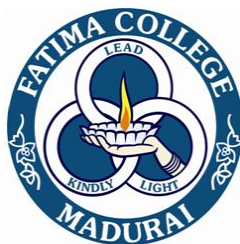


# **FATIMA COLLEGE (AUTONOMOUS)**



**Re-Accredited with “A++” Grade by NAAC (Cycle IV)**

**Maryland, Madurai- 625 018, Tamil Nadu, India**

**NAME OF THE DEPARTMENT: DEPARTMENT OF  
ENGLISH (SF)**

**NAME OF THE PROGRAMME : B.A ENGLISH**

**PROGRAMME CODE : USEN**

**ACADEMIC YEAR : 2022 – 2023**

## **VISION OF THE DEPARTMENT**

In its venture towards excellence, Department of English (SF) 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**

Department of English (SF) 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)**

<b>PEO 1</b>	Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and desirous for the “more” in all aspects
<b>PEO 2</b>	They will be efficient individual and team performers, exhibiting progress, flexibility, transparency and accountability in their professional work

<b>PEO 3</b>	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
<b>PEO 4</b>	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:

<b>I. SOCIAL COMPETENCE</b>	
<b>GA 1</b>	Deep disciplinary expertise with a wide range of academic and digital literacy
<b>GA 2</b>	Hone creativity, passion for innovation and aspire excellence
<b>GA 3</b>	Enthusiasm towards emancipation and empowerment of humanity
<b>GA 4</b>	Potentials of being independent
<b>GA 5</b>	Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research

<b>GA 6</b>	Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms
<b>GA 7</b>	Communicative competence with civic, professional and cyber dignity and decorum
<b>GA 8</b>	Integrity respecting the diversity and pluralism in societies, cultures and religions
<b>GA 9</b>	All – inclusive skill- sets to interpret, analyse and solve social and environmental issues in diverse environments
<b>GA 10</b>	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
<b>GA 11</b>	Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals
<b>GA 12</b>	Dexterity in self-management to control their selves in attaining the kind of life that they dream for
<b>GA 13</b>	Resilience to rise up instantly from their intimidating setbacks
<b>GA 14</b>	Virtuosity to use their personal and intellectual autonomy in being life-long learners
<b>GA 15</b>	Digital learning and research attributes
<b>GA 16</b>	Cyber security competence reflecting compassion, care and concern towards the marginalised
<b>GA 17</b>	Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario

II. <b>PROFESSIONAL COMPETENCE</b>	
<b>GA 18</b>	Optimism, flexibility and diligence that would make them professionally competent
<b>GA 19</b>	Prowess to be successful entrepreneurs and employees of trans-national societies
<b>GA 20</b>	Excellence in Local and Global Job Markets
<b>GA 21</b>	Effectiveness in Time Management
<b>GA 22</b>	Efficiency in taking up Initiatives
<b>GA 23</b>	Eagerness to deliver excellent service
<b>GA 24</b>	Managerial Skills to Identify, Commend and tap Potentials
III. <b>ETHICAL COMPETENCE</b>	
<b>GA 25</b>	Integrity and discipline in bringing stability leading a systematic life promoting good human behaviour to build better society
<b>GA 26</b>	Honesty in words and deeds
<b>GA 27</b>	Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life
<b>GA 28</b>	Social and Environmental Stewardship
<b>GA 29</b>	Readiness to make ethical decisions consistently from the galore of conflicting choices paying heed to their conscience
<b>GA 30</b>	Right life skills at the right moment

### **PROGRAMME OUTCOMES (PO)**

The learners will be able to

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

### **PROGRAMME SPECIFIC OUTCOMES (PSO)**

The learners will be able to

<b>PSO 1</b>	acquire knowledge of a variety of literatures and develop a taste to appreciate the eclectic literary movements and cultures of the world
<b>PSO 2</b>	verbalize creative and critical acumen effectively
<b>PSO 3</b>	comprehend and appraise societal issues manifested in literature

<b>PSO 4</b>	sharpen teaching, career and journalistic skills
<b>PSO 5</b>	fortify cognitive skills and engage in life-long learning

**FATIMA COLLEGE (AUTONOMOUS), MADURAI-18**  
**DEPARTMENT OF ENGLISH (SF)**

*For those who joined in June 2019 onwards*

**PROGRAMME CODE: USEN**

**PART – II -ENGLISH – 12 CREDITS**

**Offered by Department of English (SF)**

S. N O	SEM.	COUR-SECODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT . MKs
1.	<b>I</b>	19EL1WB	BASIC COMMUNICATIVE ENGLISH	5	3	40	60	100
2.		19EL1WI	INTERMEDIATE COMMUNICATIVE ENGLISH					
3.		19EL1WA	ADVANCED COMMUNICATIVE ENGLISH					
4.	<b>II</b>	19EL2WB	ENGLISH FOR EFFECTIVE COMMUNICATION (BASIC)	5	3	40	60	100
5.		19EL2WI	ENGLISH FOR EMPOWERMENT (INTERMEDIATE)					
6.		19EL2WA	ENGLISH FOR CREATIVE WRITING (ADVANCED)					
7.	<b>III</b>	19EL3WN	ENGLISH FOR THE DIGITAL ERA	5	3	40	60	100
8.	<b>IV</b>	19EL4WN	ENGLISH FOR INTEGRATED DEVELOPMENT	5	3	40	60	100
<b>Total</b>				<b>20</b>	<b>12</b>			



**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	19W1CC1	AGE OF SHAKESPEARE & MILTON	6	4	40	60	100
2.		19W1CC2	INDIAN WRITING IN ENGLISH	6	4	40	60	100
3.	II	19W2 CC3	AGE OF DRYDEN & POPE	6	4	40	60	100
4.		19W2 CC4	ECOLOGICAL CONCERNS IN LITERATURE	6	4	40	60	100
5.	III	19W3CC5	AGE OF WORDSWORTH	6	4	40	60	100
6.		19W3CC6	AFRICAN AMERICAN LITERATURE	6	4	40	60	100
7.	IV	19W4CC7	AGE OF TENNYSON	6	4	40	60	100
8.		19W4CC8	GRAMMAR FOR EFFECTIVE WRITING	6	4	40	60	100
9.	V	19W5CC9	SHAKESPEARE	5	4	40	60	100
10.		19W5CC10	WORLD LITERATURE IN TRANSLATION	5	4	40	60	100
11.		19W5CC11	TWENTIETH CENTURY LITERATURE	5	4	40	60	100
12.		19W5CC12	AWARD-WINNING LITERATURE	5	4	40	60	100
13.	VI	19W6CC13	AMERICAN LITERATURE	5	4	40	60	100

14.		19W6CC14	WOMEN'S WRITING	5	4	40	60	100
15.		19W6CC15	LITERARY CRITICISM	5	4	40	60	100
<b>TOTAL</b>				<b>83</b>	<b>60</b>			

### ALLIEDCOURSES- 20 CREDITS

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	22W1AC1	LITERARY GENRES AND FORMS	5	5	40	60	100
2.	II	19W2 AC2	PHONETICS & TRANSCRIPTION	5	5	40	60	100
3.	III	19W3AC3	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE(1450-1714)	5	5	40	60	100
4.	IV	19W4AC4	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE -(1700-1955)	5	5	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>20</b>			

### ELECTIVES-15 CREDITS

S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. Mks
1.	V	19W5ME1 / 19W5ME2	CANADIAN LITERATURE/ AUSTRALIAN LITERATURE	5	5	40	60	100
2.	VI	19W6ME3 / 19W6ME4	DALIT LITERATURE/ HUMAN RIGHTS THROUGH LITERATURE	5	5	40	60	100
3.		19W6ME5 / 19W6ME6	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.		19W1 NME	FUNCTIONAL ENGLISH	2	2	40	60	100
3.	II	21G2VE	VALUES FOR LIFE	1	1	40	60	100
4.		19W2 NME	FUNCTIONAL ENGLISH	2	2	40	60	100
5.	III	19G3EE1	ENVIRONMENTAL EDUCATION	1	1	40	60	100
6.		19W3SB1	CONTENT WRITING	2	2	40	60	100

7.	IV	20GS	GENDER STUDIES	1	1	40	60	100
8.		19W4SB2	ORAL PRESENTATION SKILLS	2	2	40	60	100
9.	V	19W5SB3	WRITING SKILLS	2	2	40	60	100
10.		19W5SB4	JOURNALISM	2	2	40	60	100
11.	VI	19W6SB5	ENGLISH LANGUAGE TEACHING	2	2	40	60	100
12.		19W6SB6	ENGLISH FOR CORPORATE SECTOR	2	2	40	60	100
TOTAL				20	20			

**PART - V -1 CREDIT**

**OFF-CLASS PROGRAMMES - ALL PART-V**

**SHIFT - I**

S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDIT	TOT. Mks
1.	I - IV	21A4PED	Physical Education	30/ SEM	1	100
2.		21A4NS	NSS			
3.		21A4NCC	NCC			
4.		21A4WEC	Women Empowerment Cell			
5.		21A4ACUF	AICUF			

### OFF-CLASS PROGRAMMES

#### ADD-ON COURSES

COURSE CODE	COURSE TITLE	HR S.	CRE DITS	SEMES TER IN WHICH THE COURSE IS OFFER ED	CIA Mks	ESE Mks	TOT AL Mks
19UAD1C A	<b>COMPUTER APPLICATIONS</b> (offere d by the department of PGDCA for Shift I)	40	2	I&II	40	60	100
G1FC1	<b>ONLINE SELF LEARNING COURSES</b> - Foundation Course for Arts	40	2	I	40	60	100
19UAD2C A	<b>ONLINE SELF LEARNING COURSE</b> -Foundation Course for Science	40	2	II	40	60	100
21UAD3E S	Professional Ethics	15	1	III	40	60	100
21UAD4E S	Personality Development	15	1	IV	40	60	100
21UAD5E S	Family Life Education	15	1	V	40	60	100

21UAD6ES	Life Skills	15	1	VI	40	60	100
21UAD5HR	<b>HUMAN RIGHTS</b>	15	2	V	100	-	100
21UADRS	<b>OUTREACH PROGRAMME-</b> Reach Out to Society through Action <b>ROSA</b>	100	3	V & VI	100	-	100
19UADPR	<b>PROJECT</b>	30	4	VI	40	60	100
19UADRC	<b>READING CULTURE</b>	10/ Semester	1	II-VI	-	-	-
<b>TOTAL</b>			<b>20</b>				

### EXTRA CREDIT COURSES

COURSE CODE	COURSE	HR S.	CREDIT S	SEMESTER IN WHICH THE COURSE IS OFFERED	CIA MK S	ESE MK S	TOTAL MARKS
21W2SL1	<b>ENHANCING LANGUAGE SKILLS THROUGH LITERATURE</b>	-	2	II	40	60	100
21W4SL2	<b>APPRECIATING LITERATURE</b>	-	2	II	40	60	100

21W6SL3	<b>CLASSICAL LITERATURE IN TRANSLATION</b>	-	2	VI	40	60	100
	<b>MOOC COURSES / International Certified online Courses</b> (Department Specific Courses/any other courses) * Students can opt other than the listed course from UGC-SWAYAM UGC / CEC	-	Minimu m 2 Credits	I – VI	-	-	

## 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
USEN	19W1 CC1	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
<b>UNIT –I POETRY I</b>				

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
<b>UNIT -II POETRY II</b>				
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
<b>UNIT -III PROSE</b>				
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
<b>UNIT -IV DRAMA I</b>				
4.1	John Webster - <i>The Duchess of Malfi</i> (Scene III – SS)	20	Chalk & Talk	Black Board
<b>UNIT –V DRAMA II</b>				
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

### 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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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	PS03
CO 4	Identify and analyse the social injustices and misrepresentations of reality through John Webster's play to the contemporary.	K2 & K3	PS01
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	PS02

### 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
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**Note:**      $\phi$  Strongly Correlated – **3**  
**2**             $\phi$  Weakly Correlated -**1**

$\phi$  Moderately Correlated –

**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
USEN	19W1 CC2	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. Sudha Murty - “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
<b>UNIT-I POETRY</b>				
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
<b>UNIT –II PROSE</b>				
2.1	Jawaharlal Nehru’s From <i>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
<b>UNIT –III DRAMA</b>				
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
<b>UNIT –IV NOVEL</b>				
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	Sudha Murty’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

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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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

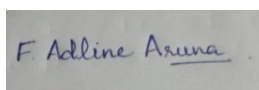
## Mapping of COs with POs

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:**      $\phi$  Strongly Correlated – **3**  
**2**              $\phi$  Weakly Correlated – **1**

$\phi$  Moderately Correlated –

**COURSE DESIGNER:**



**F.Adline Aruna**

**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
USEN	19W2 CC3	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 18<sup>th</sup> 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. AphraBehm - Epitaph on the Tombstone of a Child



4. Anne Killigrew - Pastoral Dialogue **(Self-Study)**

## **UNIT –II POETRY– II (17 HRS.)**

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

- Ode on Solitude

2. John Wilmot - A Woman's Honour

3. John Oldham - The Careless Good Fellow

## **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 (20 HRS.)**

1. Daniel Defoe - *Robinson Crusoe*

## **UNIT – VI DYNAMISM (3 HRS)**

1. Reading the remaining parts of the poem *Essay on Man Epistle II*
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 of English Literature*. 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 Arbor 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	Epitaph on the Tombstone of a Child	4	Lecture	Google Classroom
1.4	Pastoral Dialogue ( <b>Self-Study</b> )	3	Chalk & Talk	Blackboard
<b>UNIT -II POETRY -I</b>				
2.1	Essay on Man Epistle II (Part I – 52 lines)	5	Chalk & Talk	LCD
2.2	Ode on Solitude	5	Lecture	Blackboard
2.3	A Woman's Honour	3	Chalk & Talk	Blackboard
2.4	The Careless Good Fellow	4	Lecture	LCD
<b>UNIT -III PROSE</b>				
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 <b>from the</b> <i>Tatler</i> , <b>Number 181, June 6, 1710</b>	4	Lecture	PPT & White board
3.4	Man in Black	3	Lecture	Smart Board
3.5	The character of an important trifle	3	Lecture	Black Board
3.6	A City Night Piece <b>(Self-Study)</b>	2	Chalk & Talk	Black Board
<b>UNIT -IV DRAMA</b>				
4.1	<i>She Stoops to Conquer</i>	15	Lecture	PPT & White board
<b>UNIT -V NOVEL</b>				
5.1	<i>Robinson Crusoe</i>	20	Lecture	Smart Board

### UNIT – VI DYNAMISM

6.1	Reading the remaining parts of the poem <i>Essay on Man Epistle II</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	CI A Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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
CO1	3	1	2	1	2
CO2	2	3	1	-	2
CO3	1	2	3	1	2
CO4	3	2	1	-	2
CO5	2	1	3	2	1
	3	1	-	1	2

### Mapping of COs with POs

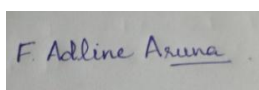
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	2	1	3	1
CO2	2	-	2	3	1	2	-
CO3	2	-	2	1	3	2	-
CO4	3	1	2	2	3	3	1
CO5	2	-	2	2	3	2	-

**Note:**      $\phi$  Strongly Correlated – **3**

$\phi$  Moderately Correlated –

**2**              $\phi$  Weakly Correlated – **1**

#### COURSE DESIGNER:



**F.Adline Aruna**

**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
USEN	19W2 CC4	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

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

## UNIT – II PROSE

(20 HRS.)

1. C.Raja Gopalachari - 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.)

Ranjit Lal - *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:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT –I POETRY 1</b>				
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
<b>UNIT –II PROSE</b>				
2.1	PROSE INTRODUCTION	3	Lecture	Green Board Charts
2.2	C.Raja Gopalachari - 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
<b>UNIT III – NOVEL</b>				
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
<b>UNIT IV- SHORT STORY</b>				
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
<b>UNIT V – FILM</b>				
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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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
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:**      $\phi$  Strongly Correlated – **3**  
**2**              $\phi$  Weakly Correlated -**1**

$\phi$  Moderately Correlated –

**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
USEN	19W3CC5	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  
Immortality in Youth

i) On the Feeling of

- 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
<b>UNIT -1 POETRY</b>				
1.1	William Wordsworth - i) Lines Composed a few miles above Tintern Abbey on Revisiting the Banks of the Wye During a tour. July13,1798.	4	Chalk & Talk	Black Board
1.2	- ii) I Wandered Lonely as a Cloud <b>(Self - Study)</b>	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 <b>(Self - Study)</b>	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
<b>UNIT II POETRY</b>				
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( <b>Self - Study</b> )	2	Chalk & Talk	Black Board
2.4	Robert Southey - i) The Battle of Blenheim	4	Chalk & Talk	Black Board
2.5	The Inchcape Rock ( <b>Self - Study</b> )	4	Chalk & Talk	LCD
2.6	William Blake - Laughing Song ( <b>Self - Study</b> )	3	Chalk & Talk	LCD
<b>UNIT III PROSE</b>				
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
<b>UNIT IV PROSE</b>				
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
<b>UNIT V NOVEL</b>				
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	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 %

<b>Non Scholastic</b>	-	-	-	-	-		5	5	12.5 %
<b>Total</b>	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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:**      $\phi$  Strongly Correlated – **3**  
**2**              $\phi$  Weakly Correlated – **1**

$\phi$  Moderately Correlated –

**COURSE DESIGNER:**



**MS. 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	COURSE	COURSE	CATEGORY	HRS/WEEK	CREDITS
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CODE	CODE	TITLE			
USEN	19W3CC 6	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. Anonymous - “Go Down, Moses” (Spirituals)
2. Countee Cullen - “Yet do I Marvel”
3. Langston Hughes - “The Weary Blues”
4. Amiri Baraka - “Black Art”
5. Amanda Gorman - “The Hill We Climb”
6. Gwendolyn Brooks - “Malcolm X” **(Self-Study)**
7. Langston Hughes - Harlem Sweeties

**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. Richard Wright - "The Ethics of Living Jim Crow"

**UNIT -III -DRAMA (16 HRS)**

1. August Wilson - *Fences*

**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"
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 African American 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 Encyclopaedia of Multiethnic American Literature*. C.T.: Greenwood Press, 2005.
4. Ostram, Hans and J. David Macey, Jr., eds. *The Greenwood Encyclopaedia 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
<b>UNIT -I POETRY</b>				
1.1	"Go Down, Moses"	2	Chalk & Talk	Black Board
1.2	"Yet do I Marvel"	2	Lecture	Black Board
1.3	"The Weary Blues"	2	Lecture	Black Board
1.4	"Black Art"	2	Lecture	Black Board

1.5	"Still I Rise"	2	Chalk &Talk	Black Board
1.6	"Malcolm X" <b>(Self-Study)</b>	2		
<b>UNIT -II PROSE</b>				
2.1	"Up From Slavery"(Chapter I- Slave Narrative).	5	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	Richard Wright - "The Ethics of Living Jim Crow"	5	Chalk & Talk	Green Board
<b>UNIT -III DRAMA</b>				
3	August Wilson - <i>Fences</i>	16	Lecture	Google classroom M
<b>UNIT - IV NOVEL</b>				
4	Toni Morrison - <i>The Bluest Eye</i>	15	Lecture	LCD
<b>UNIT -V SHORT STORIES</b>				
5.1	The Wonderful Tar-Baby Story	3	Lecture	Google classroom
5.2	Rabbit Tricks Brer Fox Again	3	Lecture	PPT & White board
5.3	What the Rabbit learned	2	Chalk &	Black

			Talk	Board
5.4	Terry McMillan - Ma' Dear	2	Chalk & Talk	Green Board Charts
5.5	Annie McCary-“Breaking the Color-line”	3	Lecture	Black Board
5.6	Toni Cade Bambara - “Raymond’s Son” <b>(Self-Study)</b>	3	Lecture	Google classroom
5.8	The Awful Fate of Mr. Wolf <b>(Self-Study)</b>	2	Lecture	Green Board Charts
<b>UNIT -VI DYNAMISM</b>				
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	CIA Total	% of Asses
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							C6		men
	T1	T2	Quiz	Assig nment	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 cholasti 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)	Sectio n 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 %
<b>Total</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>12</b>	<b>20</b>	<b>10</b>	<b>60</b>	<b>100 %</b>

#### 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 uniqueness of the African American poetic tradition.	K3	PSO1& PSO2
CO 2	examine the issues discussed in the prose writings and identify the difference between Black aesthetics and Western standards.	K4	PSO1&PSO3
CO 3	analyze the artistic sensibility of the African American dramatists to use Theatre for social transformation.	K4	PSO2
CO 4	evaluate the contributions of the African American novelists	K5	PSO3
CO 5	understand the narrative forms of oral traditions and folklore as revealed in the folktales and short stories.	K2	PSO1 & PSO2

### Mapping COs Consistency with PSOs

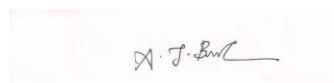
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	3	1	2	1
CO2	3	1	3	1	2
CO3	1	3	1	2	1
CO4	2	1	3	1	1
CO5	3	1	3	1	2

### Mapping of COs with POs

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
USEN	19W4CC7	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:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1- POETRY I</b>				
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
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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
<b>UNIT- 4-DRAMA</b>				
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
<b>UNIT-5- NOVEL</b>				

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 Scholasti c Marks	Non Scholast ic Marks C5	CIA Total	% of Assess ment
	T1  10 Mks.	T2  10 Mks	Quiz  5 Mks.	Assign ment  5 Mks	OBT/P PT  5 Mks	35 Mks.	5 Mks.	40Mk s.	
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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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:**      $\phi$  Strongly Correlated – **3**  
**2**              $\phi$  Weakly Correlated - **1**

$\phi$  Moderately Correlated –

**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
USEN	19W4CC8	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
<b>UNIT –I SENTENCE STRUCTURE</b>				

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
<b>UNIT –IV DANGLING MODIFIERS</b>				
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
<b>UNIT –V WRITING MODELS</b>				
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
<b>VI DYNAMISM</b>				
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	Non Scholastic Marks	CIA Total	% of Asses
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						Marks	C6		smen t
	T1	T2	Quiz	Assig nment	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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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	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
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### Mapping COs Consistency with PSOs

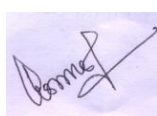
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	1	1	1
CO2	1	2	3	2	2
CO3	2	2	1	1	3
CO4	1	2	1	1	1
CO5	2	2	1	2	3

### 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:**      $\phi$  Strongly Correlated – **3**                       $\phi$  Moderately Correlated –  
**2**                       $\phi$  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*

<b>PROGRAMM E CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGOR Y</b>	<b>HRS/WEE K</b>	<b>CREDIT S</b>
<b>USEN</b>	<b>19W5CC9</b>	<b>SHAKESPEARE</b>	<b>CORE</b>	<b>5</b>	<b>4</b>

#### **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 Elizabethan context.
- 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

[15 HRS]

1. Shakespearean Theatre and Audience
2. Shakespeare's History Plays
3. Clowns & Fools in Shakespeare's plays
4. Shakespeare's Women

(Self-Study)

5. Salient features of Shakespeare's tragedies

(Self-Study)

6. Characteristic features of Shakespeare's Comedies

(Self-Study)

7. Shakespeare's Soliloquies

(Self-Study)

### UNIT – II: COMEDY

[15 HRS]

*A Winter's Tale*

### UNIT – III : TRAGEDY

[15 HRS]

*Macbeth*

### UNIT – IV : ROMANTIC COMEDY

[15

HRS]

*Twelfth Night*

### UNIT – V : HISTORY PLAY

[15

HRS]

*Henry IV–Part I*

## TEXT BOOKS:

1. Shakespeare, William. *Macbeth*. Penguin, 2005.
2. Shakespeare, William. *Twelfth Night*. Penguin, 2005.
3. Shakespeare, William. *Henry IV–Part I*. Penguin, 2005.

4. Shakespeare, William. *A Winter's Tale*. Penguin, 2005.
5. Shakespeare, William. *The Norton Shakespeare*. Ed. Stephen Greenblatt, Jean Howard, Katherine Eisaman Maus and Walter Cohen. New York: Norton, 1999.

#### REFERENCES:

1. Armitage, David, Conal Condren, and Andrew Fitzmaurice, eds. *Shakespeare and Early Modern Political Thought*. Cambridge UP, 2009.
2. Baker, Anthony D. *Shakespeare, Theology, and the Unstaged God*. Routledge, 2020.
3. Bates, Catherine. *Play in a Godless World: The Theory and Practice of Play in Shakespeare, Nietzsche and Freud*. Open Gate, 1999.
4. Bates, Jennifer Ann, and Richard Wilson, eds. *Shakespeare and Continental Philosophy*. Edinburgh UP, 2014.
5. Dollimore, Jonathan. *Radical Tragedy: Religion, Ideology and Power in the Drama of Shakespeare and His Contemporaries*. Palgrave Macmillan, 2010.
6. Hall, Sam Gilchrist. *Shakespeare's Folly: Philosophy, Humanism, Critical Theory*. Routledge, 2017.
7. ... "In Mendacio Veritas: Telling the Truth through Lies in *1&2 Henry IV* and *Henry V*." *Cahiers Élisabéthains*, 91, no.1, 1-14

#### DIGITAL OPEN EDUCATIONAL RESOURCES :

1. [https://www.researchgate.net/publication/290445959\\_Anatomy\\_of\\_a\\_Passion\\_Shakespeare's\\_The\\_Winter's\\_Tale\\_as\\_Case\\_Study](https://www.researchgate.net/publication/290445959_Anatomy_of_a_Passion_Shakespeare's_The_Winter's_Tale_as_Case_Study)
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](https://en.wikipedia.org/wiki/Twelfth_Night)

### COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT –I INTRODUCTION TO SHAKESPEARE</b>				
1.1	Shakespearean Theatre and Audience	2	Chalk & Talk	Black Board, PPT & LCD
1.2	Shakespeare's History Plays	2	Lecture	PPT & White board
1.3	Clowns & Fools in Shakespeare's plays	3	Lecture	Smart Board, Black Board & LCD
1.4	Shakespeare's Women( <b>Self-Study</b> )	2	Lecture	Black Board & LCD
1.5	Salient features of Shakespeare's tragedies( <b>Self-Study</b> )	2	Discussion	Google classroom, PPT & LCD



1.6	Characteristic features of Shakespeare's Comedies( <b>Self-Study</b> )	2	Chalk & Talk	PPT & LCD
1.7	Shakespeare's Soliloquies ( <b>Self-Study</b> )	2	Discussion	Black Board, PPT & LCD
<b>UNIT -II COMEDY</b>				
2	<i>A Winter's Tale</i>	15	Lecture	Black Board, LCD, Green Board, PPT & Google Classroom
<b>UNIT-III TRAGEDY</b>				
3	<i>Macbeth</i>	15	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT & Google Classroom
<b>UNIT-IV ROMANTIC COMEDY</b>				
4	<i>Twelfth Night</i>	15	Chalk & Talk, Lecture, Discussion	Black Board, White Board, LCD, PPT & Google Classroom
<b>UNIT-V HISTORY PLAY</b>				
5	<i>Henry IV-Part I</i>	15	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 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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
CO1	Outline the dramatic and theatrical conventions of Elizabethan theatre, audience, understand Shakespeare's plays and categorize his characters and themes	K1	PSO3
CO2	Analyze and interpret the dramatic devices in <i>A Winter's Tale</i> within a wider canvas of cultural and literary contexts	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
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### 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

C05	2	3	1	1	1	1	2
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**Note:**      $\phi$  Strongly Correlated – **3**  
**2**              $\phi$  Weakly Correlated -**1**

$\phi$  Moderately Correlated –

**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
USEN	19W5CC10	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 learners to develop a literary taste for the literatures of the world and understand the significance of the bridge language.

#### **UNITS**

**UNIT –I POETRY**

**( 15HRS)**

1. Confucius - "A Young Soldier on Service" (Chinese)
2. Callimachus - "Heraclitus" (Greek)
3. Anacreon - "Defiance of Age" (Greek)
4. Ilango Adigal - "KaanalVari" lines 86-97(Tamil)

5. 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

**(self-study)**

**6. Charles Baudelaire - "Landscape" (French)**

7. Sappho - "A Hymn to Venus" (Greek)

**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 (Mark 12:1-11)
  - Parable of the budding fig tree (Mark 13:28-32)
  - Parable of the hidden treasure (Mathew 13 :45-46)
  - Chapter IV—"That the soul expends its passion upon false objects, where the true are wanting"
3. Michel De Montaigne (French)

**UNIT –III DRAMA**

**(16HRS)**



Kalidasa - Shakuntala (Sanskrit)

**UNIT -IV NOVEL  
(16HRS)**

TaslimaNasrin - Lajja(Bangla Deshi)

**UNIT -V SHORT STORIES (12HRS)**

1. Premchand - "The Voice of God"(Indian) (Self-study)
2. Guy De Maupassant - "Timbuctoo" (French)

**TEXTBOOK 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.
4. Montaigne, Michel De , Charles Cotton and William C .Hazlitt. *The Essays of Montaigne* .Reeves and Turner ,1877.
5. Sappho& Jim Powell. *The Poetry of Sappho* .Oxford University Press,2007

**REFERENCES:**

1. Gentzler, Edwin. *Contemporary Translation Theories*. 2nd ed. Multilingual Matters Limited, 2001
2. Khatr, 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.

## DIGITAL OPEN WEB EDUCATIONAL RESOURCES

1. <https://www.britannica.com › topic › Silappathikaram>
2. <https://archive.org › details › nortonanthologyo02mack>
3. <https://www.britannica.com › Literature › Plays>
4. <https://youtu.be/w-Pd4fjZqhY>

## COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I PO ETRY</b>				
1.1	Confucius' "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	Ilango Adigal - “KaanalVari” Lines 86-97(Tamil)	2	Lecture	Smart Board
1.5	Haiku Poems (Japanese)(Self-study) -1.“Grasses Wilt” by Yamaguchi Seishi	1	Lecture	Black Board
	2. “Blowing from the West” by Yosa Boson	1	Chalk & Talk	Black Board
	3.“From Time to Time” by Matsuo Basho	1	Chalk & Talk	Black Board
1.6	<b>Charles Baudelaire</b> - “ <b>Landscape</b> ” (French)	1	Chalk & Talk	Black Board
1.7	Sappho - “A Hymn to Venus”(Greek)	2	Chalk & Talk	Black Board
<b>UNIT -II PR OSE</b>				
2.1	Noah and the flood- Chapter from the Old Testament (pg.415) - (Hebrew)-2pgs	5	Discussion	Green Board Charts

2.2	<p>PARABLES</p> <p>Parables of the mustard seed (Mark 4:30-32)</p> <p>Parables of the mustard seed (Mark 4:30-32)</p> <p>Parable of the tenants (Mark12:1-11)</p> <p>Parables of the mustard seed (Mark 4:30-32)</p> <p>Parable of the tenants (Mark12:1-11)</p> <p>Parable of the budding fig tree(Mark 13:28-32)</p> <p>Parable of the hidden treasure (Mathew 13 :45-46)</p>	6	Chalk & Talk	PPT & White board
2.3	<p>Michel De Montaigne(French)- Chapter IV—"That the soul expends its passions upon false objects, where the true are wanting"</p>	5	Chalk & Talk	PPT & White board
<b>UNIT -III DR AMA</b>				
3	Kalidasa- <i>Shakuntala</i> (Sanskrit)	16	Chalk & Talk	PPT & White board
<b>UNIT -IV N OVEL</b>				

4	Taslina Nasrin - <i>Lajja</i> . (Bangla Deshi)	16	Chalk & Talk	Black Board
<b>UNIT -V SHORT STORY</b>				
5.1	Premchand –“ The Voice of God” ( Self-study)	5	Discussion	Black Board
5.2	Guy De Maupassant- “Timbuctoo”	5	Discussion	Black Board

### 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	-	-	-	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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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	Identify and explain the significant features of biblical prose	K1& k2	PSO1,PSO2 & PSO3
CO 3	Locate and Interpret the key characteristics of Indian drama	K1& K4	PSO1,PSO2 & PSO3
CO 4	Relate & Examine the social concerns in Bengali novel	K2 & K3	PSO1&PSO5
CO 5	Compare and contrast the significant aspects of Indian and French short stories	K3	PSO2& PSO5

### Mapping COs Consistency with PSOs

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


### Mapping of COs with POs

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

**Note:**      $\phi$  Strongly Correlated – **3**  
**2**              $\phi$  Weakly Correlated -**1**

$\phi$  Moderately Correlated –

**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*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDIT S
USEN	19W5CC11	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
<b>UNIT –I POETRY</b>				
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
<b>UNIT II - PROSE</b>				
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
<b>UNIT III - DRAMA</b>				
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
<b>UNIT IV- NOVEL</b>				
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
<b>UNIT V - SHORT STORY</b>				
5.1	Twentieth century- characteristics of short stories	2	Lecture	Green Board Charts
5.2	D.H.Lawrence “Odour of Chrysanthemums”	6	Lecture	Textbook/LCD /MOVIE
5.3	Katherine Mansfield -“Marriage À LaMode (1921)” (Self-Study)	1	Discussion	PPT
5.4	Discussion	1	Discussion	PPT
<b>UNIT VI- DYNAMISM</b>				
6.1	Post Modernism-Modernism-Celtic Modernism-Existentialism-Net /Set Examination	5	Discussion	PPT

### EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholasti	Non Scholas	CIA Total	% of
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						c Marks	tic Marks C6		Asses sment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assig nment 5 Mks	OBT/PP T 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
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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	-	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 <sup>th</sup> 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	K2& K3	PSO1

	existentialism through absurd drama.		
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

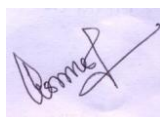
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
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CO1	2	1	1	2	1	2	2
CO2	2	1	1	2	1	2	2
CO3	2	1	1	1	1	2	2
CO4	2	1	1	1	1	2	2
CO5	3	1	1	1	1	2	2

**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/WE E K	CREDIT S
USEN	19W5CC12	AWARD-WINNI NG LITERATURE	MAJOR	5	4

**COURSE DESCRIPTION**

This course presents award-winning literary writings selected from different genres and helps 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 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**

**(17 HRS)**

1. W. H. Auden – “The Shield of Achilles”
2. Seamus Heaney – “Digging” (SS)
3. Bob Dylan – “Blowin’ in the Wind”
4. Pablo Neruda – “Poetry”
5. Octavia Paz – “No more Clichés”
6. Les Murray – “A Torturer’s Apprenticeship”

#### **UNIT – II PROSE**

**(17**

**HRS)**

1. V. S. Naipaul – “Two Worlds”
2. Svetlana Alexievich – “Boys in Zinc” (SS)
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

(16 HRS)

1. William Faulkner – “A Rose for Emily” (SS)
2. Gabriel Garcia Marquez – “A Very Old man with Enormous Wings” (SS)
3. Alice Munro – “The Photographer”
4. Ngugi wa Thiong’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, Sahitya Akademi Award
2. Nobel Prize and Man Booker Prize winners of the 21<sup>st</sup> 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. *The Rienner 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*. 2<sup>nd</sup> 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:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1 POETRY</b>				
1.1	Introduction	3	Chalk & Talk	Black Board
1.2	"The Shield of Achilles"	4	Chalk & Talk	Black Board
1.3	"Blowin' in the Wind"	4	Lecture	Black Board
1.4	"Poetry"	3	Lecture	Black Board
1.5	"No more Clichés"	3	Lecture	Black Board
1.6	"A Torturer's Apprenticeship"	3	Chalk & Talk	Black Board
<b>UNIT -2 PROSE</b>				
2.1	"Two Worlds"	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
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
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

### 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	-	-	-	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	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 those exemplary pieces of short fiction.	K3 & K4	PSO1& PSO3

### 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	-	2	2	3	3	-
CO2	3	-	1	2	3	3	-
CO3	1	-	1	3	2	1	-
CO4	2	-	2	3	3	2	-
CO5	3	-	2	2	2	3	-

**Note:**      $\phi$  Strongly Correlated – 3  
                   $\phi$  Weakly Correlated -1

$\phi$  Moderately Correlated – 2

**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
USEN	19W6CC13	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 Beautifulnes"

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 Amercian Literature*. 6th ed. OUP, 1995.

4. Howard, Leon. *Literature and the American Tradition*.EurasiaPublication 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
<b>UNIT -I POETRY</b>				
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
<b>UNIT -II- PROSE</b>				

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
<b>UNIT –III DRAMA</b>				
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
<b>UNIT –IV NOVEL</b>				
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
<b>UNIT -V SHORT STORIES</b>				
5.1	Nuances of short Fiction	1	Chalk &Talk	Blackboard
5.2	The law of life	2	Chalk &Talk	Blackboard
5.3	The Lost Beaufifulness	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/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 %

<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>
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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 %
<b>Total</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>12</b>	<b>20</b>	<b>10</b>	<b>60</b>	<b>100 %</b>

## 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

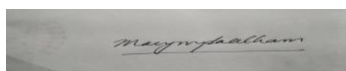
CO4	2	1	3	1	3
CO5	3	1	3	1	2

### 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:**      $\phi$  Strongly Correlated – 3                       $\phi$  Moderately Correlated –  
2                       $\phi$  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/WEE K	CREDIT S
USEN	19W6CC14	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. Giles Ed. *Approaches To 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*. Greenwood Publishing Group Inc, 2004.

### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>	
<b>UNIT -1 POEM</b>					
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	
<b>UNIT -2 PROSE</b>					
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	
<b>UNIT -3 DRAMA</b>					
3.1	Introduction	2	PPT	LCD	
3.2	<i>Flight from the Mahabarath</i>	11	Chalk & Talk	Black Board	

3.3	Analysis	2	Discussion	Google classroom	
<b>UNIT -4 NOVEL</b>					
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	
<b>UNIT -5 SHORT STORIES</b>					
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
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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.	nt
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	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 framework 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:**      $\phi$  Strongly Correlated – **3**

$\phi$  Moderately Correlated –

**2**              $\phi$  Weakly Correlated -**1**

**COURSE DESIGNER:**



**MS.A.J.Aruna**

**Forwarded By**



A handwritten signature in blue ink that reads "Roseline Mary". The signature is written in a cursive style with a horizontal line underlining the name.

**DR. ROSELINE  
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
USEN	19W6CC15	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.)

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.)

*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*. 4<sup>th</sup> 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:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I</b>				
1.1	Classical Criticism	8	Chalk & Talk PPT	Black board & LCD
1.2	Medieval and Renaissance Criticism	7	Lecture	Black board & LCD
<b>UNIT -II</b>				
2.1	English Neoclassical Criticism	5	Chalk & Talk PPT	Black board & LCD
2.2	Romantic Criticism	5	Lecture	Black board & LCD
<b>UNIT -III</b>				
3.1	Victorian Criticism	8	Chalk & Talk PPT	Black board & LCD
3.2	Twentieth Century Criticism	7	Chalk & Talk PPT	Black board & LCD
<b>UNIT -IV</b>				

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
<b>UNIT –V</b>				
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
<b>UNIT –VI DYNAMISM</b>				
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/PP T 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**

<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

**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	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
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### 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:**       $\phi$  Strongly Correlated – **3**                       $\phi$  Moderately Correlated –  
**2**                       $\phi$  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*

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>USEN</b>	<b>22W1AC1</b>	<b>LITERARY GENRES AND FORMS</b>	<b>ALLIED</b>	<b>5</b>	<b>5</b>

**COURSE DESCRIPTION**

The course titled LITERARY GENRES AND FORMS renders a comprehensive view of the various literary genres and devices of English Literature.

**COURSE OBJECTIVE**

The course enables learners to identify and differentiate various literary genres and forms of English literature and understand their significance.

### **UNIT I – INTRODUCTION AND OBJECTIVE POETRY**

**[15 Hrs]**

1. Why we study Literature
2. Ballad
3. Epic

### **UNIT II – POETRY**

**[14 Hrs]**

1. Narrative Poetry(SS)
2. Lyrical Poetry
3. Reflective Poetry

### **UNIT III- DRAMA**

**[15 Hrs]**

1. Tragic Drama
2. Satire
3. Comedy: Light and Dark

### **UNIT IV - NOVEL**

**[15 Hrs]**

1. Introduction to Novel(SS)
2. Types of Novels

### **UNIT V – PROSE AND SHORT FICTION**

**[14 Hrs]**

1. The Short Story
2. The Essay

### **UNIT**

### **VI:**

### **DYNAMISM**

**[2 Hrs]**

1. Study on upcoming Literary Genres and Forms.
2. Discussion on Topical Genres

### **TEXT BOOK**

Rees, R., 1973. *English Literature: An Introduction for Foreign Readers*.  
London: Macmillan.

### **REFERENCE BOOKS**

1. Ashok, Padmaja. *A Companion to Literary Forms*, Orient Blackswan Private Limited, 2015.
2. Eliot, T.S. *Selected Essays 1917 – 1932*. USA, 1932.
3. Esslin, Martin. *The Theatre of the Absurd*. UK, 2004.
4. Ionesco, Eugene. *The Chairs*. London, 2007.
5. Johnson, Samuel. *The Samuel Johnson Encyclopedia*. Westport, 1996.
6. Lemon, Lee T. *A Glossary for the Study of English*. 1971.
7. Saintsbury, George. *A Short History of English Literature*. London, 1912.
8. Scott, Wilbur S. *Five Approaches of Literary Criticism*. London, 1977.

### DIGITAL OPEN WEB EDUCATIONAL RESOURCES

1. <https://blog.reedsy.com/literary-devices/>
2. <https://literaryterms.net/>
3. [https://www.youtube.com/watch?v=zrGtL4b\\_odE](https://www.youtube.com/watch?v=zrGtL4b_odE)
1. 4. <https://literarydevices.net/>

### COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I PROSE</b>				
1.1	Why we study literature	3	Chalk & Talk	Black Board
1.2	Objective poetry	3	Chalk & Talk	LCD
1.3	Ballad	4	Lecture	PPT & White board
1.4	Epic	5	Chalk &	LCD

			Talk	
<b>UNIT -II POETRY -I</b>				
2.1	Poetry	2	Lecture	Green Board Charts
2.2	Narrative Poetry (Self-Study)	2	Chalk & Talk	Green Board
2.3	Lyrical Poetry	5	Lecture	Google classroom
2.4	Reflective poetry	5	Lecture	Green Board Charts
<b>UNIT -III DRAMA</b>				
3.1	Introduction to Drama	1	Chalk &Talk	LCD
3.2	Types of Drama	1	Lecture	Blackboard
3.3	Tragic Drama	3	Lecture	Green Board

3.4	Satire & its types	2	Chalk & Talk	PPT & White board
3.5	Comedy & its types	2	Lecture	LCD
3.6	Light Comedy	3	Chalk & Talk	Green Board
3.7	Dark Comedy	3	Lecture	PPT & White board
<b>UNIT -IV - NOVEL</b>				
4.1	Introduction to Novel (Self-Study)	2	Chalk & Talk	PPT & White board
4.2	Types of Novels	1	Lecture	Green Board
4.3	Picaresque Novel	2	Chalk & Talk	PPT & White board
4.4	Epistolary Novel	1	Lecture	LCD
4.5	Historical Novel	2	Chalk & Talk	Green Board

4.6	Sentimental Novel	2	Lecture	PPT & White board
4.7	Domestic Novel	1	Chalk & Talk	Green Board
4.8	Gothic Novel	1	Lecture	LCD
4.9	Science Fiction Novel	1	Chalk & Talk	PPT & White board
4.10	Regional Novel	1	Lecture	Green Board
4.11	Detective Novel	1	Chalk & Talk	Green Board
<b>UNIT -V PROSE AND SHORT FICTION</b>				
5.1	The Elements of Fiction	3	Lecture	Smart Board
5.2	Short Story	4	Chalk & Talk	LCD
5.3	Prose	2	Lecture	Smart Board
5.4	The Essay	5	Chalk & Talk	PPT & White board
<b>UNIT -VI DYNAMISM</b>				
6.1	Study on upcoming Literary	1	Lecture	Smart

	Genres and Forms			Board
6.2	Discussion on Topical Genres	1	Chalk & Talk	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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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 genres and analyse the elements of objective poetry	K1 & K2	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	classify forms of fiction and examine the elements of fiction	K2 & K4	PSO5
CO 5	identify various forms of prose and short fiction and describe its features and nuances	K3	PSO1

### Mapping COs Consistency with PSOs

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

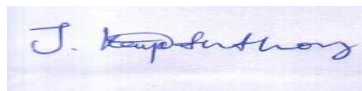
### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	2	1	1	2	3	1	1
CO2	2	1	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:**      $\phi$  Strongly Correlated – **3**  
**2**              $\phi$  Weakly Correlated -**1**

$\phi$  Moderately Correlated –

### COURSE DESIGNER:



1. Ms. J. Kayal Anthony  
Assistant Professor



2. Dr. Vency Jasmine

**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
USEN	19W2 AC2	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	Comp onent s of Lingu istics	5	Lectu re	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 Cluster in English	5	Lecture	Black Board		
<b>UNIT -IV</b>						
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		
<b>UNIT -V</b>						
5.1	Practice in Phonetic Transcription i) Words ii) Sentences		10	Chalk & Talk	Black Board	

5.2	Practice in Phonetics & Transcription iii)	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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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
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### Mapping COs Consistency with PSOs

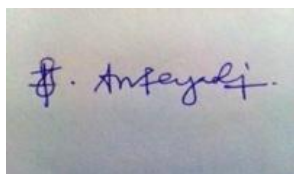
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	1	2
CO2	1	2	2	1	1
CO3	2	1	1	1	2
CO4	2	1	2	1	1
CO5	1	2	1	2	1

### 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:**      $\phi$  Strongly Correlated – **3**                       $\phi$  Moderately Correlated –  
**2**                       $\phi$  Weakly Correlated -**1**

**COURSE DESIGNER**



**Ms.J.Amala Jeya Shali**

**Forwarded By**



**Dr. A. Roselin Mary**

**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
USEN	19W3AC3	<b>SOCIAL HISTORY OF ENGLAND &amp; HISTORY OF ENGLISH LITERATURE (1450-1714)</b>	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
<b>UNIT -I(1450 - 1557)</b>				
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
<b>UNIT -II(1560 – 1625)</b>				
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
<b>UNIT -III(1607 – 1625)</b>				
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
<b>UNIT -IV (1660 – 1794)</b>				
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
<b>UNIT -V (1702 – 1714)</b>				
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
<b>UNIT -VI DYNAMISM</b>				
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 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)	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	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:**      $\phi$  Strongly Correlated – 3                       $\phi$  Moderately Correlated – 2  
                    $\phi$  Weakly Correlated -1

**COURSE DESIGNER:**

*P. Suresh*

**P.Sumedha**

**Forwarded By**

A handwritten signature in blue ink that reads "Roselin Mary". The signature is written in a cursive style with a horizontal line underneath the name.

**Dr.A. Roselin Mary**

## 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
USEN	19W4AC4	<b>SOCIAL HISTORY OF ENGLAND &amp; HISTORY OF ENGLISH LITERATURE (1700-1955)</b>	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) HRS.)

(15

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:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT –I (1450 - 1557)</b>				
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
<b>UNIT-II-(1775 – 1798)</b>				

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
<b>UNIT -III(1607 – 1625)</b>				
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
<b>UNIT -IV (1660 – 1794)</b>				
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
<b>UNIT -V (1702 - 1714)</b>				
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
<b>UNIT -VI DYNAMISM</b>				
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 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PT 5 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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

## 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 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

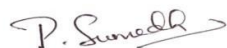
### Mapping of COs with POs

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
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**Note:**      $\phi$  Strongly Correlated – **3**                       $\phi$  Moderately Correlated –  
**2**                       $\phi$  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
USEN	19W5ME1	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
<b>UNIT-IPOETRY</b>				
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
<b>UNIT -2PROSE</b>				
2.1	Margaret Atwood – From "Survival : A Thematic Guide to Canadian"	6	Lecture/ Chalk & Talk	PPT/ Black Board
2.2	Catherine Parr Traill – From "Backwoods of Canada"- 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
<b>UNIT -3DRAMA</b>				
3.1	Drew Hayden Taylor - <i>The</i>	18	Lecture/ Chalk &	PPT/ Black

	<i>Berlin Blues</i>		Talk/Discussion/Flip ped Learning	Board/ Google classroom/O nline/ E- Content/
<b>UNIT -4 NOVEL</b>				
4.1	Lee Maracle - <i>Celia's Song</i>	18	Lecture/ Chalk & Talk/Discussion/Flip ped Learning	PPT/ Black Board/ Google classroom/O nline/ E- Content/
<b>UNIT -5SHORT STORY</b>				
5.1	Margaret Laurence - "The Loons"	4	Lecture/ Chalk & Talk/Discussion/Flip ped Learning	PPT/ Black Board/ Google classroom/O nline/ E- Content/
5.2	Alice Munroe - "Face"	4	Lecture/ Chalk & Talk/Discussion/Flip ped Learning	PPT/ Black Board/ Google classroom/O nline/ E- Content/
<b>UNIT IV - CONTEMPORARY LIFE</b>				
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 Scholas tic Marks C6	CIA Total	% Ass me
	T1	T2	Quiz	Assig nment	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 Scholas tic	-	-	-	-	-		5	5	12.5
Total	10	10	5	5	5	35	5	40	100

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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	K1& K2	PSO1, PSO3

	prose renderings.		
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

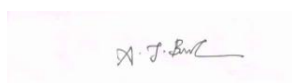
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	2	1	1
CO2	2	1	3	1	1
CO3	3	1	2	1	1
CO4	3	1	2	1	1
CO5	2	1	1	1	2

### 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
USEN	19W5ME2	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* .Aborginal Studies Press, 1991.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I POETRY</b>				
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
<b>UNIT -II PROSE</b>				
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> ( <b>Self-Study</b> )	4	Discussion	PPT & GD
<b>UNIT -III DRAMA</b>				
3	Ray Lawler - <i>Summer of the Seventeenth Doll</i> (Act I)	18	Chalk & Talk	PPT & Black board
<b>UNIT -IV NOVEL</b>				
4	Jeannie Gunn - <i>We of the never never</i>	18	Chalk & Talk	PPT & Black Board
<b>UNIT -V SHORT STORY</b>				
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 Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Asses ment
	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	-	-	-	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	
	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	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

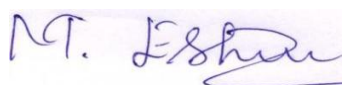
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	1	3	2	1
CO2	2	1	2	3	2	2	1

<b>CO3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>CO4</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>CO5</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>

**Note:**      $\phi$  Strongly Correlated – **3**  
**2**              $\phi$  Weakly Correlated – **1**

$\phi$  Moderately Correlated –

**COURSE DESIGNER:**



**Ms. M. Esther**

**Forwarded By**



**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
USEN	19W6ME3	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. Baburao Bagul -“You who have made the Mistake”
2. S. Joseph -“Identity Card”
3. Krupa Ponugati -“Prisoner’s Song”
4. Sharankumar Limbale -“White Paper”
5. Tryambak Sapkale -“That Single Arm” **(Self-Study)**

##### UNIT –II PROSE ( 15 HRS.)

1. Sharatchandra Muktibodhi - “What is Dalit Literature?”
2. Shantabai Kamble - “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
<b>UNIT –I POETRY</b>				

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
<b>UNIT -II PROSE</b>				
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
<b>UNIT -III DRAMA</b>				
	M. Jeeva - A Village Lullaby	10	Lecture PPT Discussion	Black Board LCD
<b>UNIT -IV NOVEL</b>				
4.1	Baby Kamble- <i>The Prisons We Broke</i>	15	Lecture PPT Discussion	Black Board LCD
<b>UNIT -V SHORT STORY</b>				

5.1	Ajay Navaria-“Scream”	6	Discussion	Black Board
5.2	Bandhumadhav – “The Poisoned Bread”	9	Lecture PPT Discussion	BlackBoard LCD

### EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholasti c Marks	Non Scholasti c Marks C5	CIA Total	% of Asses 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
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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

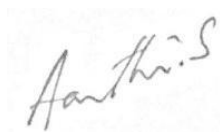
### Mapping of COs with POs

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:**      $\phi$  Strongly Correlated – **3**  
**2**              $\phi$  Weakly Correlated -**1**

$\phi$  Moderately Correlated –

**COURSE DESIGNER:**



**Dr. S. Aarthi**

**Forwarded By**



**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
USEN	19W6ME4	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. Yev Tushenko -“Babi yar”
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 *Countdown* ( pg-1-7)

### UNIT –III DRAMA

(10HRS.)

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

### UNIT –IV NOVEL

(20 HRS.)

1. Shyam Selvadurai - *Funny Boy*

### 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. *Harum Scarum 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
<b>UNIT –I POETRY I</b>				
1.1	1.Yev Tushenko	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
<b>UNIT II - PROSE</b>				
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 - Nobelacceptance 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
<b>UNIT III - DRAMA</b>				
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
<b>UNIT IV – FICTION</b>				
4.1	1. Shyam Selvadurai '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
<b>UNIT V –SHORT STORY</b>				
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
	T1	T2	Quiz	Assignment	OBT/PPT				
	10 Mks.	10 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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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:**      $\phi$  Strongly Correlated – **3**  
**2**              $\phi$  Weakly Correlated – **1**

$\phi$  Moderately Correlated –

**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
USEN	19W6ME5	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 Quanah'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/](http://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	Ranjit Lal - The Caterpillar who went on Diet	2	Chalk & Talk	LCD	

3.3	Mahasweta Devi - The Why-Why Girl (Self-Study)	4	Lecture	PPT
<b>UNIT-IV FICTION</b>				
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
<b>UNIT-V LEGENDS &amp; MYTHS</b>				
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
<b>VI DYNAMISM</b>				
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
	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 Scholastic	-	-	-	-	-		5	5	12.5%
Total	10	10	5	5	5	35	5	40	100%

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

## 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	PS04
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### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
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:**      $\phi$  Strongly Correlated – 3                       $\phi$  Moderately Correlated – 2  
                   $\phi$  Weakly Correlated -1

**COURSE DESIGNER:**



**L. Monica Lilly**

**Forwarded By**

A handwritten signature in blue ink that reads "Roselin Mary". The signature is written in a cursive style with a horizontal line underneath the name.

**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
USEN	19W6ME6	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 Chillen 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 dual 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, Orality and Folklore in World Literature. Atlantic Publishers & Distributors (p) LTD, 2013.
3. Dorairaj, Joseph.A. *Myth and Literature*. Folklore Resources and Research Centre, 2003.
4. Campbell, Joseph. "Mythological Themes in Creative Literature and Art" *Myths, Dreams and Religion*. Ed. Joseph Campbell. E.P. Dutton & Co. Inc, 1970.

### COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT –I POETRY</b>				
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
<b>UNIT –II PROSE</b>				
2.1	"Cupid and Psyche"	7	Lecture	Black Board
2.2	Morphology of the Folk Tale	7	Lecture	Black Board
<b>UNIT –III DRAMA</b>				
3.1	Sophocle's <i>Oedipus Rex</i>	18	Lecture	Black Board
<b>UNIT –IV SHORT FICTION</b>				

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
<b>UNIT -V SHORT STORIES</b>				
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
<b>UNIT -VI DYNAMISM</b>				
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/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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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

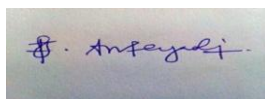

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	2	1
CO2	2	1	2	1	1
CO3	2	1	3	1	2
CO4	2	1	2	1	1
CO5	2	1	1	2	3

### 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:**      $\phi$  Strongly Correlated – 3  
2              $\phi$  Weakly Correlated -1

$\phi$  Moderately Correlated –

**COURSE DESIGNER:**

**J. Amala Jeya Shali****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
USEN	19W1 NME	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
<b>UNIT -I - INTRODUCTION</b>				
1.1	Making introduction	3	Chalk & Talk	Black Board
1.2	Expressing requests and enquiries	3	Chalk & Talk	LCD
<b>UNIT -II - SOCIAL INTERACTION</b>				
2.1	Greetings	3	Lecture	LCD
2.2	Gratitude	3	Chalk & Talk	Ppt
<b>UNIT -III SKILLS FOR EMPLOYABILITY</b>				
3.1	Telephone Etiquette	2	Lecture	LCD

3.2	Group discussion	2	Lecture	Ppt
3.3	Interviews	2	Chalk & Talk	Smart Board
<b>UNIT –IV COMMUNICATION SKILLS</b>				
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
<b>UNIT –V PRESENTATION</b>				
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	T2	Quiz	Assignment	OBT/PT				
	10 Mks.	10 Mks	5 Mks.	5 Mks	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	Build confidence to introduce themselves to their peers	K1	PSO2 & PSO4
CO 2	identify specific problems co commu n and master 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

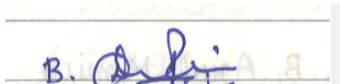
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	1	3	1
CO2	1	3	1	2	1
CO3	1	3	1	1	2
CO4	1	1	1	1	2
CO5	1	1	1	3	2

### 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
USEN	19W2 NME	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:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I - INTRODUCTION</b>				
1.1	Making introduction	3	Chalk & Talk	Black Board
1.2	Expressing requests and	3	Chalk &	LCD



	enquiries		Talk	
<b>UNIT –II - SOCIAL INTERACTION</b>				
2.1	Greetings	3	Lecture	LCD
2.2	Gratitude	3	Chalk & Talk	Ppt
<b>UNIT -III SKILLS FOR EMPLOYABILITY</b>				
3.1	Telephone Etiquette	2	Lecture	LCD
3.2	Group discussion	2	Lecture	Ppt
3.3	Interviews	2	Chalk & Talk	Smart Board
<b>UNIT –IVCOMMUNICATION SKILLS</b>				
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
<b>UNIT –V PRESENTATION</b>				
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				
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 and master 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		PSO5

	demonstrate in practice	K1, K2& K3	
CO 5	examine different types of presentation skills and employ them in career building	K2 & K4	PS04

### 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	PO 7
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*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W3SB1	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 provides an overview on the types of content writing. It also focuses on the ethical and moral standards to be followed as professionals.

**UNITS****UNIT I: INTRODUCTION****[6 HRS]**

1. Content Writing and its types
2. Writing Skills

**UNIT II: PROFESSIONAL CONTENT****[6 HRS]**

1. Complaints & Apologies
2. Proposals

**UNIT III: CONTENT FOR REPORTING****[7 HRS]**

1. Procedures
2. Status Reports
3. White Paper

**UNIT IV: MEDIA CONTENT****[7 HRS]**

1. E-mails
2. Blogs
3. Vlogs

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

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

**Assignments: Writing for Social Media****TEXTBOOKS& 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.

**DIGITAL OPEN EDUCATIONAL RESOURCES**

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>.
4. Julia McCoy. "How to Write the Most Engaging Social Media Posts".  
<https://expressionwriters.com/how-to-write-social-media-posts/>
5. Hootsuite. "Creating engaging social media content".  
<https://help.hootsuite.com/hc/en-us/articles/4403597090459-creating-engaging-and-effective-social-media-content/>

#### Online Courses

1. Blogging Course: learn how to start a Blog and Create a Blogging Strategy for your business by HubSpot Academy
2. Content Marketing: How to generate content ideas by HubSpot Academy

#### **COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1 INTRODUCTION</b>				
1.1	Topic 1 - Content Writing and its types	3	Lecture	PPT
1.5	Topic 2 - Writing Skills	3	Lecture	Black Board

<b>UNIT -2                      PROFESSIONAL CONTENT</b>				
2.1	Complaints	2	Lecture	E content PPT
2.2	Proposals	2	Lecture	E content PPT
2.3	Apologies	2	Lecture	E content PPT
<b>UNIT -3                      CONTENT FOR REPORTING</b>				
3.1	Procedures	3	Chalk & Talk Lecture	Online Content/ Google Classroom
3.2	Status Reports	2	Chalk & Talk Lecture	Online Content/ Google Classroom
3.3	White Paper	2	Chalk & Talk Lecture	Online Content/ Google Classroom
<b>Unit -4                      MEDIA CONTENT</b>				
4.1	E-mails	3	Blended Learning	Online Content/ Google Classroom
4.2	Blogs	2	Blended Learning	Online Content/ Google



				Classroom
4.3	Vlogs	2	Blended Learning	Online Content/ Google Classroom
Unit -5 <b>PROFESSIONAL ETHICS</b>				
5.1	Ethics for Digital Age	2	Lecture	PPT Seminar
5.2	E-mail Etiquettes	2	Lecture	PPT Seminar

### 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	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	PSO4
CO 2	Interpret and make proposals and complaints	K2 & K3	PSO4
CO 3	Analyse and write procedures and status reports	K1 & K3	PSO5
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/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
------------	-----	-----	-----	-----	-----	-----	-----

<b>CO1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>CO2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>CO3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>CO4</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>CO5</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>

**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*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WE EK	CREDITS
USEN	19W4SB2	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: Satvat Infosol, [www.satvat.itstore.com](http://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](http://www.v3interactive.co.in). Jan 2009communication skills. Mumbai, Midisoft, [www.v3i.in](http://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
<b>UNIT –I INTRODUCTION</b>				
1	Methods -vocal aspects & non-vocal aspects	6	Chalk & Talk	PPT & Black Board
<b>UNIT –II AUDIENCE</b>				
2	Analysis and body language	6	Lecture	PPT & White board
<b>UNIT –III LANGUAGE</b>				
3	Usage -Importance, accuracy & pitfalls	6	Discussion	Black Board
<b>UNIT –IV MEDIA</b>				
4	Media presentations- RJ & T.V anchoring	6	Discussion	Google classroom Black Board
<b>UNIT –V TYPES &amp;STRATEGIES</b>				
5	Informative presentation , persuasive, presentation group presentation, interviews	6	Discussion, Chalk & Talk	Green Board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholas tic Marks C6	CIA Total	% Ass me
	T1  10 Mks.	T2  10 Mks.	Quiz  5 Mks.	Assig nment  5 Mks	OBT/PP T  5 Mks				
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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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

### 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:**      $\phi$  Strongly Correlated – **3**  
                   $\phi$  Weakly Correlated – **1**

$\phi$  Moderately Correlated – **2**

**COURSE DESIGNER:**



**Ms.N.Sangeetha Rani**

**Forwarded By**

A handwritten signature in blue ink that reads "Roselin Mary". The signature is written in a cursive style with a horizontal line underlining the name.

**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
USEN	19W5SB3	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 learners of English literature to use the language potentials for creative writing
- give learners the basic technical skills to acquire job

**UNITS**

**UNIT I**

**(6**

**HRS)**

**VOCABULARY**

i) Spellings & Abbreviations **(Self-Study)**

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) Hints Development
- ii) Complete the story
- iii) Figures of Speech

**PRESCRIBED BOOK:**

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

Freeman, Sarah. *Written Communication in English*. Orient BlackSwan. 1977.

### 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.
4. Tyagi, Kavita and Misra Padma. *Advanced Technical Communication*. PHI Learning Private Limited. 2011.

### DIGITAL OPEN EDUCATIONAL RESOURCES:

1. <https://www.suggestiveenglish.com/2021/04/story-writing-examples-format-hints.html>
2. <https://grammar.yourdictionary.com/writing/how-to-write-a-letter.html>
3. <https://librarianresources.taylorandfrancis.com/services-support/discovery/abstracting-and-indexing/>
4. <https://www.jobscan.co/resume-writing-guide>  
<https://www.wildapricot.com/blog/how-to-write-meeting-minutes>

### COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 VOCABULARY				

1.1	Spellings & Abbreviations <b>(Self-Study)</b>	2	Chalk & Talk	Black Board
1.2	Book Review	2	Discussion	PPT
1.3	One word substitution & Misspelled words	2	Discussion	PPT
<b>UNIT -2 WRITING PROCESS</b>				
2.1	Controlled and Guided Composition (What to write)	6	Chalk & Talk	Black Board
<b>UNIT -3 WRITING LETTERS</b>				
3.1	Formal and Informal Letters	3	Discussion	Black board &PPT
3.2	Job Applications and Resume	3	Chalk & Talk	Black Board
<b>UNIT -4 OFFICIAL WRITINGS</b>				
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	Hints Development	2	Discussion	Black Board
5.2	Complete the story	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	% Assessment
	T1  10 Mks.	T2  10 Mks.	Quiz  5 Mks.	Assignment  5 Mks	OBT/PP T  5 Mks				
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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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

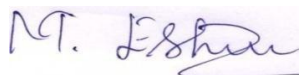
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	1	2	1	3	2

<b>CO2</b>	1	2	1	1	1	3	2
<b>CO3</b>	1	1	1	1	1	3	2
<b>CO4</b>	3	1	2	1	1	3	2
<b>CO5</b>	1	2	1	1	1	3	2

**Note:**      $\phi$  Strongly Correlated – **3**  
**2**              $\phi$  Weakly Correlated – **1**

$\phi$  Moderately Correlated –

**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/WEE K	CREDI TS
USEN	19W5SB4	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, Ved Prakash.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: PusthakMahal, 2000.
6. Shamsi, Nayyar. *Journalism: The News*. New Delhi: Anmol Publications Pvt. Ltd., 2005.
1. Whitaker W. et.al. *Media Writing*. 3<sup>rd</sup> 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](http://learn.org/articles/What_is_Sports_Journalism.html)
4. [http://www.newworldencyclopedia.org/entry/Sports\\_journalism](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](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
<b>UNIT -I- INTRODUCTION</b>				
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

<b>UNIT-II-REPORT WRITING</b>				
2.1	Inverted Pyramid	2	Self-Study-Discussion	Google Classroom
2.2	The Five Ws	2	Self-Study-Discussion	Google Classroom
2.3.	Types of Leads	2	Lecture	PPT
<b>UNIT-III-HEADLINES</b>				
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
<b>UNIT IV – WRITING STORIES</b>				
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
<b>UNIT V – EDITING</b>				
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 %



<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>
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<b>CIA</b>	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

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

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

### 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
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
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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:**      $\phi$  Strongly Correlated – **3**  
**2**              $\phi$  Weakly Correlated -**1**

$\phi$  Moderately Correlated –

**COURSE DESIGNER:**

*S. Saira Banu*

**Dr. S. Saira Banu**

**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	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19W6SB5	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*. 3<sup>rd</sup> 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	
<b>UNIT -1</b>					
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	Demo nstrati ng New Aids for effecti ve teachi ng	1	Demo nstrati on	LCD				
Levels	C1	C2	C3	C4	C5	Total Scholas tic Marks	Non Scholas tic Marks C6	CIA Total
	T1	T2	Quiz	Assign ment	OBT/PP T			

	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.
K1	2	2	5	-	-	9	-	9
K2	2	2	-	-	5	9	-	9
K3	6	6	-	5		17	-	17
K4			-		-		-	
Non Scholas tic	-	-	-	-	-		5	5



<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>
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CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

#### 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	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

<b>CO2</b>	1	3	1	3	2
<b>CO3</b>	1	2	1	3	1
<b>CO4</b>	2	1	1	3	1
<b>CO5</b>	1	3	1	3	2

### Mapping of COs with POs

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

**Note:**      $\phi$  Strongly Correlated – **3**  
**2**              $\phi$  Weakly Correlated -**1**

$\phi$  Moderately Correlated –

### 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
USEN	19W6SB6	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.Ways to 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 Meera Banerji.*Developing Communication Skills*.Macmillan Publishers IndiaLtd, 2011.
- 4.Raman,Meenakshi and Sangeeta Sharma. *Technical Communication*.Oxford University Press, 2008.

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT –I ART OF CORPORATE COMMUNICATION</b>				
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
<b>UNIT –II EFFECTIVE NON-VERBAL COMMUNICATION</b>				
2.1	Ways to improve non-verbal communication	3	Demonstration	Green Board
2.2	non-verbal communication	1	Discussion	PPT & White board
<b>UNIT –III EXCELLING THROUGH PLACEMENT PROCESS</b>				
3.1	Success at written Aptitude Test	3	Lecture	Green Board Charts
3.2	Group Discussion phases & skills required	3	Discussion	Green Board
<b>UNIT –IV SKILLS FOR THE CORPORATE SECTOR</b>				
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
<b>UNIT –V INTERVIEW TECHNIQUES AND ETIQUETTES</b>				
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	% Ass me
	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	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### 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 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

### 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:**      $\phi$  Strongly Correlated – **3**  
**2**              $\phi$  Weakly Correlated – **1**

$\phi$  Moderately Correlated –

**COURSE DESIGNER:**



**MS.A.J.ARUNA**

**Forwarded By**



**Dr.A. Roselin Mary**

**HOD'S Signature& Name**

**II B.A/B.COM/B.SC**  
**SEMESTER –II**  
*For those who joined in 2019 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W2 SL1	ENHANCING LANGUAGE SKILLS THROUGH LITERATURE	Self-Learnin g (Basic & Intermediate stream)	---	2

### **COURSE DESCRIPTION**

The course titled **Enhancing Language Skills through Literature** is designed to expand students' vocabulary, have better understanding of reading and grammar and improve their listening and speaking skills.

### **COURSE OBJECTIVES**

- The course is designed to make the learners enter in to a world of opportunities, leading to better performance and career advancement.
- The course enables students to become independent learners and thinkers who will continue to develop their awareness and English language competency.

### **UNITS**

#### **UNIT –I -LISTENING**

1. I Want a Wife
2. Wishes and Regrets
3. Wants
4. Sonnet XVII
5. Parallel Reading

#### **UNIT –II-READING**

1. Two Letters
2. Expressing Opinion
3. Elegy for Alfred Hubbard
4. My Last Duchess
5. Know A Literary Term
6. Delve To Decipher

### UNIT -III-WRITING-I

1. The King and The Doctors
2. Black Hope
3. Exploring
4. Influence to Act
5. Reporting
6. Ode on a Grecian Urn
7. Parallel Reading

### UNIT -IV-WRITING-II

1. Who Knows it
2. Attitudes and Reactions
3. Conclusions from Evidence
4. An Introduction
5. Delve to Decipher

### UNIT -V-SPEAKING

1. In Search of Our Mother's Garden
2. Surprising Realities
3. Similarities and Differences
4. Fantasising
5. The Nun's Priest's Tale
6. Delve to Decipher

### REFERENCES:

1. *Language through Literature*- in-house text book prepared by The Department of English Fatima College, Madurai. 2002.

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks	CIA Total	% of Asses
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	C6								sment
	T1	T2	Quiz	Assig nment	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 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	CIA	ESE	Total

5	10	15	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	Infer meaning of new vocabulary from the literary texts and relate to similar texts.	K2	PSO1
CO 2	Demonstrate their speaking ability in English both in terms of fluency and comprehensibility	K1& K2	PSO3
CO 3	Interpret literary texts and develop their critical acumen and analytical skills	K2 & K3	PSO3
CO 4	Identify the uniqueness of literary pieces and develop their writing skills	K1 & K2	PSO2 & PSO3

CO 5	Discover and interpret the aesthetic richness of literary texts and improve their reading capacity	K2 & K4	PSO4 & PSO5
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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:**      $\phi$  Strongly Correlated – 3  
2              $\phi$  Weakly Correlated -1

$\phi$  Moderately Correlated –

**COURSE DESIGNER:**



**MS.A.J.ARUNA**

**Forwarded By**

A handwritten signature in blue ink that reads "Roselin Mary". The signature is written in a cursive style with a horizontal line underneath the name.

**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	CATEGORY	HRS/WEEK	CREDITS
USEN	21W4SL2	APPRECIATING LITERATURE	Self-Learning (Advanced stream)	---	2

**COURSE DESCRIPTION**

The course titled **Appreciating Literature** is designed to facilitate students' acumen on reading and appreciating English literature and fosters their critical thinking, writing skills and creative imagination.

**COURSE OBJECTIVES**

- The course is designed to make the learners examine and comprehend the cultural diversity through the literary texts.
- The course enables students to hone their LSRW skills and appreciate the significance of different literary texts across wide range of classical authors.

**UNITS****UNIT –I -LISTENING**

1.The Doll's House

2. The Metaphor

3.How Raj Kapoor Saved My Life

4. Phrasal Verb

5.Word Power

**UNIT –II-SPEAKING**

- 1.The Necklace
- 2.Tell Tall tales
- 3.Word Power
- 4.The Nightingale And The Rose
- 5.Homographs and Heteronyms

### UNIT -III-WRITING-I

- 1.The Open Window
2. Idioms
- 3.The Black Cat
4. Writing Skills

### UNIT -IV-WRITING-II

- 1.Nobody Here But Us Chickens
2. Phrases
- 3.Hijack
4. Writing skills

### UNIT -V-READING

- 1.Chandalika
2. Idioms

### 3.Greeting phrases

### REFERENCES:

1. *Journeying with Literature*- in-house text book prepared by The Department of English Fatima College, Madurai. 2002.

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 %

<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
	<b>40</b>

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 %

## EVALUATION PATTERN

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

5	10	15	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	Understand a literary work of art and recognize the aesthetic experience it holds and conveys	K1	PSO1
CO 2	Demonstrate the ability to identify various aspects of storytelling in terms of plot, character, linguistic devices and form in a short story	K1& K2	PSO3
CO 3	Develop the ability for critical thinking and close reading of literary texts from the larger perspectives of culture, society, history and gender	K1 & K3	PSO3
CO 4	Identify the performative aspects of a	K1 & K2	PSO2 &

	dramatic text and relate to the present context		PSO3
CO 5	Discover and interpret the aesthetic and ethical value of literary texts and build their reading capacity	K2 & K4	PSO4 & PSO5

### Mapping COs Consistency with PSOs

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

### Mapping of COs with POs

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

**Note:**      $\phi$  Strongly Correlated – 3

$\phi$  Moderately Correlated –

2              $\phi$  Weakly Correlated -1

**COURSE DESIGNER:**



**MS.A.J.ARUNA**

**Forwarded By**



**Dr.A. Roselin Mary**

**HOD'S Signature& Name**

**III B.A ENGLISH**  
*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT S
USEN	21W6SL3	CLASSICAL LITERATURE IN TRANSLATION	Self-learnin g	--	2

**COURSE DESCRIPTION**

This course is designed to introduce students to the canon of Classical literary works of great writers and thinkers that evinced radical changes and presented the complex spirit of the age.

**COURSE OBJECTIVES**

This course aims to familiarize the learners with the classical literary pieces in translation.

**UNITS**

**UNIT –I PROSE**

1. Dramaturgy – (Bharata's Treatise on dramaturgy)- SANSKRIT
2. India and Freedom - Thiru. V. Kalyanasundaranar – TAMIL.
3. Partition and the Urdu Story - NaiyerMasud- URUDU
4. An Essay on Nursery Rhymes – Rabindranath Tagore - BENGALI

**UNIT –II POETRY**

1. When I Awoke From the Slumber - Narsingh Mehta - – GUJARATI
2. Couplets -Kabirdas – HINDI.
3. Sufi Poems – N'amaSaheb&WahabKhaar - KASHMIRI

**UNIT –III DRAMA**

*Naga –Mandala* - Play with a Cobra. - Girish Karnad -

KANNADA

#### UNIT –IV NOVEL

1. *Kaalam* - M.T. Vasudevan Nair. – MALAYALAM

#### UNIT –V SHORT STORY

1. “Annayya’s Anthropology” – A.K.Ramanujan. - KANNADA

2. “Wings” - Asha Bage - MARATHI

#### UNIT –VI DYNAMISM

Scrapbook of different cultures

E-content/ video on contemporary Indian authors

#### TEXT BOOKS

1. Chaudhuri, Amit. ed. *The Picador Book of Modern Indian Literature*. Oxford: Macmillan Publishers Ltd., 2001.
2. Dharmarajan, Geeta & Meenakshi Sharma. ed. *Katha Prize Stories – Volume 5*. New Delhi: Katha, 1995.
3. Karnad, Girish. *Naga-Mandala :Play with a Cobra*. Chennai: Oxford University Press, 2000.
4. Krishnaswamy, Subhashree & K. Srilatha. ed. *Short Fiction from South India*. New Delhi: Oxford University Press, 1 2008.
5. Ravikant & Tarun K. Saint. ed. *Translating Partition*. New Delhi: Katha, 2001
6. Santhanam. K. *An Anthology of Indian Literatures*. Bombay: Bombay Chronicle Press, 1969.

#### REFERENCE BOOKS:

Devy, G.N. *Indian Literary Criticism – Theory and Interpretation*. Hyderabad. Orient Longman, 2002.

George, K. M. ed. *Comparative Indian Literature*. Trichur, Kerala Sahitya Akademi, 1984.

Mehrotra, Arvind Krishna. *An Illustrated History of Indian Literature in English*. New Delhi: Orient Longman, 2008.



Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assess ment
	T1  10 Mks.	T2  10 Mks.	Quiz  5 Mks.	Assign ment  5 Mks	OBT/P PT  5 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 Schola stic	-	-	-	-	-		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	CIA	ESE	Total
5	10	15	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 cultural context of classical literature	K3	PSO1
CO 2	analyse the major issues alluded to literature introduced in the classics	K4	PSO3
CO 3	outline the effects of multicultural literary tradition	K2	PSO1
CO 4	analyze the impact of philosophy, ideas and movements	K4	PSO2
CO 5	develop the critical acumen and cognize everyday reality	K3	PSO5

### Mapping of COs with PSOs

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

<b>CO5</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>
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### Mapping of COs with POs

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

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

### COURSE DESIGNER:



**Ms. J. Kayal Anthony**

Forwarded By



**DR.A.ROSELIN MARY**

HOD'S Signature & Name