

## DEPARTMENT OF ENGLISH

### About the Department

B.A. English was introduced in 1965. The department strives to develop the students not only as knowledgeable but also as employable in various fields. The department has been conducting many programs and seminars to enrich the knowledge of the students. M.A. English was started in 2010 with an intake of 40 students in Self Supporting wing of this Institution. Besides, the Department is offering M. Phil and Ph. D programs. The committed teachers and the dedicated students vie with each other to attain academic excellence. The students who have passed out from the department adorn all walks of life in the ever enhancing society.

### PRINCIPAL

**Dr. P. Balagurusamy**, M.A., M.Phil., M.Ed., P.G.D.C.A., Ph.D.,

### STAFF MEMBERS

1. Dr. Chakkaravarthy, M.A., M.Phil., PGDTE., Ph.D  
- Associate Professor & Vice Principal
2. Mr. N. Moorthy, M.A., M. Phil., DPD  
- Assistant Professor & Head
3. Dr. R. Kavitha, M.A., M.Phil., M.Ed., DGT., Ph.D  
- Assistant Professor
4. Dr. A.D. Sudha, M.A. M.Phil., Ph.D  
- Assistant Professor
5. Mr. V. Amardeep, M.A. M.Phil  
- Assistant Professor
6. Dr. N. Lakshmi Priya, M.A., M.Phil, B.Ed., SET Ph.D  
- Assistant Professor
7. Dr. I.P. Remya, M.A. M.Phil., SET.,Ph.D  
- Assistant Professor
8. Mrs. K. Anusuya, M. A. M.Phil, SET  
- Assistant Professor
9. Mrs. A.Vanathi, M.A., B.Ed., SET  
- Assistant Professor
10. Mr. A. BilalAhamed. M.A.,M.Phil.  
- Assistant Professor
11. Mrs.V.Raja Lakshmi. M.A.,M.Phil  
- Assistant Professor
12. Mr. P.Babiolan. M.A.,M.Phil  
- Assistant Professor
13. Ms. A. Reka. M.Sc., M.A., M.Ed., M.Phil., PGDELT  
- Assistant Professor
14. Mr .B. Sentamil Arasu. M.A., B.Ed  
- Assistant Professor
15. Mrs. P. Pushpa M.A., M.Phil  
- Assistant Professor
16. Mrs. A. Susai Mary Jacqueline. M.A., M.A., M.Phil., B.Ed  
- Assistant Professor
17. Mrs. J. Gayathri M.A., M.Phil  
- Assistant Professor
18. Mr. S. VibinPrabu M.A., B.Ed., M.Phil  
- Assistant Professor
19. Mrs. S. VijayaPriya. M.A., M.Phil  
- Assistant Professor

## **Programme Outcomes (Pos)**

The undergraduate students passing out from GTN Arts College

- ❖ Acquire proficiency in Language, Arts, and Management studies and shall be equipped with ICT competencies including digital literacy.
- ❖ Gain dexterity in communication skills and to apply the concepts and skills in a focused thematic area through sustained critical inquiry.
- ❖ Develop necessary skills for employability and get instilled with ambition, involvement and responsibility by exploring their role in creating this world and positioning themselves in the 21st century.
- ❖ Get acquainted with lifelong learning process by exploring knowledge independently.
- ❖ Attain a good knowledge on viewing society in inspirational way and be the best and responsible citizens of the society.

## **Programme Specific Outcomes (PSOs)**

On successful completion of B.A. English programme, the graduate will be able to

**PSO1:** Appreciate literature as a source of wisdom, aesthetic pleasure and reflection of human experience.

**PSO2:** Comprehend how the genres and literary styles have evolved over the years in Literatures of the world.

**PSO3:** Decipher various forms of literature and read texts in relation to their historical and cultural contexts.

**PSO4:** Apprehend the phonological and morphological aspects of English.

**PSO5:** Obtain strong communication skills and gain the ability to function effectively in multi-disciplinary teams and develop a passion for English language and literature.

**PSO6:** Acquire the skills of critical thinking; close reading and present ideas effectively and efficiently.

**PSO7:** Get placed in various fields such as media and journalism, teaching, and public relations.

**PSO8:** Infer soft skills and develop research aptitude and apprehend a favourable ambience for pursuing higher degree.

**PSO9:** Gain Knowledge of grammatical conventions and become competent to face competitive examinations through development of language skills.

**PSO10:** Perceive the issues of environmental context and sustainable development.

**PSO11:** Cope with gender, religious, political, and other issues pertaining to the society and deal with various problems in life with courage and humanity and be responsible citizens.

**PSO12:** Know that pursuit of knowledge is a lifelong activity and in combination with untiring efforts and positive attitude and all other necessary qualities that leads towards a successful life.

**Under Choice Based Credit System (CBCS)  
Course Pattern for BA English**

The Undergraduate degree course consists of five vital components. They are as follows:

Part I Language (Tamil / French)

Part II English

Part III Core Course (Theory, Electives, Allied and Project ).

Part IV Skill Based, Non Major Electives, Environmental Studies, Value Education and Self Study courses

Part V Physical Education (Non Semester) and Extension Activities.

**Note: Internship will be during the vacation of IV and V Semester respectively (for a minimum of 15 days).**

**Objectives**

The Syllabus for BA English Literature Programme under semester system has been designed on the basis of Choice Based Credit System (CBCS), which would focus on job oriented programmes and value added education. It will come into effect from June 2020 onwards.

**Eligibility**

Candidates should have passed the Higher Secondary Examination, Government of Tamil Nadu or any other examination accepted by the syndicate of Madurai Kamaraj University as equivalent there to.

**Duration of the Course**

The students who join the BA English Literature Programme shall undergo a study period of three academic years – Six semesters.

**Summary of Hours and Credits UG Courses – BA English**

Part	Semester	Specification	No. of Courses	Hrs	Credits	Total
I	I - IV	Languages (Tamil / French)	4	24	12	12
II	I - IV	English	4	24	12	12
III	I – VI	<b>Core Courses</b>				<b>102</b>
		Theory	16	78	74	
		Electives	2	12	10	
		Project	1	2	2	
		<b>Allied Courses</b>	4	24	16	
IV	I & II	<b>Non Major Elective Courses</b>	2	4	4	<b>20</b>
	I & II	<b>1. Value Education 2. Environment and Gender Studies</b>	2	4	4	
	III - VI	<b>Skill Based Courses</b>	4	8	8	
	III & IV	<b>Self Study Courses (Soft Skills I &amp; Soft Skills II)</b>	2	-	4	
V	II	<b>Physical Education - Practical (Non-Semester Course)</b>	1	-	2	<b>4</b>
	IV	<b>Extension Activities</b>	1		2	
		<b>Total</b>	<b>43</b>	<b>180</b>	<b>150</b>	

**Note: Internship will be during the vacation of IV and V Semester respectively (for a minimum of 15 days).**

**Department of English**  
**Course Pattern – from 2020-2021**

Sem.	Part	Study Component	Course Code	Course Title	Hrs	Credit
I	I	Tamil I / French I	20UTAL11/ 20UFRL12	jw;fhy ftpijAk; rpWfijAk; French Language And Civilization I	6	3
	II	English I	20UENL11	English Language Through Literature - I	6	3
	III	Core Course I	20UENC11	British Literature – I (15 <sup>th</sup> -18 <sup>th</sup> Century)	4	4
		Core Course II	20UENC12	Indian Writing in English	4	4
		Allied Course I	20UENA11	Social History of England -I	6	4
	IV	Non Major Elective Course I	20UENN11	English for Communication	2	2
	IV	Value Education	20UVEV11	Value Education	2	2
			<b>Total</b>	<b>30</b>	<b>22</b>	
II	I	Tamil II / French II	20UTAL21/ 20UFRL22	gf;jp ,yf;fpaKk; GjpdKk; French Language And Civilization II	6	3
	II	English II	20UENL21	English Language Through Literature - II	6	3
	III	Core Course III	20UENC21	British Literature – II (18 <sup>th</sup> – 20 <sup>th</sup> Century)	4	4
		Core Course IV	20UENC22	Advanced English Grammar and Usage	4	4
		Allied Course II	20UENA21	Social History of England -II	6	4
	IV	Non Major Elective Course II	20UENN21	English for Competitive Examinations	2	2
		Environment and Gender Studies	20UEGS21	Environment and Gender Studies	2	2
	V	Physical Education Practical	20UPEV2P	Physical Education Practical (Non Semester Course)	-	2
				<b>Total</b>	<b>30</b>	<b>24</b>

III	I	Tamil III / French III	20UTAL31/ 20UFRL31	fhg;gpa ,yf;fpaKk; ciueilAk; French Language And Civilization III	6	3
	II	English III	20UENL31	English Language Through Literature – III	6	3
	III	Core Course V	20UENC31	American Literature	5	4
		Core Course VI	20UENC32	Literary Genres and Terms	5	4
		Allied Course III	20UENA31	History of English Literature	6	4
	IV	Skill Based Course I	20UENS31	Essentials of Spoken English and Presentation Skills	2	2
		Self- Study Course I	20USSS31	Soft Skills I	-	2
			<b>Total</b>	<b>30</b>	<b>22</b>	
IV	I	Tamil IV / French IV	20UTAL41 / 20UFRL41	gz;ila ,yf;fpaKk; ehlfKk; / French Language, Culture And Civilization IV	6	3
	II	English IV	20UENL41	English Language Through Literature - IV	6	3
	III	Core Course VII	20UENC41	Indian Literature in English Translation	5	4
		Core Course VIII	20UENC42	Introduction to English Language and Linguistics	5	4
		Allied Course IV	20UENA41	Film and Literature	6	4
	IV	Skill Based Course II	20UENS41	Public Speaking	2	2
		Self- Study Course II	20USSS41	Soft Skills II	-	2
	V	Extension Activities	Common Code	Club Activities	-	2
				<b>Total</b>	<b>30</b>	<b>24</b>

V	III	Core Course IX	20UENC51	Gothic Fiction	6	6
		Core Course X	20UENC52	Introduction to the World Drama	6	6
		Core Course XI	20UENC53	Literature and Human Rights	5	5
		Core Course XII	20UENC54	Approaches and Methods in Language Teaching	5	5
		Core Elective Course I	20UENE51	Subaltern Literature	6	5
			20UENE52	Travel Writing		
	20UENE53		Science Fiction			
IV	Skill Based Course III	20UENS51	Leadership Skills	2	2	
			<b>Total</b>	<b>30</b>	<b>29</b>	
VI	III	Core Course XIII	20UENC61	Shakespeare	5	5
		Core Course XIV	20UENC62	Postcolonial Literatures in English	5	5
		Core Course XV	20UENC63	Mass Media and Communication	5	5
		Core Course XVI	20UENC64	An Introduction to Literary Criticism	5	5
		Core Elective Course II	20UENE61	Partition Literature	6	5
			20UENE62	Ecology and Literature		
			20UENE63	Children Literature		
	Core Project I	20UENC6P	Project	2	2	
	IV	Skill Based Course IV	20UENS61	Effective Writing in English	2	2
				<b>Total</b>	<b>30</b>	<b>29</b>
<b>Overall Total for VI Semesters</b>				<b>180</b>	<b>150</b>	

### Allied Courses

There will be FOUR Allied courses to fulfill the BA English Literature programme during three years.

Subject	Maximum Marks	Year of Study
Social History of England –I	100	I
Social History of England -II	100	
History of English Literature	100	II
Film and Literature	100	

### Value Added Courses

The Department of English is offering the following Value Added Courses for thirty hours for all the UG students with no prejudice to the Under Graduate programme results.

Sl.No.	Semester	Course Code	Course Title
1.	III	20CENG31	Body Language: Key to Professional Success
2	IV	20CENG41	Stress Management
3	V	20CENG51	Radio Jockeying and TV News Reading
4	VI	20CENG61	English for Professional Careers

### Extra Credit Self- Paced Courses for Advanced Learners

The Department of English Literature will offer Extra Credit Self- Paced Courses to enlighten the advanced learners from semester IV onwards. The department will persuade the students to take virtual courses on MOOCS, SWAYAM and NPTEL like,

- (i) English Literature for Competitive Examinations
- (ii) Short Fiction in Indian Literature
- (iii) Creative Writing and Literature
- (iv) Gender and Literature

Programme	B. A. English	Programme Code	UEN
Course Code	20UENC11	Number of Hours/Cycle	4
Semester	I	Max. Marks	100
Part	III	Credit	4
<b>Core Course I</b>			
Course Title	British Literature - I (15 <sup>th</sup> - 18 <sup>th</sup> Century)		
Cognitive Level	Up to K3		

### Preamble

This course aims to introduce the students British Literature produced between 15<sup>th</sup> and 18<sup>th</sup> centuries through the study of various literary genres such as prose, poetry drama and fiction. It enables and encourages them to read widely and acquire knowledge through various English texts. It also describes the social, economic and political background of England and makes them to infer and interpret how the works of a writer were influenced by the time he / she lived in.

### Unit–I Introduction to Age and Literary Style 10 Hours

1. Introduction to the literary age and style of 15<sup>th</sup> and 16<sup>th</sup> century
2. Introduction to the literary age and style of 17<sup>th</sup> and 18<sup>th</sup> century

### Unit–II Prose 12 Hours

1. Francis Bacon : Of Studies
2. Joseph Addison : Will Wimble
3. Charles Lamb : A Dissertation upon a Roast Pig
4. Oliver Goldsmith : A City Night Piece

### Unit–III Poetry 12 Hours

1. William Shakespeare : Sonnet 116
2. John Milton : Lycidas
3. John Donne : A Valediction Forbidding Mourning
4. John Keats : La Belle Dame Sans Merci
5. P.B. Shelley : Ode to the West Wind

### Unit -IV Drama 13 Hours

1. Christopher Marlowe : Doctor Faustus

### Unit –V Fiction 13 Hours

1. Charles Dickens : Pickwick Papers

### Pedagogy

Classroom lectures, seminar, Quiz, assignments PPT and Films.

### Text Books

1. Units: I-III – Compilation by the Department of English
2. Unit: IV- Marlowe, Christopher. (2018) *Dr. Faustus*: London. England Methuen Drama Publishers Pvt. Ltd.
3. Unit: V- Dickens, Charles.(2000) *Pickwick Papers* India. Penguin Classics Pvt. Ltd..

### Reference Books

1. Widdowson, Peter.9 (2004). *The Palgrave Guide to English Literature and its Contexts*. Basingstoke Hampshire: Palgrave Macmillan.
2. Green, David. (2005). *The Winged Word*. Chennai: India. Macmillan Publications.
3. Albert, Edward. (2017) *History of English Literature*. Oxford: London. OUP.

### E-Resources

- <http://www.bauerverlag.eu/downloads/Essays-of-Francis-Bacon.pdf>
- <https://www.bartleby.com/380/prose/491.html>
- <https://www.gutenberg.org/files/37858/37858-h/37858-h.htm#chap37>
- <https://www.penguin.com/static/pdf/teachersguides/faustus.pdf>
- <https://www.planetebook.com/a-tale-of-two-cities/>



### Course Outcomes

At the end of the course, students would be able to:

<b>CO1</b>	Classify and explain the literary genres and periods, and communicate ideas effectively related to the literary works
<b>CO2</b>	Illustrate the British Prose writers from different backgrounds and periods and expose a wide range of contexts where the language is used to meet a variety of real-life communication needs.
<b>CO3</b>	Relate and appreciate the aesthetic sense of poetry and describe the distinct literary characteristics of poetic forms.
<b>CO4</b>	Identify and interpret the rhetorical aspect of drama and understand how to represent their experience and ideas critically, creatively, and persuasively through the medium of language.
<b>CO5</b>	Develop the skill of reading novels and describe how a character's personality, attitude, conflict and relationships change and infer how society and culture played a significant role in the lives and career of the writers of the age.

### Mapping of Course Outcomes (Cos) with Programme Specific Outcomes (PSOs)

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
<b>CO 1</b>	3	3	3	2	2	1	2	2	1	1	2	2
<b>CO 2</b>	3	3	3	2	3	3	2	2	2	1	2	2
<b>CO 3</b>	3	3	3	2	1	2	2	2	1	1	1	2
<b>CO 4</b>	3	3	3	1	3	3	2	1	1	1	2	2
<b>CO 5</b>	3	3	3	2	3	3	2	2	2	2	2	2

**1 – Low**

**2 – Moderate**

**3 - High**

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 & K2	2(K1&K1)	1(K1)
2	CO2	Up to K2	2	K1 & K2	2(K2&K2)	1(K2)
3	CO3	Up to K2	2	K1 & K2	2(K2&K2)	1(K2)
4	CO4	Up to K3	2	K1& K2	2(K2&K2)	1(K3)
5	CO5	Up to K3	2	K1& K2	2(K3& K3)	1(K3)
No of Questions to be asked			10		10	5
No of Questions to be answered					5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

**K1 – Remembering and recalling facts with specific answers**

**K2 – Basic understanding of facts and stating main ideas with general answers**

**K3 – Application oriented – Solving problems**

**Distribution of Section –wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3		8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

### Lesson Plan

Unit	Topic	Hours	Mode
<b>I</b> <b>a. Introduction to the literary age and style of 15<sup>th</sup> and 16<sup>th</sup> century</b> <b>b. Introduction to the literary age and style of 17<sup>th</sup> and 18<sup>th</sup> century</b>	1.English Renaissance and its causes	3	Lecture Method and PPT Presentation
	2.Elizabethan Era	3	
	3.Puritan Age	2	
	4.Neo classical Age	2	
<b>II</b> <b>British Prose</b>	1.Francis Bacon “Of Studies”	3	Lecture Method & Textual Learning
	2.Joseph Addison “Will Wimble”	3	
	3.Charles Lamb: A Dissertation upon a Roast Pig	3	
	4.Oliver Goldsmith: A City Night Piece	3	
<b>III</b> <b>British Poetry</b>	1.William Shakespeare: Sonnet 116	2	Textual Reading
	2.John Milton: Lycidas	2	
	3.John Donne: A Valediction Forbidding Mourning	2	
	4.John Keats: La Belle Dame Sans Merci	2	
	5.P.B. Shelley: Ode to the West Wind	4	
<b>IV</b> <b>British Drama</b>	Christopher Marlowe- Doctor Faustus	13	Movie of the play will be screened PPT Role Play
<b>V</b> <b>British Fiction</b>	Charles Dickens : Pickwick Papers	13	Movie of the fiction will be screened Lecture Method and Assignment

**Course Designed By:** Dr. N. Lakshmi Priya

<b>Programme</b>	<b>B. A. English</b>	<b>Programme Code</b>	<b>UEN</b>
<b>Course Code</b>	<b>20UENC12</b>	<b>Number of Hours/Cycle</b>	<b>4</b>
<b>Semester</b>	<b>I</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>
<b>Core Course II</b>			
<b>Course Title</b>	<b>Indian Writing in English</b>		
<b>Cognitive</b>	<b>Up to K3</b>		

### Preamble

This course aims to provide an understanding of the literary concepts and underlying aesthetics of Indian writing in English. It provides an overview of the various phases of the evolution of Indian writing in English besides thematic concerns, genres and trends of Indian writing in English.

#### **Unit I Prose 10 Hours**

Don Moraes	: My Early Days
Khushwant Singh	: The Portrait of a lady
Amitav Ghosh	: The Ghat of the only World
Chetan Bhagat	: <i>What young India Wants</i> "The Bootlegging of Education"

#### **Unit II Poetry 10 Hours**

Rabindranath Tagore	: Where the Mind is Without Fear
Sujatha Bhatt	: A Different History
R. Parthasarathy	: Home coming
Akhil Katyal	: To the Soldier in Siachen

#### **Unit III Short Stories 10 Hours**

Mulkraj Anand	: The Barber's Trade Union
R.K.Narayan	: The Gateman's Gift
Shiv K.Kumar	: To Nun with Love
Ramendara Kumar	: A Perfect Match

#### **Unit IV Drama 15 Hours**

Manjula Padmanaban	: Harvest
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#### **Unit V Fiction 15 Hours**

Govind Nihalani	: Tamas
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### Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz and Assignments.

### Text Books

- 1.Units: I-III- Compilation by the Department of English
- 2.Unit: IV- Manjula Padmanaban, (2017), *Harvest*, Hachette India.
- 3.Unit: V- Nihalani Govind (1988) *Tamas*, New Delhi: Penguin,

### Reference Books

1. Neira Dev, Amrita Bhalla (2013) *Indian Writing in English an Anthology of Prose and Poetry Selections*, New Delhi: Primus Books.
2. Narayan. R.K (1943), *Malgudi Days*, India: Indian Thought Publications.

### E-resources

- <https://www.thebetterindia.com/11594/20-gems-indian-literature-must-read/>
- <https://www.thecuriousreader.in/bookrack/indian-short-story-collections/>
- [http://en.m.wikipedia.org/wiki/r.\\_k.\\_narayan](http://en.m.wikipedia.org/wiki/r._k._narayan)
- <http://en.m.wikipedia.org/wiki/mahasweta-devi>
- <http://indiannovelscollective.com/book/tamas/>

### Course Outcomes

At the end of the course, students would be able to

CO1	Differentiate the various themes and styles of Indian writers in English.
CO2	Explain and compare how Indian poetry expresses the ethos and the different cultures spread in India.
CO3	Estimate and interpret the various styles and thematic structures in extensive reading and enhance their reading skills.
CO4	Discover the gender discrimination and examine the cultural disparities through plays.
CO5	Examine the various social problems and its reasons through the characters portrayed in the novels.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO 1	3	3	3	1	1	2	2	1	2	1	3	3
CO 2	3	2	2	2	2	3	2	1	2	1	1	1
CO 3	3	3	3	1	2	2	1	1	2	1	2	2
CO 4	2	2	3	1	1	2	1	1	2	1	3	3
CO 5	2	2	1	1	1	2	2	1	2	2	3	3

1 – Low

2 – Moderate

3 – High

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 & K2	2 (K1 & K1)	1(K1)
2	CO2	Up to K2	2	K1 & K2	2 (K2 & K2)	1(K2)
3	CO3	Up to K2	2	K1 & K2	2 (K2 & K2)	1(K2)
4	CO4	Up to K3	2	K1 & K2	2 (K2 & K2)	1(K3)
5	CO5	Up to K3	2	K1 & K2	2 (K3 & K3)	1(K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

**K1 – Remembering and recalling facts with specific answers**

**K2 – Basic understanding of facts and stating main ideas with general answers**

**K3 – Application oriented – Solving problems**

**Distribution of Section –wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
<b>K1</b>	5	8	10	23	23%	23%
<b>K2</b>	5	24	20	49	49%	49%
<b>K3</b>		8	20	28	28%	28%
<b>Total Marks</b>	10	40	50	100	100%	100%

### Lesson Plan

Unit	Topic	Hours	Mode
<b>I Prose</b>	Don Moraes : My Early Days	2	Descriptive Method PPT Method
	Khushwant Singh : The Portrait of a lady	3	
	Amitav Ghosh : The Ghat of the only World	2	
	Chetan Bhagat : <i>What young India Wants</i> “The Bootlegging of Education”	3	
<b>II Poetry</b>	1.Rabindranath Tagore : Where the Mind is Without Fear	3	Flash Cards Descriptive Method
	2.Sujatha Bhatt : A Different History	3	
	3.R. Parthasarathy : Home coming	2	
	4.Akhil Katyal : To the Soldier in Siachen	2	
<b>III Short Stories</b>	1.MulkrajAnand : The Barber’s Trade Union	2	Visual Aids Flash Cards Lecture Method
	2.R.K. Narayan : The Gateman’s Gift	3	
	3.Shiv K. Kumar : To Nun with Love	3	
	4.Ramendara Kumar : A Perfect Match	2	
<b>IV Drama</b>	Manjula Padmanaban : Harvest	15	Movie of the play will be screened Role Play
<b>V Fiction</b>	Govind Nihalani : Tamas	15	Screening the Fiction

**Course Designed By:** Mr. N. Moorthy.

<b>Programme</b>	<b>B. A. English</b>	<b>Programme Code</b>	<b>UEN</b>
<b>Course Code</b>	<b>20UENA11</b>	<b>Number of Hours/Cycle</b>	<b>6</b>
<b>Semester</b>	<b>I</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>
<b>Allied Course I</b>			
<b>Course Title</b>	<b>Social History of England – I</b>		
<b>Cognitive Level</b>	<b>Up to K3</b>		

### **Preamble**

This course examines modern English European history from early Renaissance to the second half of the seventeenth century. It also explores the impact of new religious, political and artistic representations of the ages.

### **Unit I** **18 Hours**

1. The Hundred Years War
2. The Wars of the Roses
3. The Tudor Period

### **Unit II** **18 Hours**

1. The Renaissance
2. The Reformation
3. The Dissolution of the Monasteries

### **Unit III** **18 Hours**

1. The Religion of England
2. The Tudor Navy and Armada
3. The Elizabethan Theatre

### **Unit IV** **18 Hours**

1. The East India Company
2. Colonial Expansion
3. Civil War and its Social Significance

### **Unit V** **18 Hours**

1. Puritanism
2. Restoration England
3. The Origin and Growth of Political Parties in England

### **Pedagogy**

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz and Assignments.

### **Text Book**

Xavier, A.G. (2009). *An Introduction to the Social History Of England*: Chennai, India: Viswanathan, S. Printers & Publishers Pvt Ltd.

### **Reference Books**

1. Briggs, Asa. (1983). *Social History Of England*. New York, USA: Book Club Associates.
2. Padmaja, Ashok. (2011). *The Social History of England*. Chennai, India: Orient Black swan.
3. Trevelyan. G.M. (1944). *English Social History: A Survey of Six Centuries Chaucer To Queen Victoria*. London, England: Longmans, Green And Co.

### **E- Resources**

- [Edpf.pub>a-s-social-history-of-English](http://edpf.pub/a-s-social-history-of-English).
- <https://www.cambridge.org/core/series/social-history-of-england/>



### Course Outcomes

At the end of the course, Students would be able to:

<b>CO1</b>	Recall the hoary past of England.
<b>CO2</b>	Outline the development of Renaissance; show the effects of Reformation
<b>CO3</b>	Interpret Colonial expansion and explain the civil war and its social significance
<b>CO4</b>	Identify the role of religion in English society, and explain the importance of Elizabethan theatre
<b>CO5</b>	Identify the significance of Puritanism and summarize the events of Restoration England

### Mapping of Course Outcomes (Cos) with Programme Specific Outcomes (PSOs)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
<b>CO 1</b>	1	1	3	1	1	2	0	2	2	1	2	1
<b>CO 2</b>	2	1	2	1	2	2	1	1	3	1	2	2
<b>CO 3</b>	1	2	3	1	2	2	2	1	2	1	2	2
<b>CO 4</b>	2	2	2	1	2	2	2	2	2	1	2	2
<b>CO 5</b>	2	2	2	1	2	2	2	2	2	1	1	1

1 – Low

2 – Moderate

3 – High

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K1	2	K1 & K1	2(KI&K1)	1(K1)
2	CO2	Up to K2	2	K1 & K2	2(K2&K2)	1(K2)
3	CO3	Up to K2	2	K1 & K2	2(K2&K2)	1(K2)
4	CO4	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
5	CO5	Up to K3	2	K1 & K2	2(K3&K3)	1(K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

**K1 – Remembering and recalling facts with specific answers**

**K2 – Basic understanding of facts and stating main ideas with general answers**

**K3 – Application oriented – Solving problems**

**Distribution of Section –wise Marks with K Levels**

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or)</b>	<b>Section C (Open Choice)</b>	<b>Total Marks</b>	<b>% of Marks without choice</b>	<b>Consolidated (Rounded off)</b>
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3		8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

**Lesson Plan**

<b>Unit</b>	<b>Topic</b>	<b>Hours</b>	<b>Mode</b>
I	1.The Hundred Years War	7	Flash Cards
	2.The Wars of the Roses	6	Lecture Method
	3.The Tudor Period	5	
II	1.The Renaissance	6	Ppt
	2.The Reformation	6	Lecture Method
	3. The Dissolution of the Monasteries	6	
III	1.The Religion of England	6	Flash Cards
	2.The Tudor Navy and Armada	5	Ppt
	3. The Elizabethan Theatre	7	Lecture Method
IV	1.The East India Company	6	Lecture Method
	2.Colonial Expansion	6	
	3.Civil War and its Social Significance	6	
V	1.Puritanism	6	Flash Cards
	2.Restoration England	6	Lecture Method
	3.The Origin and Growth of Political Parties in England	6	

**Course Designed By:** Dr. I.P. Remya

<b>Programme</b>	<b>B.A., B.Sc., B.Com.,</b>	<b>Programme Code</b>	<b>UEN</b>
<b>Course Code</b>	<b>20UENN11</b>	<b>Number of Hours/Cycle</b>	<b>2</b>
<b>Semester</b>	<b>I</b>	<b>Max. Marks</b>	<b>50</b>
<b>Part</b>	<b>IV</b>	<b>Credit</b>	<b>2</b>
<b>Non-Major Elective Course I</b>			
<b>Course Title</b>	<b>English for Communication</b>		
<b>Cognitive Level</b>	<b>Up to K3</b>		

### Preamble

This course aims to enhance communicative and writing competency in today's technological world. It provides an insight into various speaking skills such as conversation in real life situations, group discussion, interview and public speaking. The student will get every minute detail through different representative samples of fictional information to interpret charts, diagrams into paragraphs which helps to develop their writing skills.

### Unit 1 6 Hours

1. Interpreting charts, tables, statistics, Venn diagrams.
2. Technology based Communication – Writing Emails, Power Point Presentation

### Unit II 6 Hours

1. Words and phrases used for conversation (Making Statements, Questions, Orders, Suggestions, Denying, Rejecting, Permission, Obligations, etc.)
2. Conversation in Formal Situation
3. Conversation in Informal Situation

### Unit III 6 Hours

1. Internal and External, Communication
2. Verbal and Non-Verbal Communication

### Unit IV 6 Hours

1. Group Discussion
2. Public Speaking
  - i) Welcome Speech
  - ii) Vote of Thanks.

### Unit V 6 Hours

- i) Importance of Job Interview
- ii) Characteristics of Job Interview
- iii) Body Language.

### Pedagogy

Classroom Lectures, Brainstorming, Conversational Drills, Group Discussion, Seminar, Quiz, Assignment.

### Text Book

1. I-V Units - Compilation by the Department of English

### Reference Books

1. Krishnaswamy. N. et. al. (2015). *Mastering Communication Skills and Soft Skills*. New Delhi, India: Bloomsbury Publishing India Pvt. Ltd.
2. Rai, Urmila. (2010). *English Language Communication Skills*. Mumbai, India: Himalaya Publishing House.
3. Peterson, Mark. *Group Discussions: Sure Way to Success* New Delhi, India: Lotus Press.

### E- resources

- <https://www.coursera.org/>
- [https://www.myenglishteacher.eu>blog](https://www.myenglishteacher.eu/blog)

### Course Outcomes

At the end of the course, students would be able to:

<b>CO1</b>	Convert charts, tables, statistics, Venn diagrams into meaningful passages and develop their writing skills.
<b>CO2</b>	Trace words and phrases and apply them in day to day conversation.
<b>CO3</b>	Express their ideas effectively in making presentations.
<b>CO4</b>	Express their ideas in group discussions and enhance their leadership qualities.
<b>CO5</b>	Identify the key factors in job interview and associate how body language influences communication more than words

On the successful completion of the course the students will be able to communicate with confidence and get rid of facing interviews at the end of their programme.

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	Cos	K – Level	Section A	Section B
			Either/or Choice	Open Choice
			No. of Questions	No. of Questions
1	CO1	Up to K2	2(K1&K1)	1(K2)
2	CO2	Up to K2	2(K1&K1)	1(K2)
3	CO3	Up to K3	2(K2&K2)	1(K3)
4	CO4	Up to K3	2(K2&K2)	1(K3)
5	CO5	Up to K3	2(K2& K2)	1(K3)
No of Questions to be asked			10	5
No of Questions to be answered			5	3
Marks for each Question			3	5
Total Marks for each Section			15	15

**K1 – Remembering and recalling facts with specific answers**

**K2 – Basic understanding of facts and stating main ideas with general answers**

**K3 – Application oriented – Solving problems**

### Distribution of Section –wise Marks with K Levels

K Levels	Section A (Either/or)	Section B (Open Choice)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
K1	12	-	12	21.82%	22%
K2	18	10	28	50.91%	51%
K3	-	15	15	27.27%	27%
Total Marks	30	25	55	100.00%	100%

### Lesson Plan

Unit	Topic	Hours	Mode
I	1. Interpreting charts, tables, statistics, Venn diagrams.	4	Lecture Method
	2. Technology based Communication – Writing Emails, Power Point Presentation	2	PPT Presentation
II	1. Words and phrases used for conversation (Making Statements, Questions, Orders, Suggestions, Denying, Rejecting, Permission, Obligations, etc.)	4	Flash Cards Word Games Lecture Method
	2. Conversation in Formal Situation	1	
	3. Conversation in Informal Situation	1	
III	1. Internal and External, Communication	4	Lecture Method
	2. Verbal and Non-Verbal Communication	2	
IV	1. Group Discussion	2	Assigning topic and making the students to actively participate.
	2. Public Speaking i) Welcome Speech ii) Vote of Thanks.	4	
V	1. Job Interview i) Importance of Job Interview ii) Characteristics of Job Interview	4	Conducting Mock Interviews in Classrooms
	2. Body Language.	2	

**Course Designed By:** Mrs. K. Anusuya

<b>Programme</b>	<b>B. A. English</b>	<b>Programme Code</b>	<b>UEN</b>
<b>Course Code</b>	<b>20UENC21</b>	<b>Number of Hours/Cycle</b>	<b>4</b>
<b>Semester</b>	<b>II</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>
<b>Core Course III</b>			
<b>Course Title</b>	<b>British Literature - II ( 18<sup>th</sup> - 20<sup>th</sup> Century)</b>		
<b>Cognitive Level</b>	<b>Up to K3</b>		

### Preamble

This course enables the students to gain an understanding of literature produced in England between 18th to 20th centuries with a focus on works of prose, poetry, fiction and drama to impart knowledge of literature, thought and culture studied through the different political and cultural transformations of English society in their respective ages. It aims to develop the learners their ability to understand English in a wide range of contexts.

#### **Unit I General Introduction 10 Hours**

Introduction to the Victorian Age and its Literary style

Introduction to the Modern Age and its Literary style

#### **Unit II Prose 10 Hours**

A.G. Gardiner

-On Superstitions

G.K. Chesterton

-On Running after One's Hat

George Orwell

- A Hanging

Virginia Woolf

- The Mark on the Wall

#### **Unit III Poetry 10 Hours**

Robert Browning

-Fra Lippo Lippi

T.S Eliot

- Love Song Of Alfred Prufrock

W.B. Yeats

-The Second Coming

Philip Larkin

- Church Going

#### **Unit IV Drama 15 Hours**

George Bernard Shaw

-Pygmalion

#### **Unit V Fiction 15 Hours**

Thomas Hardy

- The Mayor of Casterbridge

### Pedagogy

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz, Assignments

### Text Book(s)

1. Units: I-III- Compilation by the Department of English
2. Unit: IV- Shaw, Bernard. (2003), *Pygmalion*. Delhi: Penguin
3. Unit: V- Hardy, Thomas (2012). *The Mayor of Cater Bridge*. Delhi, India: Penguin.

### Reference Books

1. Albert, Edward. (2017) *History of English Literature*. Oxford, London: OUP.
2. Green, David. (2005). *The Winged Word*. Chennai, India. Macmillan Publications.
3. Widdowson, Peter.9 (2004). *The Palgrave Guide to English Literature and it Contexts*. Basingstoke Hampshire: Palgrave Macmillan.

### E-Resources

- <https://www.bartleby.com/380/prose/491.html>
- <https://www.gutenberg.org/files/37858/37858-h/37858-h.htm#chap37>
- <https://www.penguin.com/static/pdf/teachersguides/pygmalion.pdf>

### Course Outcomes

At the end of the course, students would be able to:

CO1	Classify the characteristics of the Victorians, Modern age and their literary styles.
CO2	Discuss the various aspects of British prose and explain its elements, kinds, structure and the nuances of the language
CO3	Classify and Interpret poems in various contexts and express its aesthetic sense.
CO4	Identify the distinct characteristics and make aware of the social problems and examine the themes of the novel and enhance their reading skills.
CO5	Develop their critical thinking skills and get familiarize with real life situations.

### Mapping of Course Outcomes (Cos) with Programme Specific Outcomes (PSOs)

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO 1	3	3	3	1	2	1	1	2	2	1	2	2
CO 2	3	3	2	2	2	3	2	2	1	1	2	2
CO 3	3	3	3	1	2	2	2	2	1	1	1	2
CO 4	3	3	3	2	2	2	2	1	2	1	3	3
CO 5	3	3	3	1	2	2	2	2	1	1	2	2

1 – Low

2 – Moderate

3 - High

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 & K2	2(KI&K1)	1(K1)
2	CO2	Up to K2	2	K1 & K2	2(K2&K2)	1(K2)
3	CO3	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
4	CO4	Up to K3	2	K1 & K2	2(K2&K2)	1(K3)
5	CO5	Up to K3	2	K1 & K2	2(K3&K3)	1(K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

**K1 – Remembering and recalling facts with specific answers**

**K2 – Basic understanding of facts and stating main ideas with general answers**

**K3 – Application oriented – Solving problems**

**Distribution of Section –wise Marks with K Levels**

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or)</b>	<b>Section C (Open Choice)</b>	<b>Total Marks</b>	<b>% of Marks without choice</b>	<b>Consolidated (Rounded off)</b>
K1	5	8	10	23	23%	23%
K2	5	24	10	39	39%	39%
K3		8	30	38	48%	48%
Total Marks	10	40	50	100	100%	100%

**Lesson Plan**

<b>Unit</b>	<b>Topic</b>	<b>Hours</b>	<b>Mode</b>
<b>I Introduction to British Literature</b>	1. Introduction to the Victorian Age and its Literary style	6	Lecture Method PPT Method
	2. Introduction to the Modern Age and its Literary style	4	
<b>II British Prose</b>	1. A.G. Gardiner - On Superstitions	3	Flash Cards Lecture Method
	2. G.K. Chesterton - On Running after One's Hat	3	
	3. George Orwell - A Hanging	2	
	4. Virginia Woolf – The Mark on the Wall.	2	
<b>III British Poetry</b>	1. Robert Browning - Fra Lippo Lippi	2	Visual Aids Flash Cards Lecture Method
	2. T.S. Eliot - Love Song Of Alfred Prufrock	3	
	3. W.B. Yeats - The Second Coming	3	
	4. Philip Larkin - Church Going	2	
<b>IV British Drama</b>	George Bernard Shaw - Pygmalion	15	Movie of the same will be screened Role Play
<b>V British Fiction</b>	Thomas Hardy – The Mayor of Casterbridge	15	Movie of the same will be screened Textual Reading

**Course Designed By:** Dr. I.P. Remya



<b>Programme</b>	<b>B. A. English</b>	<b>Programme Code</b>	<b>UEN</b>
<b>Course Code</b>	<b>20UENC22</b>	<b>Number of Hours/Cycle</b>	<b>4</b>
<b>Semester</b>	<b>II</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>
	<b>Core Course IV</b>		
<b>Course Title</b>	<b>Advanced English Grammar and Usage</b>		
<b>Cognitive Level</b>	<b>Up to K3</b>		

### **Preamble**

This course aims at strengthening the grammatical competence of the students. Besides it builds confidence in them to use the rules of English grammar effectively and make them to create flawless sentences.

### **Unit I**

**12 Hours**

1. Prepositional Verbs and phrasal Verbs
2. Phrase and Clause Structures
3. Style and Attitudinal Adjuncts
4. Adjective: Attributive and Predicative Sentences

### **Unit II**

**12 Hours**

1. Punctuation, Verb forms and Subject Verb Agreement
2. Pronoun-Antecedent Agreement
3. Auxiliaries
4. Adjective-Adverb Confusion

### **Unit III**

**12 Hours**

1. Phonology and Sound System
2. Morphology
3. Noun/Verb-Regular, Irregular Morphology
4. Structure vs Form Class

### **Unit IV**

**12 Hours**

1. Errors in Common Expressions
2. Sentence Fragments and Split Infinitives
3. Dangling Construction
4. Run-on-Sentences

### **Unit V**

**12 Hours**

1. Emphasis and Clarity
2. Concisions and Consistency
3. Forms of Writing
4. Add colour with Advanced Verbs

### **Pedagogy**

Classroom lectures, Seminars, Quiz, Assignments, PPT and Films. lass Room Le

### **Text Books**

1. I-V-Advanced English Grammar, Martin Hewings, Cambridge University Press.
2. T.Balasubramanian (2017) *English Phonetics for Indian Students*: Laxmi Publications (3<sup>rd</sup> Ed)

### **Reference Books**

1. George Yule.( 2019).*Oxford Practice Grammar*: OUP Oxford Publishing.
2. Nesfield J.C.(2004). *English Grammar Composition and Usage*, Chennai, India:Macmillan Limited.
3. Wren P.C.&H. Martin.( 2017)..*English Grammar and Composition*, New Delhi,India: S Chand Publishing.

**E- resources**

- <https://www.grammarly.com/blog/category/handbook/>
- <https://www.grammarly.com/blog/verb-tenses/>
- <https://www.englishgrammar.org/spot-error/>
- <https://www.teachingenglish.org.uk/article/cleft-sentence>
- <https://www.khanacademy.org/humanities/grammar/syntax-sentences-and-clauses/types-of-sentences/e/complex-and-compound-complex-sentences>

**Course Outcomes**

At the end of the course, students would be able to:

CO1	Trace Dependent and Independent Clauses in Sentences.
CO2	Explain the difference between Adjectival and Adverbial Clauses.
CO3	Apply their knowledge of English Phonology to improve their own Pronunciation.
CO4	Identify the Errors in Common Expressions.
CO5	Utilize the forms of Writings and add colour with Advanced Verbs in their Writings and Speaking.

**Mapping of Course Outcomes (Cos) with Programme Specific Outcomes (Pos)**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
<b>CO 1</b>	2	3	2	1	3	2	2	3	2	0	2	2
<b>CO 2</b>	3	2	0	2	3	3	3	2	2	0	2	1
<b>CO 3</b>	3	1	2	3	3	2	3	3	3	2	3	3
<b>CO 4</b>	0	0	0	2	3	2	3	2	2	1	3	1
<b>CO 5</b>	3	2	2	1	3	3	3	3	3	3	3	3

**1 – Low**

**2 – Moderate**

**3 – High**

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 & K2	2 (K1 & K1)	1(K1)
2	CO2	Up to K2	2	K1 & K2	2 (K2 & K2)	1(K2)
3	CO3	Up to K3	2	K1 & K2	2 (K2 & K2)	1(K3)
4	CO4	Up to K3	2	K1 & K2	2 (K3 & K3)	1(K3)
5	CO5	Up to K3	2	K1 & K2	2 (K3 & K3)	1(K3)
No of Questions to be asked			10		5	5
No of Questions to be answered			10		5	03
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

**K1 – Remembering and recalling facts with specific answers**

**K2 – Basic understanding of facts and stating main ideas with general answers**

**K3 – Application oriented – Solving problems**

**Distribution of Section –wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	% of Marks without choice	Consolidated (Rounded off)
K1	5	8	10	23	23%	23%
K2	5	16	10	31	31%	31%
K3	-	16	30	46	46%	46%
Total Marks	10	40	50	100	100%	100%

### Lesson Plan

Unit	Topic	Hour	Mode
<b>I</b>	1. Prepositional Verbs and phrasal Verbs	3	Descriptive Method Exercise Practice PPT Presentation Assignment
	2. Phrase and Clause Structures	3	
	3. Style and Attitudinal Adjuncts	3	
	4. Adjective: Attributive and Predicative Sentence	3	
<b>II</b>	1. Punctuation, Verb forms and Subject --Verb Agreement	5	Descriptive Method Using Charts Online resources including audio/ Video
	2. Pronoun-Antecedent Agreement	3	
	3. Auxiliaries	2	
	4. Adjective-Adverb Confusion	2	
<b>III</b>	1. Phonology and Sound System	4	Descriptive Method Using Language Lab Stimulate Discussion Assignment
	2. Morphology	2	
	3. Noun/Verb-Regular, Irregular Morphology	2	
	4. Structures Form Class	4	
<b>IV</b>	1. Errors in Common Expressions	3	Maximize the potential of online tools. Boost Writing skills in Fun ways Assignment
	2. Sentence Fragments and Split Infinitives	3	
	3. Dangling Construction	3	
	4. Run-on-Sentences	3	
<b>V</b>	1. Emphasis and Clarity	3	Maximize the potential of online tools. Descriptive Method Exercise Practice
	2. Concisions and Consistency	3	
	3. Forms of Writing	3	
	4. Add colour with Advanced Verb	3	

**Course Designed By: Dr. R. Kavitha**

<b>Programme</b>	<b>B. A. English</b>	<b>Programme Code</b>	<b>UEN</b>
<b>Course Code</b>	<b>20UENA21</b>	<b>Number of Hours/Cycle</b>	<b>6</b>
<b>Semester</b>	<b>II</b>	<b>Max. Marks</b>	<b>100</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>
<b>Allied Course II</b>			
<b>Course Title</b>	<b>Social History of England - II</b>		
<b>Cognitive Level</b>	<b>Up to K3</b>		

### **Preamble**

This course traces the development of England and analyzes various scientific innovations. Students will be able to understand the spirit of England, the spread of education and the impact of the World Wars.

### **Unit I** **18 Hours**

1. Age of Queen Anne
2. Coffee House Life in London
3. The Union of England and Scotland

### **Unit II** **18 Hours**

1. The Agrarian Revolution
2. The Industrial Revolution
3. The Methodist Movement

### **Unit III** **18 Hours**

1. Other Humanitarian Movements
2. The War of American Independence
3. England and Ireland

### **Unit IV** **18 Hours**

1. Effects of the French Revolution
2. The Reform Bills
3. The Victorian Age

### **Unit V** **18 Hours**

1. Means of Transport and Communication
2. Trade Unionism in England
3. The World Wars and Social Security

### **Pedagogy**

Class Room Lectures, Power point presentation, Group Discussion, Seminar, Quiz and Assignments

### **Text Book**

1. Xavier, A.G. (2009). *An Introduction to the Social History Of England*: Chennai, India: Viswanathan, S. Printers & Publishers Pvt Ltd.

### **Reference Books**

1. Trevelyan. G.M.(1944). *English Social History: A Survey of Six Centuries Chaucer To Queen Victoria*. London, England: Longmanns Green And Co.
2. Padmaja Ashok. (2011). *The Social History of England* Chennai, India: Orient Blackswan.
3. Briggs Asa.(1983). *Social History Of England*. New York, USA: Book Club Associates.

### **E- Resources**

- [Edpf.pub>a-s-social-history-of-English](http://edpf.pub/a-s-social-history-of-English).
- [Hist.cam.ac.uk>seeley-library](http://Hist.cam.ac.uk/seeley-library). Online-resources.

### Course Outcomes

At the end of the course, students would be able to:

<b>CO1</b>	Explain the social life of England.
<b>CO2</b>	Interpret the significance of Science.
<b>CO3</b>	Illustrate the impact of the American War of independence.
<b>CO4</b>	Develop the knowledge of social transformation
<b>CO5</b>	Identify the economical and social conditions of the countries involved in the World Wars

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
<b>CO 1</b>	2	2	3	0	0	2	1	1	0	0	3	0
<b>CO 2</b>	2	0	2	0	0	3	1	2	0	3	3	1
<b>CO 3</b>	2	0	3	0	1	2	0	1	0	1	3	1
<b>CO 4</b>	2	3	2	1	2	1	1	0	2	0	3	2
<b>CO 5</b>	2	2	3	1	1	3	2	1	2	1	3	0

1 – Low

2 – Moderate

3 – High

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1 & K2	2 (K1 & K1)	1(K1)
2	CO2	Up to K2	2	K1 & K2	2 (K2 & K2)	1(K2)
3	CO3	Up to K2	2	K1 & K2	2 (K2 & K2)	1(K2)
4	CO4	Up to K3	2	K1& K2	2 (K2 & K2)	1(K3)
5	CO5	Up to K3	2	K1& K2	2(K3 & K3)	1(K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total Marks for each Section			10		20	30

**K1 – Remembering and recalling facts with specific answers**

**K2 – Basic understanding of facts and stating main ideas with general answers**

**K3 – Application oriented – Solving problems**

**Distribution of Section –wise Marks with K Levels**

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or)</b>	<b>Section C (Open Choice)</b>	<b>Total Marks</b>	<b>% of Marks without choice</b>	<b>Consolidated (Rounded off)</b>
K1	5	8	10	23	23%	23%
K2	5	24	20	49	49%	49%
K3		8	20	28	28%	28%
Total Marks	10	40	50	100	100%	100%

**Lesson Plan**

<b>Unit</b>	<b>Topic</b>	<b>Hours</b>	<b>Mode</b>
<b>I</b>	<b>1.Age of Queen Anne</b>		Descriptive Method
	i) a period of great prosperity	2	
	ii) Educational system	2	
	iii)Social vices of the time	1	PPT Presentation
	<b>2.Coffee House Life in London</b>		
	i) Origin of Coffee houses	2	
	ii) Important Coffee houses in the city	3	
	iii) Suppression of Coffee houses during French Revolution	2	
	<b>3.The Union of England and Scotland</b>		
	i) Social contact between two countries	2	Timeline
ii) Economic and Educational improvements	2		
iii) Scottish contribution to English literature	2		
<b>II</b>	<b>1.The Agrarian Revolution</b>		Chart/ Pictures
	i) Causes for the revolution	2	
	ii) agricultural improvements	2	
	ii) Results of the Revolution	2	Online resources including audio/ Video
	<b>2.The Industrial Revolution</b>		
	i) Industrial development	2	
	ii) The Industries affected by the revolution	2	
	iii)Use of steam for speeding up means of transport	2	
	<b>3.The Methodist Movement</b>		
	i) Social service rendered by the Methodists	3	
ii) Social effects	2		
iii) Influence on English Literature	1		
<b>III</b>	<b>1.Humanitarian Movements</b>		Worksheet Using Map
	i)Concern for the poor	2	
	ii) Prison reform	2	
	iii) The Salvation Army	2	
	<b>2.The War of American Independence</b>		
	i) The Navigation Act	3	
ii) The Stamp Act	1		

	ii) Declaration of Independence <b>3.England and Ireland</b> i) English intrusions into Ireland ii) Ireland becoming a full-fledged Republic	2 3 3	
<b>IV</b>	<b>1.Effects of the French Revolution</b> i)Causes for the Revolution ii)How revolution influenced literature <b>2.The Reform Bills and the Spread of Education</b> i)Causes for Parliamentary reform ii) Chartist Movement <b>3.The Victorian Age</b> i)Rule of Queen Victoria ii)Progress in physical as well as medical Science iii)Great output of Literature iv)The great Prime Ministers and their parliamentary reforms	2 3 2 2 2 3 2 2	Descriptive Method PPT Presentation
<b>V</b>	<b>1.Means of Transport and Communication</b> i)Remarkable improvement in Social life in the 19 <sup>th</sup> Century ii)Railways the most important means of transport iii) Inauguration of the electric telegraph iv) Invention of the Telephone <b>2.Trade Unionism in England</b> i) Amalgamated unions of engineering and other industries ii) Union of Railway workers iii) Formation of federations iv) Trade Union Congress <b>3.World Wars and Social Security</b> i) First World War ii) Second World War iii) The Social Security Act	2 2 1 1 1 2 2 2 2 2 2 1	Online resources Using Map

**Course Designed By: Dr. A.D. Sudha**



<b>Programme</b>	<b>B.A, B.Sc,B.Com</b>	<b>Programme Code</b>	<b>UEN</b>
<b>Course Code</b>	<b>20UENN21</b>	<b>Number of Hours/Cycle</b>	<b>2</b>
<b>Semester</b>	<b>II</b>	<b>Max. Marks</b>	<b>50</b>
<b>Part</b>	<b>IV</b>	<b>Credit</b>	<b>2</b>
<b>Non Major Elective Course II</b>			
<b>Course Title</b>	<b>English for Competitive Examinations</b>		
<b>Cognitive Level</b>	<b>Up to K4</b>		

### Preamble

This course is designed to develop the English language skills of students of various disciplines. It also helps them to write grammatically correct sentences, gain proficiency in writing skills and to face the competitive examinations with confidence.

#### **Unit I Basics of Grammar 6 Hours**

1. Types of Sentences
2. Parts of Speech.

#### **Unit II Word Formation Techniques 6 Hours**

1. Compound words
2. Words often mis-spelt and misused
3. Backformation **and** Portmanteau Words

#### **Unit III Vocabulary 6 Hours**

1. Synonyms, Antonyms
2. Prefix, Suffix
3. Homonyms, Acronyms
4. One Word Substitutes

#### **Unit IV Reading Skills 6 Hours**

1. Reconstructing Passage
2. Reading Comprehension
3. Cloze Test

#### **Unit V Writing Skills 6 Hours**

1. Narrating Stories
2. Narrating Experience
3. Extempore.

### Pedagogy

Class room lectures, Quiz, Seminar and Assignment.

### Text Book

1. I-V - Compilation by the Department of English

### Reference Books

1. Svartvik, Jan and Geoffrey Leech.(2013) *Communicative Grammar of English*, New Delhi, India; Routledge India Ltd.
2. Bhatnagar R.P. (2017). *English for competitive examinations* Chennai, India: Laxmi Publications.
3. Thorpe, Edgar and Thorpe, Showick. (2017) *Objective English for Competitive Examinations* Chennai, India; Pearson India Publications.

### E resources

- 1. <https://www.english-grammar-revolution.com>
- 2. <https://india.oup.com/product/english-for-success-in-competitive-exams->
- 3. <https://arihantbooks.com/english-for-competitive-exams>

### Course Outcomes

At the end of the course, students would be able to:

<b>CO1</b>	Identify the different types of sentences and analyze its parts
<b>CO2</b>	Make use of the unfamiliar words and Identify the word formation techniques
<b>CO3</b>	Select words and define their meaning to improve their vocabulary building skills
<b>CO4</b>	Infer and Interpret passages and develop their reading skills
<b>CO5</b>	Develop their writing skills

**K1– Remembering, K2- Understanding, K3- Applying K4-Analyze**

#### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K – Level	Section A	Section B
			Either/or Choice	Open Choice
			No. of Questions	No. of Questions
1	CO1	Up to K2	2(KI&K1)	1(K2)
2	CO2	Up to K3	2(K2&K2)	1(K3)
3	CO3	Up to K3	2(K2&K2)	1(K3)
4	CO4	Up to K3	2(K2&K2)	1(K3)
5	CO5	Up to K4	2(K3&K3)	1(K4)
No of Questions to be asked			10	5
No of Questions to be answered			5	3
Marks for each Question			3	5
Total Marks for each Section			15	15

**K1 – Remembering and recalling facts with specific answers**

**K2 – Basic understanding of facts and stating main ideas with general answers**

**K3 – Application oriented – Solving problems**

**K4 – Examining and Analyzing.**

**Distribution of Section –wise Marks with K Levels**

<b>K Levels</b>	<b>Section A (Either/or)</b>	<b>Section B (Open Choice)</b>	<b>Total Marks</b>	<b>% of Marks without choice</b>	<b>Consolidated (Rounded off)</b>
K1	6		6	10.91%	11%
K2	18	5	23	41.82%	42%
K3	6	15	21	38.18%	38%
K4		5	5	9.09%	9%
Total Marks	30	25	55	100.00%	100%

**Lesson Plan**

<b>Unit</b>	<b>Topic</b>	<b>Hours</b>	<b>Modes</b>
<b>I Basics of Grammar</b>	1.Types of Sentences	3	Lecture Method
	2.Parts of Speech.	3	Chalk & Talk
<b>II Word formation Techniques</b>	1.Compound words	2	Flash Cards
	2.Words often mis-spelt and misused	2	Chalk & Talk
	3.Backformation and Portmanteau Words	2	
<b>III Vocabulary</b>	1.Synonyms, Antonyms	1	Chalk & Talk
	2.Prefix, Suffix	2	
	3.Homonyms, Acronyms	2	
	4. One Word Substitutes	1	
<b>IV Reading Skills</b>	1. Reconstructing Passage	3	. Chalk & Talk
	2.Reading Comprehension	2	
	3.Cloze Test	1	
<b>V Writing Skills</b>	1.Narrating Stories	3	Active participation Role play
	2. Narrating Experiences	3	

**Course Designed By: Mrs. A. Vanathi**

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	20UENC31	Number of Hours/Cycle	5		
Semester	III	Max. Marks	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>		
<b>Core Course V</b>					
<b>Course Title</b>	<b>American Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K3</b>	<b>75</b>	<b>-</b>	<b>-</b>	

### Preamble

This course aims to provide an understanding of the literary concepts and underlying aesthetics of American Literature. It provides an overview of the various phases of the evolution of American Literature besides thematic concerns, genres and trends of American Literature.

<b>Unit I</b>	<b>Poetry</b>	<b>15 Hours</b>
	Ralph Waldo Emerson - Brahma Edgar Allan Poe - Raven Emily Dickinson - I felt a Funeral in my Brain Robert Frost - West-Running Brook Carl Sandburg - Happiness Wallace Stevens - Of Modern Poetry	
<b>Unit II</b>	<b>Prose</b>	<b>15 Hours</b>
	Ralph Waldo Emerson - Self-Reliance Abraham Lincoln - Gettysburg Address Henry David Thoreau - The Battle of the Ants William Faulkner - Nobel Prize Acceptance Speech	
<b>Unit III</b>	<b>Drama</b>	<b>15 Hours</b>
	Tennessee Williams - The Glass Menagerie	
<b>Unit IV</b>	<b>Fiction</b>	<b>15 Hours</b>
	Edward P. Jones - The Known World	
<b>Unit V</b>	<b>Short Stories</b>	<b>15 Hours</b>
	Nathaniel Hawthorne - My kinsman, Major Molineux Hans Christian Anderson - The Little Match Girl T.S. Arthur - An Angel in Disguise Herman Melville - Bartleby, the Scrivener	

### Pedagogy

Classroom Lectures, Power Point Presentation, Group Discussion, Seminar, Quiz and Assignments.

### Text Books

- Units: I,II,III & V - Compilation by the Department of English.
- Oliver, E.S. (2003). *An Anthology-American Literature 1890-1965*. Third Edition, New Delhi, India: Eurasia Publishing House.
- Tennessee, William. (1973). *The Glass Menagerie*. London, England: Penguin Modern Classics.
- Jones, Edward. P. (2006). *The Known World*. Virginia, United States: Amistad Press.
- Doerr, Anthony. & Heidi Pitlor (2019). *The Best American Short Stories*. Boston, United States: Mariner Books.

### Reference Books

1. Crawford, B.V, Kern, A.C., & Needleman, M.H. (2000). *American Literature*. Third Edition, New York, US: Barnes & Noble Inc. Publishers.
2. Hoffman, D. (2014). *Harvard Guide to Contemporary American Writing*. Fourth Edition, London, UK: Belknap Press.
3. Stanton, T (2016). *A Manual of American Literature*. The Project Gutenberg E-Book. Third Edition. New Delhi, India: Eurasia Publishing House.

### E-Resources

- [https://whitmanarchive.org/criticism/current/encyclopedia/entry\\_43.html](https://whitmanarchive.org/criticism/current/encyclopedia/entry_43.html)
- <https://www.goodreads.com/work/quotes/63366416-god-s-lonely-man>
- <https://reasonandmeaning.com/2017/04/10/william-faulkners-nobel-prize-acceptance-speech-with-commentary/>
- [https://www.pval.org>the\\_glass\\_menagerie\\_messy\\_full\\_text](https://www.pval.org>the_glass_menagerie_messy_full_text)
- <https://www.theguardian.com>jul>fiction.tonimorrison>

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Infer the growth of American Literature and its culture
CO2	Identify the themes explored by the American writers
CO3	Inspect literary characteristics of multicultural American writer
CO4	Critically appreciate the American mind and their language
CO5	Formulate ideas about the life and agony of the marginalized

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO1	3	3	3	2	1	3	1	1	1	1	1	2
CO2	3	2	1	1	1	2	1	2	2	3	1	2
CO3	2	1	3	2	1	1	2	1	2	1	1	1
CO4	3	3	1	1	2	3	1	1	1	1	2	2
CO5	3	1	2	1	2	3	1	1	1	1	3	3

3. High; 2. Moderate; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1& K2	2 (K1 & K1)	1(K1)
2	CO2	Up to K2	2	K1 & K2	2 (K2 & K2)	1(K2)
3	CO3	Up to K2	2	K1 & K2	2 (K2 & K2)	1(K2)
4	CO4	Up to K3	2	K1& K2	2 (K2& K2)	1(K3)
5	CO5	Up to K3	2	K1& K2	2 (K3 & K3)	1(K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

**Distribution of Section - wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C Open Choice	Total Marks	Consolidated (Rounded off)
K1	5	8	10	23%	23%
K2	5	24	20	49%	49%
K3	-	8	20	28%	28%
Total Marks	10	40	50	100%	100%

### Lesson Plan

<b>Unit I</b>	<b>Poetry</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Ralph Waldo Emerson - Brahma	<b>3</b>	<b>Descriptive Method</b>
	b. Edgar Allan Poe - Raven	<b>4</b>	
	c. Emily Dickinson – I felt a Funeral in my Brain	<b>2</b>	
	d. Robert Frost – West-Running Brook	<b>2</b>	
	e. Carl Sandburg - Happiness	<b>2</b>	
	f. Wallace Stevens – Of Modern Poetry	<b>2</b>	
<b>Unit II</b>	<b>Prose</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Ralph Waldo Emerson – Self-Reliance	<b>4</b>	<b>Flash Cards Descriptive Method</b>
	b. Abraham Lincoln – Gettysburg Address	<b>4</b>	
	c. Henry David Thoreau – The Battle of the Ants	<b>3</b>	
	d. William Faulkner – Nobel Prize Acceptance Speech	<b>4</b>	
<b>Unit III</b>	<b>Drama</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Tennessee Williams – The Glass Menagerie	<b>15</b>	<b>Movie of the play will be screened</b>
<b>Unit IV</b>	<b>Fiction</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Edward P. Jones – The Known World	<b>15</b>	<b>Screening the Fiction</b>
<b>Unit V</b>	<b>Short Stories</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Nathaniel Hawthorne – My Kinsman, Major Molineux	<b>4</b>	<b>Lecture PPT</b>
	b. Hans Christian Anderson – The Little Match Girl	<b>4</b>	
	c. T.S. Arthur – An Angel in Disguise	<b>3</b>	
	Herman Melville – Bartleby, the Scrivener	<b>4</b>	

**Course designed by Dr. N. Moorthy**

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENC32</b>	Number of Hours/Cycle	<b>5</b>		
Semester	<b>III</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>		
<b>Core Course VI</b>					
<b>Course Title</b>	<b>Literary Genres and Terms</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>75</b>	<b>-</b>	<b>-</b>	

### Preamble

This course comprises basic concepts of some important literary genres and terms to make the students recognize and interpret the diverse poetic devices and techniques in literature.

<b>Unit I</b>	<b>Literary Genres in Poetry</b>	<b>15 Hours</b>
	Lyric and its Kinds The Epic and The Mock-epic Ballad Satire	
<b>Unit II</b>	<b>Literary Genres in Prose</b>	<b>15 Hours</b>
	Novel Essay and its types Short Story Biography and Autobiography Literary Criticism	
<b>Unit III</b>	<b>Literary Genres in Drama</b>	<b>15 Hours</b>
	Tragedy Comedy Tragicomedy Romantic Comedy Melodrama	
<b>Unit IV</b>	<b>Recent Genres in Literature</b>	<b>15 Hours</b>
	Cognitive Literature Crime Fiction Eco Literature Magical Realism in Literature Science Fiction and Fantasy in Literature	
<b>Unit V</b>	<b>Literary Terms</b>	<b>15 Hours</b>
	Allusion, Bathos and Anti-Climax Burlesque, Character and Characterization Dramatic Monologue, Freytag's Pyramid, Graphic narrative, Objective Correlative Persona, tone, and voice , Stream of Consciousness.	

### Pedagogy

Classroom Lectures, PPT, Seminar, Quiz, Assignment.

### Text Book

1. Abrams, M.H, Harpham, G. G .(2015). *A Glossary of Literary Terms*, eleventh edition, Canada: Nelson Education ltd.



### Reference Books

1. Chris Baldick.( 2015).*The Concise Oxford Dictionary of Literary Terms*.Fourth edition, Oxford: Oxford University Press.
2. Cuddon J. A. (2015). *Penguin Dictionary of Literary Terms and Theory*, Fifth edition.New York, USA: Penguin Books.
3. Nair, Ramachandran. R. (2003). *Literary Forms*. Chennai, India: Emerald Publication.

### E-Resources

- [https:// literary forms. net/setting/](https://literaryforms.net/setting/)
- <https://literaryterms.net/glossary-of-literary-terms/>
- <https://literaryterms.net/plot/>
- <https://literaryterms.net/setting/>
- [https://literaryterms.net/figures of speech](https://literaryterms.net/figures-of-speech/)

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Describe the main elements of different genres in poetry.
CO2	Interpret the literary nuances of prose writings.
CO3	Recognize social, moral and aesthetic values through drama.
CO4	Infer recent trends in literature and become active readers.
CO5	Classify the literary devices and strategies employed by the writers

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PS O 10	PS O 11	PS O 12
CO 1	3	3	3	2	1	2	2	3	2	1	2	2
CO 2	3	3	3	2	1	3	2	3	2	1	3	3
CO 3	3	3	2	2	1	3	3	2	2	1	3	2
CO 4	3	3	2	2	2	3	3	3	3	3	2	2
CO 5	2	3	2	1	1	3	1	2	1	2	1	1

3.High; 2. Moderate ; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Question	No.of Question
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K1)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K1)
3	CO3	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
5	CO5	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

**Distribution of Section - wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Open Choice)	Total Marks	Consolidated (Rounded off)
K1	5	24	20	49%	49%
K2	5	16	30	51%	51%
Total Marks	10	40	50	100%	100%

### Lesson Plan

<b>Unit I</b>	<b>Literary Genres in Poetry</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Lyric and its Kinds	6	Lecture PPT
	b. The Epic and The Mock-epic	3	
	c. The Ballad	3	
	d. Satire	3	
<b>Unit II</b>	<b>Literary Genres in Prose</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Novel	3	Lecture PPT
	b. Essay and its types	3	
	c. Short Story	3	
	d. Biography and Autobiography	3	
	e. Literary Criticism	3	
<b>Unit III</b>	<b>Literary Genres in Drama</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Tragedy	3	Lecture PPT
	b. Comedy	3	
	c. Tragicomedy	3	
	d. Romantic Comedy	3	
	e. Melodrama	3	
<b>Unit IV</b>	<b>Recent Genres in Literature</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Cognitive literary studies	3	Lecture PPT
	b. Crime Fiction	3	
	c. Eco Literature	3	
	d. Magical Realism in Literature	3	
	e. Science Fiction and Fantasy in Literature	3	
<b>Unit V</b>	<b>Literary Terms</b>	<b>15 Hours</b>	<b>Mode</b>
	a. Allusion, Bathos and anti-Climax	3	Lecture PPT
	b. Burlesque, Character and Characterization	3	
	c. Dramatic Monologue, Freytag's Pyramid	3	
	d. Graphic narrative, Objective Correlative	3	
	e. Persona, tone and voice, Stream of Consciousness	3	

Course designed by Dr.A.D.Sudha

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENA31</b>	Number of Hours/Cycle	<b>6</b>		
Semester	<b>III</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>		
<b>Allied Course III</b>					
<b>Course Title</b>	<b>History of English Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>90</b>	<b>-</b>	<b>-</b>	

### Preamble

This course enables the students to acquire an overview of the History of English Literature by the study of eminent writers down the ages, with a detailed description of the social background along with historical and cultural perspective.

<b>Unit I</b>	<b>Old English – Elizabethan Age</b>	<b>20 Hours</b>
	English Literature before Chaucer (500-1340) The Age of Chaucer From Chaucer to Tottel’s Miscellany(1400-1557) The Development of the Drama to 1561 The Age of Shakespeare(1558-1625).Verse The Age of Shakespeare- The Drama The Age of Shakespeare - Prose	
<b>Unit II</b>	<b>Puritan- Restoration Age</b>	<b>16 Hours</b>
	The Age of Milton(1625-1660) The Age of Milton. Other Poets and Prose Writers The Age of Dryden (1660-1700). Verse The Age of Dryden. Prose and the Drama	
<b>Unit III</b>	<b>Augustan – Georgian Age</b>	<b>18 Hours</b>
	The Age of Pope(1700-1745).Verse The Age of Pope. Prose and the Drama The Age of Johnson (1745-1798). General Prose The Age of Johnson. The Novel The Age of Johnson. Verse	
<b>Unit IV</b>	<b>Romantic Age</b>	<b>18 Hours</b>
	The Age of Wordsworth (1798-1832). The Older Poets. The Age of Wordsworth The Younger Poets The Age of Wordsworth General Prose The Age of Wordsworth The Novel	
<b>Unit V</b>	<b>Victorian – Present Age</b>	<b>18 Hours</b>
	The Age of Tennyson(1832-1887).Verse The Age of Tennyson. General Prose The Age of Tennyson. The Novel The Age of Hardy(1887-1928) The Present Age(1930-1955)	

### Pedagogy

Classroom Lectures, PPT, Seminar, Quiz, Assignment **Textbook**

Hudson, Henry William.(2012).*An Outline History of English Literature*.Noida, India: Maple Press.

### Reference Books

1. Fulk, R.D. Cain, Christopher, M. (2003). *A History of Old English Literature*. Malden: Blackwell.
2. Drabble, Margaret, ed. (1996), *The Oxford Companion to English Literature*. Oxford, UK: Oxford University Press.
3. Davies, Marion Wynne, ed. (1990), *The Bloomsbury Guide to English Literature*. New York, USA: Prentice Hall.

### E-Resources

- <https://www.britannica.com/art/English-literature>
- <http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=aa08>
- <https://literariness.org/2018/07/18/a-brief-history-of-english-literature/>
- <https://www.literaturemini.com/2018/08/history-of-english-literature.html>
- <http://www.universalteacher.org.uk/lit/history.htm>

### Course Outcomes

**After completion of this course, the students will be able to:**

CO1	Gain knowledge of the history and tradition of English literature.
CO2	Infer the development of history of literature.
CO3	Relate how literature has steadily developed from ages to ages.
CO4	Explore how literature influences the social and political history of England
CO5	Associate texts in relation to their historical and cultural contexts.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PS O 10	PS O 11	PS O 12
CO 1	3	3	3	1	3	2	2	2	3	2	2	2
CO 2	3	3	3	1	3	2	3	3	3	2	2	2
CO 3	3	3	3	1	3	2	3	3	3	2	2	2
CO 4	3	3	3	1	3	2	3	3	3	2	2	2
CO5	3	3	3	1	3	2	3	3	3	2	2	2

3. High; 2. Moderate; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K- Level	No. of Questions	No.of Question
1	CO1	Up toK2	2	K1&K2	2(K1&K1)	1(K2)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

**Distribution of Section - wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C Open Choice	Total Marks	% of Marks without Choice
K1	5	40	-	45	45%
K2	5	-	50	55	55%
Total Marks	10	40	50	100	100%

### Lesson Plan

	<b>Old English – Elizabethan Age</b>	<b>20 Hours</b>	<b>Mode</b>
<b>Unit I</b>	a. English Literature before Chaucer (500-1340)	2	<b>Lecture, PPT</b>
	b. The Age of Chaucer	4	
	c. From Chaucer to Tottel's Miscellany(1400-1557)	3	
	d. The Development of the Drama to 1561	2	
	e. The Age of Shakespeare(1558-1625).Verse	3	
	f. The Age of Shakespeare- The Drama	3	
	g. The Age of Shakespeare - Prose	3	
<b>Unit II</b>	<b>Puritan- Restoration Age</b>	<b>16 Hours</b>	<b>Mode</b>
	a. The Age of Milton (1625-1660)	4	<b>Lecture, PPT</b>
	b. The Age of Milton. Other Poets and Prose Writers	4	
	c. The Age of Dryden (1660-1700)Verse	4	
d. The Age of Dryden Prose and the Drama	4		
<b>Unit III</b>	<b>Augustan – Georgian Age</b>	<b>18 Hours</b>	<b>Mode</b>
	a. The Age of Pope(1700-1745) Verse	4	<b>Lecture, PPT</b>
	b. The Age of Pope Prose and Drama	4	
	c. The Age of Johnson (1745-1798) General Prose	3	
	d. The Age of Johnson The Novel	4	
e. The Age of Johnson Verse	3		
<b>Unit IV</b>	<b>Romantic Age</b>	<b>18 Hours</b>	<b>Mode</b>
	a.The Age of Wordsworth (1798-1832) The Older Poets	4	<b>Lecture, PPT</b>
	b. The Age of Wordsworth The Younger Poets	5	
	c. The Age of Wordsworth General Prose	5	
d. The Age of Wordsworth The Novel	4		
<b>Unit V</b>	<b>Victorian – Present Age</b>	<b>18 Hours</b>	<b>Mode</b>
	a. The Age of Tennyson (1832-1887) Verse	4	<b>Lecture, PPT</b>
	b. The Age of Tennyson General Prose	4	
	c. The Age of Tennyson The Novel	4	
	d. The Age of Hardy (1887-1928)	4	
e. The Present Age	2		

Course designed by Dr. N. Lakshmi Priya

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENS31</b>	Number of Hours/Cycle	<b>2</b>		
Semester	<b>III</b>	Max. Marks	<b>50</b>		
<b>Part</b>	<b>IV</b>	<b>Credit</b>	<b>2</b>		
<b>Skill Based Course I</b>					
<b>Course Title</b>	<b>Essentials of Spoken English and Presentation Skills</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K2</b>		<b>30</b>	<b>-</b>	<b>-</b>

### Preamble

This course enables the students to improve their communication skills in English both in terms of fluency and comprehensibility. It also helps the learners to plan and structure for effective presentation and develops their command over the language effectively.

<b>Unit I</b>	<b>The Basics of English</b>	<b>6 Hours</b>
	a. About Spoken English b. Know What Listening Does c. Simple Beginning d. Twist your Tongue e. Talking of the Past, Back to the future	
<b>Unit II</b>	<b>Vocabulary</b>	<b>6 Hours</b>
	a. The Action Words b. Other Situations c. 'Wh' Words, d. Strange Moods, Strange Words e. How Important are these Little Words	
<b>Unit III</b>	<b>Planning Presentation</b>	<b>6 Hours</b>
	a. Presentation Plan b. Types and Methods of Presentation c. Report Writing d. Developing an Agenda e. Anxiety	
<b>Unit IV</b>	<b>Executing Presentation</b>	<b>6 Hours</b>
	a. Powerful Presentation b. Visual-Aids c. Importance of Clear English d. Importance of Venue, Voice, Sources, Humour, Time Management and Body Language e. Skinner and Reinforcement	
<b>Unit V</b>	<b>Captivating Audience</b>	<b>6 Hours</b>
	a. Gaining Attention b. Creating, Developing and Maintaining Interest c. Dealing with Difficult Situations d. Obstacles to clear Communication e. Feedback	

### Pedagogy

Lecture method, PPT, Visual Aids, Audio Lingual.

### Text Books

1. Townsend, Roz. (2014). *Presentation Skills for the Upwardly Mobile*. Chennai, India: Emerald Publishers.
2. Reid, Alison. (2019). *Spoken English*. New Delhi, India: Good Will Publishers.



### Reference Books

1. Gangal,J.K, (2012). *A Practical Course in Spoken English*. New Delhi, India: PHI Learning Pvt Ltd.
2. Balan,Jeyashree (2010). *Spoken Language*. Chennai, India: Vijay Nicole Imprints Pvt. Ltd.
3. Carmen,Robert (2010). *Spoken English Flourish your Language*. Chandigarh, India: Abishek Publications.
4. Taylor,Grant (2001). *English Conversation Practice*. Chennai, India: McGraw Hill Education.

### E-Resources

- [.https://conversationstartersworld.com/250-conversation-starters/](https://conversationstartersworld.com/250-conversation-starters/)
- [.https://perfectlyspoken.com/](https://perfectlyspoken.com/)
- [.https://www.britishcouncil.in/english/online](https://www.britishcouncil.in/english/online)
- [.https://www.edx.org/learn/english](https://www.edx.org/learn/english)

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Gain knowledge of basic concepts related to verbal communication
CO2	Relate the process and different aspects of communication
CO3	Present comprehensive instruction on presentation techniques.
CO4	Explain the usage of body language in presentation.
CO5	Illustrate how to deal with difficult situations during presentation.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO1	2	1	1	1	3	3	3	3	3	2	2	3
CO2	1	1	2	3	3	3	2	3	2	2	2	3
CO3	1	1	2	1	3	3	3	3	3	3	2	1
CO4	1	2	3	1	3	3	3	3	3	3	2	1
CO5	1	2	2	1	3	2	3	2	2	2	3	3

**3. High; 2. Moderate ; 1. Low**

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	Cos	K-Level	Section A	Section B
			Either/ or Choice	Open Choice
			No. of Question	No. of Question
1	CO1	Up to K1	2(K1&K1)	1(K1)
2	CO2	Up to K1	2(K1&K1)	1(K1)
3	CO3	Up to K1	2(K1&K1)	1(K1)
4	CO4	Up to K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2(K2&K2)	1(K2)
No of Questions to be asked			10	5
No of Questions to be answered			5	3
Marks for each Question			3	5
Total marks for each Section			15	15

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

**Distribution of Section - wise Marks with K Levels**

K Levels	Section A (Either/or)	Section B (Open Choice)	Total Marks	Consolidated (Rounded off)
K1	24	15	39	71%
K2	6	10	16	29%
Total Marks	30	25	55	100%

### Lesson Plan

<b>Unit I</b>	<b>The Basics of English</b>	<b>6 Hours</b>	<b>Mode</b>
	a.. About Spoken English	<b>1</b>	<b>Lecture &amp; Audio lingual</b>
	b. Know What Listening Does	<b>1</b>	
	c. Twist your Tongue	<b>1</b>	
	d. Simple Beginning	<b>1</b>	
	e. Talking of the Past, Back to the future	<b>2</b>	
<b>Unit II</b>	<b>Vocabulary</b>	<b>6 Hours</b>	<b>Mode</b>
	a. The Action Words	<b>1</b>	<b>PPT Lecture</b>
	b. Other Situations	<b>1</b>	
	c. 'Wh' Words,	<b>1</b>	
	d. Strange Moods, Strange Words	<b>1</b>	
	e. How Important are these Little Words	<b>2</b>	
<b>Unit III</b>	<b>Planning Presentation</b>	<b>6 Hours</b>	<b>Mode</b>
	a. Powerful Presentation	<b>1</b>	<b>PPT &amp; Lecture</b>
	b. Gaining Attention	<b>1</b>	
	c. Creating, Developing and Maintaining Interest	<b>1</b>	
	d. Feedback	<b>1</b>	
	e. Skinner and Reinforcement	<b>2</b>	
<b>Unit IV</b>	<b>Executing Presentation</b>	<b>6 Hours</b>	<b>Mode</b>
	a. Presentation Plan	<b>1</b>	<b>Lecture &amp; Visual Aids</b>
	b. Visual-Aids	<b>2</b>	
	c. Anxiety	<b>1</b>	
	d. . Types and Methods of Presentation	<b>1</b>	
	e. Dealing with Difficult Situations	<b>1</b>	
<b>Unit V</b>	<b>Captivating Audience</b>	<b>6 Hours</b>	<b>Mode</b>
	a. Developing an Agenda	<b>1</b>	<b>Lecture &amp; PPT</b>
	b. Report Writing	<b>2</b>	
	c. Obstacles to clear Communication	<b>1</b>	
	d. Importance of Venue, Voice, Sources, Humour, Time Management and Body Language	<b>1</b>	
	e. Importance of Clear English	<b>1</b>	

Course designed by: **Dr. A .Vanathi**

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENC41</b>	Number of Hours/Cycle	<b>5</b>		
Semester	<b>IV</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>		
<b>Core Course VII</b>					
<b>Course Title</b>	<b>Indian Literature in English Translation</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>75</b>	<b>-</b>	<b>-</b>	

#### **Preamble**

This course sensitizes the students to appreciate indigenous literature represented by authors from India. Thus it fine tunes them to be culturally oriented to the rich legacy of the nation.

<b>Unit I</b>	<b>Introduction</b>	<b>13 Hours</b>
	An Overview of Indian Literature in Translation	
<b>Unit II</b>	<b>Poetry</b>	<b>16 Hours</b>
	Thiruvalluvar - Tirukkural – Learning (Couplets from 391 to 400) Rabindranath Tagore – Gitanjali (Lyrics 36, 75, 103) Kalki Subramaniam - Fate I Wrote Namdeo Dhasal - Tree of Violence	
<b>Unit III</b>	<b>Drama</b>	<b>16 Hours</b>
	Dharamvir Bharathi - Andha Yug	
<b>Unit IV</b>	<b>Fiction</b>	<b>15 Hours</b>
	O.V. Vijayan - The Infinity of Grace	
<b>Unit V</b>	<b>Short Stories</b>	<b>15 Hours</b>
	T. Padmanabhan - The Girl Who Spreads Light Sundara Ramaswamy - Blossoming Mahasweta Devi - Draupadi Darisi Annapurnamma - Gnanamba	

#### **Pedagogy**

Classroom Lectures, PPT, Seminar, Quiz, Assignment

#### **Text Books**

1. Kapse, Dhananjay. (2016). *Modern Indian Writing in English Translation*. New Delhi, India: World View Publications.
2. Kumar, Suresh. S. (2020). *Thirukkural: Interpreted for the Common Reader*, .Nagercoil, India: Raj Pathippakam.
3. Tagore, Rabindranath. (1913). *Gitanjali (Song Offerings)*. London, United Kingdom. Macmillan.
4. Nair, R. P. (2013). *Kavya Bharati*. Madurai, India: SCILET.
5. Nair, Sreekantan. (2013). *In the Shade of the Sahyadri*. (P.P. Raveendran &G.S. Jayasree,ed.).New Delhi, India: OUP.
6. Ramaswami, Sundara.(2013). *Waves*. (Lakshmi Holmstorm & Gomathi Narayanan, Trans.). New Delhi, India: Penguin Random House.

7. Spivak, Gayatri Chakravorti.(2014). *Mahasweta Devi Breast Stories*. Kolkata,India: Seagull Books.
8. Vijayan, O. V.(1987). *The Infinity of Grace*. (Ramesh Menon & O.V. Vijayan, Trans.). New Delhi, India: Penguin Books.
9. Lalita, Tharu. (1991).*Women Writing in India*. New Delhi, India:OUP.
10. Bharathi, Dharamvir (2009). *Andha Yug*. (Alok Bhalla, Trans.). New Delhi, India: OUP.

### **Reference Books**

1. Palumbo, Giuseppe.(2009). *Key Terms in Translation Studies*. London, New York: Continuum.
2. Pope, G.U. (1886). *The Sacred Kural of Tiruvalluva Nayanar*. London: Henry Froude.
3. Bhattacharya, Sabyasachi. (2011). *Rabindranath Tagore: An Interpretation*. New Delhi, India: Penguin Books.
4. Spivak.Gayatri. Chakravorti. (1988). *Draupadi” in Other Worlds:Essays in Cultural Politics*. New York, London: Routledge.
5. Vijayan, O.V. (1998). *Selected Fiction*. New Delhi, India: Penguin Books.

### **E-Resources**

- <https://thirukkural133.wordpress.com/contents/>
- <https://en.wikipedia.org/wiki/Gitanjali>
- <https://kalkisubramaniam.com/>
- [https://en.wikipedia.org/wiki/T.\\_Padmanabhan](https://en.wikipedia.org/wiki/T._Padmanabhan)
- [https://en.wikipedia.org/wiki/Sundara\\_Ramaswamy](https://en.wikipedia.org/wiki/Sundara_Ramaswamy)
- <https://www.gradesaver.com/mahasweta-devi-short-stories/study-guide/character-list>
- [https://en.wikipedia.org/wiki/O.\\_V.\\_Vijayan](https://en.wikipedia.org/wiki/O._V._Vijayan)

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Recall the polyphony of Indian writing in translation.
CO2	Relate the feelings of different sects of people to the universal feelings.
CO3	Infer the typical life style of people living in different locales.
CO4	Explore the socio, economic and cultural barriers of people related to the prescribed text.
CO5	Associate the activities of the various characters to that of the real life situation.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO1	3	3	3	1	1	1	1	3	1	1	2	2
CO2	3	3	3	1	2	2	1	2	1	3	3	2
CO3	3	3	3	1	2	2	2	2	3	2	3	2
CO4	3	3	3	1	2	2	2	2	2	1	3	3
CO5	3	3	3	1	2	2	2	2	2	1	3	3

3. High; 2. Moderate; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Question	No. of Question
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K1)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K1)
3	CO3	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
5	CO5	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

**Distribution of Section - wise Marks with K Levels**

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or)</b>	<b>Section C (Open Choice)</b>	<b>Total Marks</b>	<b>Consolidated (Rounded off)</b>
K1	5	16	20	41%	41%
K2	5	24	30	59%	59%
Total Marks	10	40	50	100%	100%

**Lesson Plan**

<b>Unit I</b>	<b>Introduction</b> An Overview of Indian Literature in Translation	<b>13 Hours</b>	<b>Mode</b>
		<b>13</b>	<b>Lecture</b>
<b>Unit II</b>	<b>Poetry</b>	<b>16 Hours</b>	<b>Mode</b>
	Thiruvalluvar - Tirukkural (Couplets from 391 to 400)	<b>4</b>	<b>Lecture, PPT</b>
	Rabindranath Tagore – Gitanjali (Lyrics 36, 75, 103)	<b>4</b>	
	Kalki Subramaniam - Fate I Wrote	<b>4</b>	
	Namdeo Dhasal - Tree of Violence	<b>4</b>	
<b>Unit III</b>	<b>Drama</b> Dharamvir Bharathi - Andha Yug	<b>16 Hours</b>	<b>Mode</b>
		<b>16</b>	<b>Mode Lecture, PPT</b>
<b>Unit IV</b>	<b>Fiction</b>	<b>15 Hours</b>	<b>Mode</b>
	O.V. Vijayan - The Infinity of Grace	<b>15</b>	<b>Lecture, PPT</b>
<b>Unit V</b>	<b>Short Stories</b>	<b>15 Hours</b>	<b>Mode</b>
	T. Padmanabhan - The Girl Who Spreads Light	<b>4</b>	<b>Lecture, PPT</b>
	Sundara Ramaswamy - Blossoming	<b>4</b>	
	Mahasweta Devi - Draupadi	<b>4</b>	
	Darisi Annapurnamma - Gnanamba	<b>3</b>	

Course designed by Dr. I.P. Remya

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	20UENC42	Number of Hours/Cycle	5		
Semester	IV	Max. Marks	100		
Part	III	Credit	4		
<b>Core Course VIII</b>					
<b>Course Title</b>	<b>Introduction to English Language and Linguistics</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K3</b>		<b>75</b>	<b>-</b>	<b>-</b>

#### Preamble

This course facilitates to gain a thorough knowledge on the study of language through scientific approach. It enhances the learners to be familiar with second language acquisition as well as regional, social and cultural variations in language and also gives practice in both articulating and transcribing the English speech sounds.

<b>Unit I</b>	<b>What is Language?</b>	<b>10 Hours</b>
	The Origins of Language Animals and Human Language	
<b>Unit II</b>	<b>Science of Sounds</b>	<b>18 Hours</b>
	The Sounds of Language The Sound Patterns of Language Stress and Intonation	
<b>Unit III</b>	<b>Language Acquisition and Practice</b>	<b>16 Hours</b>
	Second Language Acquisition/Learning Gestures and Sign Language Written Language	
<b>Unit IV</b>	<b>Language Variations</b>	<b>16 Hours</b>
	Regional Variation in Language Social Variation in Language Language and Culture	
<b>Unit V</b>	<b>Transcription</b>	<b>15 Hours</b>
	English Language Transcription Reverse Transcription	

#### Pedagogy

Class Room Lectures, PPT, Group Discussion, Audio Lingual

#### Text Books

1. Yule,G. (2019). *The Study of Language*. Cambridge, UK: Cambridge University Press.
2. Balasubramanian, T. (2012). *A Textbook of English Phonetics for Indian Students*. Chennai, India: Macmillan Publishers India Ltd. (for V)

#### Reference Books

1. Roach,P.,Hartman,J.,Setter,J., & Jones, D. (2006). *Cambridge English Pronouncing Dictionary*. Cambridge,UK: Cambridge University Press.
2. Varshney, Rathe. L. (1998). *An Introductory Textbook of Linguistics and Phonetics*. Delhi,India:Students Store Publications.
3. Wrenn,C.L. (1966). *The English Language*. London, UK: Methuen.

#### E-Resources

- <https://www.teachingenglish.org.uk>
- <https://www.researchgate.net/journal/English-Language-and-Linguistics-1469-4379>
- <https://englishexplorations.check.uni-hamburg.de/basic-concepts-of-english-phonetics-and-pronunciation/>
- <https://ielanguages.com/phonetics.html>
- <https://dictionary.cambridge.org/help/phonetics.html>



### Course Outcomes

After completion of this course, the students will be able to:

CO1	Trace the origins of language and the link between animal and human languages
CO2	Identify the organs of speech and the articulation of speech sounds
CO3	Explain the acquisition of second language, sign language and written language
CO4	Interpret the variations of language in regional, social and cultural background
CO5	Transcribe English words and sentences phonemically and vice versa

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	PSO 10	PSO 11	PSO 12
CO1	2	2	2	2	2	1	1	1	2	1	1	1
CO2	2	1	1	3	3	2	2	2	3	1	1	1
CO3	2	1	2	3	3	3	3	3	2	1	2	1
CO4	2	1	3	3	3	2	2	2	2	1	3	3
C05	1	1	1	3	3	3	2	2	2	1	1	2

3. High; 2. Moderate; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K1)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
5	CO5	Up to K3	2	K1&K2	2(K3&K3)	1(K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

**Distribution of Section - wise Marks with K Levels**

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or)</b>	<b>Section C (Open Choice)</b>	<b>Total Marks</b>	<b>Consolidated (Rounded off)</b>
K1	5	16	10	31%	31%
K2	5	16	30	51%	51%
K3		8	10	18%	18%
Total Marks	10	40	50	100%	100%

**Lesson Plan**

<b>Unit I</b>	<b>What is Language?</b>	<b>10 Hours</b>	<b>Mode</b>
	a. The Origins of Language	5	Lecture
	b. Animals and Human Language	5	
<b>Unit II</b>	<b>Science of Sounds</b>	<b>18 Hours</b>	<b>Mode</b>
	a. The Sounds of Language	7	Lecture
	b. The Sound Patterns of Language	7	Audio Lingual
	c. Stress and Intonation	4	Language Lab
<b>Unit III</b>	<b>Language Acquisition and Practice</b>	<b>16 Hours</b>	<b>Mode</b>
	a. Second Language Acquisition / Learning	6	Lecture
	b. Gestures and Sign Language	5	
	c. Written Language	5	
<b>Unit IV</b>	<b>Language Variations</b>	<b>16 Hours</b>	<b>Mode</b>
	a. Regional Variation in Language	6	Lecture
	b. Social Variation in Language	5	
	c. Language and Culture	5	
<b>Unit V</b>	<b>Transcription</b>	<b>15 Hours</b>	<b>Mode</b>
	a. English Language Transcription	8	Transcription
	b. Reverse Transcription	7	Practice

Course designed by Mrs. K. Anusuya

<b>Programme</b>	<b>B.A.,</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENA41</b>	Number of Hours/Cycle	<b>6</b>		
Semester	<b>IV</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>4</b>		
<b>Allied Course IV</b>					
<b>Course Title</b>	<b>Film and Literature</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K3</b>		<b>90</b>	<b>-</b>	<b>-</b>

#### **Preamble**

This course aims at refining the Students' penchant for Film aesthetics. It introduces classics from Indian as well as world cinema in the context of socio-political subtexts.

<b>Unit I</b>	<b>Film reviews and Film Criticism</b>	<b>14 Hours</b>
	Hours in the Dark	
<b>Unit II</b>	<b>Reading the Visual and Visualising the text</b>	<b>14 Hours</b>
	Mise-en-Scene	
<b>Unit III</b>	<b>Film History and Genres</b>	<b>26 Hours</b>
	The Western- The Good, The Bad and The Ugly War-Films – The Bridge on the River Kwai Neo-Realism - Bicycle Thieves Bio-Pic - Gandhi	
<b>Unit IV</b>	<b>Screening and Analysis-I</b>	<b>16 Hours</b>
	Psychoanalysis – Guna, Penguin Marxist Theory - Gypsy	
<b>Unit V</b>	<b>Screening and Analysis-II</b>	<b>20 Hours</b>
	Feminist Theories – Aval Appadithan, Kalki, The Great Indian Kitchen Post Modern Theory- Jigarthanda, Soothu kavvum	

#### **Pedagogy**

Classroom Lectures, Group Discussion, Seminar, PPT, Seminar, Quiz, Assignment, Screening Films

#### **Text Book**

1. Vaidhyanathan T.G.(2014) *Hours in the Dark: Essays on Cinema*, India: OUP.

#### **Reference Books**

1.Nobell, Geoffrey Smith.(2017). *The History of Cinema: A Very Short Introduction*, New Delhi, India: OUP.

2.Dhyakshy, Ashish Raja.(2016). *Indian Cinema: A Very Short Introduction*, New Delhi, India: OUP.

3.Wood, Michael. (2012). *Film: A Very Short Introduction*. London, United Kingdom: OUP.

4. Dhyakshy, Ashish Raja, & Willemen Paul. (1999) *Encyclopedia of Indian Cinema*, London: Routledge.

#### **Recommended Screening/ Viewing**

Vitoria D Sica's *The Bicycle Theives*

Porter's *The Great Train Robbery*

Alfred Hitchcock's *Psycho*

Charlie Chaplin's *Nine to Five*

Maniratnam's *Nayagan*

Balachander's *Kalki*

Sudha Kongara's *Surarai Pottru*

### E-Resources

- [www.cambridge.org/core/books/cambridge-companion](http://www.cambridge.org/core/books/cambridge-companion)
- [www.worldcat.org/title/films-literature-an](http://www.worldcat.org/title/films-literature-an)
- [Sims.fandom.com/wiki/film-and-literature](http://Sims.fandom.com/wiki/film-and-literature)

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Identify between film reviews and film criticism.
CO2	Infer the visuals and visualize the text
CO3	Relate cinema using Classical, Marxist and Feminist Theories
CO4	Interpret how a story line becomes a film script with reference to film narratology
CO5	Write film reviews and film criticisms

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PS O 10	PS O 11	PS O 12
CO 1	3	1	1	2	3	2	2	2	1	3	2	2
CO 2	3	1	1	2	2	3	3	2	1	2	1	1
CO 3	3	2	1	1	2	3	2	3	2	3	2	2
CO 4	2	1	1	2	3	3	3	2	2	3	2	1
CO5	1	1	1	2	2	3	2	2	1	2	2	3

3. High 2. Moderate 1.Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Question	No. of Question
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
4	CO4	Up to K3	2	K1&K2	2K3&K3)	1(K3)
5	CO5	Up to K3	2	K1&K2	2(K3&K3)	1(K3)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers.

K2 – Basic understanding of facts and stating main ideas with general answers.

K3 - Application oriented – solving problems

**Distribution of Section – wise Marks with K Levels**

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or)</b>	<b>Section C (Open Choice)</b>	<b>Total Marks</b>	<b>Consolidated (Rounded off)</b>
K1	5	16	-	21%	21%
K2	5	8	30	43%	43%
K3	-	16	20	36%	36%
Total Marks	10	40	50	100%	100%

**Lesson Plan**

<b>Unit I</b>	<b>Film reviews and Film Criticism</b>	<b>14 Hours</b>	<b>Mode</b>
	Hours in the Dark	<b>14</b>	<b>Descriptive Method Screening the Movie</b>
<b>Unit II</b>	<b>Reading the Visual and Visualising the text</b>	<b>14 Hours</b>	<b>Mode</b>
	Mise-en-Scene	<b>14</b>	<b>Descriptive Method</b>
<b>Unit III</b>	<b>Film History and Genres</b>	<b>26 Hours</b>	<b>Mode</b>
	The Western- The Good, The Bad and The Ugly	<b>7</b>	<b>Screening the Movie Lecture Method</b>
	War-Films – The Bridge on the River Kwai	<b>7</b>	
	Neo-Realism - Bicycle Thieves	<b>6</b>	
	Bio-Pic - Gandhi	<b>6</b>	
<b>Unit IV</b>	<b>Screening and Analysis-I</b>	<b>16 Hours</b>	<b>Mode</b>
	Psychoanalysis – Guna, Penguin	8	<b>Lecture Method Screening the Movie</b>
	Marxist Theory - Gypsy	8	
<b>Unit V</b>	<b>Screening and Analysis-II</b>	<b>20 Hours</b>	<b>Mode</b>
	Feminist Theories – Aval Appadithan, Kalki,	7	<b>Screening the Movie Lecture Method</b>
	The Great Indian Kitchen	7	
	Post Modern Theory- Jigarthanda, Soothu	6	
	kavvum		

**Course designed by Dr.R.Kavitha**

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENS41</b>	Number of Hours/Cycle	<b>2</b>		
Semester	<b>IV</b>	Max. Marks	<b>50</b>		
<b>Part</b>	<b>IV</b>	<b>Credit</b>	<b>2</b>		
<b>Skill Based Course II</b>					
<b>Course Title</b>	<b>Public Speaking</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K3</b>	<b>30</b>	<b>-</b>	<b>-</b>	

### Preamble

This course introduces the students the art of Public Speaking that helps them to enhance their communication skill.

<b>Unit I</b>		<b>6 Hours</b>
	Characteristics of Voice quality Volume Note	
<b>Unit II</b>		<b>6 Hours</b>
	Personal appearance Gestures Eye Contact	
<b>Unit III</b>		<b>6 Hours</b>
	Organisation of speech Planning Developing Beginning and ending of speech delivery	
<b>Unit IV</b>		<b>6 Hours</b>
	Drafting a speech	
<b>Unit V</b>		<b>6 Hours</b>
	Speeches for special occasions – experts Swami Vivekananda Martin Luther King Malala Yousifazi	

### Pedagogy

Lecture notes, PowerPoint, Seminars and Assignments

### Text Book

Krishna Mohan and N.P. Singh (2009). *Speaking English Effectively*. Chennai, India: Macmillan.

### Reference Books

1. Carnegie, Dale. (2016). *The Art of Public Speaking*. Chennai, India: Vayu Education of India.
2. Konar, Nira . (2011). *Communication Skills for Professionals*. Chennai, India : PHI.
3. Maihotra, Ron. (2020). *How to Speak*. Chennai, India: Karan Mc Dermott.

### E Resources

- <http://en.wikipedia.org/wiki/public-speaking>
- [rhetoric.byu.edu/canons/canons.htm](http://rhetoric.byu.edu/canons/canons.htm)
- <http://www.webmd.com/anxiety-panic/guide/20061101/fear-public-speaking>

### Course Outcomes

**After completion of this course, the students will be able to:**

CO1	Understand the characteristics of the Art of Public Speaking.
CO2	Develop their personal appearance towards public speaking.
CO3	Illustrate the main ideas to organize the speech plan.
CO4	Construct their own sentences through expert speeches
CO5	Make use of acquire knowledge in public speaking

**Mapping of Course Outcomes (COs) with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO1	1	1	2	2	3	3	3	3	3	2	1	3
CO2	1	1	2	2	3	3	3	3	3	1	2	2
CO3	1	1	1	2	3	3	3	2	3	2	3	3
CO4	1	2	1	2	3	3	3	3	3	1	3	2
CO5	1	1	1	1	2	2	2	2	2	2	2	3

3. High; 2. Moderate; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K – Level	Section A	Section B
			Either/or Choice	Open Choice
			No. of Questions	No. of Questions
1	CO1	Up to K1	2 (K1 & K1)	1(K1)
2	CO2	Up to K2	2 (K2& K2)	1(K2)
3	CO3	Up to K2	2 (K2& K2)	1(K2)
4	CO4	Up to K3	2 (K2 & K2)	1(K3)
5	CO5	Up to K3	2 (K3& K3)	1(K3)
No of Questions to be asked			10	5
No of Questions to be answered			5	3
Marks for each Question			3	5
Total Marks for each Section			15	15

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

K3 – Application oriented – Solving problems

**Distribution of Section - wise Marks with K Levels**

K Levels	Section A (Either/or)	Section B (Open)	Total Marks	Consolidated (Rounded off)
K1	6	5	11	23%
K2	18	10	28	49%
K3	6	10	16	28%
Total Marks	30	25	55	100%

### Lesson Plan

	<b>Description</b>	<b>Hours</b>	<b>Mode</b>
<b>Unit I</b>	<b>a.</b> Characteristics of Voice quality	<b>2</b>	<b>Lecture, PPT</b>
	<b>b.</b> Volume	<b>2</b>	
	<b>c.</b> Note	<b>2</b>	
<b>Unit II</b>	<b>a.</b> Personal Appearance	<b>2</b>	<b>Lecture, PPT</b>
	<b>b.</b> Gestures	<b>2</b>	
	<b>c.</b> Eye Contact	<b>2</b>	
<b>Unit III</b>	<b>a.</b> Organisation of Speech Planning	<b>3</b>	<b>Lecture, PPT</b>
	<b>b.</b> Developing Beginning and ending of speech delivery	<b>3</b>	
<b>Unit IV</b>	Drafting a speech	<b>6</b>	<b>Lecture, PPT</b>
<b>Unit V</b>	Speeches for special occasions-experts	<b>6</b>	<b>Lecture, PPT</b>

**Course designed by Mr. V. Amardeep**



### Value Added Courses

<b>Programme</b>	<b>B.A</b>	<b>Programme Code</b>	<b>UEN</b>
Course Code	<b>20CENG31</b>	Number of Hours/Cycle	<b>2</b>
Semester	<b>III</b>	Max. Marks	<b>50</b>
		<b>Credit</b>	<b>2</b>
<b>Value Added Course I</b>			
<b>Course Title</b>	<b>Body Language: Key to Professional Success</b>		

#### Preamble

The aim of this course is to impart sensitivity and precision to students understanding of body language so that in professional settings they can regulate their body language and can successfully learn to control their hesitation, anxiety and nervousness to come across as a more confident individual in all formal assessment situations.

<b>Unit I</b>		<b>6 Hours</b>
	Defining Body Language, scope and Relevance Proxemics Behavioral Connotations Oculesics	
<b>Unit II</b>		<b>6 Hours</b>
	Haptics Kinesics Types and Contexts Facial Expressions Macro and Micro Facial Expressions	
<b>Unit III</b>		<b>6 Hours</b>
	Mouth and Smiles Cultural Differences in Smiles Head Nods Hand Movements	
<b>Unit IV</b>		<b>6 Hours</b>
	Understanding Finger Movements Movements of Feet and Legs Paralanguage Chronemics	
<b>Unit V</b>		<b>6 Hours</b>
	Chromatics Olfactics and Physical Appearance Digital Body Language Gustorics and Silence	

#### Pedagogy

1. Classroom Lectures ,PPT, Seminar, Quiz and Assignment

#### Text Book

1. Pease, Allan. (1997) *.Body Language: How to Read Others Thoughts by Their Gestures* .India: Manjul Publishing House Pvt Ltd.

#### Reference Books

- 1 .Pease, Allan and Pease, Barbara. (2004) *.The Definitive Book of Body Language* India: Manjul Publishing House Pvt Ltd.
2. Calero, Nierenberg. (2012) *.How to Read a Person Like a Book: Observing Body Language to Know What People Are Thinking* New York: Pocket books Publisher.
3. Navarro, Joe and Karlins , Marvin. (2008) *. What Every BODY is Saying: An Ex-FBI Agent's Guide to Speed- Reading People* New York: Harpers Collins Publisher.

#### E-Resources

- <https://www.ted.com> body language
- <http://bodylanguageproject.com/articles/resources-and-references-used-in-the-articles/>
- <https://www.skillsyouneed.com/ips/body-language.html>

**Course designed by Dr.A.D.Sudha**

<b>Programme</b>	<b>B.A., B.Sc., B.Com.</b>	<b>Programme Code</b>	<b>UEN</b>
Course Code	<b>20CENG41</b>	Number of Hours/Cycle	<b>2</b>
Semester	<b>IV</b>	Max. Marks	<b>50</b>
		<b>Credit</b>	<b>2</b>
<b>Value Added Course II</b>			
<b>Course Title</b>	<b>Stress Management</b>		

#### Preamble

This course aims to teach the learners to cope with stress and helps to reduce its harmful effects in future. It also enhances the students to prevent stress while maintaining healthy life style.

<b>Unit I</b>	<b>Understanding Stress</b>	<b>06 Hours</b>
	What is Stress? Sources and Types of Stress Personality Factors and Stress Stress and the College Student	
<b>Unit II</b>	<b>Stress and Psychophysiology</b>	<b>06 Hours</b>
	Stress and Nervous System Hypothalamic – Pituitary Adrenal Axis Effect of Stress on Immune System Health Risk and Psychiatric Disorders associated with Stress	
<b>Unit III</b>	<b>Developing Resilience to Stress</b>	<b>06 Hours</b>
	Understanding Stress Level Role of Personality Pattern, Self Esteem, Locus of Control Role of Thought, Beliefs and Emotions Interpersonal Life Situation	
<b>Unit IV</b>	<b>Strategies for Relieving Stress</b>	<b>06 Hours</b>
	Developing Cognitive coping Skills Autogenic Training, Progressive Relaxation Other Relaxation Techniques Exercise and Health	
<b>Unit V</b>	<b>Stress Management Leading to Success</b>	<b>06 Hours</b>
	Stress Management Therapy – Concept, Benefits Stress Counselling Stress and Technology Future of Stress Management	

#### Pedagogy

Class Room Lectures, Ppt, Group Discussion, Seminar, Quiz and Assignments

#### Text Book

1. Bhagtani, Heena.T(2018).*Stress Management*. Mumbai, India: Himalaya Publishing House.

#### Reference Books

1. Davis, Martha. (2008). *The Relaxation and Stress Reduction Workbook*. Oakland, Canada: New Harbinger Publications, Inc.
2. Dutta, P. K. (2016). *Stress Management*. Mumbai, India: Himalaya Publishing House.
3. Smith, Jonathan. C. (2002). *Stress Management: A Comprehensive Handbook of Techniques and Strategies*. New York: USA, Springer Publishing Company.

#### E-Resources

- <https://nptel.ac.in/courses/121/105/121105009/>
- <https://www.mentalhelp.net/blogs/online-tools-for-managing-stress/>
- <https://www.webmd.com/balance/stress-management/stress-management>
- <https://www.brainline.org/article/stress-management-how-reduce-prevent-and-cope-stress>
- <https://www.digimat.in/nptel/courses/video/121105009/L01.html>

Course designed by: **K. Anusuya**

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	20UENC51	Number of Hours/Cycle	6		
Semester	V	Max. Marks	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>6</b>		
<b>Core Course IX</b>					
<b>Course Title</b>	<b>Gothic Fiction</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>90</b>	<b>-</b>	<b>-</b>	

### Preamble

The course aims to address the psychosomatic issues of the traumatized individuals and thus endeavours to cure the hidden fears in the inner recesses of the mind

<b>Unit I</b>	<b>Gothic Sublime Aristocratic Villainy</b>	<b>18 Hours</b>
	Ann Radcliffe –The Mysteries of Udolpho	
<b>Unit II</b>	<b>Female Gothic</b>	<b>18 Hours</b>
	Mary Shelley - Frankenstein	
<b>Unit III</b>	<b>Gothic Symbolism and Rebellion</b>	<b>18 Hours</b>
	Charlotte Bronte - Jane Eyre	
<b>Unit IV</b>	<b>Vampires and Late Victorian Anxieties</b>	<b>18 Hours</b>
	Bram Stoker - Dracula	
<b>Unit V</b>	<b>Gothic Terror: Dark Ambition</b>	<b>18 Hours</b>
	Oscar Wilde - The Picture of the Dorian Gray	

### Pedagogy

Classroom Lectures, Group Discussion, Collaborative Learning, PPT, Seminar, Quiz, Assignment

### Text Books

1. Radcliffe, A. & Dobree, B. (1980). *The Mysteries of Udolpho*. Oxford, UK: Oxford University Press.
2. Shelley, M.W. (1992). *Frankenstein Or The Modern Prometheus*. London, UK: Everyman's Library.
3. Bronte, C. (1992). *Jane Eyre*. Delhi, India: Wordsworth Editions.
4. Coppola, F.F. & Stoker, B. (1992). *Dracula*. New Delhi, India: Fingerprint Publishing.
5. Wilde, Oscar. (2003). *The Picture of Dorian Gray*. New York, USA: Penguin.

### Reference Books

1. Lisa, Rodensky.(2013) ed. *The Oxford Handbook of the Victorian Novel*. Oxford, UK: Oxford University Press.
2. Hogle, Jerold E. ed. (2002). *The Cambridge Companion to Gothic Fiction*. Cambridge, UK: Cambridge University Press.
3. Smith, Andrew and Diana Wallace. (2004) *The Female Gothic: Then and Now*. Gothic Studies.
4. Spooner, Catherine and Emma McEvoy.eds. (2007). *The Routledge Companion to Gothic*. London, UK: Routledge.
5. Davison, Carol Margaret.(2009). *History of the Gothic: Gothic Literature 1764-1824*. Cardiff: University of Wales Press.

### E-Resources

- <https://www.britannica.com/art/Gothic-novel>
- <https://owlcation.com/humanities/What-Is-a-Gothic-Novel-Explanation-History-and-Some-Examples>
- <https://literariness.org/2019/03/11/gothic-novels-and-novelists/>
- <https://www.thoughtco.com/gothic-literature-2207825>
- <https://www.nypl.org/blog/2018/10/18/brief-history-gothic-horror>

### Course Outcomes

After completion of this course, the students will be able to:

CO1	cure the ancestral inherited psychological maladies.
CO2	resolve the mysterious life after death.
CO3	study the mental aberrations of the individual.
CO4	analyse the traumatized mind of an agonised individual.
CO5	expose the evils that ensue selling of the soul of for hedonistic pleasures.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO 1	2	3	2	1	1	3	1	1	1	1	2	1
CO 2	2	3	2	1	1	3	1	1	1	1	2	1
CO 3	2	3	2	1	1	3	1	1	1	1	2	1
CO 4	2	3	2	1	1	3	1	1	1	1	2	1
CO 5	2	3	2	1	1	3	1	1	1	1	2	1

3. High; 2. Moderate; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A	Section B	Section C
			MCQs	Either/ or Choice	Open Choice
			No. of Questions	No. of Questions	No. of Question
1	CO1	Up to K2	2(K1&K2)	2(K1&K1)	1(K1)
2	CO2	Up to K2	2(K1&K2)	2(K1&K1)	1(K1)
3	CO3	Up to K2	2(K1&K2)	2(K1&K1)	1(K2)
4	CO4	Up to K2	2(K1&K2)	2(K2&K2)	1(K2)
5	CO5	Up to K2	2(K1&K2)	2(K2&K2)	1(K2)
No. of Questions to be asked			10	10	5
No. of Questions to be answered			10	5	3
Marks for each Question			1	4	10
Total marks for each Section			10	20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

**Distribution of Section - wise Marks with K Levels**

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or)</b>	<b>Section C Open Choice</b>	<b>Total Marks</b>	<b>% of Marks without Choice</b>
K1	5	24	20	49%	49%
K2	5	16	30	51%	51%
Total Marks	10	40	50	100%	100%

**Lesson Plan**

<b>Unit I</b>	<b>Gothic Sublime Aristocratic Villainy</b>	<b>18 Hours</b>	<b>Mode</b>
	Ann Radcliffe –The Mysteries of Udolpho	18	Lecture
<b>Unit II</b>	<b>Female Gothic</b>	<b>18 Hours</b>	<b>Mode</b>
	Mary Shelley - Frankenstein	18	Lecture
<b>Unit III</b>	<b>Gothic Symbolism and Rebellion</b>	<b>18 Hours</b>	<b>Mode</b>
	Charlotte Bronte - Jane Eyre	18	Lecture
<b>Unit IV</b>	<b>Vampires and Late Victorian Anxieties</b>	<b>18 Hours</b>	<b>Mode</b>
	Bram Stoker - Dracula	18	Lecture
<b>Unit V</b>	<b>Gothic Terror: Dark Ambition</b>	<b>18 Hours</b>	<b>Mode</b>
	Oscar Wilde -The Picture of the Dorian Gray	18	Lecture

**Course designed by: Dr. I.P. Remya**

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	20UENC52	Number of Hours/Cycle	6		
Semester	V	Max. Marks	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>6</b>		
<b>Core Course X</b>					
<b>Course Title</b>	<b>Introduction to the World Drama</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>90</b>	<b>-</b>	<b>-</b>	

#### Preamble

This course envisages enhancing students' artistic and creative abilities and is equipped to navigate through the challenges of life and hones students' critical thinking skills.

<b>Unit I</b>	<b>Indian Drama</b>	<b>18 Hours</b>
	Girish Karnad - Hayavadana	
<b>Unit II</b>	<b>European Drama</b>	<b>18 Hours</b>
	Henrik Ibsen - Hedda Gabler	
<b>Unit III</b>	<b>British Drama</b>	<b>18Hours</b>
	John Webster - Duchess of Malfi	
<b>Unit IV</b>	<b>American Drama</b>	<b>18 Hours</b>
	Arthur Miller - All My Sons	
<b>Unit V</b>	<b>African Drama</b>	<b>18 Hours</b>
	Athol Fugard - "Master Harold"...and the Boys	

#### Pedagogy

Classroom Lectures, PPT, Seminar, Quiz Assignment.

#### Text Books

- 1.FugardAthol.(2009). "*Master Harold" and the Boys*.London, United Kingdom:Vintage.
- 2.Ibsen Henrik(2005). *HeddaGabler*,Boston,USA.Digireads publisher.
- 3.KarnadGirish.(2008).*Hayavadana*.London,UnitedKingdom:OUP.
- 4.MillerArthur.(2009).*All my sons*.London,UnitedKingdom:Penguin.
- 5.Webster John.(2015).*Duchess of Malfi*.NewDelhi,India;Bloomsbury.

#### Reference Books

- 1.Wilson F P (2009). *Elizabethan and Jacobean* .Kolkata,India: Books Way.
- 2.JeyifoBiodun (2002).*Modern African Drama*. New York City, New York: W. W.Norton Company.
- 3.MylesAnita ( 2010).*Contemporary Indian English Drama*.NewDelhi,India;Sarup Book Publishers.
- 4.Mary Ellis Una,Fermor(2012). *Jacobean Drama* (Routledge Revivals): An Interpretation. USA; **Borgasorus Books, Inc.**
- 5.Lawrence Shaffer(2000).*History of American Literature and Drama* , NewDelhi,India;Sarup Book Publishers.

#### E-Resources

- <https://litpriest.com › plays › hedda-gabler-summary>
- <https://www.britannica.com › Literature › the duchess of malfi Plays>
- <https://englishsummary.com › lesson › themes-all-my-sons>.
- <https://www.academicdestressor.com › English › Plays>

#### Course Outcomes

After completion of this course, the students will be able to:

CO1	Describe themain elements of Indian culture .
CO2	Understand the psychological theory.
CO3	Interpret the status of women in Renaissance drama.
CO4	Infer the concept of the American dream in modern drama.
CO5	Understand tradition and modernity in African culture.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
CO1	3	3	3	2	2	2	2	2	2	1	3	3
CO2	3	3	3	2	2	2	2	2	2	1	3	3
CO3	3	3	3	2	2	2	2	2	2	1	3	3
CO4	3	3	3	2	2	2	2	2	2	1	3	3
CO5	3	3	3	2	2	2	2	2	2	1	3	3

3.High; 2. Moderate; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Question	No. of Question
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

### Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C Open Choice	Total Marks	% of Marks without Choice
K1	5	40	-	45%	45%
K2	5	-	50	55%	55%
Total Marks	10	40	50	100%	100%

### Lesson Plan

<b>Unit I</b>	<b>Indian Drama</b>	<b>18 Hours</b>	<b>Mode</b>
	GirishKarnad - Hayavadana	<b>18</b>	Lecture PPT
<b>Unit II</b>	<b>European Drama</b>	<b>18 Hours</b>	<b>Mode</b>
	Henrik Ibsen - HeddaGabler	<b>18</b>	Lecture PPT
<b>Unit III</b>	<b>British Drama</b>	<b>18 Hours</b>	<b>Mode</b>
	John Webster - Duchess of Malfi	<b>18</b>	Lecture PPT
<b>Unit IV</b>	<b>American Drama</b>	<b>18 Hours</b>	<b>Mode</b>
	Arthur Miller - All My Sons	<b>18</b>	Lecture PPT
<b>Unit V</b>	<b>African Drama</b>	<b>18 Hours</b>	<b>Mode</b>
	Athol Fugard - "Master Harold"...and the Boys	<b>18</b>	Lecture PPT

Course designed by: Dr.A.D.Sudha



<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENC53</b>	Number of Hours/Cycle	<b>5</b>		
Semester	<b>V</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>		
<b>Core Course XI</b>					
<b>Course Title</b>	<b>Literature and Human Rights</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>75</b>	<b>-</b>	<b>-</b>	

### Preamble

The aim of this course is to introduce the basic concepts in human rights and its, philosophical and historical foundations. Besides to understand what do literary discourses say about individualism, individual rights and human rights.

<b>Unit I</b>	<b>Introduction of Human Rights and Constitution of India</b>	<b>15 Hours</b>
	Human Rights in India-Constitutional Mandate, Political and Socio-Economic Rights, Fundamental Rights and Directive Principles. Instrumentalities for protecting Human Rights, Judiciary, National Human Rights Commission and the Media, Right to Information Act, Public Interest, Litigations	
<b>Unit II</b>	<b>Poetry</b>	<b>15 Hours</b>
	Elizabeth Barrett Browning: The Cry of the Children William Blake: The Chimney Sweepers(Songs of Innocence and Experience) Paul Laurence Dunbar: Sympathy June Millicent Jordan: Poem About My Rights	
<b>Unit III</b>	<b>Drama</b>	<b>10 Hours</b>
	Vijay Tendulkar- Kanyadaan	
<b>Unit IV</b>	<b>Fiction</b>	<b>20 Hours</b>
	Michael Ondaatje: Anil's Ghost	
<b>Unit V</b>	<b>Short stories</b>	<b>15 Hours</b>
	O.Henry: A Retrieved Reformation Khushwant Singh: Karma TemsulaAo: The Last Song Chimamanda Ngozi Adichie - Sola	

### Pedagogy

Classroom Lectures, Inquiry based learning, Group Discussion, Collaborative learning, PPT, Seminar, Quiz, Assignment

### Text Books

- Unit I, II: Compilation by the Department of English
- Tendulkar, Vijay. (1996) *Kanyadaan* trans. Gowri Ramnarayan USA: OUP
- <https://booksvoooks.com/anils-ghost-pdf-michael-ondaatje.html>
- <http://web.arpanbigboss1.com/>
- <https://archive.org/>
- <https://warwick.ac.uk/>
- Ao, Temsula. (2006) *These Hills Called Home: Stories from a War Zone*. New Delhi: Zubaan Books.
- <https://level2palafrugell.files.wordpress.com/>

### Reference Books

- Baxi, Upendra (2002), *The Future of Human Rights*, Delhi: Oxford University Press.

2. Burton, Antoinette.(2003) “*Archive of Bones: Anil’s Ghost and the Ends of History.*” Journal of Commonwealth Literature 38.1: 23-38.
3. Gosavi, Nutan. (2007)“*An Expose of Political Progressives*”. Vijay Tendulkar’s Plays: An Anthology of Recent Criticism. Ed. V. M. Madge. Delhi: Pencraft International.
4. Nirmal. CJ. (2000) *Human Rights in India: Historical, Social and Political Perspectives.* New Delhi: Oxford University Press.
5. Perry, MJ.(1982) *The Constitution, the Courts and Human Rights.* Yale: Yale University Press.

### E-Resources

- <https://humanrights.gov.au/our-work/education/introduction-human-rights>
- <https://www.williamblake.org/>
- <https://poets.org/poem/poem-about-my-rights>
- <https://www.bachelorandmaster.com/britishandamericanpoetry>
- <http://cms.gcgl.ac.in/>

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Apprehend and promote values of human rights in the Society
CO2	Examines violated bodies and subjects, the settings and environments in which these are embedded and the witnessing of atrocities that emerges within poetry.
CO3	Comprehend representations of Human Rights and their violations.
CO4	Identify, contextualise and use information about the human rights situation
CO5	Explore what it means to be human and conceptual issues such as law and the state.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PS O4	PS O5	PS O6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO1	2	3	3	1	3	2	3	2	1	2	3	3
CO2	3	3	2	1	3	3	1	2	2	2	3	3
CO3	3	3	3	2	3	3	2	3	2	3	3	3
CO4	3	3	3	3	3	3	2	3	2	3	3	3
C05	3	3	3	2	3	3	3	3	2	3	3	3

3. High; 2. Moderate; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Question	No. of Question
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

**Distribution of Section - wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C Open Choice	Total Marks	% of Marks without Choice
K1	5	40	-	45%	45%
K2	5	-	50	55%	55%
Total Marks	10	40	50	100%	100%

### Lesson Plan

<b>Unit I</b>	<b>Introduction of Human Rights and Constitution of India</b>	<b>16 Hours</b>	<b>Mode</b>
	Human Rights in India-Constitutional Mandate,	<b>4</b>	<b>Lecture, Inquiry based learning</b>
	Political Socio-Economic Rights, Fundamental Rights and Directive Principles.	<b>4</b>	
	Instrumentalities for protecting Human Rights, Judiciary, National	<b>4</b>	
	Human Rights Commission and the Media, Right to Information Act, Public Interest, Litigations	<b>4</b>	
<b>Unit II</b>	<b>Poetry</b>	<b>12Hours</b>	<b>Mode</b>
	Elizabeth Barrett Browning: The Cry of the Children	<b>3</b>	<b>Lecture, PPT</b>
	William Blake: The Chimney Sweepers (Songs of Innocence and Experience)	<b>3</b>	
	Paul Laurence Dunbar: Sympathy	<b>3</b>	
	June Millicent Jordan: Poem About My Rights	<b>3</b>	
<b>Unit III</b>	<b>Drama</b>	<b>12Hours</b>	<b>Mode</b>
	Vijay Tendulkar- Kanyadaan		<b>Lecture, PPT, Group Discussion</b>
<b>Unit IV</b>	<b>Fiction</b>	<b>20 Hours</b>	<b>Mode</b>
	Michael Ondaatje: Anil's ghost		<b>Lecture, PPT</b>
<b>Unit V</b>	<b>Short Stories</b>	<b>15 Hours</b>	<b>Mode</b>
	O.Henry: A Retrieved Reformation	<b>4</b>	<b>Lecture, PPT, Collaborative learning</b>
	Khushwant Singh: Karma	<b>4</b>	
	TemsulaAo: The Last Song	<b>4</b>	
	Chimamanda Ngozi Adichie: Sola	<b>3</b>	

**Course designed by Dr. N. Lakshmi Priya**

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENC54</b>	Number of Hours/Cycle	<b>5</b>		
Semester	<b>V</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>		
<b>Core Course XII</b>					
<b>Course Title</b>	<b>Approaches and Methods in Language Teaching</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>75</b>	<b>-</b>	<b>-</b>	

#### **Preamble**

To analyze and motivate language learners through various methods and approaches of language teaching and devise different techniques in challenging learning.

<b>Unit I</b>	<b>Teaching English as a Second Language</b>	<b>12 Hours</b>
	1. The Importance of Learning English 2. English as a Second/ Foreign Language 3. The Influence of Mother Tongue	
<b>Unit II</b>	<b>Teaching Vocabulary</b>	<b>18 Hours</b>
	1, Strategies for teaching Vocabulary 2. Techniques in teaching Vocabulary 3. General Guidelines for teaching Vocabulary	
<b>Unit III</b>	<b>Current Approaches</b>	<b>15 Hours</b>
	1. Cognitive Approach 2. Situational Approach 3. The Natural Approach	
<b>Unit IV</b>	<b>Twentieth Century Methods</b>	<b>15 Hours</b>
	1. Grammar Translation Method 2. The Direct Method 3. Audio-Lingual Method	
<b>Unit V</b>	<b>The Teaching and Learning environment</b>	<b>15 Hours</b>
	1. Community Language Learning  2. Suggestopedia  3. Learners, Teachers, Approaches Methods  and the Curriculum	

#### **Pedagogy**

Classroom, Lectures, Seminar, Quiz, Assignment

#### **Text Books**

1. Jack C. Richards and Theodore S. Rodgers (2016) Approaches and Methods in Language Teaching, Third Edition: Cambridge English Publications

#### **References Books**

1. Verghese, Paul.C. Teaching English as a Second Language, New Delhi: Sterling Publishers
2. Roy Choudhury, Namita. Approaches and Methods in Language Teaching, New Delhi: Himalaya Publishing House.
3. Diane Larsen-Freeman and Marti Anderson. (2012) Techniques and Principles in Language Teaching, Delhi: Oxford University Press

#### **E-Resources**

- [www.foreignlanguageflashcards.com](http://www.foreignlanguageflashcards.com).
- [www.englishbanana.com](http://www.englishbanana.com)

- [www.englishgrammar.com](http://www.englishgrammar.com)

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Enhance literacy development in both the official language(s) and the foreign language.
CO2	Articulate, put into action, or utilize (theoretically or pragmatically) after their course experience.
CO3	Examine, apply and evaluate theories of language acquisition.
CO4	Identify appropriate evidence-based ELT methodologies and resources.
CO5	Analyze and understand the educational concepts, their premises and context that are unique in education.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO1	3	2	1	2	3	3	3	2	2	2	2	3
CO2	3	3	3	2	2	3	2	2	3	3	3	3
CO3	3	2	3	1	3	3	3	3	3	2	2	3
CO4	3	1	2	2	2	3	3	3	2	2	3	3
CO5	2	1	3	2	3	3	3	3	3	3	3	3

3. High: 2. Moderate:1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Question	No. of Question
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

**Distribution of Section - wise Marks with K Levels**

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or)</b>	<b>Section C Open Choice</b>	<b>Total Marks</b>	<b>% of Marks without Choice</b>
K1	5	40	-	45%	45%
K2	5	-	50	55%	55%
Total Marks	10	40	50	100%	100%

**Lesson Plan**

<b>Unit I</b>	<b>Teaching English as a Second Language</b>	<b>12 Hours</b>	<b>Mode</b>
	1. The Importance of Learning English	4	Lecture, Inquiry based learning
	2. English as a Second/ Foreign Language	4	
	3. The Influence of Mother Tongue	4	
<b>Unit II</b>	<b>Teaching Vocabulary</b>	<b>18 Hours</b>	<b>Mode</b>
	1. Strategies for teaching Vocabulary	6	Lecture, PPT
	2. Techniques in teaching Vocabulary	6	
	3. General Guidelines for teaching Vocabulary	6	
<b>Unit III</b>	<b>Current Approaches</b>	<b>15 Hours</b>	<b>Mode</b>
	1. Cognitive Approach	5	Lecture, PPT, Group Discussion
	2. Situational Approach	5	
	3. The Natural Approach	5	
<b>Unit IV</b>	<b>Twentieth Century Methods</b>	<b>15 Hours</b>	<b>Mode</b>
	1. Grammar Translation Method	5	Lecture, PPT
	2. The Direct Method	5	
	3. Audio-Lingual Method	5	
<b>Unit V</b>	<b>The Teaching and Learning environment</b>	<b>15 Hours</b>	<b>Mode</b>
	1. Community Language Learning	5	Lecture, PPT, Collaborative learning
	2. Suggestopedia.	5	
	3. Learners, Teachers, Approaches, Methods and the Curriculum.	5	

**Course designed by Dr. R. Kavitha**

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENE51</b>	Number of Hours/Cycle	<b>6</b>		
Semester	<b>V</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>		
<b>Core Elective Course I A</b>					
<b>Course Title</b>	<b>Subaltern Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>90</b>	<b>-</b>	<b>-</b>	

#### Preamble

This course aims to equip the students to enable and empower them to understand the Literature of the oppressed who are either Dalits in India or women.

<b>Unit I</b>	<b>Introduction: Dalit Literature in English</b>	<b>15 Hours</b>
	Introduction Insight into the Dalit Literary Movement Tag-Lines of Dalit Literature :Dalit Art Forms Growth of Dalit Literature	
<b>Unit II</b>	<b>Poetry</b>	<b>15 Hours</b>
	Prathiba Jeyachandran: The Full Moon Shine in Village after Village ThaiKadasamy: A Lesson in Action and Reaction S.Sukirtharani: Portrait of my Village Indran: The City of Burning Slum	
<b>Unit III</b>	<b>Drama</b>	<b>20 Hours</b>
	Touch -K.A.Gunasekaran	
<b>Unit IV</b>	<b>Fiction</b>	<b>20 Hours</b>
	Untouchable –Mulkraj Anand	
<b>Unit V</b>	<b>Non Fiction</b>	<b>20 Hours</b>
	Karuku - Bama	

#### Pedagogy

Classroom Lectures, Inquiry based learning, Group Discussion, Collaborative learning, Film, PPT, Seminar, Quiz, Assignment

#### Text Books

1. Ravikumar and R.Azgagarasan, The Oxford India Anthology of Tamil Dalit writing. New Delhi: OUP, 2012. Print.
2. Bama Karukku (2<sup>nd</sup> Edition) Translated from Tamil by Lakshmi Holmstrong. NewDelhi:OUP, 2012. Print.
3. Mulk Raj Anand, Untouchable, NewDelhi: Orient Paperbacks,1970.Print.
4. Krishnaveer A Challa&Raghu Raj Yerra. Dalit Literaturein English Translation: A Critical Study.

#### Reference Books

1. K.A.Gunasekaran *The Scar*.Translated from the Tamilby V. Kadambari. Chennai: OrientBlackswan.2009. Print
2. Abraham,Taisha. *Introducing Postcolonial Theories*. (Delhi:Macmillan India Ltd,2007).
3. Ahmad, Aijaz, *Intheory: Classes, Nations, Literatures* (Delhi: Oxford University Press,1994)
4. Amarnath Prasadand M.B.Gaijan (Eds.) *Dalit Literature: A Critical Exploration*, (NewDelhi: Sarup and sons, 2007)
5. K.Satyanarayana & Susie Tharu (ed).(2011). *Alphabetin Sight: New Dalit Writing*



- from South India*. New Delhi: Penguin Books.
6. Sharankumar Limbale. 2004. *Towardsan Aesthetic of Dalit Literature*. (trans. From Marathi: Alok Mukherjee). New Delhi: Orient Longman.

### E-Resources

- [www.fortell.org/content/development-theoretical-principles-dalit-literature](http://www.fortell.org/content/development-theoretical-principles-dalit-literature)
- [https://en.wikipedia.org/wiki/Dalit\\_literature](https://en.wikipedia.org/wiki/Dalit_literature)
- <https://books.google.co.in/books?isbn=8176258172>
- <https://thewire.in/90561/2016-hindi-literature/>

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Understand problems of the uppressed and oppressed in the name of caste, creed, religion gender.
CO2	Infer the conceptual knowledge and the fundamentals of the marginalized people
CO3	The concepts and standard sun darling in the Indian caste history
CO4	Analyzing the developments of the oppressed society through their writings
CO5	Interpreting the various as parts of Dalits

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO1	2	3	3	1	3	2	3	2	1	2	3	3
CO2	3	3	2	1	3	3	1	2	2	2	3	3
CO3	3	3	3	2	3	3	2	3	2	3	3	3
CO4	3	3	3	3	3	3	2	3	2	3	3	3
CO5	3	3	3	2	3	3	3	3	2	3	3	3

4. High; 2. Moderate; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Question	No. of Question
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

**Distribution of Section - wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C Open Choice	Total Marks	% of Marks without Choice
K1	5	40	-	45%	45%
K2	5	-	50	55%	55%
Total Marks	10	40	50	100%	100%

**Lesson Plan**

<b>Unit I</b>	<b>Introduction;</b> Dalit Literature in English	<b>15 Hours</b>	<b>Mode</b>
	a. Introduction	<b>4</b>	<b>Lecture</b>
	b.Insight into the Dalit Literary Movement	<b>4</b>	
	C.Tag-Lines of Dalit Literature: Dalit Art Forms	<b>4</b>	
	D.Growth of Dalit Literature	<b>3</b>	
<b>Unit II</b>	<b>Poetry</b>	<b>15 Hours</b>	<b>Mode</b>
	a.Prathiba Jeyachandran; The Full Moon Will Shine in Village after Village	<b>4</b>	<b>Lecture, PPT</b>
	b.Thai Kandasamy: A Lesson in Action and Reaction	<b>4</b>	
	c.S.Sukiratharan; Portrait of my Village	<b>3</b>	
	d.Indran; The City of Burning Slums	<b>4</b>	
<b>Unit III</b>	<b>Drama</b>	<b>20 Hours</b>	<b>Mode</b>
	K.A.Gunasekaran ; Touch	<b>20</b>	<b>Lecture,PPT,</b>
<b>Unit IV</b>	<b>Fiction</b>	<b>20 Hours</b>	<b>Mode</b>
	Mulkraj Anand; Untouchable	<b>20</b>	<b>Lecture, PPT</b>
<b>Unit V</b>	<b>Non Fiction</b>	<b>20 Hours</b>	<b>Mode</b>
	Bama: Karuku	<b>20</b>	<b>Lecture,PPT,</b>

Course designed by: Mr. V.Amardeep

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	20UENE52	Number of Hours/Cycle	6		
Semester	V	Max. Marks	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>		
<b>Core Elective Course I B</b>					
<b>Course Title</b>	<b>Travel Writing</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>90</b>	<b>-</b>	<b>-</b>	

### Preamble

The objective of this course is to acquire knowledge about the definition, theory and evolution of travel writing. It will help students reading and appreciating various types of travel writing by introducing them to the themes of self, culture and history.

<b>Unit I</b>	<b>Introduction to Travel Writing</b>	<b>18 Hours</b>
	Definition History of Travel Writing Travel Writing Today	
<b>Unit II</b>	<b>Prose</b>	<b>18 Hours</b>
	Pico Iyer – Why We Travel D.H. Lawrence – Mornings in Mexico (Chapters 1&2)	
<b>Unit III</b>	<b>Poetry</b>	<b>18 Hours</b>
	R. L. Stevenson – Travel Robert Frost – The Road Not Taken Rabindranath Tagore – I Travelled the Old Road Elizabeth Bishop – Questions of Travel	
<b>Unit IV</b>	<b>Memoir</b>	<b>18 Hours</b>
	Excerpts from Che Guevara’s The Motor Cycle Diaries: A Journey Around South America 1. The Expert 2. Homeland for Victor 3. The City of Viceroy	
<b>Unit V</b>	<b>Travelogue</b>	<b>18 Hours</b>
	Ruskin Bond – All Roads Lead to Ganga	

### Pedagogy

Class Room Lectures, PPT, Group Discussion, Videos

### Text Books

1. Bond, Ruskin. (2008). *All Roads Lead to Ganga*. New Delhi, India: Rupa & Co.
2. Ernesto, Che Guevera. (2019). *The Motor Cycle Diaries: A Journey Around South America*. Noida, India: Penguin Modern Classics.
3. Hulme, Peter & Tim Youngs. Ed. (2002). *The Cambridge Companion to Travel Writing*. Cambridge, UK: Cambridge University Press. Pp.1-36.
4. Iyer, Pico. (2000, March 18). Why We Travel. *The Inner World*. <https://picoiyerjourneys.com/2000/03/18/why-we-travel/>
5. Lawrence, D.H. (2021). *Mornings in Mexico*. San Francisco, USA: Blurb, Inc.

### Reference Books

1. Bhattacharji, Shobhana. (2008). *Travel Writing in India*. New Delhi, India: Sahitya Akademi.
2. Balton, Casey. (2012). *Narrating Self and Other: A Historical View in Travel Writing: The Self and the Other*. London, UK: Routledge.
3. Mohanty, Sachidananda. (2004). *Introduction: Beyond the Imperial Eyes in Travel Writing and Empire*. New Delhi, India: Katha.

### E-Resources

- [https://www.washingtonpost.com/lifestyle/travel/best-travel-books-lawrence-etruscan-places/2021/09/02/082d93ea-0761-11ec-a266-7c7fe02fa374\\_story.html](https://www.washingtonpost.com/lifestyle/travel/best-travel-books-lawrence-etruscan-places/2021/09/02/082d93ea-0761-11ec-a266-7c7fe02fa374_story.html)
- <https://poets.org/poem/travel-0>
- <https://poemanalysis.com/elizabeth-bishop/questions-of-travel/>
- <http://www.english-for-students.com/i-traveled-the-old-road.html>
- <https://www.history.com/news/che-guevara-motorcycle-diaries-marxism>

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Identify the emerging field of travel writing and become acquainted with travel literature.
CO2	Recognize differences in manners and customs around the world
CO3	Interpret poems and gain a holistic travel experience
CO4	Understand the adventure of travelling
CO5	Gain a better understanding of different cultures and develop an interest in travel writing

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO 10	PSO 11	PSO 12
CO 1	3	2	2	1	2	2	1	2	2	1	1	2
CO 2	3	2	2	1	2	2	2	2	2	1	2	2
CO 3	3	2	2	1	2	2	2	2	2	1	2	2
CO 4	3	2	3	1	2	2	2	2	2	1	2	2
CO5	3	2	3	1	2	2	2	2	2	1	2	2

3.High 2. Moderate 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K1)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K1)
3	CO3	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
5	CO5	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
No. of Questions to be asked			10		10	5
No. of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

### Distribution of Section - wise Marks with K Levels

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or Choice)</b>	<b>Section C (Open Choice)</b>	<b>Total Marks</b>	<b>% of Marks without Choice</b>
K1	5	16	20	41%	41%
K2	5	24	30	59%	59%
Total Marks	10	40	50	100%	100%

#### **Lesson Plan**

<b>Unit I</b>	<b>Introduction to Travel Writing</b>	<b>18 Hours</b>	<b>Mode</b>
	a. Definition	6	Lecture
	b. History of Travel Writing	6	
	c. Travel Writing Today	6	
<b>Unit II</b>	<b>Prose</b>	<b>18 Hours</b>	<b>Mode</b>
	a. D.H. Lawrence – Mornings in Mexico	9	Lecture
	b. Pico Iyer – Why We Travel	9	
<b>Unit III</b>	<b>Poetry</b>	<b>18 Hours</b>	<b>Mode</b>
	a. R. L. Stevenson – Travel	5	Lecture
	b. Robert Frost – The Road Not Taken	4	
	c. Rabindranath Tagore – I Travelled the Old Road	4	
	d. Elizabeth Bishop – Questions of Travel	5	
<b>Unit IV</b>	<b>Memoir</b>	<b>18 Hours</b>	<b>Mode</b>
	a. Excerpts from Che Guevara’s The Motor Cycle Diaries: A Journey Around South America	18	Lecture
	1. The Expert		
	2. Homeland for Victor		
3. The City of Viceroy			
<b>Unit V</b>	<b>Travelogue</b>	<b>18 Hours</b>	<b>Mode</b>
	a. Ruskin Bond – All Roads Lead to Ganga	18	Lecture

Course designed by Mrs. K. Anusuya

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENE53</b>	Number of Hours/Cycle	<b>6</b>		
Semester	<b>V</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>		
<b>Core Elective Course I C</b>					
<b>Course Title</b>	<b>Science Fiction</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>90</b>	<b>-</b>	<b>-</b>	

### Preamble

The aim of this course is to kindle the students spirit of innovation and to invoke the spirit of scientific inquiry by imitating them into the various forms of experimental science evinced in the novels prescribed.

<b>Unit I</b>	Mary Shelley - The Last Man	<b>18 Hours</b>
<b>Unit II</b>	H.G. Wells - The Time Machine	<b>18 Hours</b>
<b>Unit III</b>	George Orwell - Nineteen Eighty-Four	<b>18 Hours</b>
<b>Unit IV</b>	Isaac Asimov - I, Robot	<b>18 Hours</b>
<b>Unit V</b>	Robin Cook - Shock	<b>18 Hours</b>

### Pedagogy

Classroom Lectures, Inquiry based learning, Group Discussion, Collaborative learning, PPT, Seminar, Quiz, Assignment.

### Textbook

1. Shelly Mary, *The Last Man*, Hughes, Harding, Mavor& Jones Publishing Pvt Ltd, United Kingdom, 1818
2. Wells. H. G. *The Time Machine*, William Heinemann, London, 1985
3. Orwell George, *Nighteen Eighty Four*, Secker and Warburg Publishers, United Kingdom, 1949
4. Asimov Isaac, *I, Robot*, Gnome Press, United States, 1950
5. Cook Robin, *Shock*, G.P.Putnam's Sons, Macmillan and Pan Books, 2001

### Reference Books

1. Mclaine.J *The Last Man: A Critical Study Guide, Paperback-Import*, Createspace Independent Publishers, September 2015
2. R. Hammond John, *H.G. Wells's The Time Machine: A Reference Guide*, Praeger, illustrated edition, 2004
3. Moore M.A., *Ray Study Guide on Nineteen Eighty Four by George Orwell*, Createspace Independent Publishers, 2016
4. Asimov Isaac, *I, Robot Teacher's Guide*, Penguin Random House, 1998
5. Cook Robin, *Shock*, Jack and Laurie Montgomery series, Blindsight, 1991

### E-Resources

- [https://sk.sagepub.com/books/shelley-the last man](https://sk.sagepub.com/books/shelley-the-last-man)
- [https://en.wikipedia.org/wiki/wells-the time machine](https://en.wikipedia.org/wiki/wells-the-time-machine)
- [https://en.wikipedia.org/wiki/georeorwell-nighteen eighty four](https://en.wikipedia.org/wiki/georeorwell-nighteen-eighty-four)
- [https://kg.asimov-isaac.org/i,robot](https://kg.asimov-isaac.org/i-robot)
- <http://en.wikipedia.org/wiki/robincook-shock>

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Understand the fundamentals of Fiction
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CO2	Use close reading and to understand the American Fiction
CO3	Receive various concepts of Science Fiction
CO4	Understand the ideas of Science Fiction
CO5	Promote better understanding among the students with reading of Fiction

**Mapping of Course Outcomes (COs) with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO1	1	2	2	1	2	1	3	1	2	1	1	2
CO2	1	2	2	1	2	2	3	2	2	1	1	2
CO3	1	1	2	3	3	2	3	2	2	1	1	2
CO4	1	2	1	1	3	2	3	1	3	1	1	1
CO5	1	1	2	1	2	2	3	1	2	3	3	3

3. High; 2. Moderate; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

**Distribution of Section - wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C Open Choice	Total Marks	% of Marks without Choice
K1	5	40	-	45%	45%
K2	5	-	50	55%	55%
Total Marks	10	40	50	100 %	100 %

### Lesson Plan

<b>Unit I</b>		<b>18 Hours</b>	<b>Mode</b>
	Mary Shelley - The Last Man	<b>18</b>	<b>Lecture, Inquiry based learning</b>
<b>Unit II</b>		<b>18 Hours</b>	<b>Mode</b>
	H.G. Wells - Invisible Man	<b>18</b>	<b>Lecture, PPT</b>
<b>Unit III</b>		<b>18 Hours</b>	<b>Mode</b>
	George Orwell - Nineteen Eighty-Four	<b>18</b>	<b>Lecture, PPT,</b>
<b>Unit IV</b>		<b>18 Hours</b>	<b>Mode</b>
	Isaac Asimov – I, Robot	<b>18</b>	<b>Lecture, PPT</b>
<b>Unit V</b>		<b>18 Hours</b>	<b>Mode</b>
	Robin Cook - Shock	<b>18</b>	<b>Lecture, PPT,</b>

**Course Designed by Dr. N. Moorthy**



<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENS51</b>	Number of Hours/Cycle	<b>2</b>		
Semester	<b>V</b>	Max. Marks	<b>50</b>		
<b>Part</b>	<b>IV</b>	<b>Credit</b>	<b>2</b>		
<b>Skill Based Course III</b>					
<b>Course Title</b>	<b>Leadership Skills</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>30</b>	<b>-</b>	<b>-</b>	

### Preamble

The objective of this course is to help students establish a strong character, set goals, and stay motivated in the early stages of adult period. A student's confidence and capacity to think for him or herself will be boosted by developing their leadership qualities.

<b>Unit I</b>	<b>All about Leadership</b>	<b>6 Hours</b>
	Leadership: Definition & Characteristics, Roles of a Leader, Types of Leadership, Characteristics of a Leader	
<b>Unit II</b>	<b>Effective Leadership</b>	<b>6 Hours</b>
	Successful Time Management, Importance of Integrity, Self Discipline, Improving the Interpersonal Relationship.	
<b>Unit III</b>	<b>Delegation of Authority</b>	<b>6 Hours</b>
	Types of delegation, advantages, disadvantages	
<b>Unit IV</b>	<b>Negotiation Skills</b>	<b>6 Hours</b>
	Definition of Negotiation, Types of Negotiation, Stages of Negotiation, Interpersonal Skills in Negotiation	
<b>Unit V</b>	<b>Emotional Intelligence and Conflict Resolution</b>	<b>6 Hours</b>
	Roots of Emotional Intelligence, Cultivating Emotional Intelligence, Types of Conflict, Reasons for Conflict, Resolution Strategies,	

### Pedagogy

Lecture method, PPT, Visual Aids, Audio Lingual.

### Text Books

1. Bruke, Caden. (2021). *Leadership Skills*. Chennai, India: Asin Publishers.
2. Adair, John. (2002). *Effective Leadership*. London, UK: Pan Books Publishers.

### Reference Books

1. Maxwell, John, (2005). *Developing the Leader Within You*. New Delhi, India: Three ESS Publication.
2. Parikh, M and R Gupta. *Organisational Behaviour*. Chennai, India: Tata McGraw Hill Education Pvt. Ltd.
3. Mabey, Christopher. (2007). *Management and Leadership Development*. California, US: Sage Publications.

### E-Resources

- <https://blog.vantagecircle.com/leadership-qualities/>
- <https://www.adamenfroy.com/leadership-qualities>
- <https://www.mindtools.com/pages/article/essential-negotiation.htm>

- <https://www.dayjob.com/delegating-skills-to-include-in-a-cv/>

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Understand leadership and its importance.
CO2	Define the roles, functions, skills and requirements of leadership.
CO3	Demonstrate an understanding of leadership qualities
CO4	Develop negotiating skills
CO5	Interpret and practice the skills necessary to uncover and deal with conflict.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO1	1	1	1	1	3	2	3	3	2	1	3	2
CO2	1	1	1	1	3	2	3	3	2	1	3	2
CO3	1	1	1	1	3	2	3	3	2	1	3	2
CO4	1	1	1	1	3	2	3	3	2	1	3	2
CO5	1	1	1	1	3	2	3	3	2	1	3	2

3. High; 2. Moderate ; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	Cos	K-Level	Section A	Section B
			Either/ or Choice	Open Choice
			No. of Question	No. of Question
1	CO1	Up to K2	2(K1&K1)	1(K2)
2	CO2	Up to K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2(K1&K1)	1(K2)
No of Questions to be asked			10	5
No of Questions to be answered			5	3
Marks for each Question			3	5
Total marks for each Section			15	15

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

**Distribution of Section - wise Marks with K Levels**

K Levels	Section A (Either/or)	Section B (Open Choice)	Total Marks	%of Marks without Choice
K1	30	-	54.55%	55%
K2	-	25	45.45%	45%
Total Marks	30	25	100 %	100 %

### Lesson Plan

<b>Unit I</b>	<b>All about Leadership</b>	<b>6 Hours</b>	<b>Mode</b>
	Leadership: Definition & Characteristics	<b>2</b>	<b>Lecture</b>
	Roles of a Leader	<b>2</b>	
	Types of Leadership	<b>1</b>	
Characteristics of a Leader	<b>1</b>		
<b>Unit II</b>	<b>Effective Leadership</b>	<b>6 Hours</b>	<b>Mode</b>
	Successful Time Management	<b>2</b>	<b>Lecture</b>
	Importance of Integrity	<b>1</b>	
	Self Discipline	<b>1</b>	
	Improving the Interpersonal Relationship	<b>2</b>	
<b>Unit III</b>	<b>Delegation of Authority</b>	<b>6 Hours</b>	<b>Mode</b>
	Types of delegation	<b>2</b>	<b>Lecture</b>
	Advantages	<b>2</b>	
	Disadvantages	<b>2</b>	
<b>Unit IV</b>	<b>Negotiation Skills</b>	<b>6 Hours</b>	<b>Mode</b>
	Definition of Negotiation	<b>1</b>	<b>Lecture</b>
	Types of Negotiation	<b>1</b>	
	Stages of Negotiation	<b>2</b>	
	Interpersonal Skills in Negotiation	<b>2</b>	
<b>Unit V</b>	<b>Emotional Intelligence and Conflict Resolution</b>	<b>6 Hours</b>	<b>Mode</b>
	Roots of Emotional Intelligence	<b>2</b>	<b>Lecture</b>
	Cultivating Emotional Intelligence	<b>1</b>	
	Reasons for Conflict	<b>1</b>	
	Consequences of Conflict	<b>1</b>	
	Resolution Strategies	<b>1</b>	

**Course designed by: Dr. A. Vanathi**

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENC61</b>	Number of Hours/Cycle	<b>5</b>		
Semester	<b>VI</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>		
<b>Core Course XIII</b>					
<b>Course Title</b>	<b>Shakespeare</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>75</b>	<b>-</b>	<b>-</b>	

#### Preamble

This course aims to foster the enduring values of life preserved and nurtured diachronically across cultures and to enhance the understanding of human values and relationships in challenging times.

<b>Unit I</b>	<b>Introduction to Shakespeare</b>	<b>15 Hours</b>
	Shakespeare's Theatre and Audience Survey of Shakespeare's Plays Shakespeare's Poetry	
<b>Unit II</b>	<b>Tragedy</b>	<b>15 Hours</b>
	Hamlet	
<b>Unit III</b>	<b>Comedy</b>	<b>15 Hours</b>
	Twelfth Night	
<b>Unit IV</b>	<b>Roman Play</b>	<b>15 Hours</b>
	Antony and Cleopatra	
<b>Unit V</b>	<b>Criticism</b>	<b>15 Hours</b>
	Dr. Samuel Johnson - Preface to Shakespeare	

#### Pedagogy

Classroom Lectures, Inquiry based learning, Group Discussion, Collaborative learning, PPT, Seminar, Quiz, Assignment

#### Text Books

- Bethell, S.L., (1944). *Shakespeare and the Popular Drama Tradition*. London: King and Staples, U.K.
- Shakespeare, William. (2019). *Hamlet*. Delhi, India: Maple Press.
- Shakespeare, William. (2019). *Antony and Cleopatra*. Delhi, India: Maple Press.
- Shakespeare, William. (2019). *Twelfth Night*. Delhi, India: Maple Press.
- Johnson, Samuel. (2001). *Preface to Shakespeare*. Delhi, India: Anmol Publications.

#### Reference Books

- Smith, Tom. Ed. (2005). *A Collection of Great Drama*. Oxford, UK: Globe Theatre Press.
- Frye, Northrop. (1988). *On Shakespeare*. New Haven, UK: Yale University Press.
- Tillyard, E.M.W. (1993). *Shakespeare's Problem Plays*. London, UK: Penguin Books.

4. Wells, Stanley. (1986). *The Cambridge Companion to Shakespeare Studies*. Cambridge, UK: Cambridge University Press.
5. Andrews, W.T. (1994). *Critics on Shakespeare*. New Delhi, India: Universal Book Stall.
6. Bradley, A.C., (2007), *Shakespearean Tragedy, Introduction to the fourth Edition*, Palgrave Macmillan, New York
7. Berry, Ralph, (1972). *Shakespeare's Comedies, Explorations in Form*. Princeton: Princeton University Press, New Jersey, USA.

#### E-Resources

- <https://nosweatshakespeare.com/hamlet-play/>
- <https://www.shakespearestudyguide.com/Twelfth.html>
- <https://www.shakespeare.org.uk/explore-shakespeare/shakespeadia/shakespeares-plays/antony-and-cleopatra/>
- <https://nosweatshakespeare.com/sonnets/>
- <https://ardhendude.blogspot.com/2012/02/dr-samuel-johnsons-preface-to.htm>

#### Course Outcomes

After completion of this course, the students will be able to:

CO1	To improve the sense of rhyme and rhythm.
CO2	To scrutinize the ever active quintessential mind.
CO3	To celebrate life in its myriad aspects.
CO4	To gain a glimpse into the grand passion.
CO5	To appreciate the views of the critics who celebrate the bard's great works.

#### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO1	2	2	2	1	2	1	1	1	1	1	1	1
CO2	3	2	3	1	2	3	1	2	1	1	1	1
CO3	3	2	3	1	2	3	1	2	1	1	1	1
CO4	3	2	3	1	2	3	2	2	1	1	1	1
CO5	2	1	2	1	2	2	1	1	1	1	1	1

3. High; 2. Moderate; 1. Low

#### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K1)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K1)
3	CO3	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K2&K2)	1(K2)

5	CO5	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
No. of Questions to be asked			10		10	5
No. of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

**Distribution of Section - wise Marks with K Levels**

K Levels	Section A (No Choice)	Section B (Either/or)	Section C Open Choice	Total Marks	% of Marks without Choice
K1	5	16	20	41%	41%
K2	5	24	30	59%	59%
Total Marks	10	40	50	100 %	100 %

**Lesson Plan**

Unit	Introduction to Shakespeare	15 Hours	Mode
<b>Unit I</b>	Shakespeare's Theatre and Audience	<b>15</b>	<b>Lecture</b>
	Survey of Shakespeare's Plays		
	Shakespeare's Poetry		
<b>Unit II</b>	<b>Tragedy</b>	<b>15 Hours</b>	<b>Mode</b>
	Hamlet		
<b>Unit III</b>	<b>Comedy</b>	<b>15 Hours</b>	<b>Mode</b>
	Twelfth Night		
<b>Unit IV</b>	<b>Roman Play</b>	<b>15 Hours</b>	<b>Mode</b>
	Antony and Cleopatra		
<b>Unit V</b>	<b>Criticism</b>	<b>15 Hours</b>	<b>Mode</b>
	Dr.Samuel Johnson - Preface to Shakespeare		

Course designed by **Dr. I.P. Remya**

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENC62</b>	Number of Hours/Cycle	<b>5</b>		
Semester	<b>VI</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>		
<b>Core Course XIV</b>					
<b>Course Title</b>	<b>Postcolonial Literatures in English</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>75</b>	<b>-</b>	<b>-</b>	

### Preamble

The aim of this course is to introduce what colonization is and its impacts on the colonized countries across the globe. Besides it aims to acquaint the students about the literature written in different countries after the post-colonial period when these countries were liberated from the foreign yoke.

<b>Unit I</b>	<b>Prose</b>	<b>15 Hours</b>
	NgugiwaThionga: The Language of African Fiction (Chapter3) <i>Decolonizing the Mind</i> . Frantz Fanon: The Man of Colour and the White Woman(Chapter3) <i>Black Skin, White Masks</i> .	
<b>Unit II</b>	<b>Poetry</b>	<b>12 Hours</b>
	Dennis Brutus : You Laughed and Laughed and Laughed David Diop : Africa Judith Wright : Train Journey Gabriel Okara : Once upon a time	
<b>Unit III</b>	<b>Drama</b>	<b>15 Hours</b>
	Wole Soyinka : The Lion and the Jewel	
<b>Unit IV</b>	<b>Fiction</b>	<b>18 Hours</b>
	Khalid Hussain : The kite runner	



Unit V	Short Stories	15 Hours
	Thomas King: Borders JhumpaLahiri: This Blessed House Nadine Gordimer: The Moment the Gun Went Off	

### Pedagogy

Classroom Lectures, Group Discussion, PPT, Seminar, Quiz, Assignment

### Text Books

- 1.Ngugiwa,Thionga.(1986)*Decolonising the Mind-The Politics of Language in African Literature*London: James Curry.
- 2.Fanon, Frantz. (2008)*Black Skin, White Masks*, trans. Charles Lam Markmann London:Pluto Press
- 3.Narasimhaiah, C.D. (1990)*An Anthology of Commonwealth Poetry*. New Delhi: Macmillan India Ltd.
- 4.Soyinka,Wole. (1974)*The Lion and the Jewel*United Kingdom: OUP Oxford; Revised ed. edition
- 5.Hussain, Khalid. (2013)*The kite runner*United Kingdom: Bloomsbury Press
- 6.<https://pennersf.files.wordpress.com/>
7. <https://docs.google.com/viewer>
8. <https://jerrywbrown.com/wp-content/uploads/2020/02/The-Moment-Before-the-Gun-Went-Off-Gordimer-Nadine.pdf>

### Reference Books

- 1.Ashcroft, William D., Gareth Griffith, and Helen Tiffin, eds.(1989)*The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge.
- 2.Lawson, Alan. (1970-1993)*Post-Colonial Literatures in English: General, Theoretical, and Comparative* New York: Prentice-Hall.
- 3.McLeod, John.(2000)*Routledge Companion to Post Colonial Studies*, Oxford shire: Routledge.

### E-Resources

- <https://www.yushanth.org.tw/templates/cache/26459/images/562cdb88a72fa.pdf>
- <https://archive.org/details/DecolonisingTheMind>
- [https://monoskop.org/images/a/a5/Fanon\\_Frantz\\_Black\\_Skin\\_White\\_Masks\\_1986.pdf](https://monoskop.org/images/a/a5/Fanon_Frantz_Black_Skin_White_Masks_1986.pdf)
- <https://qdoc.tips/wole-soyinkax27s-the-lion-and-the-jewel-pdf-free.html>
- [https://archive.org/details/TheKiteRunnerPDF\\_201905/page/n29/mode/2up](https://archive.org/details/TheKiteRunnerPDF_201905/page/n29/mode/2up)

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Realize the plight and exploitation of the postcolonial countries.
CO2	Comprehend the central themes and shared experiences in the poetry of postcolonial writers
CO3	Infer psychological impact of the process of colonization
CO4	Explore how literature influences the social and political history
CO5	Develop a sensitive and compassionate approach towards postcolonial writings, experiences and issues.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10	PSO11	PSO12
CO1	3	3	3	1	3	3	2	1	2	1	3	3
CO2	3	3	3	3	2	3	2	2	2	2	3	3
CO3	3	3	3	3	2	3	1	2	3	2	3	3
CO4	3	3	3	1	2	3	1	2	1	2	3	3
CO5	3	3	3	1	2	3	1	2	1	2	3	3

3. High; 2. Moderate; 1. Low

#### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COS	K-Level	Section A		Section B	Section C
			MCQS		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

#### Distribution of Section - wise Marks with K Levels

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or Choice)</b>	<b>Section C Open Choice</b>	<b>Total Marks</b>	<b>% of Marks without Choice</b>
K1	5	40	-	45%	45%
K2	5	-	50	55%	55%
Total Marks	10	40	50	100%	100%

### Lesson Plan

<b>Unit I</b>	<b>Prose</b>	<b>15 Hours</b>	<b>Mode</b>
	Ngugiwa Thionga: The Language of African Fiction (Chapter3) <i>Decolonizing the Mind.</i>	<b>8</b>	<b>Lecture</b>
	Frantz Fanon: The Man of Colour and the White Woman(Chapter3) <i>Black Skin, White Masks</i>	<b>7</b>	
<b>Unit II</b>	<b>Poetry</b>	<b>12Hours</b>	<b>Mode</b>
	a. Dennis Brutus: You Laughed and Laughed and Laughed	<b>3</b>	<b>Lecture, PPT</b>
	b. David Diop: Africa	<b>3</b>	
	c. Judith Wright: Train Journey	<b>3</b>	
	d. Gabriel Okara: Once upon a time	<b>3</b>	
<b>Unit III</b>	<b>Drama</b>	<b>15 Hours</b>	<b>Mode</b>
	Wole Soyinka- The Lion and the Jewel	<b>15</b>	<b>Lecture, PPT, Group Discussion</b>
<b>Unit IV</b>	<b>Fiction</b>	<b>18 Hours</b>	<b>Mode</b>
	Khalid Hussain-The kite runner	<b>18</b>	<b>Lecture, PPT</b>
<b>Unit V</b>	<b>Short Stories</b>	<b>15 Hours</b>	<b>Mode</b>
	Thomas King: Borders	<b>5</b>	<b>Lecture, PPT, Group Discussion</b>
	Jhumpa Lahiri: This Blessed House	<b>5</b>	
	Nadine Gordimer: The Moment the Gun Went Off	<b>5</b>	

Course designed by Dr. N. Lakshmi Priya

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENC63</b>	Number of Hours/Cycle	<b>5</b>		
Semester	<b>VI</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>		
<b>Core Course XV</b>					
<b>Course Title</b>	<b>Mass Media and Communication</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>75</b>	<b>-</b>	<b>-</b>	

#### Preamble

The aim of this course is to orient students to observe, understand, interpret and report the happenings in the society and to enhance their perceptions.

<b>Unit I</b>	<b>Introduction to Journalism</b>	<b>15 Hours</b>
	Definition, History, The Profession, The Present-day Journalism, Reporting, Writing & Editing	
<b>Unit II</b>	<b>Mass Media</b>	<b>15 Hours</b>
	Mass Media, Print Media, Social Media, Electronic Media, New Media, Multimedia & Communication	
<b>Unit III</b>	<b>Communication</b>	<b>15 Hours</b>
	Definition of Communication, The Process of Communication, Types of Communication, The Barriers of Communication & Common Communication Skills (Interview Question)	
<b>Unit IV</b>	<b>Media Laws &amp; Ethic Broadcasting</b>	<b>15 Hours</b>
	Radio Advertising, Television Advertising, Advertising Films, Slides, Video Advertising, Cable TV Advertising & Drama Music Programme Copywriting & Patent	
<b>Unit V</b>	<b>Public Relations &amp; Advertising Practices</b>	<b>15 Hours</b>
	Objectives of Public Relations, Functions of Public Relations, Types of Public Relations, Advantages of Public Relations, Importance of Public Relations & Public Relations Vs. Advertising	

#### Pedagogy

Classroom Lectures, Inquiry based learning, Group Discussion, Collaborative learning, PPT, Seminar, Quiz, Assignment

#### Textbook

1. Unit I-V: Compilation by the Department of English

#### Reference Books

1. Aram, Arul and Nirmaldasan, *Understanding News Media*, Tata McGraw-Hill, 2009, Chennai
2. Baran, Stanley J *Introduction to Mass Communication (Media Literacy and Culture)*, McGraw-Hill, 2004, New York
3. Cermalia, Nick and Elizabeth Lee, *Cambridge English for the Media*, Cambridge University Press, 2008, New Delhi
4. Kumar, Keval J. *Mass Communication in India*, Jaico Publishing House, 2004, Mumbai
5. Raiteri, Charles. *Writing for Broadcast News: A storytelling approach to crafting TV and Radio news reports*. Rowman and Littlefield Publishers, 2006, Lanham

#### E-Resources

- <https://sk.sagepub.com/books/an-introduction-to-journalism>
- <https://en.wikipedia.org/wiki/mass-media>
- <https://en.wikipedia.org/wiki/communication>
- <https://kg.freepressunlimited.org/media-law-and-policy>
- [http://en.wikipedia.org/wiki/public\\_relations](http://en.wikipedia.org/wiki/public_relations)

#### Course Outcomes

After completion of this course, the students will be able to:

CO1	Understand the fundamentals of Journalism
CO2	Use Mass Media Effectively to understand and interact regarding various happenings
CO3	Receive and communicate views on various topics
CO4	Produce and Broadcast news and advertisement in an Ethical manner without violating existence
CO5	Promote better understanding among the various sections of society and to encourage better Public Relations

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO1	1	2	2	1	2	1	3	1	2	1	1	2
CO2	1	2	2	1	2	2	3	2	2	1	1	2
CO3	1	1	2	3	3	2	3	2	2	1	1	2
CO4	1	2	1	1	3	2	3	1	3	1	1	1
CO5	1	1	2	1	2	2	3	1	2	3	3	3

3. High; 2. Moderate; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs) (Model)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Question	No. of Question
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

### Distribution of Section - wise Marks with K Levels

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or)</b>	<b>Section C Open Choice</b>	<b>Total Marks</b>	<b>% of Marks without Choice</b>
K1	5	40	-	45%	45%
K2	5	-	50	55%	55%
Total Marks	10	40	50	100 %	100 %

### Lesson Plan

<b>Unit I</b>	<b>Introduction to Journalism</b>	<b>15 Hours</b>	<b>Mode</b>  <b>Lecture, Inquiry based learning</b>
	Definition & History	<b>4</b>	
	The Profession & The Present-day Journalism	<b>4</b>	
	Reporting	<b>4</b>	
	Writing & Editing	<b>3</b>	
<b>Unit II</b>	<b>Mass Media</b>	<b>15 Hours</b>	<b>Mode</b>  <b>Lecture, PPT</b>
	Mass Media	<b>3</b>	
	Print Media & Social Media	<b>4</b>	
	Electronic Media & New Media	<b>4</b>	
	Multimedia & Communication	<b>4</b>	
<b>Unit III</b>	<b>Communication</b>	<b>15 Hours</b>	<b>Mode</b>  <b>Lecture, PPT,</b>
	Definition of Communication, The Process of Communication, Types of Communication, The Barriers of Communication & Common Communication Skills (Interview Question)	<b>15</b>	
<b>Unit IV</b>	<b>Media Laws &amp; Ethic Broadcasting</b>	<b>15 Hours</b>	<b>Mode</b>  <b>Lecture, PPT</b>
	Radio Advertising, Television Advertising, Advertising Films, Slides, Video Advertising, Cable TV Advertising & Drama Music Programme Copyrighting & Patent	<b>15</b>	
<b>Unit V</b>	<b>Public Relations &amp; Advertising Practices</b>	<b>15 Hours</b>	<b>Mode</b>  <b>Lecture, PPT,</b>
	Objectives of Public Relations & Functions of Public Relations	<b>4</b>	
	Types of Public Relations & Advantages of Public Relations	<b>4</b>	
	Importance of Public Relations	<b>4</b>	
	Public Relations vs Advertising	<b>3</b>	

**Course designed by Dr. N. Moorthy**

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENC64</b>	Number of Hours/Cycle	<b>5</b>		
Semester	<b>VI</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>		
<b>Core Course XVI</b>					
<b>Course Title</b>	<b>An Introduction to Literary Criticism</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>75</b>	<b>-</b>	<b>-</b>	

### Preamble

The course intends to provide a textual historical and critical study of the development in literary criticism from the beginning and it takes up the function and practice of modern literary criticism.

<b>Unit I</b>	<b>Classical Criticism</b>	<b>15 Hours</b>
	Plato Aristotle Longinus	
<b>Unit II</b>	<b>Neoclassical Criticism</b>	<b>15 Hours</b>
	John Dryden Alexander Pope Samuel Johnson	
<b>Unit III</b>	<b>Romanticism and Victorian Criticism</b>	<b>15 Hours</b>
	William Wordsworth S.T.Coleridge Mathew Arnold	
<b>Unit IV</b>	<b>Modernism</b>	<b>15 Hours</b>
	T.S.Eliot I.A.Richards F.R.Leavis	
<b>Unit V</b>	<b>Approaches</b>	<b>15 Hours</b>
	The Psychological Approach The Sociological Approach The Formalistic Approach	

### Pedagogy

Classroom Lectures, Group Discussion, PPT, Seminar, Quiz, Assignment

### Textbooks

Nagarajan M.S. *English Literary Criticism and Theory*. Orient BlackSwan, 2014.

### Reference Books

1. Blamires Harry. *A History of Literary Criticism*. Macmillan. 2002. Print.
2. Seturaman V. S. (ed.) *Contemporary Criticism: An Anthology*. Macmillan, 2011 edition.
3. Wellek, Rene and Austin Warren. *Theory of Literature*. 3d ed. New York: Harcourt, 1962.

### E-Resources

- [www.literatureclasics.com/ancientpaths/litcrit](http://www.literatureclasics.com/ancientpaths/litcrit)
- [www.Lextee.Com/criticism.html](http://www.Lextee.Com/criticism.html).
- [www.wwnorton.com/](http://www.wwnorton.com/)

### Course Outcomes



After completion of this course, the students will be able to:

CO1	Distinguish literary art facts with the help of concepts offered by Classical and Renaissance thinkers.
CO2	Estimate restraint as a virtue under Neo classics mandrel as on a s giving way to emotion.
CO3	Evaluate 'highseriousness' and disinterestedness as guiding principles in appreciating literature as during Romanticism and Victorian
CO4	Understanding the concept s of recently developed in criticism.
CO5	Interpreting and analyzing the various approaches.

**Mapping of Course Outcomes (COs) with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO1	3	3	3	1	3	3	2	1	2	1	3	3
CO2	3	3	3	3	2	3	2	2	2	2	3	3
CO3	3	3	3	3	2	3	1	2	3	2	3	3
CO4	3	3	3	1	2	3	1	2	1	2	3	3
CO5	3	3	3	1	2	3	1	2	1	2	3	3

3. High; 2. Moderate; 1. Low

**Articulation Mapping - K Levels with Course Outcomes (COs)**

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Question	No. of Question
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

**Distribution of Section - wise Marks with K Levels**

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or)</b>	<b>Section C Open Choice</b>	<b>Total Marks</b>	<b>% of Marks without Choice</b>
K1	5	40	-	45%	45%
K2	5	-	50	55%	55%
Total Marks	10	40	50	100 %	100 %

### Lesson Plan

<b>Unit I</b>	<b>Classical Criticism</b>	<b>15 Hours</b>	<b>Mode</b>
	Plato	5	PPT Lecture
	Aristotle	5	
	Longinus	5	
<b>Unit II</b>	<b>Neoclassical Criticism</b>	<b>15 Hours</b>	<b>Mode</b>
	John Dryden	5	Lecture, PPT
	Alexander Pope	5	
	Samuel Johnson	5	
<b>Unit II</b>	<b>Romanticism and Victorian Criticism</b>	<b>15 Hours</b>	<b>Mode</b>
	William Wordsworth	5	Lecture, PPT
	S.T.Coleridge	5	
	Mathew Arnold	5	
<b>Unit IV</b>	<b>Modernism</b>	<b>15 Hours</b>	<b>Mode</b>
	T.S.Eliot	5	Lecture, PPT
	I.A.Richards	5	
	F.R.Leavis	5	
<b>Unit V</b>	<b>Approaches</b>	<b>15 Hours</b>	<b>Mode</b>
	The Psychological Approach	5	Lecture, PPT
	The Sociological Approach	5	
	The Formalistic Approach	5	

Course designed by: Mr. V. Amardeep

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	20UENE61	Number of Hours/Cycle	6		
Semester	VI	Max. Marks	100		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>		
<b>Core Elective Course II A</b>					
<b>Course Title</b>	<b>Partition Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>90</b>	<b>-</b>	<b>-</b>	

#### Preamble

This paper aims to make students understand the partition of Indian Sub-continent and literature. They will also read, appreciate and interpret literary texts reproducing experiences on account of partition and aftermath.

<b>Unit I</b>	<b>Prose</b>	<b>18 Hours</b>
	Sukesh Karma – Partition and Post Partition Acts of Fiction: Narrating Painful Histories	
<b>Unit II</b>	<b>Poetry</b>	<b>18 Hours</b>
	Faiz Ahmed Faiz – Dawn of Freedom Amirta Pritam – Ode to Waris W.H. Auden – Partition Meena Alexander – For My Father, Karachi 1947	
<b>Unit III</b>	<b>Fiction</b>	<b>18 Hours</b>
	Khushwant Singh – Train to Pakistan	
<b>Unit IV</b>	<b>Short Stories</b>	<b>18 Hours</b>
	Dibyendu Palit – Alam’s Own House Manik Pandopadhyay – The Final Solution Sa’adat Hasan Manto – Toba Tek Singh Lalithambika Antharjanam – A Leaf in the Storm	
<b>Unit V</b>	<b>Reflections on Partition</b>	<b>18 Hours</b>
	Ritu Menon and Kamla Bhasin – Speaking for Themselves: Partition History, Women’s Histories Urvashi Butalia - Blood	

#### Pedagogy

Class Room Lectures, PPT, Group Discussion, Videos/Movie

#### Text Books

1. Butalia, Urvashi. (2017). *The Other Side of Silence: Voices from the Partition of India*. New Delhi, India: Penguin Random House.
2. Sengupta, Debjani. (2018). *Partition Literature: An Anthology*. Kolkata, India: Worldview Publications.
3. Singh, Khushwant. (2016). *Train to Pakistan*. Noida, India: Penguin Books.

#### Reference Books

4. Arora, Neena and R K. Dhawan. (2010). *Partition and Indian Literature: Voices of the Wounded Psyche*. New Delhi, India: Prestige Books.
5. Mehta, Rini. B, and Debali Mookerjee-Leonard. (2014). *The Indian Partition in Literature and Films: History, Politics, and Aesthetics*. Oxfordshire, UK: Routledge.
6. Menon, Jisha. (2013). *The Performance of Nationalism: India, Pakistan, and the Memory of Partition*. Mumbai, India: CUP.
7. Menon, Ritu & Kamla Bhasin. (1998). *Borders and Boundaries: Women in India’s Partition*. New Delhi, India: Kali for Women.

#### E-Resources

- <https://bookriot.com/partitionliterature/>
- <https://www.greaterkashmir.com/opinion/the-partition-literature>
- <https://homemcr.org/article/understanding-the-importance-of-partition/>

- <https://www.oxfordbibliographies.com/view/document/obo-9780190221911/obo-9780190221911-0013.xml>
- <https://www.1947partitionarchive.org/node/572>
- <https://www.youtube.com/watch?v=anGLjLoNWPo>

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Enumerate the sensibility with which writers have chalked out the trauma of partition
CO2	Discover the impact of events that led to the Partition of India, and its aftermath
CO3	Identify the tragic tale of partition of India and Pakistan and the events that followed
CO4	Explain colonialism, nationalism, communalism, violence, homelessness and exile
CO5	Trace the portrayal of women in Partition Literature

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PS O 10	PS O 11	PS O 12
CO 1	2	1	3	1	2	3	1	1	1	1	3	1
CO 2	2	1	3	1	2	2	1	1	1	1	3	1
CO 3	2	1	3	1	2	3	1	1	1	1	2	1
CO 4	2	1	3	1	2	2	1	1	1	1	3	1
CO 5	2	1	3	1	2	3	1	1	1	1	3	1

3. High; 2. Moderate 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K1)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K1)
3	CO3	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
5	CO5	Up to K2	2	K1&K2	2(K2&K2)	1(K2)
No. of Questions to be asked			10		10	5
No. of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

### Distribution of Section - wise Marks with K Levels

<b>K Levels</b>	<b>Section A (No Choice)</b>	<b>Section B (Either/or Choice)</b>	<b>Section C (Open Choice)</b>	<b>Total Marks</b>	<b>% of Marks without Choice</b>
K1	5	16	20	41%	41%
K2	5	24	30	59%	59%
Total Marks	10	40	50	100%	100%

### Lesson Plan

<b>Unit I</b>	<b>Prose</b>	<b>18 Hours</b>	<b>Mode</b>
	a. Sukesh Karma–Partition and Post-Partition Acts of Fiction: Narrating Painful Histories	18	Lecture/Video
<b>Unit II</b>	<b>Poetry</b>	<b>18 Hours</b>	<b>Mode</b>
	a. Faiz Ahmed Faiz – Dawn of Freedom	5	Lecture
	b. Amrita Pritam – Ode to Waris	5	
	c. W.H. Auden – Partition	3	
	d. Meena Alexander – For My Father, Karachi 1947	5	
<b>Unit III</b>	<b>Fiction</b>	<b>18 Hours</b>	<b>Mode</b>
	a. Khushwant Singh – Train to Pakistan	18	Lecture/Movie
<b>Unit IV</b>	<b>Short Stories</b>	<b>18 Hours</b>	<b>Mode</b>
	a. Dibyendu Palit – Alam’s Own House	5	Lecture
	b. Manik Pandopadhyay – The Final Solution	5	
	c. Sa’adat Hasan Manto – Toba Tek Singh	3	
	d. Lalithambika Antharjanam – A Leaf in the Storm	5	
<b>Unit V</b>	<b>Reflections on Partition</b>	<b>18 Hours</b>	<b>Mode</b>
	a. Ritu Menon and Kamla Bhasin– Speaking for Themselves: Partition History, Women’s Histories	10	Lecture
	b. Urvashi Butalia - Blood	8	

Course designed by Mrs. K. Anusuya

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENE62</b>	Number of Hours/Cycle	<b>6</b>		
Semester	<b>VI</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>		
<b>Core Elective Course II B</b>					
<b>Course Title</b>	<b>Ecology and Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>90</b>	<b>-</b>	<b>-</b>	

### Preamble

This course introduces students to relate ecology, culture and literature. Students were able to explore the relationship between people and their environment with the help of literary writings on issues of sustainability, environmental justice, and ecological literacy.

<b>Unit I</b>	<b>Introduction</b>	<b>18 Hours</b>
	Ecology, Literature and Language Peter Barry – Beginning Theory 3 <sup>rd</sup> Edition (Chapter 13 Eco Criticism)	
<b>Unit II</b>	<b>Prose</b>	<b>18 Hours</b>
	Ruskin Bond – The Cherry Tree C. Rajagopalachari – Tree Speaks Selections from Edward Abbey’s Desert Solitaire (Water and Serpents of Paradise)	
<b>Unit III</b>	<b>Poetry</b>	<b>18 Hours</b>
	Thiruvalluvar – Ten Couplets on Nature (Vaan Cirapu) Gieve Patel – On Killing Tree Samuel Taylor Coleridge – To Nature Ralph Waldo Emerson – The Mountain and the Squirrel William Blake – The Birds	
<b>Unit IV</b>	<b>Drama</b>	<b>18 Hours</b>
	Rabindranath Tagore – Muktaadhara	
<b>Unit V</b>	<b>Fiction</b>	<b>18 Hours</b>
	Kamala Markandaya – Nectar in a Sieve	

### Pedagogy

Lecture method, PPT, Visual Aids.

### Text Books

1. Barry, Peter. (2013). *Beginning Theory (3rd Edition)*. New Delhi, India: Viva.
2. Markandaya, Kamala. (2009). *Nectar in a Sieve*. Chennai, India: Penguin.
3. Tagore, Rabindranath. (2012). *Muktaadhara*. New Delhi, India: Sasta Sahitya Mandal.

### Reference Books

1. Coupe, Lawrence. (2000). *The Green Studies Reader: From Romanticism to Ecocriticism*. London, UK: Routledge.
2. Glotfelty, Cheryll and Harold Fromm, (1996). *The Ecocriticism Reader Landmarks In Literary Ecology*, London, UK: The University of Georgia.
3. Markandaya, Kamala (1999). “Overview: Nectar in a Sieve,” Literature Resource Center, Chennai, India: The Gale Group.
4. Gupta, Sen, Kalyana. (2005). *The Philosophy of Rabindranath Tagore*. London, England: Ashgate.

### E-Resources

- <https://englishzety.com/lesson/cherry-tree-ruskin-bond>
- <https://www.speakingtree.in>
- <https://www.poemhunter.com/poem/to-nature>

- <https://www.sparknotes.com/lit/nectar>
- <https://archive.org/details/in.ernet.dli.in>

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Gives basic knowledge of nature issues and writers concern for nature.
CO2	Remember the ecological issues from historical, philosophical, rhetorical, cross cultural and interdisciplinary perspectives.
CO3	Understand the concepts and standards underlying in the environmental issues.
CO4	Discover intimate kinship between human beings and nature.
CO5	Interpret the various aspects of ecological issues.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO1 0	PSO1 1	PSO1 2
CO 1	2	2	3	1	2	3	3	1	1	3	3	2
CO 2	2	3	3	1	1	3	2	1	1	2	2	2
CO 3	1	2	2	1	2	3	2	1	1	3	3	2
CO 4	1	1	3	1	2	2	3	2	1	3	3	2
CO 5	1	1	3	1	1	2	2	2	1	2	3	3

3. High; 2. Moderate ; 1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	Cos	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Question	No. of Question
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

### Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or)	Section C (Either/or)	Total Marks	% of Marks without Choice
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K1	5	40	-	45%	45%
K2	5	-	50	55%	55%
Total Marks	10	40	50	100%	100%

### Lesson Plan

<b>Unit I</b>	<b>Introduction</b>	<b>18Hours</b>	<b>Mode</b>
	Ecology, Literature and Language	<b>8</b>	<b>Lecture</b>
	Peter Barry – Beginning Theory 3rd Edition (Chapter 13 Eco Criticism)	<b>10</b>	
<b>Unit II</b>	<b>Prose</b>	<b>18 Hours</b>	<b>Mode</b>
	Ruskin Bond – The Cherry tree	<b>6</b>	<b>Lecture</b>
	C. Rajagopalachari – Tree Speaks	<b>4</b>	
	Selections from Edward Abbey’s Desert Solitaire (Water and Serpents of Paradise)	<b>8</b>	
<b>Unit III</b>	<b>Poetry</b>	<b>18 Hours</b>	<b>Mode</b>
	Thiruvalluvar – Ten Couplets on Nature (Vaan Cirapu)	<b>3</b>	<b>Lecture</b>
	Gieve Patel – On Killing Tree	<b>3</b>	
	Ralph Waldo Emerson – The Mountain and the Squirrel	<b>4</b>	
	William Blake – The Birds	<b>4</b>	
	Samuel Taylor Coleridge – To Nature	<b>4</b>	
<b>Unit IV</b>	<b>Drama</b>	<b>18 Hours</b>	
	Rabindranath Tagore – Muktaghara	<b>18</b>	<b>Lecture</b>
<b>Unit V</b>	<b>Fiction</b>	<b>18 Hours</b>	<b>Mode</b>
	Kamala Markandaya – Nectar in a Sieve	<b>18</b>	<b>Lecture</b>

Course designed by: **Dr. A .Vanathi**



<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENE63</b>	Number of Hours/Cycle	<b>6</b>		
Semester	<b>VI</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>5</b>		
<b>Core Elective Course II C</b>					
<b>Course Title</b>	<b>Children Literature</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Cognitive Level</b>	<b>Up to K2</b>		<b>90</b>	<b>-</b>	<b>-</b>

#### Preamble

The course focuses on the exploration of children's literature and its role to acknowledge the value of multicultural and international children's literature and further it develops an understanding to know other cultures through literary genres

<b>Unit I</b>	<b>Prose</b>	<b>18 Hours</b>
	Anne Frank: The Diary of a Young Girl (Letters 14 June, 1942 to 14 Aug, 1942) Francis Bacon : Of Parents and Children Bhimrao Ambedkar: The Boy Who Asked Why?	
<b>Unit II</b>	<b>Poetry</b>	<b>18 Hours</b>
	Lewis Caroll : A Strange Wild Song Jabberwocky Maxine Kumin : The Quarrel Maya Angelou : Life doesn't frighten me	
<b>Unit III</b>	<b>Short Stories</b>	<b>18 Hours</b>
	Ruskin Bond: The Tiger in the House Louisa May Alcott: Cinderella Panchatantra Tales: The Cobra and the Crows The Monkey and the Wedge Jataka Tales: The Wise Goat and the Wolf	
<b>Unit IV</b>	<b>Drama</b>	<b>18 Hours</b>
	J.M. Barrie : Peter Pan Vijay Tendulkar : Bobby's Story	
<b>Unit V</b>	<b>Fiction</b>	<b>18 Hours</b>
	Ruskin Bond : The Blue Umbrella	

#### Pedagogy,

Classroom Lectures, Seminar, Quiz, Assignment

#### Text Books

1. Stern. J.F. *Parents and Children* Forgotten Books Publishers, 1904
2. Angelou Maya, *Life Doesn't Frighten Me*, Sara Jane Boyers, 1993
3. May Alcott, Louisa *A Modern Cinderello* Google Books, 1860
4. Barrie, J.M. *Peter Pan*, Henry Holt and Co, Publishers, 2003
5. Bond Ruskin, *The Blue Umbrella* Pegasus Books, 2018

#### Reference Books

1. Hawker, Louise *Genocide in Anne Frank's The Diary of a Young Girl*. Greenhaven Publishing LLC. 2011
2. Muse, Daphne. *Life Doesn't Frighten Me: Maya Angelou's Messages to Young Readers*. 2017
3. Reisen, Harriet. *Louisa May Alcott: The Woman Behind Little Women*. John MacRae Books. 2009.
4. Cox, Michael. *The Concise Oxford Chronology of English Literature*. Oxford University Press. 2005.

#### E-Resources

- <https://www.annefrank.thediaryofayounggirl.in>  
<https://www.lewiscaroll.astragnewildsong.com>

<https://thetigerinthehousethroughlouisamay/cherry-tree-ruskin-bond>

<https://www.peterpan.in>

<https://banerjeedivakarunitheconchbearers.in>

### Course Outcomes

After completion of this course, the students will be able to:

CO1	Differentiate the various themes and styles of Children Literature
CO2	Explain and interpret how Children Literature expresses the ethos and the different cultures
CO3	Estimate and interpret the various styles and thematic structures in extensive reading and enhance their reading skills
CO4	Discover the gender discrimination and examine the cultural disparities through plays
CO5	Examine the various social problems and its reasons through characters portrayed in the novels

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO4	PSO5	PSO6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO1	3	2	1	2	3	3	3	2	2	2	2	3
CO2	3	3	3	2	2	3	2	2	3	3	3	3
CO3	3	2	3	1	3	3	3	3	3	2	2	3
CO4	3	1	2	2	2	3	3	3	2	2	3	3
CO5	2	1	3	2	3	3	3	3	3	3	3	3

3. High                      2. Moderate                      1. Low

### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	COs	K-Level	Section A		Section B	Section C
			MCQs		Either/ or Choice	Open Choice
			No. of Questions	K-Level	No. of Questions	No. of Questions
1	CO1	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
2	CO2	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2	K1&K2	2(K1&K1)	1(K2)
No of Questions to be asked			10		10	5
No of Questions to be answered			10		5	3
Marks for each Question			1		4	10
Total marks for each Section			10		20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

### Distribution of Section - wise Marks with K Levels

K Levels	Section A (No Choice)	Section B (Either/or Choice)	Section C (Open Choice)	Total Marks	% of Marks without Choice
K1	5	40		45%	45%
K2	5		50	55%	55%
Total Marks	10	40	50	100%	100%

### Lesson Plan

<b>Unit I</b>	<b>Prose</b>	<b>18 Hours</b>	<b>Mode</b>
	Anne Frank: <i>The Diary of a Young Girl</i> (Letters 14 June, 1942 to 14 Aug, 1942)	6	Lecture, Inquiry based learning
	Francis Bacon: <i>Of Parents and Children</i>	6	
	Bhimrao Ambedkar: <i>The Boy Who Asked Why?</i>	6	
<b>Unit II</b>	<b>Poetry</b>	<b>18 Hours</b>	<b>Mode</b>
	Lewis Carroll: <i>A Strange Wild</i>	6	Lecture, PPT
	Maxine Kumin: <i>The Quarrel</i>	6	
	Maya Angelou: <i>Life doesn't frighten me</i>	6	
<b>Unit III</b>	<b>Short Story</b>	<b>18 Hours</b>	<b>Mode</b>
	Ruskin Bond: <i>The Tiger in the House</i>	4	Lecture, PPT, Group Discussion
	Louisa May Alcott: <i>Cinderella</i>	4	
	Panchatantra Tales: <i>The Cobra and the Crows</i> <i>The Monkey and the Wedge</i>	3 3	
	Jataka Tales: <i>The Wise Goat and the Wolf</i>	4	
<b>Unit IV</b>	<b>Drama</b>	<b>18 Hours</b>	<b>Mode</b>
	J.M. Barrie: <i>Peter Pan</i>	9	Lecture, PPT
	Vijay Tendulkar: <i>Bobby's Story</i>	9	
<b>Unit V</b>	<b>Fiction</b>	<b>18 Hours</b>	<b>Mode</b>
Ruskin Bond: <i>The Blue Umbrella</i>	18	Lecture, PPT, Collaborative learning	

Course designed by Dr. R. Kavitha & Mr. A. Bilal Ahamed

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENC6P</b>	Number of Hours/Cycle	2		
Semester	<b>VI</b>	Max. Marks	<b>100</b>		
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>2</b>		
	<b>Core Project I</b>		<b>L</b>	<b>T</b>	<b>P</b>
<b>Course Title</b>	<b>Project</b>		30		

### Preamble

This course aims in encouraging the students to identify researchable problems in their areas of interest and get specialized in any areas in future by doing group projects.

### Course Outcome

Upon successful completion of this project work, the student:

CO1	Understand how to identify the issues and challenges in their area of study.
CO2	Gain knowledge in the field of research in English.
CO3	Integrate information from multiple sources.
CO4	Able to practice acquired knowledge within the chosen area of study.
CO5	Identify and discuss the different aspects of the chosen project with a comprehensive and systematic approach.

### Course Requirements and Evaluation

1. The duration of the study project is for one semester.
2. The students shall submit the report in a prescribed mentioned format on or before a specified date, failing which will warrant disqualification.
3. The student shall work under close supervision and consultation with the faculty guide appointed for the purpose at every stage of the research work regularly and get approved, failing in which leads to disqualification for appearing in the Viva-Voce examination.
4. The faculty advisor shall be responsible for the continuous assessment of the course and his/her recommendation for final evaluation of the project shall be mandatory.
5. Students have to submit their project report (2 bounded copies) in the prescribed format (25 to 35pages) in A4 size. The Project work has to be duly recommended by the faculty advisor and the Head of the Department for appearing in the final Viva Voce. The Viva-Voce shall be conducted by an External examiner. The marks will be allotted on the prescribed basis as given below:

#### A. Continuous Internal Assessment

Regularity	15 Marks
Strength of the independent work (utilizing theory and methodology)	25Marks
<b>Total</b>	<b>40 Marks</b>

**B. End Semester Examination (Viva Voce)**

Individual Presentation

30 Marks

Answering the queries

30 Marks

**Total****60 Marks**

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>		
Course Code	<b>20UENS61</b>	Number of Hours/Cycle	<b>2</b>		
Semester	<b>VI</b>	Max. Marks	<b>50</b>		
<b>Part</b>	<b>IV</b>	<b>Credit</b>	<b>2</b>		
<b>Skill Based Course IV</b>					
<b>Course Title</b>	<b>Effective Writing in English</b>	<b>L</b>	<b>T</b>	<b>P</b>	
<b>Cognitive Level</b>	<b>Up to K2</b>	<b>30</b>	<b>-</b>	<b>-</b>	

**Preamble**

This course improves students' writing skills effectively and trains them to handle e-mail and letter correspondence efficiently and increase their self-confidence, career prospects and enhancing professional image.

<b>Unit I</b>	<b>Types of Writing</b>	<b>6 Hours</b>
	a. Descriptive Writing b. Expository Writing c. Narrative Writing d. Persuasive Writing	
<b>Unit II</b>	<b>Social Writing</b>	<b>6 Hours</b>
	a. Public Notice b. Newspaper Reports c. Advertisement d. Fliers & Posters	
<b>Unit III</b>	<b>Personal Writing</b>	<b>6 Hours</b>
	a. Letter Writing b. Letter of Application	

	c. Covering Letter d. Resume Writing	
<b>Unit IV</b>	<b>Institutional Writing</b>	<b>6 Hours</b>
	a. Notification of Meeting b. Invitation c. Agenda & Minutes d. Memos	
<b>Unit V</b>	<b>Social Media Writing</b>	<b>6 Hours</b>
	a. Emails & Fax b. Creating blog c. Content Writing d. PowerPoint Presentation	

### Pedagogy

Lecture method, PPT, Visual Aids, Audio Lingual.

### Text Books

1. Zinsser William (2020). *On Writing Well*. New York, United States: HarperCollins.
2. Lamb Sandra E. *How to Write It, Third Edition*. (2011). California, United States: Ten Speed Press.

### Reference Books

1. Clark Roy Peter (2008). *Writing Tools: 50 Essential Strategies for Every Writer*. United States: Little, Brown Spark.
2. Paul D.S. (2016) *Advanced Writing Skills*. New Delhi, India: Goodwill Publishing House.
3. Brien Terry O' (2011). *Modern Writing Skills*. Kolkata, India: Rupa Publishing House.

### E-Resources

- <https://openoregon.pressbooks.pub> > chapter > types-
- <https://onlinefreenotes.com> > newspaper-report-writing-
- <https://www.successcds.net> > learn-english > writing-skills
- <https://www.lexico.com> > grammar > invitations-

### . Course Outcomes

After completion of this course, the students will be able to:

CO1	Understand various types of writing.
CO2	Grasp the essential characteristic features of technical writing.
CO3	Infer the difference between Resume and Cover letter.
CO4	Craft Invitation, Meeting Minutes and Notes.
CO5	Create professional writing skills, good vision, and strong vocabulary.

### Mapping of Course Outcomes (COs) with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10	PSO 11	PSO 12
CO 1	1	1	1	3	3	2	2	2	1	1	2	1
CO 2	1	1	2	3	3	3	3	3	3	1	1	1
CO 3	1	1	1	1	3	3	3	3	3	1	1	1
CO 4	1	1	1	1	3	3	3	3	3	3	1	1
CO5	1	1	1	1	3	3	3	3	3	1	1	1

3. High; 2. Moderate ; 1. Low

#### Articulation Mapping - K Levels with Course Outcomes (COs)

Units	Cos	K-Level	Section A	Section B
			Either/ or Choice	Open Choice
			No. of Question	No. of Question
1	CO1	Up to K2	2(K1&K1)	1(K2)
2	CO2	Up to K2	2(K1&K1)	1(K2)
3	CO3	Up to K2	2(K1&K1)	1(K2)
4	CO4	Up to K2	2(K1&K1)	1(K2)
5	CO5	Up to K2	2(K1&K1)	1(K2)
No of Questions to be asked			10	5
No of Questions to be answered			5	3
Marks for each Question			4	10
Total marks for each Section			20	30

K1 – Remembering and recalling facts with specific answers

K2 – Basic understanding of facts and stating main ideas with general answers

#### Distribution of Section - wise Marks with K Levels

K Levels	Section A (Either/or)	Section B Open Choice	Total Marks	% of Marks without Choice
K1	30	-	54.55%	55%
K2	-	25	45.45%	45%
Total Marks	30	25	100.00%	100%

#### Lesson Plan

Unit	Types of Writing	6 Hours	Mode
I	a. Descriptive Writing.	2	Lecture & PPT
	b. Expository Writing	1	
	c. Narrative Writing	2	
	d. Persuasive Writing	1	
Unit	Social Writing	6 Hours	Mode

<b>II</b>	<b>a. Public Notice</b>	<b>1</b>	<b>Lecture &amp; PPT</b>
	<b>b. Newspaper Reports</b>	<b>2</b>	
	<b>c. Advertisement</b>	<b>1</b>	
	<b>d. Fliers &amp; Posters</b>	<b>2</b>	
<b>Unit III</b>	<b>Personal Writing</b>	<b>6 Hours</b>	<b>Mode</b>
	<b>a. Letter Writing</b>	<b>2</b>	<b>Lecture &amp; PPT</b>
	<b>b. Letter of Application</b>	<b>1</b>	
	<b>c. Covering Letter</b>	<b>1</b>	
<b>d. Resume Writing</b>	<b>2</b>		
<b>Unit IV</b>	<b>Institutional Writing</b>	<b>6 Hours</b>	<b>Mode</b>
	<b>a. Notification of Meeting.</b>	<b>2</b>	<b>Lecture &amp; Visual Aids</b>
	<b>b. Invitation</b>	<b>1</b>	
	<b>c. Agenda &amp; Minutes</b>	<b>2</b>	
<b>d. Memos</b>	<b>1</b>		
<b>Unit V</b>	<b>Social Media Writing</b>	<b>6 Hours</b>	<b>Mode</b>
	<b>a. Emails &amp; Fax</b>	<b>1</b>	<b>Lecture &amp; PPT</b>
	<b>b. Creating blog</b>	<b>2</b>	
	<b>c. Content Writing</b>	<b>2</b>	
<b>d. PowerPoint Presentation</b>	<b>1</b>		

Course designed by: Dr. A.D.Sudha



### Value Added Courses

<b>Programme</b>	<b>B.A English</b>	<b>Programme Code</b>	<b>UEN</b>
Course Code	<b>20CENG51</b>	Number of Hours/Cycle	<b>2</b>
Semester	<b>V</b>	Max. Marks	<b>50</b>
<b>Part</b>	<b>III</b>	<b>Credit</b>	<b>2</b>
<b>Value Added Course III</b>			
<b>Course Title</b>	<b>Radio Jockeying and TV News Reading</b>		

#### Preamble

To enable the students to be media literates and to prepare them to actively participate in various media related activities for strengthening democratic values in the society. The course further envisages skill development in the field of Journalism and Mass Communication and ultimately makes them employable in the media industry.

<b>Unit I</b>	<b>Evolution of Journalism</b>	<b>6 Hours</b>
	1.What is Journalism?	2
	2. Common Types of Journalism	2
	3. Most in-demand skills for journalists.	2
<b>Unit II</b>	<b>Various Types of News</b>	<b>6 Hours</b>
	1. Different types of News	2
	2. Difference between Hard and Soft News	2
	3. Media Literacy & Fake News	2
<b>Unit III</b>	<b>How To Read Newspaper</b>	<b>6 Hours</b>
	1. Leading to improve reading	2
	2. Reading the newspaper for UPSC exam	2
	3. Tips to read the newspaper for IAS exam	2
<b>Unit IV</b>	<b>Introduction on radio jockey course</b>	<b>6 Hours</b>
	1. Phonological awareness and phonics	2
	2. The road from Radio announcer to Radio jockey	2
	3. Nature of the job	2
<b>Unit V</b>	<b>Techniques in Radio Jockey Course</b>	<b>6 Hours</b>
	1. How to land a job in Radio jockey	2
	2. Information about Radio jockey training course	2
	3. Radio Script writing and Broadcasting	2

#### Pedagogy

Classroom Lectures, Seminar, PPT, Quiz, Assignment

#### Text Books

1. Swapan K. R. Mukherjee (2017) A Text Book on Journalism: Alpana Publications.

#### Reference Books

1. Simran Kohli (2005). The Radio Jockey Hand Book: Fusion Publications.
2. Rakesh Anand Bakshi (2019) Let's Talk On-Air: Conversations with Radio Presenters: Penguin Publication.
3. SwatyGupta (2011) Romancing the Microphone: Be a Radio Jockey: Rupa Publication.

**Course Designed by: Dr.R. Kavitha**

<b>Programme</b>	<b>B.A</b>	<b>Programme Code</b>	<b>UEN</b>
Course Code	<b>20CENG61</b>	Number of Hours/Cycle	<b>2</b>
Semester	<b>VI</b>	Max. Marks	<b>50</b>
<b>Part</b>		<b>Credit</b>	<b>2</b>
<b>Value Added Course IV</b>			
<b>Course Title</b>	<b>English for Professional Careers</b>		

### Preamble

This course aims to develop in preparation for competitive exams and careers in professional organizations. It would also prepare students through training in speed and accuracy, fluency and competence in English. It also trains the minthe modalities of test of English.

<b>Unit I</b>		<b>6 Hours</b>
	Tense –Voice- Concord	
<b>Unit II</b>		<b>6 Hours</b>
	Group Discussion-Interviews	
<b>Unit III</b>		<b>6 Hours</b>
	Reading comprehension Enhancing wordpower Cloze reading Rearranging jumbled sentences	
<b>Unit IV</b>		<b>6 Hours</b>
	Facetoface Conversation Telephonic Conversation	
<b>Unit V</b>		<b>6 Hours</b>
	Communication etiquette Networking etiquette Party etiquette	

### Pedagogy

Classroom Lectures, PPT, Seminar, Quiz and Assignment

### Text Books

- 1.Mohan, Krishna and Meera Banerji. *Developing Communication Skills*.Madras:Macmillan,2009.
- 2.Gopalan,R and Rajagopalan,V.*English for Competitive Examinations* Noida:McGrawHill Education.2<sup>nd</sup>Edition,2007

### Reference Books

- 1.Hannah, Michaeland Gerald C.Wilson. *Communicating in Business and Professional Settings*. Singapore:Mc-Graw-Hill International Editions,1998.
- 2..Mohan,Krishnaand N.P.Singh.Speaking English Effectively. NewDelhi: Macmillan,1995.
- 3.Pease,Allan.*The Definitive Book of Body Language*.London: Orion,2004.
- 4.Ray,Reuben.*Communication Today*. Mumbai: Himalaya Publishing House,1997.

### E-Resources

- [https //www.ted.com](https://www.ted.com) body language
- <http://bodylanguageproject.com/articles/resources-and-references-used-in-the-articles/https://www.skillsyouneed.com/ips/body-language.html>

**Course Designed by: Mr. V. Amardeep**