

# **FATIMA COLLEGE (AUTONOMOUS)**



**Re-Accredited with “A++” Grade by NAAC (Cycle IV)**  
**Maryland, Madurai- 625 018, Tamil Nadu, India**

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

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

**PROGRAMME CODE : UAEN**

**ACADEMIC YEAR : 2023 – 2024**

## **VISION OF THE DEPARTMENT**

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

## **MISSION OF THE DEPARTMENT**

The Research Centre of English journeys with the mission,

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

## **PROGRAMME EDUCATIONAL OBJECTIVES (PEO)**

<b>PEO 1</b>	Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and desirous for the “more” in all aspects
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<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
<b>II. 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
<b>III. 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**  
**THE RESEARCH CENTRE OF ENGLISH**

*For those who joined in June 2019 onwards*

**PROGRAMME CODE: UAEN**

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S.N O	SE M.	COURSE CODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
1.		23TL1C1	GENERAL TAMIL - I	5	3	40	60	100
2.	<b>I</b>	23EL1LB/ 23EL1WB	BASIC COMMUNICATIVE ENGLISH	5	3	40	60	100
3.		23EL1LI/ 23EL1WI	INTERMEDIATE COMMUNICATIVE ENGLISH	5	3	40	60	100
4.		23EL1LA/ 23EL1WA	ADVANCED COMMUNICATIVE ENGLISH	5	3	40	60	100
5.		23L1CC1/ 23W1CC1	INTRODUCTION TO LITERATURE	5	5	40	60	100
6.		23L1CC2/ 23W1CC2	INDIAN WRITING IN ENGLISH	5	5	40	60	100
7.		23L1EC1/ 23L1EC2  23W1EC1/ 23W1EC2	Elective Course 1 (Discipline Specific) LITERARY GENRES & FORMS/ LITERARY TERMS	5	3	40	60	100
8.		23L1SE1/ 23W1SE1	Non Major Elective-I FUNCTIONAL ENGLISH	2	2	40	60	100
9.		23L1FC/ 23W1FC	Foundation Course BASICS OF ENGLISH STUDIES	2	2	40	60	100
10.		23G1VE	PERSONAL VALUES	1	1	40	60	100
11.		23TC2C2	GENERAL TAMIL - II	5	3	40	60	100
12.	<b>II</b>	23EL2LB/ 23EL2WB	ENGLISH FOR EFFECTIVE COMMUNICATION (BASIC)	5	3	40	60	100
13.		23EL2LI/ 23EL2WI	ENGLISH FOR EMPOWERMENT (INTERMEDIATE)	5	3	40	60	100



S.N O	SE M.	COURSE CODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
14.		23EL2LA/ 23EL2WA	ENGLISH FOR CREATIVE WRITING (ADVANCED)	5	3	40	60	100
15.		23L2CC3/ 23W2CC3	BRITISH LITERATURE - I	5	5	40	60	100
16.		23L2CC4/ 23W2CC4	AMERICAN LITERATURE - I	5	5	40	60	100
17.		23L2EC3/ 23W2EC3	PHONETICS & TRANSCRIPTION	5	3	40	60	100
		23L2EC4/ 23W2EC4	PHONETICS & SPOKEN ENGLISH					
18.		23L2SE2/ 23W2SE2	Non Major Elective-2 FUNCTIONAL ENGLISH	2	2	40	60	100
19.		23L2SE3/ 23W2SE3	Skill Enhancement Course ENGLISH FOR COMMUNICATION	2	2	40	60	100
20.		23G2VE	VALUES FOR LIFE	1	1	40	60	100

## **I B.A / B.Sc/ B.Com**

### **SEMESTER –I**

*For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN	23EL1LB	BASIC COMMUNICATIVE ENGLISH	PART II ENGLISH	5	3

### **COURSE DESCRIPTION**

The course provides the necessary LSRW skills for communication in English.

### **COURSE OBJECTIVES**

The course intends to make the learners learn the basic grammar elements that would enable them to communicate their thoughts in English.

### **UNITS**

#### **UNIT –I LISTENING**

**( 15 HRS.)**

1. I have a Dream
2. Dennis the Menace

#### **UNIT –II SPEAKING- 1**

**(11 HRS.)**

1. Greeting and parting **(Self-Study)**
2. Accepting and declining invitation
3. On the telephone
4. At the Library **(Self-Study)**

#### **UNIT –III SPEAKING- 2**

**(13 HRS.)**

1. Daily Activities
2. What did you do? **(Self-Study)**
3. Asking directions **(Self-Study)**
4. Asking time (1)
5. Asking time (2)

#### **UNIT –IV READING**

**( 15 HRS.)**

1. Our Happiness
2. At the tea stall

### **UNIT –V WRITING**

**( 15 HRS.)**

1. A Barber and Stranger
2. Jones' Suitcase

### **UNIT –VI DYNAMISM (Evaluation Pattern-CIA only) ( 6 HRS.)**

Newspaper Articles on Pollution from

- The Guardian
- The First Post

### **REFERENCES:**

1. *Getting Ahead*- in-house text book prepared by The Department of English, Fatima College, Madurai. 2001
2. *Spoken English*- in-house text book prepared by Ms. S. Aarthi, The Research Centre of English Fatima College, Madurai. 2015

### **DIGITAL OPEN EDUCATIONAL RESOURCES :**

1. News Staff, Tech 2. Air pollution in China decreases after COVID-19-related lockdowns come into play. *The First Post*. Mar. 02, 2020.  
<https://www.firstpost.com/tech/science/air-pollution-in-china-decreases-after-covid-19-related-lockdowns-come-into-play-8107821.html>
2. Presse, France. India suffers most pollution-linked deaths in world, study finds. *The Guardian*. Dec. 19, 2020.  
<https://www.theguardian.com/world/2019/dec/19/india-suffers-most-pollution-linked-deaths-in-world-study-finds>

### COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I LISTENING</b>				
1.1	I have a Dream	8	Chalk & Talk Lecture	Black Board, Song Video
1.2	Dennis the Menace	7	Chalk & Talk Lecture	LCD Black board
<b>UNIT -II SPEAKING- 1</b>				
2.1	Greeting and parting	2	Lecture Discussion Demonstration	Audio aids, black board
2.2	Accepting and declining invitation	4	Lecture Discussion Demonstration	Audio aids, black board
2.3	On the telephone	4	Lecture Discussion Demonstration	Audio aids, black board
2.4	At the Library	1	Lecture Discussion Demonstration	Audio aids, black board
<b>UNIT -III SPEAKING- 2</b>				
3.1	Daily Activities	3	Lecture Discussion Demonstration	Audio aids, black board
3.2	What did you do?	2	Lecture Discussion Demonstration	Audio aids, black board

3.3	Asking directions	2	Lecture Discussion Demonstration	Audio aids, black board
3.4	Asking time (1)	3	Lecture Discussion Demonstration	Audio aids, black board
3.5	Asking time (2)	3	Lecture Discussion Demonstration	Audio aids, black board
<b>UNIT IV- READING</b>				
4.1	Our Happiness	8	Chalk & Talk Lecture	LCD Black board
4.2	At the tea stall	7	Chalk & Talk Lecture	LCD Black board Audio
<b>UNIT- V WRITING</b>				
5.1	A Barber and Stranger	7	Chalk & Talk Lecture	LCD Black board
5.2	Jones' Suitcase	8	Chalk & Talk Lecture	LCD Black board
<b>UNIT -VI DYNAMISM</b>				
6.1	Article- The Guardian	3	Lecture	LCD Black board
6.2	Article- The First Post	3	Lecture	LCD Black board

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

CIA	
Scholastic	35
Non Scholastic	5
	40

## EVALUATION PATTERN

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

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	use basic English in writing	K1, K3	PSO2
CO 2	read texts and comprehend passages	K1, K2,	PSO2
CO 3	infer the nuance of words and relate them contextually	K2& K3	PSO 2
CO 4	comprehend and respond to simple conversations / rephrase sentences	K3 & K4	PSO2
CO 5	make use of the grammar and construct flawless sentences	K3& K4	PSO4

### Mapping COs Consistency with PSOs

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

### Mapping of COs with POs

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

**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**

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

**SEMESTER –I**

***For those who joined in 2023 onwards***

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>UAEN</b>	<b>23EL1LI</b>	<b>INTERMEDIATE COMMUNICATIVE ENGLISH</b>	<b>PART II ENGLISH</b>	<b>5</b>	<b>3</b>

**COURSE DESCRIPTION**

The course develops the necessary LSRW skills for communication in English.

**COURSE OBJECTIVES**



The course intends to make the learners learn the grammar components and enrich their communication skill that would enable them to chisel their career.

## UNITS

### Unit I- Listening [15 hrs]

1. Someone tell me Why
2. Respect the National Anthem

### Unit II- Speaking -1 [10 hrs]

1. Greeting and parting(**Self-Study**)
2. Accepting and declining invitation
3. On the telephone
4. Making Complaints(**Self-Study**)
5. What did you do?

### Unit III- Speaking- 2 [10 hrs]

1. Daily Activities
2. What did you do?
3. Asking directions
4. Asking time (1) (**Self-Study**)
5. Asking time (2) (**Self-Study**)

### Unit IV- Reading [17 hrs]

1. Still I rise
2. Rapunzel! Let down your hair
3. George Orwell- "Shooting an Elephant"

### Unit V- Writing [17 hrs]

1. To Dear Jeremy and Sacia
2. Oh Mind! Relax Please!
3. Oscar Wilde- "The Remarkable Rocket"

### UNIT –VI DYNAMISM(Evaluation Pattern-CIA only) ( 6 HRS)

- Letters of Famous Personalities
- Videos on Global Warming

## TEXTBOOKS AND REFERENCES:

1. *English Matters Volume 1*- in-house text book prepared by The Research Centre of English Fatima College, Madurai. 2018.

2. *Spoken English*- in-house text book prepared by Ms. S. Aarthi, The Research Centre of English Fatima College, Madurai. 2018.
3. *English Matters Volume 1 Workbook*- in-house work book prepared by The Research Centre of English Fatima College, Madurai. 2018.
4. Maupassant, Guy de. *Fear*. Bookwire, 2017.
5. Wilde, Oscar. *The Remarkable Rocket*. Harper Collins, 2009.

#### **DIGITAL OPEN EDUCATIONAL RESOURCES:**

1. [https://conbio.org/images/content\\_groups/SSWG/climatechangesongs.pdf](https://conbio.org/images/content_groups/SSWG/climatechangesongs.pdf)
2. <https://www.teachthought.com/pedagogy/5-videos-to-motivate-students/>
3. <https://www.thebetterindia.com/63310/letters-famous-indian-personalities/>
4. <https://www.quora.com/What-are-the-some-great-examples-of-Historical-Letters-by-great-leaders-that-shows-power-of-pen>

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

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT –I LISTENING</b>				
1.1	Someone tell me Why	8	Chalk & Talk, Lecture & Discussion	Black Board Song Video
1.2	Respect the National Anthem	7	Chalk & Talk Lecture & Discussion	LCD Black board
<b>UNIT –II SPEAKING</b>				
2.1	Greeting and parting	2	Lecture Discussion Demonstration	Audio aids, Black Board
2.2	Accepting and declining invitation	3	Lecture Discussion Demonstration	Audio aids, Black Board

2.3	On the telephone	2	Lecture Discussion Demonstration	Audio aids, Black board & LCD
2.4	Asking directions	2	Lecture Discussion Demonstration	Audio aids, Black board & LCD
2.5	What did you so?	2	Lecture Discussion Demonstration	Audio aids, Black board & LCD
<b>UNIT -III READING 1</b>				
3.1	Guy de Maupassant- “Fear”	6	Lecture Discussion Demonstration	Audio aids, Black Board
3.2	Oscar Wilde- “The Remarkable Rocket”	6	Lecture Discussion Demonstration	Audio aids, Black Board
<b>UNIT IV-READING- 2</b>				
4.1	Still I Rise	8	Chalk & Talk Lecture	LCD Black board & Song
4.2	Rapunzel! Let Down Your Hair	7	Chalk & Talk Lecture	LCD Black board & Video
<b>UNIT V- WRITING</b>				

5.1	To Dear Jeremy and Sacia	7	Chalk & Talk Lecture	LCD Black board
5.2	Oh Mind! Relax Please!	8	Chalk & Talk Lecture	LCD Black board
<b>UNIT –VI DYNAMISM</b>				
6.1	Letters of Famous Personalities	3	Discussion	LCD White Board
6.2	Videos on Global Warming	3	Discussion	LCD White Board

Levels	C1	C2	C3	C4	C5	Total Scholasti c Marks	Non Scholast ic Marks C5	CIA Total	% of Assess ment
	T1	T2	Quiz	Assign ment	OBT/P PT				
	10 Mks.	10 Mks	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	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	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	read and interpret literary pieces	K1, K3	PSO2
CO 2	comprehend and employ enriched vocabulary, idioms and phrases.	K1, K2,	PSO2
CO 3	understand the grammatical rules and use them appropriately in writing	K2& K3	PSO 2
CO 4	understand and respond to situations using a variety of vocabulary	K3 & K4	PSO2
CO 5	assess various forms of writings and compose letters and formal writings creatively.	K3& K4	PSO4

## Mapping COs Consistency with PSOs

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

### Mapping of COs with POs

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

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

### COURSE DESIGNER

1) **Dr. S. J. Kala**

2) **A.J. Bernita**

**Forwarded By**

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

## **I B.A / B. Sc/ B.Com**

### **SEMESTER –I**

*For those who joined in 2023 onwards*

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDIT S</b>
<b>UAEN</b>	<b>23EL1LA</b>	<b>ADVANCED COMMUNICATIVE ENGLISH</b>	<b>PART II ENGLISH</b>	<b>5</b>	<b>3</b>

#### **COURSE DESCRIPTION**

The course provides the necessary LSRW skills for communication in English.

#### **COURSE OBJECTIVES**

The course intends to make the learners learn the basic grammar elements that would enable them to communicate their thoughts in English.

#### **UNITS**

##### **UNIT –I LISTENING**

**( 9 HRS.)**

**Moana (Movie)**

##### **UNIT –II SPEAKING- 1**

**(15 HRS.)**

1. **On the Campus**
  - a. **Making Introductions**
  - b. **Yes/ No Questions (Self-study)**
  - c. **Responses**
2. **At the Post office**
  - a. **Idioms and phrases (Self-study)**
  - b. **Obligations**
  - c. **Conversations**

##### **UNIT –III SPEAKING- 2**

**(15 HRS.)**

1. Outside the class



- a. Informal expressions
- b. Expressing abilities and possibilities
- c. Making inferences
- d. Persuading
- e. Using modals

#### UNIT –IV READING

( 15HRS.)

1. Oscar Wilde- Nightingale and the Rose **(Self-study)**
2. Rudyard Kipling- How the Whale got his throat
3. Ray Bradbury- A sound of thunder

#### UNIT –V WRITING

( 10HRS.)

##### 1. At the College

- a. Framing Questions
- b. Letter Writing
- c. Filling forms

##### 2. For Business and Pleasure

- a. Writing Instructions
- b. Writing Reviews
- c. Creating Advertisements

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

Creating a scrapbook of advertisements in print media

Collection of reviews

#### TEXT BOOK:

Krishnaswamy N and Sriraman T. *Creative English for Communication*.  
Trinity Press, 2017, India.

#### COURSE CONTENTS & LECTURE SCHEDULE:

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

1.1	Moana	9	Discussion Lecture	Video, Black Board
<b>UNIT -II SPEAKING- 1</b>				
2.1	On the Campus	7	Lecture Discussion Demonstration	Audio aids, black board
2.2	At the Post office	8	Lecture Discussion Demonstration	Audio aids, black board
<b>UNIT -III SPEAKING- 2</b>				
3.1	Outside the class	15	Lecture Discussion Demonstration	Audio aids, black board
<b>UNIT IV- READING</b>				
4.1	Oscar Wilde- Nightingale and the Rose( <b>Self-study</b> )	5	Chalk & Talk Lecture	LCD Black board
4.2	Rudyard Kipling- How the Whale got his throat	4	Chalk & Talk Lecture	LCD Black board Audio
4.3	Ray Bradbury- A sound of thunder	6	Chalk & Talk Lecture	LCD Black board Audio
<b>UNIT V- WRITING</b>				
5.1	At the College	5	Chalk & Talk Lecture	LCD Black board

5.2	For Business and Pleasure	5	Chalk & Talk Lecture	LCD Black board
<b>UNIT –VI DYNAMISM</b>				
6.1	Creating a scrapbook of advertisements in print media	3	Chalk & Talk	LCD Black board
6.2	Collection of reviews	2	Chalk & Talk	LCD Black board

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	analyse movies and write creatively in English	K2 & K3	PSO2
CO 2	create content with rich vocabulary using various language skills and techniques	K2, K3 & K4	PSO5
CO 3	distinguish and organise ideas and opinions using different expressions	K3 & K5	PSO 2
CO 4	interpret literary texts	K1 & K4	PSO1 & PSO4
CO 5	evaluate various situations and express their thoughts in English	K3 & K4	PSO4 & PSO 5

## Mapping COs Consistency with PSOs

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

### Mapping of COs with POs

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

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

### COURSE DESIGNER:

- 1) **Dr. S. J. Kala**
- 2) **J. Kayal Anthony**

**Forwarded By**

**DR.A ROSELIN MARY**  
**HOD'S Signature & Name**

**I B.A ENGLISH**  
**SEMESTER –I**  
*For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEE K	CREDITS
UAEN/ USEN	23L1CC1 / 23W1CC1	INTRODUCTION TO LITERATURE	CORE	5	5

**COURSE DESCRIPTION**

The course titled introduction to literature renders a comprehensive view of the various forms of literature

**LEARNING OBJECTIVES**

**LO1** To introduce the different forms of literature

**LO2** To provide learners with the background knowledge of literature

**LO3** To enable learners to understand the different genres of writing

**LO4** To examine the various themes and methodologies present in literature

**LO5** To create the ability of critically examining a text

**UNIT I**

**[15 HRS]**

Introduction: Poetry

Different forms of poetry

Sonnet

Ode

Elegy

Lyric Ballad

## Prose-Short Story

Novella

Novel

Drama-Comedy

Tragedy

Tragi-Comedy

### UNIT II:

[14 HRS]

Michael Drayton- "The Parting"

William Shakespeare- "Sonnet 18", "Sonnet 116"

John Milton- "When I Consider How My Light is Spent, Daffodils"

John Keats- "Ode to Nightingale"

Thomas Gray - "Elegy Written in a Country Churchyard"

Robert Frost - "Mending Wall"

### UNIT III:

[14 HRS]

J.M. Barrie - *The Admirable Crichton*.

Lady Gregory-*The Rising of the Moon*

### UNIT IV:

[15 HRS]

Manohar Malgonkar - *Spy in Amber*

*Don Quixote*- Tilting at the Windmills

Katherine Mansfield- *Bliss and other stories*.

### UNIT V:

[17 HRS]

Saki - "The Open Window"

Emmy Laybourne- "Sweet"

Jerome K. Jerome- excerpt from-*Three Men in a Boat-Packing*

## TEXTBOOKS

1. Kennedy X.J., and Dana Gioia. *Backpack Literature : An Introduction to Fiction, Poetry, Drama, and Writing*. Pearson, 2016.
2. Kirsznar, Laurie and Stephen R. Mandell. *Portable Literature: Reading, Reacting, Writing*. Edition 9. Cengage Learning, 2016.

## REFERENCE BOOKS

1. Herawati, Henny

- etal., *Introduction to Literature*, Sanata Dharma University Press, 2021.
2. Meyer, Michael D. Quentin Miller. *The Compact Bedford Introduction to Literature* with 2021 MLA Update, Bedford/St. Martin's, 2021.
3. Campbell, Janice. *Introduction to Literature: Excellence in Literature*. English 1, Edition Everyday Education, LLC, 2021.
4. Mund Subhendu. *The Making of Indian English Literature*. Taylor & Francis Ltd., 2021.
5. Adamson H.D. *Linguistics and English Literature: An Introduction*. Cambridge University Press, 2019.
6. Titjen Felicity et al. (ed), *Teaching English Language and Literature*, Taylor & Francis, 2020.

## DIGITAL OPEN WEB EDUCATIONAL RESOURCES

[ASIATIC: IITUM Journal of English Language & Literature](#)

*The English Historical Review (EHR)*

## COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I</b>				
1.1	Introduction: Poetry-Different forms of poetry-Sonnet, Ode, Elegy, Lyric Ballad	7	Chalk & Talk	Black Board
1.2	Prose-Short Story, Novella, Novel. Drama-Comedy, Tragedy, Tragi-Comedy	8	Lecture	Black Board
<b>UNIT -II</b>				
2.1	Michael Drayton- <i>The Parting</i>	2	Lecture	Green Board
2.2	William Shakespeare- <i>Sonnet 18</i> , <i>Sonnet 116</i> .	2	Chalk & Talk	Black Board



Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
2.3	John Milton- <i>When I Consider How My Light is Spent, Daffodils</i>	3	Chalk & Talk	Black Board
2.4	John Keats- <i>Ode to Nightingale</i>	2	Lecture	Black Board
2.5	Thomas Gray- <i>Elegy Written in a Country Churchyard</i>	3	Chalk & Talk	Black Board
2.6	Robert Frost- <i>Mending Wall</i>	2	Chalk & Talk	Black Board
<b>UNIT -III</b>				
3.1	J.M. Barrie - The Admirable Crichton	7	Chalk & Talk	LCD
3.2	Lady Gregory-The Rising of the Moon	7	Lecture	PPT & White board
<b>UNIT -IV</b>				
4.1	Manohar Malgonkar - Spy in Amber	5	Chalk & Talk	PPT & White board
4.2	Don Quixote-Tilting at the Windmills	5	Chalk & Talk	PPT & White board
4.3	Katherine Mansfield-Bliss and other stories	5		LCD
<b>UNIT -V</b>				

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
5.1	Saki - The Open Window Emmy Laybourne–Sweet	9	Chalk & Talk	LCD
5.2	JeromeK. Jerome- excerptfromThreeMeninaBoat-Pa cking	8	Lecture	LCD

Levels	C1	C2	C3	C4	C5	Total Scholas tic Marks	Non Schola stic Marks C5	CIA Total	% of Assess ment
	T1	T2	Quiz	Assig nmen t	OBT/ PPT				
	10 Mks.	10 Mks	5 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 %
NS	-	-	-	-	-		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:

	<b>COURSE OUTCOMES</b>	<b>PSOs ADDRESSED</b>
CO 1	Appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme	PO1
CO 2	Gain knowledge of the elements of fiction including Narrative structure, character analysis and Comparison between different but related texts.	PO1, PO2
CO 3	Explore the dramatic story telling including play structure, monologues, dialogue, and scene setting.	PO4, PO6
CO 4	Use library resources to research and Develop arguments about literary works	PO4, PO5, PO6
CO 5	Work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	PO3, PO8

### Mapping with Programme Outcomes:

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

### Mapping with Programme Specific Outcomes:

<b>CO /PO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	3	3	3	3	3

<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**Note:** ♦ Strongly Correlated – **3**

♦ Moderately Correlated – **2**

♦ Weakly Correlated -**1**

**I B.A. English**  
**SEMESTER –I**  
*For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAEN/USEN	23L1CC2/ 23W1CC2	INDIAN WRITING IN ENGLISH	CORE	5	5

**COURSE DESCRIPTION**

The course “Indian Writing in English” gives an overview of the writings of Indian authors, its characteristics, the various periods and techniques and equips the students with the ethos of Indian Literature.

**LEARNING OBJECTIVES**

The course is designed with the following objectives:

LO1 - To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.

LO2 - To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (post) national and gender politics, cross-cultural transformations.

LO3 – To enable learners to appreciate Nation -Nationalism; Counter Discourse; Subalternity; Identity Movements.

LO4 – To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.

LO5 – To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts.

**UNITS**

**UNIT –I**

**(15 HRS.)**

Vishnu Sharma - Winning of Friends (Panchathantra) (there are four stories to choose from)

Pamela S. Turner - Hachiko

A.K. Ramanujan - Brother's Day from Folktales

Ruskin Bond - Handful of Nuts, Night Train to Deoli

K.A. Abbas - Sparrows

## **UNIT –II**

**(15 HRS.)**

Rabindranath Tagore - Khabhuliwala

Pearl S Buck - India through a Traveller's Eye - excerpt from My Several Worlds

Ruskin Bond - *The School Among the Pines, Boy Scouts Forever, Uncle Ken's Rumble in the Jungle from School Days*

M.K. Gandhi - Inspection Episode-Examination - from Part I Childhood Science, Humanities and Religion

## **UNIT –III**

**(6 HRS.)**

Toru Dutt - The Lotus

Sri Aurobindo - The Tiger and the Deer

## **UNIT –IV**

**(14 HRS.)**

Sarojini Naidu - The Village Song

A.K. Ramanujam - Still Another View of Grace

Shiv K Kumar - Indian Women

Mirza Ghalib - It is not Love, it is Madness

## **UNIT –V**

**(25 HRS.)**

Rabindranath Tagore - *Mukhthadhara*

Harindranath Chattopadhyay - "The Window, Sentry's Lantern" - *Five Plays*

Nissim Ezeikel - *Nalini: A Comedy in Three Acts – Three Plays*

**Text Books**

1. Paul, Joginder. *Sleepwalkers*. Katha, 2002.
2. Chattopadhyay, Harindranath. "The Window/ Sentry'sLantern." *Five Plays*. Bharata Shakthi Nilayam, 1932.
3. Ezekiel, Nissim. "Nalini: A Comedy in Three Acts," Three Plays. Writers Workshop, 1969

**REFERENCES**

1. Singh, R P. *An Anthology of Indian English Poetry*. Orient Blackswan, 1989.
2. Rama Rao Pappu. *New Essays in the Philosophy of Sarvepalli Radhakrishnan*. South Asia Books, 1997.
3. *Tales from Panchatantra: Winning of Friends*. Rupa & Co. 2004.
4. Bond, Ruskin. *Collected Short Stories*. Penguin, 2016.

**WEB SOURCES**

1. <https://iep.utm.edu/radhakri/>

- 2.

<https://mrtian.in/wp-content/uploads/2022/08/India-Through-Travellers-Eye-Rainbow-Book-12th-BSEB-1.pdf>

**EVALUATION PATTERN**

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

**COURSE CONTENTS & LECTURE SCHEDULE:**



Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I</b>				
1.1	Winning of Friends (Panchathantra)	3	Chalk & Talk	LCD
1.2	Hachiko - Pamela S. Turner	3	Lecture	Black Board
1.3	Brother's Day from Folktales - A.K. Ramanujan	2	Chalk & Talk	Black Board
1.4	Handful of Nuts - Ruskin Bond	3	Lecture	Smart Board
1.5	Night Train to Deoli - Ruskin Bond	2	Lecture	Black Board
1.6	Sparrows - K.A. Abbas	2	Chalk & Talk	Black Board
<b>UNIT II</b>				
2.1	Rabindranath Tagore - Khabhuliwala.	2	Lecture	Green Board Charts
2.2	India through a Traveller's Eye excerpt from My Several Worlds - Pearl SBuck.	4	Chalk & Talk	Green Board
2.3	The School Among the Pines, Boy Scouts Forever, Uncle Ken's Rumble in the Jungle from School Days - Ruskin Bond	4	Chalk & Talk	Black Board

2.4	Inspection Episode-Examination- from Part I Childhood- M.K. Gandhi -Autobiography	2	Chalk & Talk	BLACK BOARD
2.5	Science, Humanities and Religion	3	Chalk & Talk	BLACK BOARD
<b>UNIT III</b>				
3.1	The Lotus - Toru Dutt	3	Chalk & Talk	BLACK BOARD
3.2	The Tiger and the Deer - Sri Aurobindo	3	Lecture	LCD
<b>UNIT IV- SHORT STORY</b>				
4.1	Sarojini Naidu- The Village Song	3	Lecture	BLACK BOARD
4.3	A.K. Ramanujam - Still Another View of Grace	4	Lecture	BLACK BOARD
4.4	Shiv K Kumar - Indian Women	3	Lecture	LCD
4.5	Mirza Ghalib - It is not Love, it is Madness	4	Lecture	BLACK BOARD
<b>UNIT V</b>				
5.1	Rabindranath Tagore - Mukhthadhara.	6	Lecture	BLACK BOARD. LCD
5.2	The Window, Sentry's Lantern - Five Plays - Harindranath Chattopadhyay	6	Lecture	BLACK BOARD. LCD
5.3	Nalini: A Comedy in Three Acts - Three Plays - Nissim Ezeikel	7	Lecture	BLACK BOARD. LCD
5.4	Joginder Paul - Sleepwalkers.	6	Lecture	BLACK BOARD. LCD

## EVALUATION PATTERN



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

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

## **I B.A ENGLISH**

### **SEMESTER – I**

*For those who joined in 2023 onwards*

<b>PROGRAMM E CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGOR Y</b>	<b>HRS/WE K</b>	<b>CREDIT S</b>
<b>UAEN/USEN</b>	<b>23L1EC1/ 23W1EC1</b>	<b>LITERARY GENRES AND FORMS</b>	<b>Elective I</b>	<b>5</b>	<b>3</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 – OBJECTIVE POETRY**

**[10 Hrs]**

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

### **UNIT II – POETRY**

**[10 Hrs]**

1. Narrative Poetry (**SS**)
2. Lyrical Poetry

### **UNIT III – DRAMA**

**[13 Hrs]**

1. Tragic Drama
2. Comedy: Light and Dark

#### **UNIT IV - NOVEL**

**[12 Hrs]**

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

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

**[10 Hrs]**

1. The Short Story
2. The Essay

#### **UNIT VI: DYNAMISM**

**[5 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)
4. <https://literarydevices.net/>

**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 PROSE</b>				
1.1	Why we study Literature	2	Chalk & Talk	LCD
1.2	Ballad	4	Lecture	PPT & White board
1.3	Epic	4	Chalk & Talk	LCD
<b>UNIT -II POETRY -I</b>				
2.1	Poetry	2	Lecture	Green Board Charts
2.2	Narrative Poetry (Self-Study)	4	Chalk & Talk	Green Board
2.3	Lyrical Poetry	4	Lecture	Google classroom
<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	2	Lecture	Green Board
3.4	Comedy & its types	3	Lecture	LCD
3.5	Light Comedy	3	Chalk & Talk	Green Board
3.6	Dark Comedy	3	Lecture	PPT & White board
<b>UNIT -IV - NOVEL</b>				
4.1	Introduction to Novel (Self-Study)	1	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	1	Chalk & Talk	Green Board
4.6	Sentimental Novel	1	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 ANS SHORT FICTION</b>				
5.1	The Elements of Fiction	2	Lecture	Smart Board
5.2	Short Story	3	Chalk & Talk	LCD
5.3	Prose	2	Lecture	Smart Board
5.4	The Essay	3	Chalk & Talk	PPT & White board
<b>UNIT -VI DYNAMISM</b>				
6.1	Study on upcoming Literary Genres and Forms	3	Lecture	Smart Board

6.2	Discussion on Topical Genres	2	Chalk & Talk	LCD
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Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks	Quiz 5 Mks.	Assignment 5 Mks	OBT/PPT 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>23</b>
Non- Scholastic	<b>2</b>
	<b>25</b>

## EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1 (30)	C2 (30)	C3	C4	C5	CIA	ESE	Total
15		3	5	2	25	75	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
CO 1	3	2	1	1	2
CO 2	1	1	3	1	2
CO 3	3	2	2	1	1
CO 4	2	2	2	1	3
CO 5	3	2	2	1	1

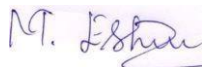
## Mapping of COs with POs

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

             ♦ Weakly Correlated - **1**

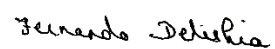
**COURSE DESIGNER:**



**Mrs. M. Esther**

**Assistant Professor**

**Forwarded By**



**DR.FERNANDO DELISHIA**

**I B.A ENGLISH  
SEMESTER –I**

*For those who joined in 2023 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
UAEN/USEN	23L1EC2/ 23W1EC2	LITERARY TERMS	ELECTIVE	5	3

**COURSE DESCRIPTION**

The course introduces the students to the various literary terms used in English Literature related to Literary devices, techniques and movements.

**COURSE OBJECTIVE**

- The course enables learners to identify various literary terms used in English literature and understand their significance.
- It helps the learners to analyse and critique the effective application of literary devices in literary works.
- It introduces the students to a few significant literary movements that impacted English Literature.

## **UNIT I –FIGURATIVE LANGUAGE**

**[12 Hrs]**

1. Introduction to Literary Terms and Devices
2. Metaphor, Simile, Personification, Imagery, Symbolism, Allegory
3. Hyperbole, Understatement, Irony, Ambiguity
4. Allusion, Synecdoche, Conceit, Pathetic Fallacy

## **UNIT II – POETIC TERMS AND DEVICES**

**[12 Hrs]**

1. Alliteration, Assonance, Consonance,
2. Rhyme, Rhythm, Meter
3. Onomatopoeia, Euphony, Cacophony
4. Persona, Tone, Stanza, Couplet, Free Verse

## **UNIT III – DRAMATIC & NARRATIVE DEVICES**

**[14 Hrs]**

1. Plot – Exposition, Conflict, Climax, Denouement, Anticlimax, Setting
2. Character – Protagonist, Antagonist, Flat & Round, Static & Dynamic, Foil
3. Narrative Techniques and Devices – Flashback, Points of View, Foreshadowing
4. Dialogue, Monologue, Soliloquy, Aside, Comic Relief, Three Unities, Tragic Flaw

## **UNIT IV –WORDPLAY**

**[8 Hrs]**

1. Pun, Anagram, Acronym
2. Paradox, Oxymoron
3. Malapropism, Spoonerism
4. Portmanteau, Neologism

## **UNIT V –LITERARY MOVEMENTS**

**[10 Hrs]**

1. Renaissance & Restoration
2. Neoclassicism, Romanticism & Victorianism
3. American Transcendentalism, Realism & Stream of Consciousness
4. Modernism & Post Modernism

## **UNIT VI: DYNAMISM**

**[4 Hrs]**

1. Analysis and interpretation of the use of literary devices in literary texts
2. Identifying and categorizing texts based on literary terms and movements

## **TEXT BOOK**

1. Abrams M.H. and Geoffrey Harpham. *A Glossary of Literary Forms*. Cengage Learning, 2015

## REFERENCE BOOKS

1. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. OUP, 2008
2. Cuddon, J.A. *A Dictionary of Literary Terms*. Penguin Books Ltd. 2014
3. Gill, Richard. *Mastering English Literature*. Bloomsbury Publishing, 2016

## DIGITAL OPEN WEB EDUCATIONAL RESOURCES

1. <https://literaryterms.net/>
2. <https://www.dbu.edu/writing-center/documents/quick-reference-flyers/literary-analysis/literary-terms.pdf>
3. <https://writers.com/common-literary-devices#poetry-devices>
4. <https://www.studysmarter.us/explanations/english-literature/literary-movements/>
5. <https://writers.com/common-literary-devices>

## COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT I -FIGURATIVE LANGUAGE[12 Hrs]</b>				
1.1	Introduction to Literary Terms and Devices	3	Lecture	Black Board
1.2	Metaphor,Simile,Personification,Imagery,Symbolism,Allegory	3	Lecture	PPT
1.3	Hyperbole, Understatement, Irony, Ambiguity	3	Chalk & Talk	Black Board
1.4	Allusion, Synecdoche, Conceit, Pathetic Fallacy	3	Chalk & Talk	Black Board
<b>UNIT II - POETIC TERMS AND DEVICES[12 Hrs]</b>				



<b>Module No.</b>	<b>Topic</b>	<b>No. Of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
2.1	Alliteration, Assonance, Consonance	3	Audio Presentation	Audio clip
2.2	Rhyme, Rhythm, Meter	3	Audio Presentation	Audio clip
2.3	Onomatopoeia, Euphony, Cacophony	3	Audio Presentation	Audio clip
2.4	Persona, Tone, Stanza, Couplet, Free Verse	3	Lecture	White Board
<b>UNIT III – DRAMATIC &amp; NARRATIVE DEVICES[14 Hrs]</b>				
3.1	Plot – Exposition, Conflict, Climax, Denouement, Anticlimax, Setting	3	Lecture	Black board
3.2	Character – Protagonist, Antagonist, Flat & Round, Static & Dynamic, Foil	4	Lecture & Discussion	Black board
3.3	Narrative Techniques and Devices – Flashback, Points of View, Foreshadowing	4	Lecture & Discussion	Black Board
3.4	Dialogue, Monologue, Soliloquy Aside, Comic Relief, Three Unities, Tragic Flaw	3	Lecture	Black Board
<b>UNIT IV – WORDPLAY[8 Hrs]</b>				
4.1	Pun, Anagram, Acronym	2	Chalk & Talk Pair Work	PPT, Newspaper Clippings
4.2	Paradox, Oxymoron	2	Lecture Pair Work	PPT Newspaper Clippings
4.3	Malapropism, Spoonerism, Cliché	2	Chalk & Talk Pair Work	PPT, Newspaper

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
				Clippings
4.4	Portmanteau, Neologism	2	Lecture Pair Work	PPT, Newspaper Clippings
<b>UNIT V – LITERARY MOVEMENTS[10 Hrs]</b>				
5.1	Renaissance & Restoration	2	Lecture & Discussion	Black Board
5.2	Neoclassicism, Romanticism & Victorian	2	Lecture & Discussion	Black Board
5.3	American Transcendentalism, Realism & Stream of Consciousness	3	Lecture & Discussion	Black Board
5.4	Modernism & Post Modernism	3	Lecture & Discussion	Black Board
<b>UNIT -VI DYNAMISM[4 Hrs]</b>				
6.1	Analysis and interpretation of the use of literary devices in literary texts	2	Classroom Activity	Smart Board
6.2	Identifying and categorizing texts based on literary terms and movements	1	Classroom Activity – Group work	PPT
6.3	Creating original works employing the various literary devices	1	Classroom Activity – Individual work	Worksheets

## EVALUATION PATTERN

SCHOLASTIC				NON - SCHOLASTIC	MARKS		
C1 (30)	C2 (30)	C3	C4	C5	CIA	ESE	Total
15		3	5	2	25	75	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 use of figurative language used by authors	K1	PSO1& PSO2
CO 2	Understand the use of various devices used in poetry, drama and fiction	K1&K2	PSO1& PSO2
CO 3	Critique the use of literary devices in literary works	K2 & K3	PSO2, PSO4 & PSO5
CO 4	Evaluate the significance of a few significant literary movements	K2 & K3	PSO3, PSO4 & PSO5
CO 5	Create original work applying the knowledge acquired about literary devices	K4	PSO2, PSO4

## Mapping COs Consistency with PSOs

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

### Mapping of COs with POs

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

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

### COURSE DESIGNER

*S. Saira Banu*

**Dr. S. SAIRA BANU**

**Forwarded By**

*Fernando Delishia*

**Dr. FERNANADO DELISHIA**  
**(HOD'S Signature & Name)**

## **I B.A/B.Sc/ B.Com**

### **SEMESTERS –I**

*For those who joined in 2023 onwards*

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDITS</b>
<b>UAEN/USEN</b>	<b>23L1SE1/ 23W1SE1</b>	<b>FUNCTIONAL ENGLISH</b>	<b>NON MAJOR ELECTIVE</b>	<b>2</b>	<b>2</b>

#### **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 enquiries	3	Chalk & Talk	LCD
<b>UNIT –II - SOCIAL INTERACTION</b>				
2.1	Greetings	3	Lecture	LCD

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
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 10 Mks.	T2 10 Mks	Quiz 5 Mks.	Assignment 5 Mks	OBT/PPT 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	Build confidence to introduce themselves to their peers	K1	PSO2 & PSO4
CO 2	identify specific problems in communication 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

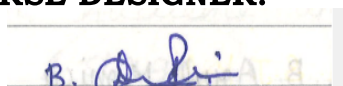
CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	1	3	1
CO2	1	3	1	2	1
CO3	1	3	1	1	2
CO4	1	1	1	1	2
CO5	1	1	1	3	2

### 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. Fernando Delishia**

**HOD'S Signature& Name**

**I B.A. English**  
**SEMESTER –I**  
*For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN/USEN	23L1FC / 23W1FC	BASICS OF ENGLISH STUDIES	FOUNDATIONAL COURSE	2	2

**COURSE DESCRIPTION**

The course “Basics of English Studies” has both knowledge and skill based content that can enable the students to take up a career in the field of Literature.

**LEARNING OBJECTIVES**

The course is designed with the following objectives:

**LO1** - To introduce the basics of English Literature

**LO2** - To equip the learners with the background of literary history

**LO3** - To enable learners to comprehend the literatures in English

**LO4** - To enhance learners to understand Fourth World Literature

**LO5** - To help the learners to understand and appreciate the different types of literary theory

**UNITS**

**UNIT –I** **(6 HRS.)**

Why do we Study Literature?

**UNIT –II** **(6 HRS.)**

Literary History

**UNIT –III** **(6 HRS.)**

Literatures of the World

**UNIT –IV****(6 HRS.)**

Fourth World Literature

**UNIT –V****(6 HRS.)****Literary Theory****Text Books (Latest Editions)**

1. Barbara, Caroline Levine and et.al. *The Norton Anthology of World Literature-Volume I*. W.W.Norton, 2018.
2. Krishnaswamy, N. John Varghese and Sunita Mishra. *Contemporary Literary Theory: A Student's Companion*, Macmillan, 2000.
3. Alber, Jan. Stefan Iversen et.al.. Editors. *Why Study Literature?* Aarhus UP, 2011.

**REFERENCES**

1. Bhattacharya, Arunodoy. *Handbook of English Literary History*, Roman Books, 2015.
2. Brown, John Russel. Ed. *The Oxford Illustrated History of Theatre*. Oxford UP, 2001.
3. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford UP, 1997.
4. Ganguly, Debjani. *The Cambridge History of World Literature*. Cambridge UP, 2021.
5. Hawas, May. *The Routledge Companion to World Literature and World History*. Routledge, 2018.
6. Nagarajan, M.S. *English Literary Criticism and Theory*. Orient Blackswan. 2006.

**WEB REFERENCES**

1. <https://www.youtube.com/watch?v=WgItf2aMPQo>
2. <https://study.com/academy/lesson/world-literature-major-authors-works.html>
3. <https://books-library.net/files/books-library.online-12311417Wu7T0.pdf>
4. <https://www.encyclopedia.com/history/dictionaries-thesauruses-pictures-and-press-releases/literary-history>
5. <https://study.com/academy/lesson/modern-world-literature-characteristics-influences.html#:~:text=For%20literature%20to%20truly%20be,human%20nature%20that%20transcends%20borders.>
6. <https://www.britannica.com/art/English-literature>

### COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I</b>				
1	Why we Study Literature?	6	Chalk & Talk	Black Board
<b>UNIT -II</b>				
2	Literary History	6	Lecture	PPT & White board
<b>UNIT -III</b>				
3	Literatures of the World	6	Chalk & Talk	LCD
<b>UNIT -IV</b>				
4	Fourth World Literature	6	Lecture	PPT & White board
<b>UNIT -V</b>				
5	Literary Theory	6	Chalk & Talk	LCD

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

<b>K3</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>11</b>	<b>-</b>	<b>11</b>	<b>27.5 %</b>
<b>K4</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>5</b>	<b>-</b>	<b>11</b>	<b>-</b>	<b>11</b>	<b>27.5 %</b>
<b>Non Scholastic</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>5</b>	<b>5</b>	<b>12.5 %</b>
<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>

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

#### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
<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>

**C1** – Test 1

**C2** – Test 2

**C3** - Quiz

**C4** – Assignment

**C5** – OBT/PPT

**C6** - NON – SCHOLASTIC

## COURSE OUTCOMES

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

	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	POs ADDRESSED
CO 1	Gain the knowledge of the background of literature and literary studies	K1,K2	PO1
CO 2	Identifying the different periods in literary history	K2	PO1, PO2
CO 3	Exploring the different literatures in English	K2, K3	PO4, PO6
CO 4	Equip the learners to understand Fourth World Literatures	K3	PO4, PO5
CO 5	Comprehend the different types of literary theory	K2, K3	PO3, PO9

### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	3	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	3	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	3	3	3	3	3	3	2	2	3

### Mapping with Programme Specific Outcomes:

3 – Strong, 2 – Medium , 1 - Low

<b>CO /PO</b>	<b>PS O1</b>	<b>PS O2</b>	<b>PS O3</b>	<b>PS O4</b>	<b>PS O5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	3	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	15	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	3.0	3.0

**COURSE DESIGNERS:**

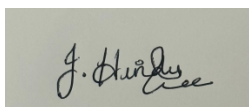
**Dr.G.Priya**



**&**

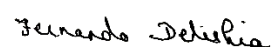
Assistant Professor

**Ms. J. Hindu Sree**



Assistant Professor

**Forwarded By**



DR. FERNANDO DELISHIA

(HOD'S SIGNATURE AND NAME)

**I B.A /B.Sc/ B.Com SEMESTER –II**

***For those who joined in 2023 onwards***



PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAEN	23EL2LB	ENGLISH FOR EFFECTIVE COMMUNICATION (BASIC)	PART II ENGLISH	5	3

### **COURSE DESCRIPTION**

The course gives a comprehensive picture of the elements of grammar useful for communication.

### **COURSE OBJECTIVES**

The course is designed to make the learners communicate in English by knowing the grammar and the nuances of speaking.

### **UNITS**

#### **UNIT –I LISTENING**

**(15HRS.)**

1. The Sun
2. On smiling

#### **UNIT –II SPEAKING- 1**

**(13 HRS.)**

1. Hire purchase
2. Asking about a course **(Self-Study)**
3. Visiting a sick friend
4. Persuading a friend **(Self-Study)**
5. Making complaints

#### **UNIT –III SPEAKING- 2**

**(13 HRS.)**

- a. Days and dates **(Self-Study)**
- b. At the post office
- c. Time and Calendar
- d. Asking about prices **(Self-Study)**
- e. Immediate family relatives

#### **UNIT –IV READING**

**(15 HRS.)**

1. Black and White
2. Experiment and Experience

#### **UNIT –V WRITING**

**(15 HRS.)**

1. Little Dora

2. **The Spirit's Pilgrimage**

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

Comic Strips

**REFERENCES:**

1. *Getting Ahead*- in-house text book prepared by The Department of English Fatima College, Madurai. 2001
2. *Spoken English*- in-house text book prepared by Ms. S. Aarthi, The Research Centre of English Fatima College, Madurai. 2015

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT –I LISTENING</b>				
1.1	The Sun	7	Chalk & Talk Lecture	Black Board LCD
1.2	On smiling	8	Chalk & Talk Lecture	Black Board LCD
<b>UNIT –II SPEAKING- 1</b>				
2.1	Hire purchase	3	Chalk & Talk Lecture Demonstration	Black Board LCD Audio
2.2	Asking about a course (Self-Study)	2	Chalk & Talk Lecture Demonstration	Black Board LCD Audio
2.3	Visiting a sick friend	3	Chalk & Talk Lecture Demonstration	Black Board LCD Audio

2.4	Persuading a friend <b>(Self-Study)</b>	2	Chalk & Talk Lecture Demonstration	Black Board LCD Audio
2.5	Making complaints	3	Chalk & Talk Lecture Demonstration	Black Board LCD Audio
<b>UNIT –III SPEAKING- 2</b>				
3.1	Days and dates <b>(Self-Study)</b>	2	Chalk & Talk Lecture Demonstration	Black Board LCD Audio
3.2	At the post office	3	Chalk & Talk Lecture Demonstration	Black Board LCD Audio
3.3	Time and Calendar	3	Chalk & Talk Lecture Demonstration	Black Board LCD Audio
3.4	Asking about prices <b>(Self-Study)</b>	2	Chalk & Talk Lecture Demonstration	Black Board LCD Audio
3.5	Immediate family relatives	3	Chalk & Talk Lecture Demonstration	Black Board LCD Audio
<b>UNIT –IV READING</b>				

4.1	Black and White	8	Chalk and Talk Lecture	Black Board Video
4.2	Experiment and Experience	7	Chalk and Talk Lecture	Black Board Video
<b>UNIT –VWRITING</b>				
5.1	Little Dora	7	Chalk and Talk Lecture	Black Board Video LCD
5.2	The Spirit's Pilgrimage	8	Chalk and Talk Lecture	Black Board Video LCD
<b>UNIT –VI DYNAMISM</b>				
6.1	Comic Strips	4	Lecture	Video 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	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	develop reading skills and reading speed in an effective way	K1 & K2	PSO2
CO 2	write formal writings in an effective way	K3 & K4	PSO2 & PSO4
CO 3	comprehend academic writings effectively	K2& K3	PSO2
CO 4	read and understand newspaper articles	K2 & K3	PSO4
CO 5	develop effective writing skills to report events/ happenings	K3& K4	PSO4

### Mapping COs Consistency with PSOs

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

### Mapping of COs with POs

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

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

**COURSE DESIGNER:**

1) **Dr. S. J. Kala**

2) **A.J. Bernita**

**Forwarded By**

**DR.A ROSELIN MARY**  
**HOD'S Signature & Name**





## **I B.A /I B.Sc/ B.Com**

### **SEMESTER –II**

*For those who joined in 2023 onwards*

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/ WEEK</b>	<b>CREDIT S</b>
<b>UAEN</b>	<b>23EL2LI</b>	<b>ENGLISH FOR EMPOWERMENT (INTERMEDIATE)</b>	<b>PART II ENGLISH</b>	<b>5</b>	<b>3</b>

#### **COURSE DESCRIPTION**

The course develops the necessary LSRW skills for communication in English.

#### **COURSE OBJECTIVES**

The course intends to make the learners learn the grammar components and enrich their communication skills that would enable them to chisel their career.

#### **UNITS**

##### **Unit I- Listening**

**(15 HRS.)**

1. Love is natural
2. Obama on climate change

##### **Unit II- Speaking**

**(10HRS.)**

1. Seeking advice and giving opinion
2. At the office- Seeking permission(**Self-Study**)
3. Congratulating and wishing well
4. Attending an Interview
5. Days and dates(**Self-Study**)

##### **Unit III- Speaking- 2**

**(10 HRS.)**

1. Days and dates(**Self-Study**)
2. At the post office
3. Time and Calendar
4. Asking about prices(**Self-Study**)
5. Immediate family relatives

##### **Unit IV- Reading**

**(17 HRS.)**

1. Your turn to ask
2. Damon and Pythias
3. Rabindranath Tagore- “The Postmaster”

### Unit V- Writing

(17 HRS.)

1. Explore to be Enlightened
2. Unleashing Creativity
3. O’ Henry - “A Newspaper Story”

### UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

(4HRS.)

- 1.Short Films
- 2.Videos on Climate Change

### TEXTBOOKS AND REFERENCES:

1. *English Matters Volume 1*- in-house text book prepared by The Department of English Fatima College, Madurai. 2018.
2. *Spoken English*- in-house text book prepared by Ms. S. Aarthi, The Research Centre of English Fatima College, Madurai. 2018.
3. *English Matters Volume 1 Workbook*- in-house work book prepared by The Department of English Fatima College, Madurai. 2018.
4. Henry, O. *Collected Stories of O Henry*. Rupa Publishers, 2014.
5. Tagore, Rabindranath. *Short Stories from Rabindranath Tagore*. Translated by Prathima Bowes. East-West Publications, 2021.

### DIGITAL OPEN EDUCATIONAL RESOURCES:

- 1) <https://www.cntraveler.com/stories/2007-08-08/the-86-greatest-travel-books-of-all-time>
- 2) <https://transparency.kununu.com/most-common-interview-questions-and-answers-free-pdf-download/>
- 3) <https://www.youtube.com/watch?v=WTAWi4lj6Z0>
- 4) <https://www.incomediary.com/30-great-examples-blog-post-styling>
- 5) <https://video.nationalgeographic.com/video/101-videos/0000015d-3cb1-d1cb-a7fd-fcd49980000>
- 6) <https://archive.org/details/selectionfromwor00cody/page/28/mode/2up>

### COURSE CONTENTS & LECTURE SCHEDULE:

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

1.1	Love is Natural	8	Chalk & Talk, Lecture & Discussion	Black Board  Song Video
1.2	Obama on Climate Change	7	Chalk & Talk Lecture & Discussion	LCD  Black board
<b>UNIT –II SPEAKING</b>				
2.1	Seeking advice and giving opinion	3	Lecture Discussion Demonstration	Audio aids, Black Board
2.2	At the office- Seeking permission( <b>Self-Study</b> )	2	Lecture Discussion Demonstration	Audio aids, Black Board
2.3	Congratulating and wishing well	2	Lecture Discussion Demonstration	Audio aids, Black board & LCD
2.4	Attending an Interview	2	Lecture Discussion Demonstration	Audio aids, Black Board
2.5	Days and dates( <b>Self-Study</b> )	2	Lecture Discussion Demonstration	Audio aids, Black board & LCD
2.6	Time and Calendar ( <b>Self-Study</b> )	2		
<b>UNIT –III READING</b>				
3.1	Rabindranath Tagore- “The Postmaster”	6	Lecture Discussion Demonstration	Audio aids, Black Board

3.5	O' Henry - "A Newspaper Story"	7	Lecture Discussion Demonstration	Audio aids, Black Board & LCD
<b>UNIT IV- READING</b>				
4.1	Your Turn to Ask	8	Chalk & Talk Lecture	LCD Black board & Song
4.2	Damon and Pythias	7	Chalk & Talk Lecture	LCD Black board & Video
<b>UNIT V- WRITING</b>				
5.1	Explore to be Enlightened	7	Chalk & Talk Lecture	LCD Black board
5.2	Unleashing Creativity	8	Chalk & Talk Lecture	LCD Black board
<b>UNIT -VI DYNAMISM</b>				
6.1	Short Films	2	Discussion	LCD White Board
6.2	Videos on Climate Change	2	Discussion	LCD White Board

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

CIA	
Scholastic	35
Non Scholastic	5
	40

## EVALUATION PATTERN

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

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	write contents for blogs and web pages	K1, K3	PSO2
CO 2	listen to speeches and stories and comprehend them	K1, K2	PSO2
CO 3	appreciate plays	K2& K3	PSO2
CO 4	improve their conversational skills	K3 & K4	PSO2
CO 5	pen down their travel experiences	K3& K4	PSO4

## Mapping COs Consistency with PSOs

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

### Mapping of COs with POs

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

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

### COURSE DESIGNER:

1) **Dr. S. J. Kala**

2) **A.J. Bernita**

**Forwarded By**

**DR.A ROSELIN MARY**  
**HOD'S Signature & Name**

## **I B.A /B.Sc./ B.Com**

### **SEMESTER –II**

*For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDITS
UAEN	23EL2LA	ENGLISH FOR CREATIVE WRITING (ADVANCED)	PART II ENGLISH	5	3

#### **COURSE DESCRIPTION**

The course gives a comprehensive picture of the elements of grammar useful for communication.

#### **COURSE OBJECTIVES**

The course is designed to make the learners communicate in English by knowing the grammar and the nuances of oral and written communication.

#### **UNITS**

##### **UNIT –I LISTENING**

**(9HRS.)**

Speech of Steve Jobs (on Graduation day)

##### **UNIT –II SPEAKING- 1**

**(13HRS.)**

1. Are you smart?
  - a. Arguments
  - b. Telephone Conversation
  - c. Reactions
2. Are you Creative?
  - a. Creative excuses (**Self-study**)



- b. Advices
- c. Discussions

### **UNIT –III SPEAKING- 2**

**(13HRS.)**

#### **1.How to win?**

- a. Informal dialogues (**Self-study**)
- b. Giving Solutions
- c. Story telling

#### **2.Is it Hard to improve?**

- a. Idiomatic resolutions
- b. Riddles
- c. Debates (**Self-study**)

### **UNIT –IV READING**

**(18HRS.)**

**Benyamin- *Goat Days***

### **UNIT –V WRITING**

**(17 HRS.)**

#### **1. Snakes and Ladders**

- a. CV preparation
- b. Description of people (**Self-study**)
- c. Description of jobs

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

Re-telling Fairy Tales.

#### **TEXT:**

- 1.Benyamin translator. *Goat Days*.By Joseph Koyippally, Penguin, 2012, India.
2. Krishnaswamy N and Sriraman T. *Creative English for Communication*. Trinity Press, 2017, India.

**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 LISTENING</b>				
1	Speech of Steve Jobs (on Graduation day)	9	Chalk & Talk Lecture	Black Board LCD
<b>UNIT –II SPEAKING- 1</b>				
2.1	Are you smart?	6	Chalk & Talk Lecture Demonstration	Black Board LCD Audio
2.2	Are you Creative?	7	Chalk & Talk Lecture Demonstration	Black Board LCD Audio
<b>UNIT –III SPEAKING- 2</b>				
3.1	How to win?	6	Chalk & Talk Lecture Demonstration	Black Board LCD
3.2	Is it hard to improve?	7	Chalk & Talk Lecture Demonstration	Black Board LCD Audio
<b>UNIT –IV READING</b>				

4.1	Benyamin- Goat <i>Days</i>	18	Chalk and Talk Lecture	Black Board Video LCD
<b>UNIT –V WRITING</b>				
5.1	Snakes and Ladders	17	Chalk and Talk Lecture	Black Board Video LCD
<b>UNIT –VI DYNAMISM</b>				
6.1	Retelling Fairy Tales	5	Lecture	Video LCD

Levels	C1	C2	C3	C4	C5	Total Scholasti c Marks	Non Scholast ic Marks C5	CIA Total	% of Assess ment
	T1	T2	Quiz	Assign ment	OBT/P PT				
	10 Mks.	10 Mks	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	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	express their thoughts creatively in English	K3& K4	PSO2
CO 2	write different forms of continuous writing	K3 & K4	PSO1 & PSO2
CO 3	interpret poems and novel	K2 & K3	PSO3
CO 4	create cartoons and stories on their own	K3 & K4	PSO2 & PSO4
CO 5	cultivate the interest of reading for pleasure	K2 & K3	PSO5

## Mapping COs Consistency with PSOs

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

### Mapping of COs with POs

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

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

### COURSE DESIGNER

1) **Dr. S. J. Kala**

2) **J. Kayal Anthony**

**Forwarded By**

**HOD'S Signature & Name**

**Dr.A. Roselin Mary**

## I B.A ENGLISH SEMESTER – II

*For those who joined in 2023 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN/USEN	23L2CC3/ 23W2CC3	BRITISH LITERATURE - I	CORE	5	5

### COURSE DESCRIPTION

The course titled BRITISH LITERATURE introduces the major British writers whose works demonstrate the socio-political and cultural aspects, and the attitudes of the English society.

### LEARNING OBJECTIVE

- LO1** – To introduce British Identity, Periods and other related forms
- LO2** – To increase the ability for students to intellectually assess the world and their place in it.
- LO3** – To enable learners to understand that British literature is at the foundation of English-speaking peoples' culture
- LO4** – To closely examine the various themes and methodologies present in British literature
- LO5** – To create an aptitude of critically probing through the text

### UNIT I: Prose

[15 Hrs]

1. Francis Bacon - Of Truth, Of Adversity
2. Oliver Goldsmith - A City Night-Piece
3. Addison and Steele - The Spectator Club  
On Gratitude  
On Giving Advice

### UNIT II: Poetry

[15 Hrs]

1. Robert Jamieson - Robinhood & The Monk
2. Robert Edgar Burns - The Potter
3. Anne Bradstreet - Prologue
4. William Blake - The Chimney Sweeper
5. John Keats - Endymion Bk - I

**UNIT III: Poetry****[15 Hrs]**

1. P. B. Shelly - Arethusa, Hymn to Intellectual Beauty.
2. William Wordsworth - Ode: To Intimation & Immorality
3. Lord Byron - She Walks in Beauty
4. John Milton - Paradise Lost Book 4

**UNIT IV: Drama****[15 Hrs]**

1. Christopher Marlowe - *Dr.Faustus*
2. Francis Beaumont and John Fletcher – *Philaste*
3. Oliver Goldsmith - *She Stoops to Conquer*

**UNIT V: Novel****[15 Hrs]**

1. Mary Shelly - Captain Walton's Conclusion-*Frankenstein*
2. Jonathan Swift - Voyage to Lilliput/Houyhnhnms - *Gulliver's Travels*
3. Charles Dickens - Recalled to Life – *A Tale of Two Cities*.

**TEXT BOOK**

1. Rexroth, Kenneth. The New British Poets: An Anthology. GrangerBooks, 1976

**REFERENCE BOOKS**

1. Bacon, Francis, and Michel Leiris. *FrancisBacon*. Ediciones Poligrafa, 2008.
2. Marlowe, Christopher. *Dr.Faustus*. BOOKON DEMAND LTD, 2021.
3. Shelley, Mary Wollstonecraft. *Frankenstein*. Create Space, 2015.
4. Swift, Jonathan, etal. *Gulliver's Travels*. Oxford University Press, 2019.

**DIGITAL OPEN WEB EDUCATIONAL RESOURCES**

1. Ranger, Paul. "Technical Features." *She Stoops to Conquer* by Oliver Goldsmith, 1985, pp. 51–68., [https://doi.org/10.1007/978-1-349-07664-2\\_5](https://doi.org/10.1007/978-1-349-07664-2_5).
2. Dickens, Charles. "Fifty-Two." *A Tale of Two Cities*, 2008, <https://doi.org/10.1093/owc/9780199536238.003.0047>



**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	Of Truth, Of Adversity	5	Chalk & Talk	Black Board
1.2	A City Night-Piece	2	Chalk & Talk	Black Board
1.3	<div> <div>The Spectator Club</div> <div>Gratitude</div> <div>Giving Advice</div> </div> <div> <div>On</div> <div>On</div> </div>	8	Chalk & Talk	Black Board
<b>UNIT – II</b>				
2.1	Robinhood & The Monk	2	Lecture	Black Board
2.2	The Potter	2	Chalk & Talk	Black Board
2.3	Prologue	2	Chalk & Talk	PPT
2.4	The Chimney Sweeper	1	Chalk & Talk	PPT
2.5	Endymion Bk - I	8	Chalk & Talk	PPT
<b>UNIT – III</b>				
3.1	Arethusa, Hymn to Intellectua l Beauty	4	Chalk &Talk	LCD
3.2	Ode: To Intimation &	3	Lecture	PPT & White board

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
	Immorality			
3.3	She Walks in Beauty	1	Chalk &Talk	LCD
3.4	Paradise Lost Book 4	7	Chalk &Talk	LCD
<b>UNIT - IV</b>				
4.1	Dr. Faustus	5	Chalk & Talk	PPT & White board
4.2	Philaster	5	Chalk & Talk	PPT & White board
4.3	She Stoops to Conquer	5	Lecture	PPT
<b>UNIT -V</b>				
5.1	Captain Walton's Conclusion- <i>Frankenstein</i>	5	Chalk & Talk	Black Board
5.2	Voyage to Lilliput/Houyhnhnms - <i>Gulliver's Travels</i>	5	Chalk & Talk	Black Board
5.3	Recalled to Life – <i>A Tale of Two Cities.</i>	5	Lecture	PPT

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	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 %
NS	-	-	-	-	-		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 8Mks.	Section C 12Mks	Section D 20Mks.	Section E 10Mks.	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:

	COURSE OUTCOMES	PSOs ADDRESSED
CO 1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature	PO1
CO 2	Synthesize, integrate, and connect information by Writing essays using techniques of criticism and evaluation	PO1, PO2
CO 3	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century	PO4, PO6
CO 4	Distinguish between the characteristics of British literary movements in discussing and writing about British literature.	PO4, PO5, PO6
CO 5	Write about literature using standard literary terminology and other literary conventions.	PO3, PO8

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

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

♦ Weakly Correlated -**1**

**I B.A ENGLISH**  
**SEMESTER –II**

*For those who joined in 2023 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WE EK	CREDIT S
UAEN/USEN	23L2CC4 / 23W2CC4	AMERICAN LITERATURE - I	CORE	5	5

**COURSE DESCRIPTION**

The course titled American Literature I renders a comprehensive view of the various literary genres of America.

**LEARNING OBJECTIVE**

- LO1** To understand the growth and development of American literature
- LO2** To critically examine how various genres developed and progressed
- LO3** Learn about prominent writers and famous works in American literature.
- LO4** To closely examine the various themes and methodologies present in American literature
- LO5** To create an aptitude of critically probing through the text

**UNIT I**

**[15 Hrs]**

E. M. Foster –“The Prologue” -*Passage to India* (Lines 1-68).  
Walt Whitman- “O Captain, My Captain!”

**UNIT II**

**[14 Hrs]**

Sherman Alexie – “Crow Testament”, “Evolution”

Edgar Allan Poe - “The Raven”

Emily Dickinson- "Because I Could Not Stop for Death".

### UNIT III

[17 Hrs]

Edgar Allan Poe -"The Philosophy of Composition"

Martin Luther King Jr- "I have a Dream"

Abraham Lincoln- "Gettysburg Address"

### UNIT IV

[15 Hrs]

Tennessee Williams- *The Glass Menagerie*

Eugene O'Neill- *Emperor Jones*

### UNIT V

[14 Hrs]

Harriet Beecher Stowe- *Uncle Tom's Cabin*

Herman Melville- *Billy Budd*

Washington Irving- "The Legend of the Sleepy Hollow",

"Rip Van Winkle"

Leslie Marmon Silko - "Ceremony"

*The Norton Anthology to American Literature.*

### TEXT BOOK

Levine, Robert S., et al. *The Norton Anthology of American Literature*. W. W. Norton & Company, 2022.

### REFERENCE BOOKS

1. Dickinson, Emily, and Johanna Brownell. *Emily Dickinson: Poems*. Chartwell Books, 2015.
2. Gould, Jean. *American Women Poets: Pioneers of Modern Poetry*. DODD, MEAD, 1980.
3. Poe, Edgar Allan, et al. *Poetry for Young People: Edgar Allen Poe*. Sterling Pub. Co., 1995.
4. Kallen, Stuart A., and Terry Boles. *The Gettysburg Address*. Abdo& Daughters, 1994.

### DIGITAL OPEN WEB EDUCATIONAL RESOURCES

1. "Harriet Beecher Stowe's Uncle Tom's Cabin."2003,  
<https://doi.org/10.4324/9781315812113>.
2. Mason, Ronald. "Herman Melville and 'Billy Budd.'" *Tempo*, no. 21, 1951, pp. 6-8.,<https://doi.org/10.1017/s0040298200054863>

### **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	E. M. Foster –“The Prologue”	4	Chalk & Talk	Black Board
1.2	Walt Whitman - “O Captain, My Captain!”	4	Chalk & Talk	Black Board
<b>UNIT –II</b>				
2.1	Sherman Alexie – “Crow Testament”	3	Lecture	Green Board Charts
2.2	Sherman Alexie – “Evolution”	3	Chalk & Talk	Black Board
2.3	Edgar Allan Poe - “The Raven”	5	Chalk & Talk	Green Board
2.4	Emily Dickinson- “Because I Could Not Stop for Death”	3	Lecture	Google classroom
<b>UNIT –III</b>				
3.1	Edgar Allan Poe -“The Philosophy of Composition”	7	Chalk &Talk	LCD
3.2	Martin Luther King Jr- “I have a Dream”	5	Lecture	PPT & White board
3.3	Abraham Lincoln- “Gettysburg Address”	5	Lecture	PPT & White board
<b>UNIT -IV</b>				
4.1	Tennessee Williams- <i>The Glass Menagerie</i>	8	Chalk & Talk	PPT & White board



Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
4.2	Eugene O'Neill- <i>Emperor Jones</i>	7	Chalk & Talk	PPT & White board
<b>UNIT -V</b>				
5.1	Harriet Beecher Stowe- <i>Uncle Tom's Cabin</i>	6	Chalk & Talk	Black Board
5.2	Herman Melville- <i>Billy Budd</i>	5	Chalk & Talk	Black Board
5.3	Washington Irving - "The Legend of the Sleepy Hollow"	2	Lecture	Smart Board
5.4	Washington Irving - "Rip Van Winkle"	2	Chalk & Talk	LCD
5.5	Leslie Marmon Silko - "Ceremony"	1	Chalk & Talk	Black Board
5.6	<i>The Norton Anthology to American Literature.</i>	2	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/PPT 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 %
NS	-	-	-	-	-		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 8Mks.	Section C 12Mks	Section D 20Mks.	Section E 10Mks.	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:

	<b>COURSE OUTCOMES</b>	<b>PSOs ADDRESSED</b>
CO 1	Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).	PO1
CO 2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature.	PO1, PO2
CO 3	Articulate ways that American literature reflects complex historical and cultural experiences.	PO4, PO6
CO 4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865.	PO4, PO5, PO6
CO 5	Analyse and describe about American literature using standard literary terminology and other literary conventions	PO3, PO8

#### Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3

3 – Strong, 2 – Medium, 1 – Low

#### Mapping with Programme Specific Outcomes:

<b>CO /PO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

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

♦ Weakly Correlated -**1**

**I B.A ENGLISH****SEMESTER –II***For those who joined in 2023 onwards*

PROGRA MME CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/ WEEK	CRE DITS
UAEN	23L2EC3/ 23W2EC3	PHONETICS AND TRANSCRIPTION	Electiv e	5	3

**COURSE DESCRIPTION**

The course introduces students to the study of articulatory phonetics, and the technical terms required for describing speech. It provides students with the basic notions of phonetic transcription and the set of symbols for transcribing English.

**COURSE OBJECTIVE**

To make the students acquire the right manner of articulating the speech sounds of English and practical training in phonetic transcription.

**UNITS****UNIT I: Phonetic Symbols and Articulation of Speech Sounds [11 HRS]**

1. List of Phonetic Symbols
2. Phonetics: The Articulation of Speech Sounds

**UNIT II: Description of Speech Sounds [15 HRS]**

1. Classification of Speech Sounds
2. Classification and Description of Consonants
3. Classification and Description of Vowels

**UNIT III: Syllables and Consonant Clusters [12 HRS]**

1. The Syllable
2. Consonant Clusters in English

**UNIT IV: Practice in Phonetic Transcription [10 HRS]**

1. Words
2. Phrases and clauses

**UNIT V :Practice in Phonetic Transcription [10 HRS]**

1. Sentences
2. Paragraphs

## UNIT VI - DYNAMISM

[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*.Laxmi Publications Private Limited,2016.

### REFERENCE BOOKS:

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

## COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT –I</b>				
1.1	List of Phonetic Symbols	6	Chalk & Talk	Black Board, LCD
1.2	Phonetics: The Articulation of Speech Sounds	5	Chalk & Talk	Black Board, LCD
<b>UNIT –II</b>				
2.1	Classification of Speech Sounds	5	Chalk & Talk	Black Board, LCD

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
2.2	Classification and Description of Consonants	5	Lecture	Black Board
2.3	Classification and Description of Vowels	5	Lecture	Black Board
<b>UNIT -III</b>				
3.1	The Syllable	5	Lecture	Black Board
3.2	Consonant Clusters in English	5	Lecture	Black Board
<b>UNIT -IV</b>				
4.1	Practice in transcription of Words	5	Chalk & Talk	Black Board
4.2	Practice in transcription of phrases and clauses	5	Chalk & Talk	Black Board
<b>UNIT -V</b>				
5.1	Practice in transcription of Sentences	5	Chalk & Talk	Black Board
5.2	Practice in transcription of Paragraphs	5	Chalk & Talk	Black Board
<b>UNIT -VIDYNAMISM</b>				
6.1	Practice in transcription of sentences and passages	1	Chalk & Talk	Black Board



<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
6.2	Speaking practice and Listening Comprehension	1	Chalk & Talk	Black Board

Levels	C1	C2	C3	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
	Average of Two Internal Tests	Assignment	Quiz/ Seminar				
	15 Mks.	3Mks	5Mks.	23Mks.	5 Mks.	25 Mks.	
K1	2 ½	-	5	7.5	-	7.5	30 %
K2	2 ½	-	-	2.5	-	2.5	10 %
K3	5	3	-	8	-	8	32 %
K4	5	-	-	5	-	8	20 %
Non Scholastic	-	-	-		2	2	8 %
Total	15	5	10	23	2	25	100 %

CIA	
Scholastic	23
Non Scholastic	2

	25
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- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The levels of CIA Assessment based on Revised Bloom's Taxonomy for UG are :

**K1-** Remember, **K2-**Understand, **K3-**Apply, **K4-**Analyse

## EVALUATION PATTERN

SCHOLASTIC			NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	CIA	ESE	Total
15	3	5	2	25	75	100

**C1** – Average of Two Internal Tests

**C2** – Assignment

**C3**–Quiz/ Seminar

**C4** –Attendance

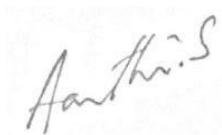
## COURSE OUTCOMES

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	PSO1&PSO3
CO 2	Identify the symbols for transcription.	K1&K2	PSO3

CO 3	analyse and identify the basic anatomical structures in the human body and their roles in speech production.	K1 & K3	PSO1
CO 4	Identify and analyse syllables and consonant clusters	K4	PSO3
CO 5	transcribe words / sentences phonetically by learning the right pronunciation	K3	PSO4


**COURSE DESIGNER:**



**Dr. S. Aarthi**

**Assistant Professor of English**

**Forwarded by**



**Dr. Fernando Delishia**  
**HOD'S Signature & Name**

**I B.A ENGLISH****SEMESTER –II***For those who joined in 2023 onwards*

PROGRA MME CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/ WEEK	CRE DITS
UAEN	23L2EC4/ 23W2EC4	PHONETICS AND SPOKEN ENGLISH	Electiv e	5	3

**COURSE DESCRIPTION**

The course introduces students to the study of articulatory phonetics, and the technical terms required for describing speech. It provides students with the basic structures for conversational English.

**COURSE OBJECTIVE**

To make the students acquire the right manner of articulating the speech sounds of English and practical training in speaking in English.

**UNITS****UNIT I: Phonetic Symbols and Articulation of Speech Sounds [11 HRS]**

1. List of Phonetic Symbols
2. Phonetics: The Articulation of Speech Sounds

**UNIT II: Description of Speech Sounds [15 HRS]**

1. Classification of Speech Sounds
2. Classification and Description of Consonants
3. Classification and Description of Vowels

**UNIT III: Syllables and Consonant Clusters [12 HRS]**

1. The Syllable
2. Consonant Clusters in English

**UNIT IV: Practice in Spoken English [10 HRS]**

1. Daily Activities
2. Asking about activities
3. Talking about activities
4. Time and the calendar
5. Dates and periods
6. Weather Condition
7. What it looks outside?

**UNIT V :Practice in Spoken English****[10 HRS]**

1. Talking about eating
2. Personal health
3. Immediate Family and Relations
4. Conversational about School
5. Using telephone
6. Asking about prices

**UNIT VI - DYNAMISM****[2 HRS]**

- 1.Practice in general conversations

**TEXT BOOK:**

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

**REFERENCE BOOKS:**

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

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I</b>				
1.1	List of Phonetic Symbols	6	Chalk & Talk	Black Board, LCD
1.2	Phonetics: The Articulation of Speech Sounds	5	Chalk & Talk	Black Board, LCD

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT –II</b>				
2.1	Classification of Speech Sounds	5	Chalk & Talk	Black Board, LCD
2.2	Classification and Description of Consonants	5	Lecture	Black Board
2.3	Classification and Description of Vowels	5	Lecture	Black Board
<b>UNIT –III</b>				
3.1	The Syllable	5	Lecture	Black Board
3.2	Consonant Clusters in English	5	Lecture	Black Board
<b>UNIT –IV</b>				
4.1	The Daily Activities	2	Instruction	practice
4.2	Asking about activities	2	Instruction	practice
4.3	Talking about activities	2	Instruction	practice
4.4	Time and the calendar	1	Instruction	practice
4.5	Dates and periods	1	Instruction	practice
4.6	Weather Condition	1	Instruction	practice
4.7	What it looks outside?	1	Instruction	practice

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT –V</b>				
5.1	. Talking about eating	2	Instruction	practice
5.2	Personal health	2	Instruction	practice
5.3	Immediate Family and Relations	2	Instruction	practice
5.4	Conversational about School	2	Instruction	practice
5.5	Using telephone	2	Instruction	practice
5.6	Asking about prices	2	Instruction	practice
<b>UNIT -VIDYNAMISM</b>				
6.1	Practice in general conversations	2	Chalk & Talk	Black Board

Levels	C1	C2	C3	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
	Average of Two Internal Tests	Assignment	Quiz/ Seminar				
	15 Mks.	3Mks	5Mks.	23Mks.	5 Mks.	25 Mks.	
K1	2 ½	-	5	7.5	-	7.5	30 %
K2	2 ½	-	-	2.5	-	2.5	10 %
K3	5	3	-	8	-	8	32 %
K4	5	-	-	5	-	8	20 %

Non Scholastic	-	-	-		2	2	8 %
Total	15	5	10	23	2	25	100 %

CIA	
Scholastic	23
Non Scholastic	2
	25

- ✓ All the course outcomes are to be assessed in the various CIA components.
- ✓ The levels of CIA Assessment based on Revised Bloom's Taxonomy for UG are :

**K1-** Remember,   **K2-**Understand,   **K3-**Apply,   **K4-**Analyse

## EVALUATION PATTERN

SCHOLASTIC			NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	CIA	ESE	Total
15	3	5	2	25	75	100

**C1** – Average of Two Internal Tests

**C2** – Assignment

**C3**–Quiz/ Seminar

**C4** –Attendance

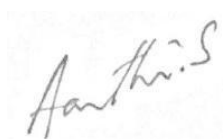
## COURSE OUTCOMES



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	PSO1&PSO3
CO 2	Identify the symbols for transcription.	K1&K2	PSO3
CO 3	analyse and identify the basic anatomical structures in the human body and their roles in speech production.	K1 & K3	PSO1
CO 4	Identify and analyse syllables and consonant clusters	K4	PSO3
CO 5	speak fluently using GIE accent	K3	PSO4

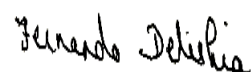
**COURSE DESIGNER:**



**Dr. S. Aarthi**

**Assistant Professor of English**

**Forwarded by**



**Dr. Fernando Delishia  
HOD'S Signature & Name**

## **I B.A/B.Sc/ B.Com**

### **SEMESTER – II**

*For those who joined in 2023 onwards*

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/W EEK</b>	<b>CREDITS</b>
<b>UAEN/USEN</b>	<b>23L2SE2/ 23W2SE2</b>	<b>FUNCTIONAL ENGLISH</b>	<b>NON MAJOR ELECTIVE</b>	<b>2</b>	<b>2</b>

#### **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>				

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</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 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	<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	Build confidence to introduce themselves to their peers	K1	PSO2 & PSO4
CO 2	identify specific problems in communication 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
<b>CO1</b>	1	2	1	3	1
<b>CO2</b>	1	3	1	2	1
<b>CO3</b>	1	3	1	1	2
<b>CO4</b>	1	1	1	1	2
<b>CO5</b>	1	1	1	3	2

### Mapping of COs with POs

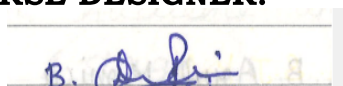
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	1	2	1	1	3	3	2
<b>CO2</b>	1	3	1	1	1	3	2
<b>CO3</b>	1	3	1	1	1	3	2
<b>CO4</b>	1	1	1	1	2	3	2
<b>CO5</b>	1	2	1	1	3	3	2

**Note:** ♦ Strongly Correlated – 3

♦ Moderately Correlated – 2

♦ Weakly Correlated -1

**COURSE DESIGNER:**



**Ms. B. Dharani**

**Forwarded By**



**Dr. Fernando Delishia**

**HOD'S Signature& Name**

## **I B.A ENGLISH SEMESTER –II**

*For those who joined in 2023 onwards*

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>UAEN/USEN</b>	<b>23L2SE3/ 23W2SE3</b>	<b>English for Communic ation</b>	<b>SEC</b>	<b>2</b>	<b>2</b>

### **COURSE DESCRIPTION**

The course titled English for Communication enables the students to communicate effectively.

### **LEARNING OBJECTIVE**

**LO1** To enhance the level of literary and aesthetic experience of students and to help them respond creatively.

**LO2** To sensitize students to the major issues in the society and the world.

**LO3** To provide the students with an ability to build and enrich their communication skills.

**LO4** To equip students to utilize the digital knowledge resources effectively for their chosen fields of study

**LO5** To help them think and write imaginatively and critically

#### **UNIT I [6 Hrs]**

Communication: Basic Communication Styles- Passive, Aggressive, Assertive-Significance of communication.

#### **UNIT II [6 Hrs]**

Types of communication-Verbal-Non-Verbal.

#### **UNIT III [6 Hrs]**

Effective communication skills

#### **UNIT IV [6 Hrs]**

Skills to be acquired in communication - Speaking/reading/writing/listening



**UNIT V****[6 Hrs]**

Application of learning

**TEXT BOOK**

Technical Communication: Principles and Practice, Second Edition by MeenakshiRaman and Sangeeta Sharma, Oxford Publications.

Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.

Understanding Body Language by Alan Pease.

**REFERENCE BOOKS**

1. Communicative Grammar of English by Geoffrey Leech and Ian Svartik

2. **ENGLISHCOMMUNICATIONSKILLS(THEORY|goigalajijuna-Academia.edu**

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. Of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I</b>				
1.1	Communication Styles	3	Chalk & Talk	Black Board
1.2	Significance of communication	3	Chalk & Talk	Black Board
<b>UNIT -II</b>				
2.1	Types of communication-Verbal	3	Lecture	Green Board Charts
2.2	Types of communication-Non-Verbal	3	Chalk & Talk	Black Board
<b>UNIT -III</b>				
3.1	Effective communication skills	6	Chalk &Talk	LCD
<b>UNIT -IV</b>				

<b>Module No.</b>	<b>Topic</b>	<b>No. Of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
4.1	Speaking/reading	3	Chalk & Talk	PPT & White board
4.2	writing/listening	3	Chalk & Talk	PPT & White board
<b>UNIT -V</b>				
5.1	Application of learning	6	Chalk & Talk	Black Board

<b>Evels</b>	<b>C1</b>	<b>C2</b>	<b>C3</b>	<b>C4</b>	<b>C5</b>	<b>Total Scholas tic Marks</b>	<b>Non Schola stic Marks C5</b>	<b>CIA Total</b>	<b>% of Assess ment</b>
	<b>T1  10 Mks.</b>	<b>T2  10 Mks</b>	<b>Quiz  5 Mks.</b>	<b>Assig nmen t  5 Mks</b>	<b>OBT/ PPT  5 Mks</b>	<b>35 Mks.</b>	<b>5 Mks.</b>	<b>40M ks.</b>	
<b>K1</b>	2	2	-	-	-	4	-	4	10 %
<b>K2</b>	2	2	5	-	-	9	-	9	22.5 %
<b>K3</b>	3	3	-	-	5	11	-	11	27.5 %
<b>K4</b>	3	3	-	5	-	11	-	11	27.5 %
<b>NS</b>	-	-	-	-	-		5	5	12.5 %
<b>Total</b>	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 8Mks.	Section C 12Mks	Section D 20Mks.	Section E 10Mks.	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:

	<b>COURSE OUTCOMES</b>	<b>PSOs ADDRESSED</b>
CO 1	Identify the basic principles of communication	PO1
CO 2	Analyze the various types of communication	PO1,PO2
CO 3	Make use of the essential principles of communication	PO4,PO6
CO 4	Identify the prominent methods and models of Communication.	PO4,PO5,PO6
CO 5	Learn about the four skills of language and get familiarized with them.	PO3,PO8

**Mapping with Programme Outcomes:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3

**3 – Strong, 2 – Medium , 1 - Low**

**Mapping with Programme Specific Outcomes:**

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
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<b>CO1</b>	3	3	3	3	3
<b>CO2</b>	3	3	3	2	3
<b>CO3</b>	3	3	3	3	3
<b>CO4</b>	3	3	3	3	3
<b>CO5</b>	3	3	3	3	3
<b>Weightage</b>	15	15	15	14	15
<b>Weighted percentage of Course Contribution to Pos</b>	3.0	3.0	3.0	2.8	3.0

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

♦ Weakly Correlated -**1**

