Lecture	Green Board
4.3	Closet drama	1	Chalk & Talk	PPT & White board
4.4	Farce	1	Lecture	LCD
4.5	Melodrama	1	Chalk & Talk	Green Board
4.6	Cup-and-saucer drama	1	Lecture	PPT & White board
4.7	Problem play	1	Chalk & Talk	Green Board
4.8	Well- made play	1	Lecture	LCD
4.9	Expressionist drama	1	Chalk & Talk	PPT & White board
4.10	Epic theatre	1	Lecture	Green Board
4.11	Theatre of Cruelty	1	Chalk & Talk	Green Board
4.12	Absurd drama	1	Lecture	PPT & White board
4.13	Kitchen sink drama	1	Chalk & Talk	Green Board
4.14	Poor theatre	1	Lecture	LCD
4.15	Bread and puppet theatre	1	Chalk & Talk	PPT & White board
4.16	One act play	1	Lecture	Green Board

UNIT -V FICTION				
5.1	The Elements Of Fiction	5	Lecture	Smart Board
5.2	Short Story	4	Chalk & Talk	LCD
5.3	Types of Novel	5	Lecture	Smart Board
5.4	Science Fiction Novel, Regional Novel And Detective Novel(Self-Study)	1	Chalk & Talk	PPT & White board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks	Quiz 5 Mks.	Assignment 5 Mks	OBT/PT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %

Total	10	10	5	5	5	35	5	40	100 %
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CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	identify various forms of prose and describe its features and nuances	K3	PSO1
CO 2	define forms of poetry, recall a wide range of literary terms and explain their features	K1 & K2	PSO3
CO 3	identify various forms of Drama and trace its origin and growth	K1 & K3	PSO1
CO 4	define different forms of drama and analyse its socio-political cultural changes and themes	K1 & K4	PSO3
CO 5	classify forms of fiction and examine the elements of fiction	K2 & K4	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	2
CO2	1	1	2	1	2
CO3	1	2	2	1	1
CO4	2	2	2	1	1
CO5	2	2	2	1	3

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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CO1	2	-	1	2	3	1	1
CO2	2	-	3	2	1	1	1
CO3	3	2	1	2	2	1	1
CO4	3	2	2	2	2	1	1
CO5	3	1	2	2	2	1	1

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**
 ♦ Weakly Correlated -**1**

COURSE DESIGNER:



S. Vijaya Vasuki

Forwarded By



Dr. A. Roselin Mary

HOD's NAME & SIGN

I B.A ENGLISH
SEMESTER –II

For those who joined in 2019 onwards

PROGRA MME CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/ WEEK	CRE DITS
UAEN	19L2AC2	PHONETICS AND TRANSCRIPTION	Allied	5	5

COURSE DESCRIPTION

The course titled PHONETICS AND TRANSCRIPTION offers a comprehensive understanding of the scientific and systematic study of phonetic symbols, organs of speech, physical transmission of speech sounds, reception and perception of speech sounds.

COURSE OBJECTIVES

- The course helps the students to learn the correct manner of articulating the speech sounds through theoretical aspects and practical training.
- The course motivates the students on accuracy and nuances in pronunciation and master the art of transcription.

UNITS

UNIT I: **[15 HRS]**

1. List of Phonetic Symbols
2. Language, Linguistics and Communication
3. Components of Linguistics

UNIT II: **[15 HRS]**

1. Phonetics: The Articulation of Speech Sounds
2. Classification of Speech Sounds
3. Classification and Description of Consonants

UNIT III: **[15 HRS]**

1. Classification and Description of Vowels
2. The Syllable
3. Consonant Clusters in English

UNIT IV: **[15 HRS]**

1. The Concept of General Indian English
2. Word-Accent in English
3. Accent and Rhythm in Connected Speech

UNIT V

[13 HRS]

1. Practice in Phonetic Transcription

- i) Words
- ii) Sentences
- iii) paragraphs

UNIT VI - DYNAMISM (Evaluation CIA Only)

[2 HRS]

1. Practice in transcription of sentences and passages
2. Speaking practice and Listening Comprehension

TEXT BOOK:

- T. Balasubramanian.T. *Text book of English Phonetics for Indian Students*. Hyderabad:Laxmi Publications Private Limited,2016.

REFERENCE BOOKS:

1. Crystal, David. *Dictionary of Linguistics and Phonetics*. 06 ed. Australia: Blackwell,2008.
2. Ladefoged, Peter. *A Course in Phonetics*. 06 ed. Melbourne: Cenage Learning, 2015.
3. Roach, Peter. *English Phonetics &Phonolgy a Practical Course*. 4 ed. London: Cambridge University Press, 2009.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I				
1.1	List of Phonetic Symbols	5	Chalk & Talk	Black Board, LCD
1.2	Language, Linguistics and Communication	5	Chalk & Talk	Black Board

1.3	Components of Linguistics	5	Lecture	PPT & White board
UNIT -II				
2.1	Phonetics: The Articulation of Speech Sounds	5	Chalk & Talk	Black Board, LCD
2.2	Language, Linguistics and Communication	5	Chalk & Talk	Black Board
2.3	Components of Linguistics	5	Lecture	PPT & White board
UNIT -III				
3.1	Classification and Description of Vowels	5	Lecture	Black Board
3.2	The Syllable	5	Lecture	Black Board
3.3	Consonant Clusters in English	5	Lecture	Black Board
UNIT -IV				
4.1	Concept of General Indian English	3	Chalk & Talk	Black Board
4.2	Word-Accent in English	3	Chalk & Talk	LCD
4.3	Accent and Rhythm in Connected Speech	4	Lecture	PPT & White board
4.4	The Age of Milton: Other Poets and Prose Writers	3	Lecture	Smart Board

UNIT -V				
5.1	Practice in Phonetic Transcription i) Words ii) Sentences	10	Chalk & Talk	Black Board
5.2	Practice in Phonetic Transcription iii) Paragraphs	3	Chalk & Talk	LCD

UNIT -VIDYNAMISM				
6.1	Practice in transcription of sentences and passages	1	Chalk & Talk	Black Board
6.2	Speaking practice and Listening Comprehension	1	Chalk & Talk	Black Board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks	Quiz 5 Mks.	Assignment 5 Mks	OBT/PT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %

Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	classify vowels and consonants phonetically	K1/K2/K3	PSO1&PSO3
CO 2	apply the right manner of articulation and use them in daily conversations	K1/K2/K3	PSO3
CO 3	analyse and identify the basic anatomical structures and their roles in speech production.	K1 & K3	PSO1
CO 4	speak fluently using GIE accent	K1,K2	PSO3
CO 5	transcribe words / sentences phonetically by learning the right pronunciation	K1,K2	PSO4

Mapping COs Consistency with PSOs

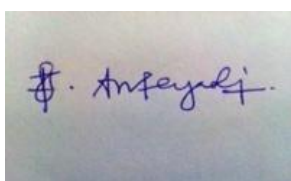
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	1	2
CO2	1	2	2	1	1
CO3	2	1	1	1	2
CO4	2	1	2	1	1
CO5	1	2	1	2	1

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	1	1	1	1	1
CO2	3	1	1	1	1	1	1
CO3	-	1	1	1	1	1	1
CO4	2	2	1	1	2	1	1
CO5	2	1	1	1	3	1	1

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**
 ♦ Weakly Correlated -**1**

COURSE DESIGNER



Ms.J.AmalaJeyaShali

Forwarded By



Dr. A. Roselin Mary

HOD'S Signature and Name

II B.A ENGLISH

SEMESTER –III

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/ WEEK	CRED ITS
UAEN	19L3AC3	SOCIAL HISTORY OF ENGLAND & HISTORY OF ENGLISH LITERATURE (1450- 1714)	ALLIED	5	5

COURSE DESCRIPTION

The course titled SOCIAL HISTORY OF ENGLAND & HISTORY OF ENGLISH LITERATURE provides an extensive and comprehensive range of knowledge pertaining to the history of English Literature and the social history of England and their impact upon each other.

COURSE OBJECTIVES

- The course emphasizes the need to understand the social history that strengthens the learners' understanding of Literature.
- The course traces the chronological evolution of British Literature.

UNITS

UNIT -1 (1450 - 1557)

[16 HRS.]

1. The Renaissance

2. The Reformation

3. The Dissolution of Monasteries (**Self-Study**)

4. English Literature before Chaucer (500-1340)

5. The Age of Chaucer (1340-1400)

6. From Chaucer to 'Tottel's Miscellany' (1400-1557)

Unit – II (1560 – 1625)**[16 HRS.]**

1. The Religion of England
2. The Tudor Navy and the Armada
3. The Elizabethan Theatre
4. The East India Company (**Self-Study**)
5. The Development of the Drama to 1561
6. The Age of Shakespeare (1558-1625)

Unit – III (1607 – 1625)**[14 HRS.]****1. Colonial Expansion (Self-Study)****2. The Civil War and its Social Significance**

3. Puritanism
4. The Age of Shakespeare: The Drama
5. The Age of Shakespeare: Prose

Unit – IV (1660 – 1794)**[13 HRS.]**

1. Restoration England
2. The Origin and Growth of Political Parties in England
3. The Age of Milton (1625-1660): Milton
4. The Age of Milton: Other Poets and Prose Writers

Unit – V (1702 – 1714)**[13 HRS.]**

1. Age of Queen Anne

2. Coffee-house Life in London (Self-Study)

3. The Age of Dryden (1660-1700): Verse
4. The Age of Dryden. Prose and Drama

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)**[3 HRS]**

1. Socio political issues in England
2. Issues related to Immigration into England

3. The Current Economic Scenario
4. Preparation for NET and Other Competitive Exams

TEXT BOOKS:

- 1) Hudson, William Henry. *An Outline History of English Literature*.
Bangalore: Rupa Publications, 2015.
- 2) Xavier, A.J. *An Introduction to the Social History of England*. Chennai:
Viswanathan S., Printers Publishers Pvt Ltd, 2009.

REFERENCE BOOKS:

- 1) Albert, Edward. *History of English Literature*. New Delhi: Oxford, 2013.
Ashok, Padmaja. *Social History of England*. Chennai: Orient
Blackswan, 2011.
- 2) Blamires, Harry. *A Guide to Twentieth Century Literature in English*.
London: Routledge, 1983.
- 3) Carter, Ronald and John McRae. *The Routledge History of Literature in
English*. Abingdon: Routledge, 2001.
- 4) Daiches, David. *A Critical History of English Literature*. New Delhi:
Supernova Publishers, 2010.
- 5) Long, William J. *English Literature: Its History and its Significance for the
Life of the English Speaking World*. Bangalore: Rupa Publications,
2015.
- 6) Trevelyan, George Macaulay. *English Social History: A Survey of Six
Centuries from Chaucer to Queen Victoria*. United Kingdom: Barma's
Books, 1946.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I(1450 - 1557)				
1.1	Topic 1: The Renaissance	2	Chalk & Talk	Black Board
1.2	Sub Topics: Background history of English Lit.	2	Chalk & Talk	LCD
1.3	Topic 2 : The Reformation	4	Lecture	PPT & White board
1.4	The Dissolution of Monasteries (Self-Study)	1	Lecture	Smart Board
1.5	English Literature before Chaucer (500-1340)	2	Lecture	Black Board
1.6	The Age of Chaucer (1340-1400)	2	Discussion	Google classroom
1.7	From Chaucer to 'Tottel's Miscellany' (1400-1557)	2	Lecture	Powerpoint
1.8	Revision of Unit I	1	Discussion	Black Board
UNIT –II(1560 – 1625)				
2.1	The Religion of England	3	Lecture	Green Board Charts
2.2	The Tudor Navy and the Armada	3	Chalk & Talk	Green Board
2.3	The Elizabethan Theatre	2	Lecture	Smart Board
2.4	The East India Company (Self-Study)	2	Lecture	Black Board

2.5	The Development of the Drama to 1561	3	Lecture	PPT & White board
2.6	The Age of Shakespeare (1558-1625)	3	Lecture	LCD
UNIT -III(1607 – 1625)				
3.1	Colonial Expansion (Self-Study)	2	Chalk & Talk	Black Board
3.2	The Civil War and its Social Significance	3	Chalk & Talk	LCD
3.3	Puritanism	3	Lecture	PPT & White board
3.4	The Age of Shakespeare: The Drama	4	Lecture	Smart Board
3.5	The Age of Shakespeare: Prose	2	Lecture	Black Board
UNIT -IV (1660 – 1794)				
4.1	Restoration England	3	Chalk & Talk	Black Board
4.2	The Origin and Growth of Political Parties in England	3	Chalk & Talk	LCD
4.3	The Age of Milton (1625-1660): Milton	4	Lecture	PPT & White board
4.4	The Age of Milton: Other Poets and Prose Writers	3	Lecture	Smart Board
UNIT -V (1702 – 1714)				
5.1	Age of Queen Anne	3	Chalk & Talk	Black Board
5.2	Coffee-house Life in London (Self-Study)	3	Chalk & Talk	LCD

5.3	The Age of Dryden (1660-1700): Verse	4	Chalk & Talk	Black Board
5.4	The Age of Dryden. Prose and Drama	3	Chalk & Talk	LCD
UNIT -VI DYNAMISM				
6.1	Socio political issues in England	1	Debate	PPT
6.2/6.3	Issues related to Immigration into England/ The Current Economic Scenario	1	Discussion	PPT
6.4	Preparation for NET and Other Competitive Exams	1	Lecture	LCD

EVALUATION PATTERN

Levels	C 1	C2	C 3	C 4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T 1 10 M M ks	T2 10 M ks.	Q 5 M ks	A 5 M ks	OBT/ PPT 5 Mks	35 Mks	5 Mks.	40M ks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %

K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %

K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	describe the socio-political, cultural and literary scenario of Chaucerian England	K1	PSO1&PSO3
CO 2	evaluate how Shakespearean theatre reflected the spirit of the Age	K1, K2	PSO3
CO 3	identify the changing political scenario and its impact on literary movements	K1 & K3	PSO1&PSO3
CO 4	critique the literary works produced during Restoration England	K1, K2 & K3	PSO3
CO 5	recognise the beginnings of Age of Reason	K2 & K4	PSO4&PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	1
CO2	2	1	3	1	2
CO3	3	1	3	2	2
CO4	2	2	3	2	1
CO5	1	1	2	3	3

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	1	2	3	1
CO2	3	1	1	1	2	3	1
CO3	3	1	1	1	1	3	1
CO4	3	1	1	1	1	3	1
CO5	3	1	1	1	1	3	1

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**
 ♦ Weakly Correlated -**1**

COURSE DESIGNER:



P.Sumedha

Forwarded By



Dr.A. Roselin Mary

HOD'S Signature and Name

II B.A ENGLISH

SEMESTER –IV

For those who joined in 2019 onwards

PROGRA MME CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/ WEEK	CRE DITS
UAEN	19L4AC4	SOCIAL HISTORY OF ENGLAND & HISTORY OF ENGLISH LITERATURE (1700- 1955)	ALLIED	5	5

COURSE DESCRIPTION

The course titled SOCIAL HISTORY OF ENGLAND & HISTORY OF ENGLISH LITERATURE (1700-1955) provides an extensive and comprehensive range of knowledge pertaining to the history of English Literature and the social history of England and their impact upon each other.

COURSE OBJECTIVES

- The course emphasizes the need to understand the social history that strengthens the learners' understanding of Literature.
- The course traces the chronological evolution of British Literature.

UNITS

UNIT -1 (1700 – 1745)

(15 HRS.)

1. The Agrarian Revolution

2. The Industrial Revolution

3. The Methodist Movement **(Self-Study)**

4. The Age of Pope (1700 -1745): Verse

5. The Age of Pope: Prose and the Drama

Unit – II (1775 – 1798)

(15 HRS.)

1. Other Humanitarian Movements
2. The War of American Independence
3. England and Ireland **(Self-Study)**
4. The Age of Johnson (1745 - 1798): General Prose
5. The Age of Johnson: The Novel
6. The Age of Johnson: Verse

Unit – III (1789 – 1832)

(16 HRS.)

1. Effects of the French Revolution

2. The Reform Bills (Self-Study)

3. The Age of Wordsworth (1798 - 1832): The Older Poets
4. The Age of Wordsworth: The Younger Poets
5. The Age of Wordsworth: General Prose
6. The Age of Wordsworth: The Novel

Unit – IV (1837 – 1887)

(15 HRS.)

1. The Victorian Age
2. Development of Education in the Victorian England
3. The Age of Tennyson (1832 - 1887): Verse
4. The Age of Tennyson: General Prose
5. The Age of Tennyson: The Novel

Unit – V (1942 – 1955)

(11 HRS.)

1. The World Wars and Social Security

2. Means of Transport and Communication (Self-Study)

3. The Age of Hardy (1887 - 1928)
4. The Present Age (1930 - 1955)

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)

[3 HRS.]

1. The Political scenario of England

2. The present Social condition
3. Preparation for NET and Other Competitive Exams

REFERENCES:

TEXT BOOKS:

- 1)Hudson, William Henry. *An Outline History of English Literature*. Bangalore: Rupa Publications, 2015.
- 2)Xavier, A.J. *An Introduction to the Social History of England*. Chennai: Viswanathan S., Printers Publishers Pvt Ltd, 2009.

REFERENCE BOOKS:

- 3) Albert, Edward. *History of English Literature*. New Delhi: Oxford, 2013.
Ashok, Padmaja. *Social History of England*. Chennai: Orient Blackswan, 2011.
- 4) Blamires, Harry. *A Guide to Twentieth Century Literature in English*. London: Routledge, 1983.
- 5) Carter, Ronald and John McRae. *The Routledge History of Literature in English*. Abingdon: Routledge, 2001.
- 6) Daiches, David. *A Critical History of English Literature*. New Delhi: Supernova Publishers, 2010.
- 7) Long, William J. *English Literature: Its History and its Significance for the Life of the English Speaking World*. Bangalore: Rupa Publications, 2015.
- 8) Trevelyan, George Macaulay. *English Social History: A Survey of Six Centuries from Chaucer to Queen Victoria*. United Kingdom: Barma's Books, 1946.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I (1450 - 1557)				
1.1	The Agrarian Revolution	3	Chalk & Talk	Black Board
1.2	The Industrial Revolution	3	Chalk & Talk	LCD
1.3	The Methodist Movement (Self-Study)	2	Lecture	PPT & White board
1.4	The Age of Pope (1700 -1745): Verse	4	Lecture	Smart Board
1.5	5. The Age of Pope: Prose and the Drama	3	Lecture	Black Board
UNIT-II-(1775 – 1798)				
2.1	Other Humanitarian Movements	2	Chalk & Talk	Black Board
2.2	The War of American Independence	2	Chalk & Talk	Green Board
2.3	England and Ireland (Self-Study)	2	Lecture	Smart Board
2.4	The Age of Johnson (1745 - 1798): General Prose	3	Lecture	Black Board
2.5	The Age of Johnson: The Novel	3	Lecture	PPT & White board

2.6	The Age of Johnson: Verse	3	Lecture	Black Board
UNIT -III(1607 – 1625)				
3.1	Effects of the French Revolution	2	Chalk & Talk	Black Board
3.2	The Reform Bills (Self-Study)	2	Chalk &Talk	LCD
3.3	The Age of Wordsworth (1798 - 1832): The Older Poets	3	Lecture	PPT & White board
3.4	The Age of Wordsworth: The Younger Poets	4	Lecture	Smart Board
3.5	The Age of Wordsworth: General Prose	2	Lecture	Black Board
3.6	The Age of Wordsworth: The Novel	3	Lecture	Black Board
UNIT -IV (1660 – 1794)				
4.1	The Victorian Age	3	Chalk & Talk	Black Board
4.2	Development of Education in the Victorian England	3	Chalk & Talk	LCD
4.3	The Age of Tennyson (1832 - 1887): Verse	3	Lecture	PPT & White board
4.4	The Age of Tennyson: General Prose	3	Lecture	Smart Board
4.5	The Age of Tennyson: The Novel	3	Lecture	Smart Board
UNIT -V (1702 – 1714)				
5.1	The World Wars and Social Security	3	Chalk &Talk	Black Board

5.2	Means of Transport and Communication (Self-Study)	2	Chalk & Talk	LCD
5.3	The Age of Hardy (1887 - 1928)	3	Chalk & Talk	Black Board
5.4	The Present Age (1930 - 1955)	3	Chalk & Talk	LCD
UNIT -VI DYNAMISM				
6.1	The Political scenario of England	1	Lecture	LCD
6.2	The present Social condition	1	Lecture	LCD
6.3	Preparation for NET and Other Competitive Exams	1	Lecture	LCD

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %

Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %

Total	5	5	8	12	20	10	60	100 %
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COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	describe the impact of Industrial Revolution on society and literature	K1	PSO1&PSO3
CO 2	classify the evolving literary movements	K1, K2,	PSO3
CO 3	understand the impact of French Revolution and the beginning of Romantic Age	K1 & K3	PSO1&PSO3
CO 4	recognise the growth of Education and literature during the Victorian Era	K1, K2, K3 &	PSO3
CO 5	appraise the impact of World Wars on literature	K2 & K4	PSO4&PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	2	1
CO2	2	1	3	1	2

CO3	3	1	3	2	2
CO4	2	2	3	2	1
CO5	1	1	2	3	3

Mapping of COs with POs

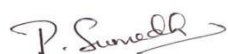
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	1	2	2	1
CO2	3	1	1	1	2	2	1
CO3	3	1	1	1	1	2	1
CO4	3	1	1	1	1	2	1
CO5	3	1	1	1	1	2	1

Note: ♦ Strongly Correlated – **3**

♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

COURSE DESIGNER:



P.Sumedha

Forwarded By



Dr.A.Roselin Mary

HOD'S Signature & Name

III B.A ENGLISH

SEMESTER –V

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN	19L5ME1	CANADIAN LITERATURE	Major Elective	5	5

COURSE DESCRIPTION

The course titled CANADIAN LITERATURE helps the learners gain knowledge of the landscape, literature and nature of the people of Canada.

COURSE OBJECTIVES

- The course is intended to analyse the lives of the Canadian people in the context of their history and the environment.
- The course would deal with the different literary forms that reflect the life at Canada.

UNITS

UNIT –I POETRY

(15 HRS.)

1. E.J. Pratt - “Brebeuf and his Brethren”
2. Margaret Atwood - “Journey to the Interior”
3. P.K. Page - “First Neighbours”
4. Robert Kroetsch - “I am Getting Old Now”
5. Duncan Campbell Scott - “A Prairie Water Colour” **(Self-Study)**
6. Emily Pauline Johnson - “A Cry from an Indian Wife”

UNIT –II PROSE

(16 HRS.)

1. Margaret Atwood – From “*Survival : A Thematic Guide to Canadian Literature*”- pages : 359-362.
2. Catherine Parr Traill – From “*Backwoods of Canada*”- pages 314-319 **(Self-Study)**

3. Rudy Wiebe – Where is the Voice Coming From?

UNIT –III DRAMA (18 HRS.)

Drew Hayden Taylor - *The Berlin Blues*

UNIT –IV NOVEL (18 HRS.)

Lee Maracle - *Celia's Song*

UNIT –V SHORT STORY (8 HRS.)

Margaret Laurence - “The Loons”

Alice Munroe - “Face”

UNIT –VI DYNAMISM- CONTEMPORARY LIFE

(Evaluation Pattern-CIA only)

Miriam Toews - *All My Puny Sorrows*

Joseph Boyden - *The Orenda*

REFERENCES:

1. Boyden, Joseph. *The Orenda*. One world, 2014.
2. Maracle, Lee. *Celia's Song*. Cormorant, 2014.
3. Taylor, Hayden Drew. *The Berlin Blues*. Talon, 2007.
4. Theme, John. *The Arnold Anthology of Post Colonial Literatures in English*. Arnold, 1996.
5. Toews, Miriam. *All My Puny Sorrows*. McSweeney's, 2015
6. Dhawan, R.K., editor. *Canadian Literature Today*. Prestige, 1995
7. Nair, Ramachandran & Snehaprabha editors. *Canadian Studies: New Perspectives*. Creative Books, 1998.
8. Pandey, Sudhakar. *Perspectives on Canadian Fiction*. Prestige, 1993.
9. Parameswari, D. editor. *Politics of Survival Studies in Canadian Literature*. Jane Publishers, 1999.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT-IPOETRY				
1.1	Topic 1 E.J. Pratt “Brebeuf and his Brethren”	3	Lecture/ Chalk & Talk	PPT/ Black Board
1.2	Margaret Atwood - “Journey to the Interior”	3	Lecture/ Chalk & Talk	PPT/ Black Board
1.3	P.K. Page - “First Neighbours”	2	Lecture/ Chalk & Talk	PPT/ Black Board
1.4	Robert Kroetsch - “I am Getting Old Now”	2	Chalk & Talk	Black Board
1.5	Duncan Campbell Scott - “A Prairie Water Colour” (Self-Study)	2	Discussion	Google classroom
1.6	Emily Pauline Johnson - “A Cry from an Indian Wife”	3	Lecture/ Chalk & Talk	PPT/ Black Board
UNIT -2PROSE				
2.1	Margaret Atwood – From “ <i>Survival : A Thematic Guide to Canadian</i> ”	6	Lecture/ Chalk & Talk	PPT/ Black Board
2.2	Catherine Parr Traill – From “ <i>Backwoods of Canada</i> ”- pages 314-319 (Self-Study)	4	Flipped Learning/ Discussion	Online/ E-Content/ Google classroom
2.3	Rudy Wiebe – Where is the Voice Coming From?	6	Lecture/ Chalk &Talk	PPT/ Black Board
UNIT -3DRAMA				

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
3.1	Drew Hayden Taylor - <i>The Berlin Blues</i>	18	Lecture/ Chalk & Talk/Discussion/Flipped Learning	PPT/ Black Board/ Google classroom/ Online/ E-Content/
UNIT -4 NOVEL				
4.1	Lee Maracle - <i>Celia's Song</i>	18	Lecture/ Chalk & Talk/Discussion/Flipped Learning	PPT/ Black Board/ Google classroom/ Online/ E-Content/
UNIT -5SHORT STORY				
5.1	Margaret Laurence - "The Loons"	4	Lecture/ Chalk & Talk/Discussion/Flipped Learning	PPT/ Black Board/ Google classroom/ Online/ E-Content/
5.2	Alice Munroe - "Face"	4	Lecture/ Chalk & Talk/Discussion/Flipped Learning	PPT/ Black Board/ Google classroom/ Online/ E-Content/
UNIT IV - CONTEMPORARY LIFE				
6.1	Miriam Toews - All My Puny Sorrows	5	Discussion	Google classroom
6.2	Joseph Boyden - The Orenda	5	Discussion	Google classroom

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	5	-	-	9	-	9	22.5 %
K2	2	2	-	-	5	9	-	9	22.5 %
K3	6	6	-	5		17	-	17	42.5 %
K4			-		-		-		
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON – SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall and analyse the features of Canadian poetry.	K1& K2, K4	PSO1
CO 2	recall and explain the plight of Canadian people through their prose renderings.	K1& K2	PSO1, PSO3

CO 3	analyse interpret the struggles of the native Canadians and techniques used in the Canadian play.	K1 & K3	PSO3
CO 4	Relate and examine the culture and tradition of native Canadians in the prescribed novel.	K2 &K4	PSO3
CO 5	analyse the fiction of various Canadian writers	K3	PSO1

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	1	1
CO2	2	1	3	1	1
CO3	3	1	2	1	1
CO4	3	1	2	1	1
CO5	2	1	1	1	2

Mapping of COs with POs

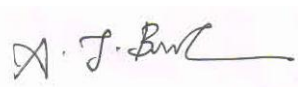
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	2	1	1	1	2
CO2	3	1	2	2	2	1	2
CO3	3	1	1	1	1	1	2
CO4	3	1	1	1	1	1	2
CO5	3	-	1	1	1	1	2

Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:



A. J. Bernita

Forwarded By



Dr.A. Roselin Mary

HOD'S Signature& Name

III B.A ENGLISH SEMESTER –V

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT S
UAEN	19L5ME2	AUSTRALIAN LITERATURE	MAJOR ELECTIVE	5	5

COURSE DESCRIPTION

The course titled AUSTRALIAN LITERATURE gives an overview of the social and cultural contexts of the Australian aboriginal people and their literature. The course also offers a deep and long-lasting experience of Australian culture, geography, landscape and climate typical of Australian literature.

COURSE OBJECTIVES

- The course is designed for the learners to get an insight of the social, cultural and political background of Australia.
- The course highlights the genres and style of the Australian writers.

UNITS

UNIT –I POETRY

(15 HRS)

1. Kath Walker - We are going

2. A. D. Hope - Australia **(Self-Study)**

3. A. Banjo Paterson - The Man from Snowy River

4. Bruce Dawe - Homecoming **(Self-Study)**

5. Shaw Neilson - Stony Town

UNIT –II PROSE

(16 HRS)

1. Judith Wright- (i) Whose country is it anyway?

- (ii) The landless people and their right to land

2. Fiona Capp - Introduction to *My Blood's Country* **(Self-Study)**

UNIT –III DRAMA

(18 HRS)

Ray Lawler - *Summer of the Seventeenth Doll* (ACT I)

UNIT –IV NOVEL

(18HRS)

Jeannie Gunn - *We of the Never Never*

UNIT –V SHORT STORIES

(8HRS)

1. Henry Lawson - *The Drover's Wife*

2. Tim Winton - *Neighbours*

TEXT BOOK:

1. Gunn, Jeannie. *We of the Never Never*. Bolinda, 2008.

REFERENCES:

1. Ashcraft, Bill, Gareth Griffiths & Helen Tiffin. *The Empire Writes Back*. Routledge, 2003.
2. Capp, Fiona, *My Blood's Country*. Allen & Unwin 2010.
3. Dhawan, R.K. *Australian Poetry and Fiction*. Prestige, 1997.
4. Dhawan, R.K. ed. *Multiculturalism in Australian Literature*. Prestige, 2004.
5. Dhawan, R.K. & David Kerr. *Australian Literature Today*. Indian Society for Commonwealth Studies, 1993.
6. Driesen, Cynthia Vanden & Adrian Mitchell, eds. *New Directions in Australian Studies*. Prestige, 2000.
7. Rani, Suneetha. *Australian Aboriginal Women's Autobiographies*. Prestige, 2007.
8. Thieme, John. ed. *The Arnold Anthology of Post-Colonial Literatures in English*. OUP, 2000.
9. Trikha, Pradeep. *Delphic Intimation: Dialogues with Australian Writers and Critics*. Sarup & Sons, 2007.
10. Vanden, Cynthia, Ralph Crane. ed. *Diaspora - The Australian Experience*. Prestige, 2005.
11. Wright, Judith. *Born of Conquerors*. Aboriginal Studies Press, 1991.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I POETRY				
1.1	Kath Walker- We are going	4	Chalk & Talk	Black Board
1.2	A. D. Hope- Australia (Self-Study)	1	Discussion	Group Discussion
1.3	A. Banjo Paterson- The Man from Snowy River	4	Lecture	PPT & Black board
1.4	Bruce Dawe- Homecoming (Self-Study)	2	Lecture	Seminar Presentation
1.5	Shaw Neilson- Stony Town	4	Lecture	Black Board
UNIT -II PROSE				
2.1	Judith Wright- (i) Whose country is it anyway? (ii) The landless people and their right to land.	12	Chalk & Talk	Black Board & Charts
2.2	Fiona Capp - Introduction to <i>My Blood's Country</i> (Self-Study)	4	Discussion	PPT & GD
UNIT -III DRAMA				
3	Ray Lawler - <i>Summer of the Seventeenth Doll</i> (Act I)	18	Chalk & Talk	PPT & Black board

UNIT -IV NOVEL				
4	Jeannie Gunn - <i>We of the never never</i>	18	Chalk & Talk	PPT & Black Board
UNIT -V SHORT STORY				
5.1	Henry Lawson - The Drover's Wife	4	Discussion	Black Board
5.2	Tim Winton - Neighbours	4	Discussion	Black Board

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholasti c Marks	Non Scholastic Marks C6	CIA Total	% of Assess ment
	T1	T2	Quiz	Assign ment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholas tic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Discover the emerging trends in Australian Literature and identify the different perspectives presented in poetry	K1& K3	PSO2 & PSO3
CO 2	Relate the various issues prevalent among Aborigines found in the prose pieces and examine them	K1& K2	PSO2 & PSO3
CO 3	Estimate the various themes related to the social issues of the aboriginals portrayed in the play	K2	PSO3
CO 4	Identify the societal, cultural and political concerns in the novel and compare them with similar issues in Other countries	K3 & K4	PSO2 & PSO5
CO 5	Analyse the significant aspects of the Australian short stories	K4	PSO3 & PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	3	1	1
CO2	2	1	3	1	1
CO3	2	1	3	1	1
CO4	1	1	3	1	2
CO5	1	1	2	1	3

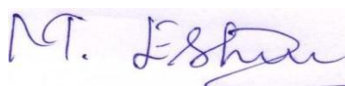
Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	1	3	2	1
CO2	2	1	2	3	2	2	1
CO3	3	1	1	1	2	2	1
CO4	2	1	1	1	3	2	1
CO5	3	1	1	1	2	2	1

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:



Ms. M. Esther

Forwarded By



A. Koselin Mary

HOD'S Signature& Name

III B.A ENGLISH

SEMESTER –VI

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN	19L6ME3	DALIT LITERATURE	MAJOR ELECTIVE	5	5

COURSE DESCRIPTION

The course titled DALIT LITERATURE throws light on literary self-representations and how these representations differ from the mainstream writers. It also focuses on the efforts taken by the Dalit writers to redefine their culture and community in a different set of terms.

COURSE OBJECTIVES

- The course sensitizes the learners to the existence of Dalit literature.
- The course introduces the themes and rhetorics of Dalit literature and enables learners to reflect on the power of representations and being represented.

UNITS

UNIT –I POETRY (20 HRS)

1. BaburaoBagul -“You who have made the Mistake”
2. S. Joseph -“Identity Card”
3. Krupa Ponugati -“Prisoner’s Song”
4. SharankumarLimbale -“White Paper”
5. TryambakSapkale -“That Single Arm” **(Self-Study)**

UNIT –II PROSE (15 HRS.)

1. SharatchandraMuktibodhi - “What is Dalit Literature?”
2. ShantabaiKamble - “Naja Goes to School- and Doesn’t”
(Self-Study)
3. P. Sivagami - “Land: Woman’s Breath and Speech”

UNIT –III DRAMA (10 HRS.)

M. Jeeva - “A Village Lullaby”

UNIT –IV FICTION (15 HRS.)

Baby Kamble - *The Prisons We Broke*

UNIT –V SHORT STORY (15 HRS.)

1. Ajay Navaria - “Scream” **(Self-Study)**

2. Bandhumadhav - “The Poisoned Bread”

PRESCRIBED TEXT BOOKS:

1. Bharathi, Thummapudi. Ed. *Telugu Dalit Poetry Today*. Sahitya Akademi, 2016.
2. Dangle, Arjun. Ed. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Longman, 1992.
3. Navaria, Ajay. *Unclaimed Terrain*. Navayana, 2013.
4. Ravikumar and R. Azhagarasan. Eds. *The Oxford India Anthology of Tamil Dalit Writing*. Oxford University Press, 2012.

REFERENCES:

1. Dasan. K & Rajesh Karankal. Eds. *Counter Cultural Discourse and Dalit Literature in India*. ABD Publishers, 2014.
2. Limbale, Sharankumar. *Towards Aesthetics of Dalit Literature: History, Controversies and Considerations*. Orient Longman, 2004.
3. Naik, N Shanta Ed. *Dalit Literature: Our Response*. Sarup Book Publishers Pvt. Ltd., 2012.
4. Shanthanaik N. *Intraspection and Retraspection of Dalit Literature*. Sarup Book Publishers Pvt. Ltd., 2014.
5. Sujatha AS. *Dalit and Indian Literature*. ALP Books, 2013.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I POETRY				

1.1	Topic 1-Introduction to Dalit Literature	2	Chalk & Talk	LCD
1.2	BaburaoBagul- “You who have made the Mistake”	4	Chalk & Talk	Black Board
1.3	S. Joseph - “Identity Card”	4	Lecture	PPT & White board
1.4	KrupaPonugati- “Prisoner’s Song”	3	Lecture PPT	Smart Board
1.5	SharankumarLimbale- “White Paper”	3	Lecture	Black Board
1.6	TryambakSapkale-“That Single Arm”	2	Discussion	Black Board
1.7	Dalit aesthetics in poetry	2	Discussion	Black Board
UNIT -II PROSE				
2.1	SharatchandraMuktibodhi- What is Dalit Literature?	6	Lecture PPT	Black Board LCD
2.2	ShantabaiKamble- Naja Goes to School- and Doesn’t	6	Chalk & Talk	Black Board
2.3	P. Sivagami- Land: Woman’s Breath and Speech	3	Discussion	Black Board
UNIT -III DRAMA				
	M. Jeeva - A Village Lullaby	10	Lecture PPT Discussion	Black Board LCD
UNIT –IV NOVEL				
4.1	Baby Kamble- <i>The Prisons We Broke</i>	15	Lecture PPT Discussion	Black Board LCD
UNIT –V SHORT STORY				
5.1	Ajay Navaria-“Scream”	6	Discussion	Black Board

5.2	Bandhumadhav – “The Poisoned Bread”	9	Lecture PPT Discussion	BlackBoard LCD
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EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholasti c Marks	Non Scholasti c Marks C5	CIA Total	% of Assess ment
	T1	T2	Quiz	Assign ment	OBT/P PT				
	10 Mks.	10 Mks	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks .	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholasti c	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA

Scholastic **35**

Non Scholastic **5**

40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the social and cultural positions of Dalits as represented in the literary works	K1& K2	PSO1, PSO2 & PSO3

CO 2	Explain the stereotyping of Dalits by the others	K1 & K3	PSO3
CO 3	Differentiate Dalit Literature from the literatures written by mainstream writers	K2 & K4	PSO3
CO 4	analyse and evaluate the unique features of Dalit writing	K2 & K3	PSO3
CO 5	Interpret the subtext of the Dalit literature	K3 & K4	PSO2 & PSO3

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	3	1	1
CO2	2	1	3	1	1
CO3	2	1	3	1	1
CO4	2	1	3	1	1
CO5	2	1	3	1	1

Mapping of COs with Pos

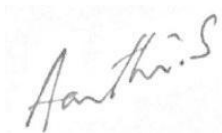
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	1	3	2	2	2
CO2	1	1	1	3	2	2	2
CO3	1	1	1	3	2	2	2
CO4	1	1	1	3	2	2	2
CO5	1	1	1	3	2	2	2

Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:

A handwritten signature in black ink, appearing to read 'Aarthi.S', written on a light-colored background.

Dr. S. Aarthi

Forwarded By

A handwritten signature in blue ink, appearing to read 'Roselin Mary', written on a light-colored background.

Dr.A. Roselin Mary

HOD'S Signature& Name

III B.A ENGLISH

SEMESTER –VI

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN	19L6ME4	HUMAN RIGHTS THROUGH LITERATURE	MAJOR ELECTIVE	5	5

COURSE DESCRIPTION

The course titled HUMAN RIGHTS THROUGH LITERATURE sensitizes students on the violation of human rights of certain groups across the globe.

COURSE OBJECTIVES

- The course gives a basic knowledge of the human rights as found in literature and focuses on the atrocities that recur in less privileged communities.
- The course inculcated in students the need to appreciate and accept 'differences'.

UNITS

UNIT –I POETRY I

(15 HRS.)

1. YevTushenko -“Babiyar”
2. Sojourner Truth -“Ain’t I A Woman”
3. Elizabeth Barrett Browning -“Cry of the Children” **(Self-Study)**
4. Wilfred Owen - “Insensibility”
5. Judith Wright - “Bora Ring”

6. David Rubardi -“A Negro Labourer in Liverpool”

UNIT –II PROSE

(15 HRS.)

1. Anne Frank’s The Diary of A Young Girl - Tuesday, 9 July 1942.
-Thursday, 3 February 1944

- | | |
|---------------------|---|
| 2. Malala Yousafzai | - Nobel Acceptance Speech |
| 3. Amitav Ghosh | - Extract from <i>Countdown</i> (pg-1-7) |

UNIT –III DRAMA

(10HRS.)

- 1.Dhina Mehta - *Brides are Not for Burning*

UNIT –IV NOVEL

(20 HRS.)

- | | |
|--------------------|--------------------|
| 1. ShyamSelvadurai | - <i>Funny Boy</i> |
|--------------------|--------------------|

UNIT –V SHORT STORY

(15 HRS.)

- | | |
|-------------------|--------------------------------|
| 1. Bama | -“Annachi” (Self-Study) |
| 2. Mahasweta Devi | -“Draupadi” |

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

1. Syrian war victims
2. Genocide of Rohingya Muslims

REFERENCES:

TEXT BOOKS:

1. Bama. *HarumScarum Saar and other Stories*.Women Unlimited, 2006.
- 2.Frank, Anne. *The Diary of a Young Girl*. Otto H Frank. Ed. Penguin Books India Pvt., Ltd.,1996.
- 3.Ghosh, Amitav. *Countdown*. Penguin Books India Pvt., Ltd.,1998.
- 4.Selvadurai, Shyam. *Funny Boy*. Penguin Books India Pvt., Ltd.,1994.
- 5.Copies of prescribed poems, drama and short stories.

REFERENCE BOOKS:

1. Barnes, Julian. *A History of the World in 10 Chapters*.Vintage Books, 1989.
2. Joshi,S.C. *Human Rights-Concepts, Issues &laws*.Akansha Publishing House,2006.
3. Mill, JS. “From On Liberty and the Subjection of Women”.*The Norton Anthology of English Literature*.Vol 2.Norton, 1986. 1044-1066.
4. Nirmal. CJ, *Human Rights in India: Historical, Social and Political Perspectives*.Oxford University Press, 2000
5. Perry, MJ. *The Constitution, the Courts and Human Rights*.Yale University Press,1982.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I POETRY I				
1.1	1. YevTushenko	2	Lecture	Black Board
1.2	Critical Study	1	Blended Learning	E-Content
1.3	1. Sojourner Truth	1	Lecture	Black Board
1.4	Critical Study	1	Lecture	Smart Board
1.5	1. Elizabeth Barrett Browning - “Cry of the Children”	3	Lecture	Black Board
1.6	Study of the Social Background to the poem	1	Blended Learning	E-Content
1.7	Wilfred Owen - “Insensibility”	2	Lecture	PPT
1.8	Judith Wright - “Bora Ring”	2	Lecture	PPT

1.9	David Rubardi - -“A Negro Labourer in Liverpool”	2	Lecture	Black Board
UNIT II - PROSE				
2.1	1. Anne Frank The diary of A Young Girl - Tuesday, 9 July 1942. -Thursday, 3 February 1944	2	Lecture	PPT
2.2	Study of Social Background	2	Blended Learning	E- Content
2.3	Malala Yousafzai - Nobel acceptance speech	4	Chalk & Talk	Blackboard
2.4	Study of Social Background	3	Blended Learning	E- Content
2.5	1. Amitav Ghosh 2. Extract from <i>Countdown</i> (pg- 1-7)	2	Chalk & Talk	Blackboard
2.6	Study of Political and Social Background	2	Blended Learning	E- Content
UNIT III - DRAMA				
3.1	Dhina Mehta - <i>Brides are Not for Burning</i> ,Act I	3	Lecture	Black Board

3.2	Dhina Mehta - <i>Brides are Not for Burning</i> , Act II	3	Lecture	Black Board
3.3	Analysis of Characters, themes	2	Discussion	Black Board
3.4	Critical Study	2	Lecture	PPT
UNIT IV – FICTION				
4.1	1. ShyamSelvadurai 's <i>Funny Boy</i>	14	Lecture	Black Board
4.2	Study of Political and Social Background	3	Blended Learning	E- Content
4.3	Analysis of Characters, themes	3	Lecture	PPT
UNIT V –SHORT STORY				
5.1	Bama's "Annachi"	3	Lecture	Black Board
5.2	Study of Social Background	3	Blended Learning	E- Content
5.3	Maheswata Devi's « Draupadi »	6	Lecture	Black Board
5.4	Study of Political and Social Background	3	Lecture	LCD

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
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	T1 10 Mks.	T2 10 Mks	Quiz 5 Mks.	Assign ment 5 Mks	OBT/PPT	35 Mks.	5 Mks.	40Mks .	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholast ic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	recognise the basic rights of human beings and understand the value of life	K2	PSO5
CO 2	analyse the violation of human rights of specific groups in all walks of life	K4	PSO3
CO 3	Illustrate the knowledge on Women's rights	K3	PSO3
CO 4	Discover the tireless efforts taken by the champions who fought for the rights of their fellow men	K4	PSO3
CO 5	Identify the various issues of ethnic and indigenous races.	K3	PSO1

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	1	3	1	3
CO2	2	1	3	1	1
CO3	2	1	3	1	2
CO4	2	2	3	1	2
CO5	3	1	3	1	2

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	1	3	2	3	3
CO2	3	1	1	3	2	3	3
CO3	3	1	1	3	1	3	3
CO4	3	1	1	3	1	3	3
CO5	3	1	1	3	2	3	3

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
♦ Weakly Correlated -1

COURSE DESIGNER:



MS.D.Ramya

Forwarded By



Dr.A. Roselin Mary

HOD'S Signature& Name

III B.A ENGLISH SEMESTER –VI

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT S
UAEN	19L6ME5	CHILDREN'S LITERATURE	MAJOR ELECTIVE	5	5

COURSE DESCRIPTION

The course titled CHILDREN'S LITERATURE includes authors and their writing in different genres, ranging from classics in history to contemporary works that discuss issues related to children.

COURSE OBJECTIVES

- The course informs how a body of Literature foregrounds children and addresses their interests, perceptions and attitudes.
- The texts prescribed make interesting reading and cultivate reading habits among students.

UNITS

UNIT I: POETRY

(12 HRS)

- 1.C.Richard Miles - When we were young
2. Ronald Dahl - The Little Red Riding Hood
3. Francis James Child - Robin hood Rescuing Three Squires
(No. 140. Version B)
4. Lewis Carroll - You are Old Father William
5. William Allingham - Robin Redbreast

UNIT II: PROSE

(15 HRS)

1. John Burroughs - An Idyl of the Honey-bee
2. Pandit Jawaharlal Nehru - Letter to Children
3. Barack Obama - 'You Make Your Own Future'

UNIT III: SHORT STORY

(10 HRS)

1. Chinua Achebe - How the Leopard got His Claws
2. Ranjit Lal - The Caterpillar who went on Diet
3. Mahasweta Devi - The Why-Why Girl (**Self-Study**)

UNIT IV: FICTION

(20 HRS)

1. Ruskin Bond - Rusty Runs Away
2. Lewis Carroll - Alice in Wonderland (Self-Study)

UNIT V: LEGENDS & MYTHS

(15 HRS)

1. Native American Legend - Old Quannah's Gift
2. Greek Myth - The Sword of Damocles
3. Fairy Tale (Hans Anderson) - The Ugly Duckling
- The Little Mermaid (Self-Study)

UNIV VI: DYNAMISM (Evaluation Pattern-CIA only)

(3 HRS)

1. Story –telling activity (Panchatantra Tales)
1. Creative writing task (Enid Blyton)
2. Discussion on Aesop's fables and Peter Rabbit

REFERENCES:

1. Ruskin Bond - Rusty Runs Away
2. Lewis Carroll - Alice in Wonderland
3. Ranjit Lal - The Caterpillar Who went on Diet
4. Hans Anderson - Fairy Tales (Two Tales)
5. Anderson, Hans. *Fairy Tales*. England: Wardlock Limited, 1987.
6. Matthews, Brander, ed. *The Oxford Book of American Essays*. New York: OUP, 1914; Bartleby.com, 2000. www.bartleby.com/109/.

DIGITAL OPEN EDUCATIONAL RESOURCES

1. <https://www.whitehouse.gov/MediaResources/PreparedSchoolRemarks/>
2. <http://people.ucalgary.ca/~dkbrown/authors.html>
3. <http://people.ucalgary.ca/~dkbrown/storfolk.html>
4. <http://www.bartleby.com/109/22.html>

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I POETRY				
1.1	C.Richard Miles - When we were young	2	Chalk & Talk	Black Board
1.2	Ronald Dahl - The Little Red Riding Hood	2	Chalk & Talk	LCD
1.3	Francis James Child - Robin hood Rescuing Three Squires (No. 140. Version B)	4	Lecture	PPT & White board
1.4	Lewis Carroll - You are Old Father William	2	Lecture	Black Board
1.5	William Allingham - Robin Redbreast	2	Lecture	Black Board
UNIT-II PROSE				
2.1	John Burroughs - An Idyll of the Honey-bee	5	Lecture	Black Board
2.2	Pandit Jawaharlal Nehru - Letter to Children	5	Chalk &Talk	Black Board
2.3	Barack Obama - 'You Make Your Own Future'	5	Lecture	LCD
UNIT-III SHORT STORY				
3.1	Chinua Achebe - How the Leopard got His Claws	2	Chalk & Talk	Black Board
3.2	RanjitLal - The Caterpillar who went on Diet	2	Chalk & Talk	LCD

3.3	Mahasweta Devi - The Why-Why Girl (Self-Study)	4	Lecture	PPT
UNIT-IV FICTION				
4.1	1. Ruskin Bond - Rusty Runs Away	1	Lecture	Black Board
4.2	Lewis Carol- Alice in Wonderland (Self-Study)	2	Chalk & Talk	LCD
UNIT-V LEGENDS & MYTHS				
5.1	Native American Legend - Old Quannah's Gift	2	Chalk & Talk	Black Board
5.2	Greek Mythology- The Sword of Damocles	2	Chalk & Talk	LCD
5.3	Fairy Tale (Hans Anderson)- The Ugly Duckling - The Little Mermaid (Self-Study)	4	Lecture	LCD
VI DYNAMISM				
6.1	Story –telling activity (Panchatantra Tales)	1	Chalk & Talk	LCD
6.2	Creative writing task (Enid Blyton)	1	Lecture	LCD
6.3	Discussion on Aesop's fables and Peter Rabbit	1	Lecture	LCD

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
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	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks	5 Mks.	5 Mks		35 Mks.	5 Mks.	40M ks.	
K1	2	2	-	-	-	4	-	4	10%
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5%
Non Schol astic	-	-	-	-	-		5	5	12.5%
Total	10	10	5	5	5	35	5	40	100%

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %

K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	cherish the values of love, life and emotions from the eyes of children.	K1	PSO1& PSO2
CO 2	critique the international and National canons of Children's Literature in cultural and linguistic forms.	K1, K2,	PSO3
CO 3	classify and categorize the social and ecological issues in the works written for children	K1 & K3	PSO5
CO 4	develop the habit of autonomous reading and learning	K1, K2 &K3	PSO2
CO 5	identify the range of genres including Folklores, myths and legends that focus on children	K2 & K4	PSO4

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
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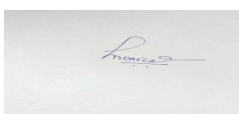
CO1	3	3	2	1	2
CO2	2	1	3	1	2
CO3	2	1	2	2	3
CO4	2	3	1	1	2
CO5	2	2	1	3	2

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	3	2	1	2	2
CO2	2	1	2	2	2	2	2
CO3	2	1	3	1	1	2	2
CO4	3	1	2	1	3	2	2
CO5	3	1	2	1	3	2	2

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**
 ♦ Weakly Correlated -**1**

COURSE DESIGNER:



L. Monica Lilly

Forwarded By



Dr.A. Roselin Mary

HOD'S Signature& Name

III B.A ENGLISH

SEMESTER –VI

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CRED ITS
UAEN	19L6ME6	FOLK LITERATURE	MAJOR ELECTIVE	5	5

COURSE DESCRIPTION

The course titled FOLK LITERATURE presents a galaxy of writers whose literary contributions stand the test of time with their cultural specificity and universal appeal.

COURSE OBJECTIVES

- The course helps the students understand and appreciate the various nuances of Folk Literature.
- The course informs students of the core values embedded in Folk literature and discover the subtext.

UNITS

UNIT –I POETRY

(13 Hrs)

1. “Song of the Earth” (A Navajo Song) - Anonymous
2. “Eagle Poem” (Muscogee) - Anonymous
3. “Luiseno Songs of the Seasons” (Luiseno) - Anonymous

UNIT –II Prose

(14 Hrs)

1. “Cupid and Psyche” - *The Age of the Fable* (Pgs 99 - 112)
2. Morphology of the Folk Tale - *Literary Theory: An Anthology*. (Pgs 72-75)

UNIT –III Drama

(18 Hrs)

1. Sophocle’s *Oedipus Rex* - *The Three Theban Plays*

UNIT –IV Short Fiction

(14 Hrs)

Fairy Tales:

1. Rumpelstiltskin - Grim Brothers

Folk Tales:

1. “The Devil on Horseback” - Anonymous (Pakistani)
2. “The Three Questions” - Anonymous (Srilankan)
3. “The Fairies” - Anonymous (French)
4. “All God’s Challen had Wings” - Anonymous (African American)

Fables:

1. "The Hare and the Tortoise" - Aesop's Fables
2. "The Ant and the Grasshopper" - Aesop's Fables

UNIT –V Short Stories**(14 Hrs)****The Panchatantra (Self-Study)****Book I:**

- a) The duel between Elephant and Sparrow. (Pgs 51 - 53)
- b) The Heron that liked the Crab meat . (Pgs 63 – 65)

Book II:

- a) The mice that set Elephants free. (Pgs 149- 150)
- b) Soft, the Weaver. (Pgs 151 - 155)

Book III:

- a)How the Rabbit fooled the elephant. (Pgs 202 - 205)
- b)The Cat's judgement (Pgs 209 - 212)

Book IV:

- a) Flop ear and Dusty. (Pgs 240 - 243)
- b) How supersmart ate the elephant. (Pgs 244 -246)

Book V:

- a) The Lion Makers (Pgs 255 - 256)
- b) The unforgiving Monkey (Pgs 261 - 265)

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)**(2 HRS.)**

1. History and emergence of Folktales

REFERENCES:**Books Prescribed:**

1. Bulfinch, Thomas. The Golden Age of Myth and Legend. Wordsworth edition, 1993.
2. Swann, Brain. Native American Songs and Poems. Dover Publications, 1996.
3. Sophocles: *The Three Theban Plays*
4. Parasuraman, Sunita. *The Panchatantra: wisdom for Today from the timeless classic*. Jaico publishing House, 2011.
5. Anderson, Hans. *Fairy Tales*. England: Wardlock Limited, 1987.
6. Grimm, Brothers. *Fairy Taes*. Trans.Lucas, E.V., Luce Crance and Marian Edwards. Grosset and Dunlap publishers.

Reference Books:

1. Rivkin, Julie and Michael Ryan. Eds.Literary Theory: An Anthology. Blacwell Publishing Ltd, 2004.
2. Sharma, Vandhana.ed. Studies in Myth, Oralityand Folklore in Worls Literature. Atlantic Publishers & Distributers (p) LTD, 2013.
3. Dorairaj, Joseph.A.*Myth and Literature*. Folklore Resources and Research Centre, 2003.
4. Campbel, Joseph. "Mythological Themes in Creative Literature and Art"*Myths, Dreams and Religion*. Ed.JosephCampbell.E.P.Dutton& Co. Inc, 1970.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I POETRY				
1.1	Introduction to Folk Literature	4	Lecture	Black Board
1.2	“Song of the Earth”	3	Lecture	Black Board
1.3	“Eagle Poem”	3	Lecture	Black Board
1.4	“Luiseno Songs of the Seasons”	3	Lecture	Black Board
UNIT –II PROSE				
2.1	“Cupid and Psyche”	7	Lecture	Black Board
2.2	Morphology of the Folk Tale	7	Lecture	Black Board
UNIT –III DRAMA				
3.1	Sophocle’s <i>Oedipus Rex</i>	18	Lecture	Black Board
UNIT –IV SHORT FICTION				
4.1	Fairy Tales	3	Lecture	Black Board
4.2	Folk Tales:	3	Lecture	Black Board
4.3	Fables:	4	Lecture	Black Board
4.4	Fairy Tales	4	Lecture	Black Board
UNIT –V SHORT STORIES				
5.1	The Panchatantra - Introduction	2	Lecture	Black Board

5.2	Book I	3	Lecture	Black Board
5.3	Book II	3	Lecture	Black Board
5.4	Book III	3	Lecture	Black Board
5.5	Book IV	3	Lecture	Black Board
5.6	Book V	2	Lecture	Black Board
UNIT -VI DYNAMISM				
6.1	History and emergence of Folktales	2	Lecture	Black Board

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholas	-	-	-	-	-		5	5	12.5

tic									%
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	define and celebrate diverse cultures and traditions	K1	PSO1
CO 2	illustrate the common themes, narrative modes of folk tales and understand their morphology.	K2	PSO1 & PSO3
CO 3	discover valuable insights evinced in folk culture, beliefs, history, myths, practices and customs.	K4	PSO1 & PSO3
CO 4	develop stronger reading skills and discover a love for the story-telling tradition.	K3	PSO1 & PSO3
CO 5	Appraise and emulate the moral values in the stories.	K2 & K4	PSO1 & PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	2	1
CO2	2	1	2	1	1
CO3	2	1	3	1	2
CO4	2	1	2	1	1
CO5	2	1	1	2	3

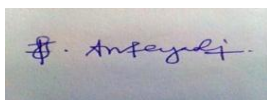
Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	-	2	2	1	2	1
CO2	2	1	1	-	-	2	1
CO3	2	1	2	3	2	2	1
CO4	3	-	1	2	2	2	1
CO5	2	-	2	3	2	2	1

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:



J. AmalaJeyaShali

Forwarded By



Dr.A. Roselin Mary

HOD'S Signature& Name

I B.A/B.Sc/ B.Com

SEMESTERS –I

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAEN	19L1NME	FUNCTIONAL ENGLISH	NON MAJOR ELECTIVE	2	2

COURSE DESCRIPTION

The course titled FUNCTIONAL ENGLISH provides the essential materials and training to enhance the communication skills and soft skills of the students.

COURSE OBJECTIVES

- The course equips the learners to make effective use of language in various occasions.
- The course helps the learners hone their language skill specifically to procure jobs.

UNIT –I INTRODUCTION

(6 HRS)

1. Making introduction

2. Expressing requests and enquiries

UNIT –II SOCIAL INTERACTION(6HRS.)

1. Greetings

2. Gratitude

UNIT III –SKILLS FOR EMPLOYABILITY(6HRS.)

1. Telephone Etiquette

2. Group discussion

3. Interviews

UNIT –IV COMMUNICATION SKILLS**(6HRS.)**

1. Listening
2. Speaking
3. Reading
4. Writing

UNIT –V PRESENTATION**(6HRS.)****1. Situational Conversation****2. Extempore Speech****UNIT – VI DYNAMISM**

1. Group Discussion
2. Debate
3. Mock Interview

REFERENCES:

1. Vincent. Lawrence. *Soft Skills Develop Yourself*. New century book house(p)ltd.,2017.
2. Ravindran.Elango.Arockiam. *Success through Soft Skills*. Institute for Communication and Technology. 2009.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I - INTRODUCTION				
1.1	Making introduction	3	Chalk & Talk	Black Board
1.2	Expressing requests and enquiries	3	Chalk & Talk	LCD
UNIT –II - SOCIAL INTERACTION				
2.1	Greetings	3	Lecture	LCD

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
2.2	Gratitude	3	Chalk & Talk	Ppt
UNIT -III SKILLS FOR EMPLOYABILITY				
3.1	Telephone Etiquette	2	Lecture	LCD
3.2	Group discussion	2	Lecture	Ppt
3.3	Interviews	2	Chalk & Talk	Smart Board
UNIT -IV COMMUNICATION SKILLS				
4.1	Listening	2	Chalk & Talk	Black Board
4.2	Speaking	1	Chalk & Talk	LCD
4.3	Reading	2	Lecture	Ppt
4.4	Writing	1	Chalk & Talk	Black Board
UNIT -V PRESENTATION				
5.1	Situational Conversation	3	Lecture	LCD
5.2	Extempore Speech	3	Lecture	PPT

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks	Quiz 5 Mks.	Assignment 5 Mks	OBT/PT 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Build confidence to introduce themselves to their peers	K1	PSO2 & PSO4
CO 2	identify specific problems in communication and grammar concepts	K1& K2	PSO2
CO 3	develop LSRW skills and relate to different situations	K1 & K3	PSO2 & PSO5
CO 4	construct situational dialogues without grammatical errors and demonstrate in practice	K1, K2& K3	PSO5
CO 5	examine different types of presentation skills and employ them in career building	K2 & K4	PSO4

Mapping COs Consistency with PSOs

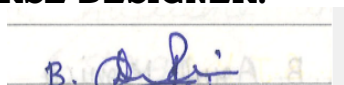
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	1	3	1
CO2	1	3	1	2	1
CO3	1	3	1	1	2
CO4	1	1	1	1	2
CO5	1	1	1	3	2

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	1	1	3	3	2
CO2	1	3	1	1	1	3	2
CO3	1	3	1	1	1	3	2
CO4	1	1	1	1	2	3	2
CO5	1	2	1	1	3	3	2

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:



Ms. B. Dharani

Forwarded By



Dr.A. Roselin Mary

HOD'S Signature& Name

I B.A/B.Sc/ B.Com

SEMESTERS –I& II

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN	19L2NME	FUNCTIONAL ENGLISH	NON MAJOR ELECTIVE	2	2

COURSE DESCRIPTION

The course titled FUNCTIONAL ENGLISH provides the essential materials and training to enhance the communication skills and soft skills of the students.

COURSE OBJECTIVES

- The course equips the learners to make effective use of language in various occasions.
- The course helps the learners hone their language skill specifically to procure jobs.

UNIT –I INTRODUCTION

(6 HRS)

1.Making introduction

2.Expressing requests and enquiries

UNIT –II SOCIAL INTERACTION(6HRS.)

1.Greetings

2.Gratitude

UNIT III –SKILLS FOR EMPLOYABILITY(6HRS.)

4. Telephone Etiquette
5. Group discussion
6. Interviews

UNIT –IV COMMUNICATION SKILLS**(6HRS.)**

5. Listening
6. Speaking
7. Reading
8. Writing

UNIT –V PRESENTATION**(6HRS.)**

3. Situational Conversation
4. Extempore Speech

UNIT – VI DYNAMISM

1. Group Discussion
2. Debate
3. Mock Interview

REFERENCES:

1. Vincent. Lawrence. *Soft Skills Develop Yourself*. New century book house(p)ltd.,2017.
2. Ravindran.Elango.Arockiam. *Success through Soft Skills*. Institute for Communication and Technology. 2009.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I - INTRODUCTION				
1.1	Making introduction	3	Chalk & Talk	Black Board
1.2	Expressing requests and enquiries	3	Chalk & Talk	LCD
UNIT –II - SOCIAL INTERACTION				
2.1	Greetings	3	Lecture	LCD

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
2.2	Gratitude	3	Chalk & Talk	Ppt
UNIT -III SKILLS FOR EMPLOYABILITY				
3.1	Telephone Etiquette	2	Lecture	LCD
3.2	Group discussion	2	Lecture	Ppt
3.3	Interviews	2	Chalk & Talk	Smart Board
UNIT -IV COMMUNICATION SKILLS				
4.1	Listening	2	Chalk & Talk	Black Board
4.2	Speaking	1	Chalk & Talk	LCD
4.3	Reading	2	Lecture	Ppt
4.4	Writing	1	Chalk & Talk	Black Board
UNIT -V PRESENTATION				
5.1	Situational Conversation	3	Lecture	LCD
5.2	Extempore Speech	3	Lecture	PPT

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	5	-	-	9	-	9	22.5 %
K2	2	2	-	-	5	9	-	9	22.5 %
K3	6	6	-	5		17	-	17	42.5 %
K4			-		-		-		
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Build confidence to introduce themselves to their peers	K1	PSO2 & PSO4
CO 2	identify specific problems in co communication and grammar concepts	K1& K2	PSO2
CO 3	develop LSRW skills and relate to different situations	K1 & K3	PSO2 & PSO5
CO 4	construct situational dialogues without grammatical errors and demonstrate in practice	K1, K2& K3	PSO5
CO 5	examine different types of presentation skills and employ them in career building	K2 & K4	PSO4

Mapping COs Consistency with PSOs

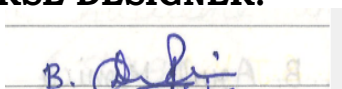
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	1	3	1
CO2	1	3	1	2	1
CO3	1	3	1	1	2
CO4	1	1	1	1	2
CO5	1	1	1	3	2

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	2	1	1	3	3	2
CO2	1	3	1	1	1	3	2
CO3	1	3	1	1	1	3	2
CO4	1	1	1	1	2	3	2
CO5	1	2	1	1	3	3	2

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:



Ms. B. Dharani

Forwarded By



Dr.A. Roselin Mary

HOD'S Signature& Name

II B.A ENGLISH

SEMESTER –III

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN	19L3SB1	CONTENT WRITING	SKILL BASED	2	2

COURSE DESCRIPTION

The course on Content Writing enables the learners to become effective content writers, the much needed professionals of the age.

COURSE OBJECTIVES

The course covers the types of content writings and the modes of writing them. It gives an overview of the software like HTML, CSS and Java used in the field of content writing. The course is also designed to make the learners learn to maintain the ethical and moral standards in their upcoming professional life.

UNITS

UNIT I: INTRODUCTION (5 HRS)

1. Content Writing and its types
2. Writing Skills

UNIT II: PROFESSIONAL CONTENT (4 HRS)

1. Complaints & Apologies
2. Proposals

UNIT III: TOOLS FOR CONTENT WRITING (10 HRS)

1. HTML & CSS
2. Basics of JAVA

UNIT IV: MEDIA CONTENT (3 HRS)

1. E-mails
2. Blogs

UNIT V: PROFESSIONAL ETHICS (SELF-STUDY)**(4 HRS)**

1. Ethics for Digital Age
2. E-mail Etiquettes

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)**(4 HRS.)**

1. Procedures
2. Status Reports

REFERENCES

1. Ashton, Robert. Copywriting in a week. Hodder & Stoughton Essex, 2003.
2. Booher, Dianna. E-Writing. Macmillan Ltd, 2007.
3. Chakravarthy, Jagadish. Net, Media and Mass Communication. Authors Press, 2004.
4. Keeble, Richard. Ethics for Journalists. Routledge, 2001.

WEB REFERENCES

1. Conroy, Gary. "Technical What?" Technical Writing 1997. <https://www.techwriting.about.com>.
2. Kolunovsky, Nina. "Becoming a Technical Writer in Three Easy Steps." Society for Technical Communication 1996. <https://www.stctoronto.org>.
3. U.S. Department of Labor, Bureau of Labor Statistics. "Writers and Editors, Including Technical Writers." Occupational Outlook Handbook 2000. <https://stats.bls.gov/oco>.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I INTRODUCTION				
1.1	Topic 1 - Content Writing and its types	2	Lecture	PPT
1.5	Topic 2 - Writing Skills	3	Lecture	Black Board
UNIT -II PROFESSIONAL CONTENT				
2.1	Complaints	2	Lecture	E content PPT
2.2	Proposals	1	Lecture	E content PPT
2.3	Apologies	1	Lecture	E content PPT
UNIT -III TOOLS FOR CONTENT WRITING				
3.1	Topic 1 - HTML & CSS	5	Chalk & Talk Lecture	Online Content/ Google Classroom
3.2	Topic 2 - Basics of JAVA	5	Chalk & Talk Lecture	Online Content/ Google Classroom
Unit -IV MEDIA CONTENT				
4.1	Topic 1 - E-	2	Blended	Online

	mails		Learning	Content/ Google Classroom
4.2	Topic 2 - Blogs	3	Blended Learning	Online Content/ Google Classroom
Unit –VPROFESSIONAL ETHICS				
5.1	Topic 1 - Ethics for Digital Age	2	Lecture	PPT Seminar
5.2	Topic 2 - E-mail Etiquettes	2	Lecture	PPT Seminar
Unit – VIOFFICIAL DOCUMENTATION				
1.1	Topic 1 - Procedures	2	Flipped Learning	Google Classroom
1.5	Topic 2 - Status Reports	2	Flipped Learning	Google Classroom

EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessm ent
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assign ment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	5	-	-	9	-	9	22.5 %

K2	2	2	-	-	5	9	-	9	22.5 %
K3	6	6	-	5		17	-	17	42.5 %
K4			-		-		-		
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	understand the types of contents	K2	PSO2
CO 2	Interpret and make proposals and complaints	K2 & K3	PSO4
CO 3	Identify the features of programming languages and write sample codings	K1 & K3	PSO4
CO 4	Produce online content	K3	PSO4
CO 5	Understand and implement ethics in content writing	K1 & K3	PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	1	3	2
CO2	1	3	1	3	3
CO3	1	2	1	3	3
CO4	1	2	1	3	2
CO5	1	3	1	3	3

Mapping of COs with POs

CO/	PO1	PO2	PO3	PO4	PO5	PO6	PO7
-----	-----	-----	-----	-----	-----	-----	-----

PSO							
CO1	1	3	1	1	1	3	2
CO2	1	3	1	1	1	3	2
CO3	1	1	1	1	1	3	2
CO4	1	2	1	1	1	3	2
CO5	1	2	1	1	1	3	2

Note: ♦ Strongly Correlated – **3** ♦ Moderately Correlated – **2**
 ♦ Weakly Correlated - **1**

COURSE DESIGNER:



Ms. A. J. Bernita

Forwarded By



Dr.A. Roselin Mary

HOD'S Signature& Name

II B.A ENGLISH

SEMESTER –IV

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/WE EK	CREDI TS
UAEN	19L4SB4	ORAL PRESENTATION SKILLS	SKILL BASED	2	2

COURSE DESCRIPTION

The course titled ORAL PRESENTATION SKILLS is designed to provide the learners with the basic stylistic and professional skills to acquire job opportunity.

COURSE OBJECTIVES

- The course intends to explain the techniques and types of presentation skills.
- The course equips students with required skills to become competent as per the demands of the current job market.

UNITS

UNIT –I INTRODUCTION (6HRS)

Methods -vocal aspects & non-vocal aspects

UNIT –II AUDIENCE (6HRS)

Analysis and body language

UNIT –III LANGUAGE (6 HRS)

Usage -Importance, accuracy & pitfalls

UNIT –IV MEDIA (6 HRS)

Media presentations- RJ & T.V anchoring

UNIT –V TYPES &STRATEGIES

(6HRS)

Informative presentation , persuasive, presentation group
presentation, interviews

UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)

Demonstration of various media presentations

REFERENCES:

1. Booher, Diana. *E-writing: 21st Century Tools for Effective Communication*. Macmillan, 2007.
2. Bradbury, Andrew. *Successful Presentation Skills*. Kohan Page Pvt.Ltd.2002Van Emden, Joan and Lucida Becker. *Presentation skills for Students*. Palgrave Macmillan,2009
3. Mohan, Krishna and Meera Banerjee. *Developing Communication Skills*.ed.2. Macmillan, 2009.
4. Osborn, Michael and Suzzane Osborn. *Public Speaking*.ed.6. Biztanta,2005.
5. Stanton, Nicky. *Mastering Communication*. ed.3. Palgrave,1996.
6. Wainwright, Gordon. *Body Language*. Cox and Wyman Ltd., 2009.

DIGITAL OPEN EDUCATIONAL RESOURCES :

CDs: *Communicate! Learn Powerful CDs: Body Language: The Best Guide for Non-verbal Communication*. Chennai: SatvatInfosol, www.satvat.itstore.com

1. 21 Steps to Personality Development. Mumbai, SPSOFT. May 2005.
2. *Presentations and Public Speaking*. Mumbai, V3interactive pvt. Ltd.,
3. www.v3interactive.co.in. Jan 2009communication skills. Mumbai, Midisoft, www.v3i.in.
4. *Art of Public Speaking*. Mumbai, Dove Multimedia Pvt. Ltd.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I INTRODUCTION				
1	Methods -vocal aspects & non-vocal aspects	6	Chalk & Talk	PPT & Black Board
UNIT –II AUDIENCE				
2	Analysis and body language	6	Lecture	PPT & White board
UNIT –III LANGUAGE				
3	Usage -Importance, accuracy & pitfalls	6	Discussion	Black Board
UNIT –IV MEDIA				
4	Media presentations- RJ & T.V anchoring	6	Discussion	Google classroom Black Board
UNIT –V TYPES &STRATEGIES				
5	Informative presentation , persuasive, presentation group presentation, interviews	6	Discussion, Chalk & Talk	Green Board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				

	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	5	-	-	9	-	9	22.5 %
K2	2	2	-	-	5	9	-	9	22.5 %
K3	6	6	-	5		17	-	17	42.5 %
K4			-		-		-		
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	5	-	-	15	25 %
K2	-	-	10	10	-	-	20	33.33 %

K3	-	-	-	-	25	-	25	41.6%
K4	-	-	-	-	-	-		
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	enrich communication skills	K1	PSO2
CO 2	build self –confidence to make stage presentations	K3, K2,	PSO2&PSO4
CO 3	apply the skills to procure viable career opportunities	K1 & K3	PSO2&PSO4
CO 4	utilize the skills acquired to increase self-employability	K2 &K3	PSO4&PSO5
CO 5	develop creativity to excel in media	K3& K4	PSO4&PSO5

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	1	1	2
CO2	1	3	1	3	2
CO3	1	2	1	3	1
CO4	1	2	1	3	3

CO5	1	2	1	3	3
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Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3	1	1	1	3	2
CO2	1	1	1	1	1	3	2
CO3	1	3	1	1	1	3	2
CO4	1	1	1	1	1	3	2
CO5	1	3	1	1	1	3	2

Note: ♦ Strongly Correlated – **3**

♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

COURSE DESIGNER:



Ms.N.Sangeetha Rani

Forwarded By



Dr.A. Roselin Mary

HOD'S Signature& Name

III B.A.ENGLISH

SEMESTER –V

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/WE EK	CREDIT S
UAEN	19L5SB3	WRITING SKILLS	SKILL BASED	2	2

COURSE DESCRIPTION

This course is designed to provide practical hands-on training in the most relevant areas to develop writing skills.

COURSE OBJECTIVES

This course intends to

- equip the students of English literature to use the language potentials for creative writing
- give students the basic technical skills to acquire job

UNITS

UNIT I

(6 HRS)

VOCABULARY

i) Spellings & Abbreviations

ii) Book Review

iii) One word substitution & Misspelled words

UNIT II

(6 HRS)

WRITING PROCESS

i) Controlled and Guided Composition (What to write)

UNIT III

(6 HRS)

WRITING LETTERS

- i) Formal and Informal Letters
- ii) Job Applications and Resume

UNIT IV

(6 HRS)

OFFICIAL WRITINGS

- i) Agenda
- ii) Minutes
- iii) Report Writing
- iv) Abstracting & Summarizing

UNIT V

(6 HRS)

CREATIVE WRITING

- i) Traits of a Creative Person
- ii) Scope of Creativity
- iii) Figures of Speech

PRESCRIBED BOOK:

Gangal, J.K. *A Practical Course for Developing Writing Skills in English*. New PHI. 2011.

REFERENCE BOOKS:

1. Langan, John. *College Writing Skills*. Media Edition. ed. 5. McGraw Hill, 2003.
2. Laws, Anne. *Writing Skills*. Orient BlackSwan, 2011.
3. Williams, Phil. *Advanced Writing Skills for Students of English*. Rumian, 2018.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 VOCABULARY				
1.1	Spellings & Abbreviations	2	Chalk & Talk	Black Board
1.2	Book Review	2	Discussion	PPT
1.3	One word substitution & Misspelled words	2	Discussion	PPT
UNIT -2 WRITING PROCESS				
2.1	Controlled and Guided Composition (What to write)	6	Chalk & Talk	Black Board
UNIT -3 WRITING LETTERS				
3.1	Formal and Informal Letters	3	Discussion	Black board &PPT
3.2	Job Applications and Resume	3	Chalk & Talk	Black Board
UNIT -4 OFFICIAL WRITINGS				
4.1	Agenda	1	Chalk & Talk	PPT &Black Board
4.2	Minutes	1	Discussion	Black Board
4.3	Report Writing	2	Chalk & Talk	PPT

4.4	Abstracting & Summarizing	2	Discussion	Smart Board
UNIT -5 CREATIVE WRITING				
5.1	Traits of a Creative Person	2	Discussion	Black Board
5.2	Scope of Creativity	2	Chalk & Talk	PPT
5.3	Figures of Speech	2	Chalk & Talk	Smart Board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	5	-	-	9	-	9	22.5 %
K2	2	2	-	-	5	9	-	9	22.5 %
K3	6	6	-	5		17	-	17	42.5 %
K4			-		-		-		
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	5	-	-	15	25 %
K2	-	-	10	10	-	-	20	33.33 %
K3	-	-	-	-	25	-	25	41.6%
K4	-	-	-	-	-	-		
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall the vocabulary and abbreviations to apply in writing process	K1& K3	PSO1
CO 2	Recall the basics of the writing process	K1	PSO2
CO 3	Prepare model resumes and draft all types of letters	K2 & K3	PSO3
CO 4	Outline and draft all types of official writings	K2& K3	PSO2&PSO5
CO 5	Relate the creative contents	K2	PSO2

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	1	2	1
CO2	1	3	1	2	1
CO3	1	3	1	2	1
CO4	1	3	1	1	1
CO5	1	2	1	3	1

Mapping of COs with POs

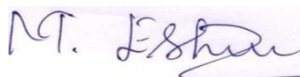
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	1	2	1	3	2
CO2	1	2	1	1	1	3	2
CO3	1	1	1	1	1	3	2
CO4	3	1	2	1	1	3	2
CO5	1	2	1	1	1	3	2

Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:



Ms. M. Esther

Forwarded By



A.ROSELIN MARY

HOD'S Signature & Name

III B.A ENGLISH

SEMESTER –V

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN	19L5SB4	JOURNALISM	Skill Based	2	2

COURSE DESCRIPTION:

The course titled JOURNALISM is designed to enable the learners to acquire basic journalistic skills.

COURSE OBJECTIVES:

- The course is designed to teach the learners the various forms of journalistic writings.
- The course helps the learners to acquire the skills required for writing and editing news reports and stories.

UNITS:

UNIT –I Introduction

(6 HRS.)

1. Introduction to Journalism - (*Mass Communication in India* p. 61-64) **(Self-Study)**
2. Understanding News & Types of News– (*Fundamentals of Reporting and Editing* – p. 1-11, p. 19-25)
3. Features and Scope of Online Journalism

UNIT –II Report Writing

(6 HRS.)

1. Inverted Pyramid (p. 28-32) **(Self-Study)**
2. The Five Ws (p. 32) **(Self-Study)**
3. Types of Leads (32-37)

(Material for this Unit selected from *Fundamentals of Reporting and Editing*)

UNIT –III Headlines**(6 HRS.)**

1. Headlines–Functions & Features (p. 321- 325)
 2. Writing Headlines – (338 – 340)
 3. Rules & Principles of Headline Writing – (340 – 348)
- (Material for this Unit selected from *Fundamentals of Reporting and Editing*)

UNIT –IV Writing Stories**(6 HRS.)**

1. Personals & Briefs (*Fundamentals of Reporting and Editing* – p. 118-123)
2. Fillers & Speeches (*Fundamentals of Reporting and Editing* – p.124 - 127)
3. Review of Books and Films (*Multimedia Journalism: A Practical Guide* - p. 378-380)

UNIT –V Editing**(6 HRS.)**

- 1) Introduction to Editing (p. 278 – 280)
 - 2) Editing Job (p. 282 – 284)
 - 3) Editor's choice of words – (p. 296 – 298) (Several editing tasks to be given)
- (Material for this Unit selected from *Fundamentals of Reporting and Editing*)

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

- 1) Compile Headlines and News stories from current newspapers
- 2) Discuss the happenings in Online and Social media
- 3) Prepare reports on the events of the college
- 4) Visit to Press and FM Radio Stations

REFERENCES:

1. Chaudhary K K. *Print and Broadcast Journalism*. New Delhi: Abhijeet Publications, 2012.
2. Gandhi, VedPrakash.A *First Course in Practical Journalism*. New Delhi: Lok Sabha Secretariat, 2001.
3. Madhusudan K P. *Development of Mass Communication – Futuristic Approach: Making of Journalist*. New Delhi: Sarup & Sons, 2002.
4. Parthasarathy, Rengaswami *Basic Journalism*. New Delhi: Macmillan, 2003.
5. Roy, Barun. *A Beginner's Guide to Journalism*. Delhi: Pusthak Mahal, 2000.
6. Shamsi, Nayyar. *Journalism: The News*. New Delhi: Anmol Publications Pvt. Ltd., 2005.
1. Whitaker W. et.al. *Media Writing*. 3rd Edition. New York: Routledge, 2009.

DIGITAL OPEN EDUCATIONAL RESOURCES:

1. <http://www.bbc.co.uk/academy/journalism/skills/digital-journalism>
2. <https://www.ndsu.edu/pubweb/~rcollins/242photojournalism/historyofphotography.html>
3. http://learn.org/articles/What_is_Sports_Journalism.html
4. http://www.newworldencyclopedia.org/entry/Sports_journalism
5. <http://www.nctj.com/journalism-qualifications/diploma-in-journalism/Business-and-Finance-Journalism>
6. http://sand-kas-ten.org/ijm/Chapter_1.pdf
7. <http://www.berkeleybeacon.com/opinion/2013/10/2/in-defense-of-entertainment-journalism>

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I- INTRODUCTION				
1.1	Introduction to Journalism	2	Lecture	PPT
1.2	Understanding News	1	Lecture	PPT
1.3	Types of News	1	Lecture	PPT
1.4	Features of Online Journalism	1	Flipped Classroom	Smart Board
1.5	Scope of Online Journalism	1	Flipped Classroom	Black Board
UNIT-II-REPORT WRITING				
2.1	Inverted Pyramid	2	Self-Study-Discussion	Google Class room
2.2	The Five Ws	2	Self-Study-Discussion	Google Class room
2.3.	Types of Leads	2	Lecture	PPT
UNIT-III-HEADLINES				

3.1	Functions of Headlines	1	Lecture & Class Assignment	News Paper Clippings
3.2	Features of Headlines	1	Lecture & Class Assignment	News Paper Clippings
3.3	Writing Headlines	2	Lecture & Class Assignment	News Paper Clippings
3.4	Rules & Principles of Headline Writing	2	Lecture & Class Assignment	News Paper Clippings
UNIT IV – WRITING STORIES				
4.1	Personals & Briefs	1	Group Discussion	Samples of Stories from magazines
4.2	Fillers & Speeches	1	Demonstration by Teacher and Oral Presentation by Students	Videos of famous Speeches
4.3	Review of Books	2	Lecture & Group Discussion	Samples of Book Reviews
4.4	Review of Films	2	Lecture & Group Discussion	Films & Cue Cards
UNIT V – EDITING				
5.1	Introduction to Editing	2	Lecture & Class Assignment	News Paper Clippings
5.2	Editing Job	2	Lecture & Class Assignment	News Paper Clippings
5.3	Editor's choice of words	2	Lecture & Class Assignment	News Paper Clippings

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	5	-	-	9	-	9	22.5 %
K2	2	2	-	-	5	9	-	9	22.5 %
K3	6	6	-	5		17	-	17	42.5 %
K4			-		-		-		
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	5	-	-	15	25 %
K2	-	-	10	10	-	-	20	33.33 %
K3	-	-	-	-	25	-	25	41.6%
K4	-	-	-	-	-	-		
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the basic concepts of Journalism	K1	PSO5
CO 2	Compare and analyze the different types of Leads	K2 & K4	PSO5
CO 3	Explain the features, function of headlines and write them	K1, K2& K3	PSO5
CO 4	Evaluate and write different types of Stories	K3 & K4	PSO4 PSO5
CO 5	Edit reports and other stories	K2 & K3	PSO5
CO 6	Keep abreast of the current affairs and share with the peers during classroom activities	K3 & K4	PSO5 PSO6

Mapping of COs with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
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CO1	1	3	1	3	1
CO2	1	2	1	3	1
CO3	1	3	1	3	2
CO4	1	3	1	3	2
CO5	1	3	1	3	2
CO6	1	1	1	3	3

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3	3	3	3	3	2
CO2	1	3	1	1	1	3	2
CO3	1	3	3	3	3	3	2
CO4	1	3	3	3	3	3	2
CO5	1	3	3	3	3	3	2
CO6	2	3	2	2	2	3	2

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER:

S. Sairabanu

Dr. S. Sairabanu

Forwarded By

Roselin Mary

Dr.A. Roselin Mary

HOD'S Signature & Name

III B.A ENGLISH

SEMESTER –VI

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN	19L6SB5	ENGLISH LANGUAGE TEACHING	SKILL BASED	2	2

COURSE DESCRIPTION

The course titled ENGLISH LANGUAGE TEACHING offers a comprehensive view of the traditional and contemporary methods involved in language teaching. It also focuses on honing reading and writing skills.

COURSE OBJECTIVES

- The course focuses on the teaching strategies used to sharpen the macro skills.
- The course throws light on the dynamic role of the teacher specifically on the need to work out a well-planned lesson module.

UNITS

UNIT –I

(6 HRS)

1. Role of a Teacher. **(Self-Study)**

2. Techniques of Teaching English.

UNIT –II

(6 HRS)

Teaching Language Skills.

i) Listening ii) Speaking

UNIT –III -

(6 HRS)

Teaching Language Skills.

iii) Reading iv) Writing

UNIT –IV

(6 HRS)

1. Teaching Aids. **(Self-Study)**

2. Planning a Lesson.

UNIT –V**(4 HRS)****Practice Teaching****(For General English remedial students)****UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)****(2 HRS.)**

Discussion on learners' problem.

Demonstrating New Aids for effective teaching

TEXT BOOKS:

Photocopies of chapters from the following books.

1. McDonough Jo, et al. *Materials and Methods in ELT : A Teacher's Guide*. 3rd edition. Willey Blackwell, 2013.
2. Tickoo, M.L. *Teaching and Learning English : A Source Book for Teachers and Teacher Trainers*. Orient Longman, 2004. Pg. 218 – 231, 347
3. Venkadeswaran, S. *Principles of Teaching English*. Vikas Publishing House Pvt Ltd., 2014. Pg. 74 – 119, 172 – 182.

REFERENCES:

1. Doff, Adrian. *Teach English: A Training Course for Teachers*. Cambridge University Press, 2007.
2. Ed. Tarinayya. *English Language Teaching: Theory & Practice*. T R Publications, 1992.
3. Ur, Penny. *A Course in Language Teaching: Practice and Theory*. Cambridge University Press, 2009.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1				
1.1	Role of a Teacher. (Self-Study)	2	Chalk & Talk	Black Board
1.2	Techniques of Teaching English.	4	Chalk & Talk	LCD
UNIT -2				

2.1	Teaching Language Skills Listening	3	Specimen	Google classroom
2.2	Teaching Language Skills. Speaking	3	Discussion	Green Board
UNIT-3				
3.1	Teaching Language Skills. Reading	3	Discussion	Google classroom M
3.2	Teaching Language Skills. Writing	3	Specimen	LCD
UNIT-4				
4.1	Teaching Aids. (Self-Study)	3	Discussion	LCD
4.2	Planning a lesson	3	Specimen	PPT & White board
UNIT-5				
5.1	Teaching Practice	4	Discussion	Google Classr Oom
UNIT- VI- DYNAMISM				
6.1	Discussion on learners' problem.	1	Discussion	LCD
6.2	Demonstrating New Aids for effective teaching	1	Demonstration	LCD

Levels	C1	C2	C3	C4	C5	Total Scholas tic Marks	Non Scholas tic Marks C6	CIA Total	% of Assess ment
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	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	5	-	-	9	-	9	22.5 %
K2	2	2	-	-	5	9	-	9	22.5 %
K3	6	6	-	5		17	-	17	42.5 %
K4			-		-		-		
Non Scholas tic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA

Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
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K1	5	5	-	5	-	-	15	25 %
K2	-	-	10	10	-	-	20	33.33 %
K3	-	-	-	-	25	-	25	41.6%
K4	-	-	-	-	-	-		
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	use the language learning strategies effectively to develop their English language skills.	K1 & K2	PSO4
CO 2	utilize and apply activities that enable students to improve their listening and speaking skills.	K2 & K1	PSO2 & PSO4
CO 3	utilize and apply activities that enable students to improve their reading and writing skills.	K3 & K4	PSO4
CO 4	prepare new materials to be used in the teaching process and to plan	K3 & K4	PSO4
CO 5	evaluate the skills involved in learning language and to acquire professional competence.	K2 & K4	PSO2 & PSO4

Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	1	3	1

CO2	1	3	1	3	2
CO3	1	2	1	3	1
CO4	2	1	1	3	1
CO5	1	3	1	3	2

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3	1	1	1	3	2
CO2	1	3	1	1	2	3	2
CO3	1	3	1	1	2	3	2
CO4	1	3	1	1	2	3	2
CO5	1	3	1	1	2	3	2

Note: ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

COURSE DESIGNER

K. Ashta Lakshmi

Ms.K.Ashtalakshmi

Forwarded By

Roselin Mary

Dr.A. Roselin Mary

HOD'S Signature& Name

III B.A ENGLISH

SEMESTER –VI

For those who joined in 2019 onwards

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
UAEN	19L6SB6	ENGLISH FOR CORPORATE SECTOR	SKILL BASED	2	2

COURSE DESCRIPTION

The course titled English for Corporate Sector provides a comprehensive view of the skills and etiquettes required to qualify in the corporate sectors.

COURSE OBJECTIVES

- The course aims to impart employability skills.
- The course enables the learners to acquire linguistic competence to find a career in firms and business houses.

UNITS

UNIT –I Art of Corporate Communication (6HRS.)

1.Barriers to effective communication

2.Towards effective communication

UNIT –II Effective Non-verbal Communication (4 HRS.)

1.Categories of non-verbal communication (Self-Study)

2.Waysto improve non-verbal communication

UNIT –III Excelling through Placement Process (6HRS.)

1.Success at written aptitude Test

2.Group Discussion phases and skills required

UNIT –IV Skills for the corporate sector (8 HRS.)

- 1.Planning and writing for presentation
- 2.Answering presentation questions
- 3.Preparing newsletters

UNIT –V Interview techniques and Etiquettes

(6 HRS.)

- 1.Presenting yourself at the interview
- 2.Interview questions and responses
- 3.Professional Etiquettes

TEXT BOOKS:

Photocopies of chapters from the following books.

- 1.Banerjee A.K., *Art of Corporate Communication*.Lotus Press,2009 (Pg. 11- 18)& (93 -102)
- 2.Joshi, Gangadhar. *Campus to corporate: Your Road map to Employability*.SAGE Publications, 2015. (Pg.190 & 191), (195-198),(89- 95), (61 -67), (206– 214)
- 3.Nicole, Vijay. *ObjectiveEnglish for Competitive English*. Vijay Nicole imprints Private Limited, 2005. (VA – 1to VA - 18)

REFERENCES:

1. Barrass, Robert. *Writing At Work:A guide to better writing in Administration, Business and Management*.Routledge, 2007
- 2.MitraK. Barun. *Personality Development & Soft skills*. Oxford University Press, 2011
- 3.Mohan, Krishna and MeeraBanerji. *Developing Communication Skills*.Macmillan Publishers IndiaLtd, 2011.
- 4.Raman,Meenakshi and Sangeeta Sharma. *Technical Communication*.Oxford University Press, 2008.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I ART OF CORPORATE COMMUNICATION				

1.1	Barriers to effective communication	2	Lecture	PPT & White board
1.2	Towards effective communication	2	Lecture	Smart Board
1.3	Practical Tasks	2	Discussion	Google classroom
UNIT –II EFFECTIVE NON-VERBAL COMMUNICATION				
2.1	Ways to improve non-verbal communication	3	Demonstration	Green Board
2.2	non-verbal communication	1	Discussion	PPT & White board
UNIT –III EXCELLING THROUGH PLACEMENT PROCESS				
3.1	Success at written Aptitude Test	3	Lecture	Green Board Charts
3.2	Group Discussion phases & skills required	3	Discussion	Green Board
UNIT –IV SKILLS FOR THE CORPORATE SECTOR				
4.1	Planning & writing for presentation	3	Chalk & talk	Black Board
4.2	Answering presentation question	3	Discussion	Green Board
4.3	Preparing newsletters	2	Chalk & talk	Black Board
UNIT –V INTERVIEW TECHNIQUES AND ETIQUETTES				
5.1	Presenting yourself at the interview	2	PPT	LCD

5.2	Interview questions and responses	2	Chalk & Talk	Green Board
5.3	Professional Etiquette	2	Discussion	Google classroom

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	5	-	-	9	-	9	22.5 %
K2	2	2	-	-	5	9	-	9	22.5 %
K3	6	6	-	5		17	-	17	42.5 %
K4			-		-		-		
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

EVALUATION PATTERN

SCHOLASTIC	NON - SCHOLASTIC	MARKS
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C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	5	-	-	15	25 %
K2	-	-	10	10	-	-	20	33.33 %
K3	-	-	-	-	25	-	25	41.6%
K4	-	-	-	-	-	-		
Total	5	5	8	12	20	10	60	100 %

COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the barriers in communication and overcome it	K1	PSO 2
CO 2	Understand the body language of their peers	K1& K3	PSO 4
CO 3	apply the strategies in group discussion and actively participate in it with confidence	K2 & K3	PSO5
CO 4	understand and identify the context to participate in presentations	K2 & K3	PSO 4 & PSO5

CO 5	apply the theoretical knowledge and practice professional etiquettes	K2	PSO 4
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Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	1	3	1
CO2	1	2	1	3	1
CO3	1	3	1	3	2
CO4	1	3	1	3	1
CO5	1	3	1	3	1

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3	1	2	3	3	2
CO2	1	3	1	3	3	3	2
CO3	1	3	3	3	3	3	2
CO4	1	3	3	2	3	3	2
CO5	1	3	2	1	3	3	2

Note: ♦ Strongly Correlated – 3 ♦ Moderately Correlated – 2
 ♦ Weakly Correlated -1

COURSE DESIGNER:



MS.A.J.ARUNA

Forwarded By



Dr.A. Roselin Mary
HOD'S Signature& Name