

E.M.G. YADAVA WOMEN'S COLLEGE, MADURAI – 625 014.

(An Autonomous Institution – Affiliated to Madurai Kamaraj University)

Re-accredited (**3rd Cycle**) with Grade **A⁺** & **CGPA 3.51** by NAAC

DEPARTMENT OF ENGLISH



TANSCHÉ - CBCS With OBE

BACHELOR OF ARTS

PROGRAMME CODE - E

COURSE STRUCTURE

(w.e.f. 2023 – 2024 Batch onwards)

E.M.G. YADAVA WOMEN'S COLLEGE, MADURAI -14

(An Autonomous Institution - Affiliated to Madurai Kamaraj University)

Re- accredited (3rd Cycle) with Grade A+ and CGPA 3.51 by NAAC

TANSCHCE CBCS with OBE




DEPARTMENT OF ENGLISH – UG

(w.e.f. 2023 – 2024 Batch onwards)

Vision

To foster knowledge and a love of literature and of language in our students. To provide students in all emphasis areas with a coherent curricular framework and relevant, well-structured course choices. To encourage a love of learning and an appreciation for a liberal education.

Mission

-  To educate students to read critically, write clearly and imaginatively, think logically, and speak articulately about literature and language.
-  To teach a variety of literary, analytical, pedagogical, and theoretical skills.
-  To balance the needs of general education - communication, diversity, global perspectives, interdisciplinary studies - with those of the major.

Programme Educational Objectives (PEOs): B.A English

Sl. No.	Programme Educational Objective
PEO1	To become effective teachers, equipping them to teach composition and literature courses at the college, university and assisting them to develop their teaching potential through experience tutoring in the writing Center, teaching composition and assisting in the teaching of literature courses.
PEO2	To familiarize and explore with major literary works, genres, periods, and critical approaches to British, American, Indian, and World Literature.
PEO3	To develop a multicultural understanding of their own and other cultures, past and present, through the historically contextualized study of language and literature.
PEO4	To offer guidance and training in the writing of fiction, poetry and non-fictional prose.
PEO5	To promote interest and knowledge about the linguistic contexts.
PEO6	To assist students in finding professional employment that makes effective use of the skills and knowledge acquired in their training, both inside and outside the academic community.

Programme Outcomes for B.A. Graduates

On Completion of B.A. Programmes students will be able to

SL. No.	Programme Outcomes
PO1	Disciplinary Knowledge: Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
PO2	Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
PO3	Problem Solving: Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.
PO4	Analytical Reasoning: Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints.
PO5	Scientific Reasoning: Ability to analyse, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open minded and reasoned perspective.
PO6	Self-directed & Lifelong Learning: Ability to work independently, identify and manage a project. Ability to acquire knowledge and skills, including "learning how to learn", through self-placed and self-directed learning aimed at personal development, meeting economic, social and cultural objectives.

Programme Specific Outcomes (PSOs):

PSOs	After completion of B.A English the students will be able to	PO Addressed
PSO1	Acquire good knowledge and understanding, to solve specific theoretical and applied problems in different area of English Language and Literature	PO1
PSO 2	Understand, formulate develop arguments logically and use quantitative models to address issues arising in social sciences, business and other context /fields	PO2
PSO3	To prepare the students who will demonstrate respectful engagement with others ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate start-ups and high potential organization	PO3 & PO4
PSO4	Developing a research framework and presenting their in depend ideas effectively	PO5 & PO6
PSO 5	Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills	PO2 & PO6

Qualification for Admission

Candidates should have passed the Higher Secondary Examination, conducted by the Board of Higher Education, Government of Tamil Nadu, CBSC & ICSE or any other examination approved by Madurai Kamaraj University as equivalent.

Duration of the Course

The students shall undergo prescribed course of study for the period of three academic years under TANSCH - CBCS semester pattern with outcome based education.

Medium of Instruction: English.

System: Choice Based Credit System with Outcome Based Model.

Nature of the Course

Courses are classified according to the following nature

1. Knowledge and skill oriented 2. Employability oriented 3. Entrepreneurship oriented

Outcome Based Education (OBE) & Assessment: Students understanding must be built on and assessed for wide range of learning activities, which includes different approaches and are classified along several basis, such as

1. Based on purpose:

- Continuous Assessment (internal tests, Assignment, seminar, quiz, Documentation, Caselets, ICT based Assignment, Mini projects administered during the learning process)
- External Assessment (Evaluation of students' learning at the end of instructional unit)

2. Based on Domain Knowledge: (for UG Upto K4 levels)

Assessment through K1, K2, K3 & K4

E.M.G. YADAVA WOMEN'S COLLEGE, MADURAI -14.**(An Autonomous Institution – Affiliated to Madurai Kamaraj University)****(Re –accredited (3rd cycle) with Grade A⁺ and CGPA 3.51 by NAAC)****TANSCHÉ – CBCS with OBE
(w.e.f. 2023-2024 batch onwards)****(PART I / PART II / PART III)**

Internal (Formative) : 25 marks
External (Summative) : 75 marks
Total : 100 marks

Formative Test (CIA-Continuous Internal Assessment) : 25 Marks

Components	Marks
Test (Average of two tests) (Conducted for 100 marks and converted into 10 marks)	10
Assignment	5
Seminar	5
Quiz/ Documentation/ Case lets/ ICT based Assignment/ Mini Projects	5
Total	25

- ✓ **Centralized system** of Internal Assessment Tests
- ✓ There will be **Two Internal Assessment Tests**
- ✓ Duration of Internal assessment test will be **2 hours for Test I & II**
- ✓ Students shall write **retest** with the approval of HOD on genuine grounds if they are absent.

Question Paper Pattern for Continuous Internal Assessment –Test I and II

Section	Marks
A- Multiple Choice Question (7x1mark)	7
B- Short Answer (4x2marks)	8
C- Either Or Type (3/6x5marks)	15
D- Open Choice Type (2/3x 10marks)	20
Total	50

Conducted for 100 marks and converted into 10 marks.

Question Paper Pattern for Summative Examination

Section	Marks
A-Multiple choice Questions without Choice (10x1 mark)	10
B-Short Answer without choice (5x2marks)	10
C-Either Or type (5/10x5marks)	25
D-Open Choice type (3/5x10 marks)	30
Total	75

In respect of Summative Examinations passing minimum is **36% for UG.**Latest amendments and revision as per **UGC** and **TANSCHÉ** norms is taken into consideration in curriculum preparation

BLUE PRINT FOR INTERNAL ASSESSMENT – I**Articulation Mapping – K Levels with Course Learning Outcomes (CLOs)**

Sl.No	CLOs	K- Level	Section A		Section B		Section C	Section D	Total
			MCQs (No Choice)		Short Answers (No Choice)		(Either or Type)	(Open choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 1	Upto K3	3	(K1/ K2)	3	(K1/ K2)	2 (K2) / 2 (K3) / 2 (K4) (Each set of questions must be in same level)	2 (K3) & 1 (K4)	
2	CLO 2	Upto K3	2	(K1/ K2)					
3	CLO 3	Upto K4	2	(K1/ K2)	1	(K1/ K2)			
No. of Questions to be asked			7		4		6	3	20
No. of Questions to be answered			7		4		3	2	16
Marks for each question			1		2		5	10	-
Total Marks for each section			7		8		15	20	50

BLUE PRINT FOR INTERNAL ASSESSMENT – II**Articulation Mapping – K Levels with Course Learning Outcomes (CLOs)**

Sl. No	CLOs	K- Level	Section A		Section B		Section C	Section D	Total
			MCQs (No Choice)		Short Answers (No Choice)		(Either or Type)	(Open choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 3	Upto K4	2	(K1/ K2)	1	(K1/ K2)	2 (K2) / 2 (K3) / 2 (K4) (Each set of questions must be in same level)	2 (K3) & 1 (K4)	
2	CLO 4	Upto K3	2	(K1/ K2)	3	(K1/ K2)			
3	CLO 5	Upto K4	3	(K1/ K2)					
No. of Questions to be asked			7		4		6	3	20

No. of Questions to be answered	7		4		3	2	16
Marks for each question	1		2		5	10	-
Total Marks for each section	7		8		15	20	50

Distribution of Marks with K-Levels CIA I and CIA II

CIA	K Levels	Section -A MCQ (No choice)	Section -B Short Answer (No choice)	Section -C (Either or Type)	Section -D (Open choice)	Total Marks	% of Marks
I & II	K1	4	4	-	-	8	10
	K2	3	4	10	-	17	23
	K3	-	-	10	20	30	40
	K4	-		10	10	20	27
	Marks	7	8	30	30	75	100

Articulation Mapping - K Levels with Course Learning Outcomes (CLOs) for External Assessment

Sl.No	CLOs	K-Level	Section A		Section B		Section C (Either/or Type)	Section D (open choice)	Total
			MCQs (No choice)		Short Answers (No choice)				
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 1	Upto K3	2	K1/K2	1	K1/K2	2 (K3& K3)	1(K2)	
2	CLO 2	Upto K3	2	K1/K2	1	K1/K2	2(K2& K2)	1(K3)	
3	CLO 3	Upto K4	2	K1/K2	1	K1/K2	2 (K4&K4)	1(K4)	
4	CLO 4	Upto K 3	2	K1/K2	1	K1/K2	2 (K3& K3)	1(K3)	
5	CLO 5	Upto K 4	2	K1/K2	1	K1/K2	2 (K4& K4)	1(K4)	
No. of Questions to be asked			10		5		10	5	30
No. of Questions to be answered			10		5		5	3	23
Marks for each question			1		2		5	10	
Total Marks for each section			10		10		25	30	75

Distribution of Section-wise Marks with K Levels for External Assessment

K Levels	Section A (MCQ'S) (No choice)	Section B (Short Answer) (No choice)	Section C (Either or Type)	Section D (Open Choice)	Total Marks	% of Marks
K1	9	6	-	--	15	13
K2	1	4	10	10	25	21
K3	-	-	20	20	40	33
K4	-	-	20	20	40	33
Total Marks	10	10	50	50	120	100

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, Justifying the statement and deriving inferences

K4- Examining, analyzing, presentation and make inferences with evidences

EVALUATION (THEORY)
(PART IV - SEC / DSEC)

Internal (Formative) : 25 marks

External (Summative) : 75 marks

Total : 100 marks

Formative Test (CIA-Continuous Internal Assessment) : 25 Marks

Components	Marks
Test (Average of two tests) (Conducted for 60 marks and converted into 20 marks)	20
Assignment / Seminar/ Quiz/ Documentation (from Unit 5)	5
Total	25

- ✓ There will be two Internal Assessment Test
- ✓ Duration of Internal assessment test will be 1 hour for Test

Students shall write retest with the approval of HOD on genuine grounds if they are absent.

Question Paper Pattern for Continuous Internal Assessment Test I & II

Section	Marks
A- Multiple Choice Question (4x1mark)	4
B- Short Answer (3x2marks)	6
C- Either Or type (2/4 x5marks)	10
D- Open choice type (1/2 x10marks)	10
Total	30

Conducted for 60 marks and converted into 20 marks

Question Paper Pattern for External Examination

Section	Marks
A- Multiple Choice Question (10x1mark)	10
B- Short Answer (5x2marks)	10
C- Either Or type (5/5 x5marks)	25
E- Open choice type (3/5 x10marks)	30
Total	75

BLUE PRINT FOR INTERNAL ASSESSMENT –I
Articulation Mapping - K Levels with Course Learning Outcomes (CLOs)

Sl. No	CLOs	K- Level	Section A		Section B		Section C	Section D	Total
			MCQs (No Choice)		Short Answers (No Choice)		(Either or Type)	(Open choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 1	Upto K3	2	K1	3	K1	1 (K2) / 1 (K3) (Each set of questions must be in same level)	1 (K2) & 1 (K3)	
2	CLO 2	Upto K3	2						
No. of Questions to be asked			4		3		4	2	13
No. of Questions to be answered			4		3		2	1	10
Marks for each question			1		2		5	10	-
Total Marks for each section			4		6		10	10	30

BLUE PRINT FOR INTERNAL ASSESSMENT –II
Articulation Mapping - K Levels with Course Learning Outcomes (CLOs)

Sl. No	CLOs	K- Level	Section A		Section B		Section C	Section D	Total
			MCQs (No Choice)		Short Answers (No Choice)		(Either or Type)	(Open choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 3	Upto K3	2	K1	3	K1	1 (K2) / 1 (K3) (Each set of questions must be in same level)	1 (K2) & 1 (K3)	
2	CLO 4	Upto K3	2						
No. of Questions to be asked			4		3		4	2	13
No. of Questions to be answered			4		3		2	1	10
Marks for each question			1		2		5	10	-
Total Marks for each section			4		6		10	10	30

Distribution of Marks with K Levels – CIA I & II

CIA	K Levels	Section A MCQ	Section B (Short Answers)	Section C (Either Or Type)	Section D (Open Choice)	Total Marks	% of Marks
I & II	K1	4	6	-	-	10	20
	K2	-	-	10	10	20	40
	K3	-	-	10	10	20	40
	Marks	4	6	20	20	50	100

Articulation Mapping - K Levels with Course Learning Outcomes (CLOs) for External Assessment

Sl. No	CLOs	K- Level	Section A		Section B		Section C (Either or Type)	Section D (Open Choice)	Total
			MCQs		Short Answers				
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 1	Upto K3	2	K1	1	K1	6(K2) & 4(K3) (Each set of questions must be in same level)	2(K2) & 3(K3)	
2	CLO 2	Upto K3	2		1				
3	CLO 3	Upto K3	2		1				
4	CLO 4	Upto K 3	2		1				
5	CLO 5	Upto K 3	2		1				
No. of Questions to be asked			10		5		10	5	30
No. of Questions to be answered			10		5		5	3	23
Marks for each question			1		2		5	10	
Total Marks for each section			10		10		25	30	75

Distribution of Section-wise Marks with K Levels for External Assessment

K Levels	Section A (MCQ's)	Section B (Short Answer)	Section C (Either or Type)	Section D (Open Choice)	Total Marks	% of Marks
K1	10	10	-	--	20	16
K2	-	-	30	20	50	42
K3	-	-	20	30	50	42
Total Marks	10	10	50	50	120	100

E.M.G. YADAVA WOMEN'S COLLEGE, MADURAI -14.

(An Autonomous Institution – Affiliated to Madurai Kamaraj University)

(Re –accredited (3rd cycle) with Grade A⁺ and CGPA 3.51 by NAAC)**DEPARTMENT OF ENGLISH – UG****TANSCHCE CBCS with OBE****COURSE STRUCTURE**

(w.e.f. 2023 – 2024 Batch onwards)

Semester	Part	Course Code	Title of the Course	Teaching hrs (per week)	Duration of Exam (hrs.)	Marks Allotted			Credits
						CIA	SE	Total	
I	I	23OU1TA1	Part-I Tamil / Hindi / Sanskrit	6	3	25	75	100	3
	II	23OU2EN1	Part-II General English-I	6	3	25	75	100	3
	III	23OUEN11	Core 1 Introduction to Literature	5	3	25	75	100	5
		23OUEN12	Core 2 Indian Writing in English	5	3	25	75	100	5
	III	23OUENGEEN1	GEC -Social History of England	4	3	25	75	100	3
	IV	23OUENSECN1	SEC 1 (NME) Popular Literature and Culture	2	3	25	75	100	2
	IV	23OUENFC1	Foundation Course -Fundamental Framework for Reading English Literature	2	3	25	75	100	2
II	I	23OU1TA2	Part –I Tamil / Hindi / Sanskrit	6	3	25	75	100	3
	II	23OU2EN2	Part –II General English-II	6	3	25	75	100	3
	III	23OUEN21	Core 3 -British Literature-I	5	3	25	75	100	5
	III	23OUEN22	Core 4 - American Literature -I	5	3	25	75	100	5
	III	23OUENGEEN2	GEC 2 -History of English Literature	4	3	25	75	100	3
	IV	23OUENSECN2	SEC 2 (NME) Philosophy For Literature	2	3	25	75	100	2
	IV	23OUENSEC3	SEC 3 -English for Communication	2	3	25	75	100	2
	Total								46

DEPARTMENT OF ENGLISH				Class: I B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Core	23OUE11	Introduction to Literature	5	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives

1. To introduce the different forms of literature
2. To provide learners with the background knowledge of literature
3. To enable learners to understand the different genres of writing
4. To examine the various themes and methodologies present in literature
5. To create the ability of critically examining a text

Course Content

Unit- I Introduction:

Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad.
 Prose-
 Short Story, Novella, Novel.
 Drama- Comedy, Tragedy, Tragi-Comedy

Unit- II Poetry:

Michael Drayton - The Parting.
 William Shakespeare - Sonnet 18, Sonnet 116.
 John Milton - When I Consider How My Light is Spent,
 William Wordsworth - Daffodils.

Unit- III Drama:

J.M. Barrie - The Admirable Crichton.
 Lady Gregory - The Rising of the Moon.

Unit- IV Short Stories:

Manohar Malgonkar - Spy in Amber.
 Katherine Mansfield - Bliss and other stories-
 A Dill Pickle

Unit –V Fiction:

Emmy Laybourne – Sweet

Jerome K. Jerome - excerpt from -Three Men in a Boat – (Packing Episode)

Books for Study:

1. Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing- X. J. Kennedy, by Pearson, 2016.
2. Portable Literature: Reading, Reacting, Writing - 9th edition–LaurieKirszner, by Cengage Learning, 2016

Books for Reference:

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

Web resources/ E Books:

https://englishverse.com/poems/the_parting <https://www.poetryfoundation.org/poems/45087/sonnet-18-shall-i-comparethee-to-a-summers-day>
<https://www.poetryfoundation.org/poems/45106/sonnet-116-let-me-not-to-the-marriage-of-true-minds>
<https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent>
<https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard>
<https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale>
<https://www.poetryfoundation.org/poems/44266/mending->
[*ASIATIC: IITUM Journal of English Language & Literature*](#)
The English Historical Review (EHR)

Pedagogy:

Chalk and Talk, PPT, group discussion, Seminar

Rationale for nature of Course: This Course is designed to introduced the students to the fundamentals of English Literature

Knowledge and Skill: Students will get familiar with the basic elements of literature

Activities to be given: Role play, Quiz, Critical Analysis, Seminar, PPT, Verse Writing, project

Course Learning Outcome (CLO's):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy)(K1 to K4)
CLO1	Appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.	K1 to K3
CLO2	Gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	K1to K3
CLO3	Explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	K1 to K4
CLO4	Use library resources to research and develop arguments about literary works	K1 to K3
CLO5	Work skillfully within a team, respect co-workers, delegate work and contribute to a group project.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	3	3	3	3
CLO2	2	3	3	3	2	3
CLO3	3	3	3	2	3	3
CLO4	3	3	3	3	3	3
CLO5	3	2	3	2	3	3

1-Basic Level 2- Intermediate Level 3- Advanced Level

LESSON PLAN: TOTAL HOURS (75 HRS)

UNIT	DESCRIPTION	HRS	MODE
I	Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad.Prose- Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy	15	Chalk and Talk, PPT, quiz, on the spot test
II	Michael Drayton - <i>The Parting</i> . William Shakespeare - <i>Sonnet 18, Sonnet 116</i> . John Milton - <i>When I Consider How My Light is Spent</i> , William Wordsworth - <i>Daffodils</i> .	15	Chalk and Talk, PPT, quiz, on the spot test
III	J.M. Barrie - The Admirable Crichton. Lady Gregory - The Rising of the Moon.	15	Chalk and Talk, PPT, quiz, on the spot test
IV	Manohar Malgonkar - Spy in Amber. Katherine Mansfield - Bliss and other stories- A Dill Pickle	15	Chalk and Talk, PPT, quiz, on the spot test
V	Emmy Laybourne – Sweet Jerome K. Jerome - excerpt from -Three Men in a Boat – (Packing Episode	15	Seminar, PPT presentation , Activity and Model Preparation project

Course Designer:

Dr.R.S.Sabeetha

DEPARTMENT OF ENGLISH				Class: I B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Core	23OUE12	Indian Writing In English	5	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives

1. To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
2. To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (Post) national and gender politics, cross-cultural transformations.
3. To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.
4. To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.
5. To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts

Course Content:

Unit- I Poetry

Toru Dutt - The Lotus
 Sri Aurobindo - The Tiger and the Deer.
 Sarojini Naidu - The Village Song
 A. K. Ramanujam - Still Another View of Grace

Unit- II Prose

Pearl S Buck- India through a traveler eye (excerpt from My several Words)
 Pamela S. Turner- Hachiko

Unit- III Drama

Rabindranath Tagore – Mukthadhara
 Nissim Ezeikel - Nalini: A Comedy in Three Acts

Unit- IV Short Stories

K. A. Abbas – Sparrows
 Ruskin Bond - Handful of Nuts
 Rabindranath Tagore- Kabuliwala

Unit -V Fiction:

Joginder Paul – Sleepwalkers

Books for Study:

1. Ramanujam, A. K. Collected Poems. Oxford University Press, 1999.
2. Sharma, K. N. Sarojini Naidu: Selected Poems. Unique Publications, 2020.
3. Tagore, Rabindranath. Stories from Tagore. KHB Publishing House, 2022.

Books for Reference:

1. Amrita and Anjana Neira Dev. Indian Writing in English: An Anthology of Prose and Poetry Selections. Primus Books, 2013.
2. Diwakar, M. Panchatantra Stories. Techno Book House, 2019.

Web Resources/ E Books:

<https://jpathshala.com/the-lotus-by-toru-dutt-notes-for-b-a-english-honours/>
<http://intyoga.online.fr/tiger.htm>
<https://allpoetry.com/Village-Song> <https://www.literpretation.com/post/indian-women-poem-summary> <https://allpoetry.com/It-Is-Not-Love-It-Is-Madness>
<https://pdflake.com/wp-content/uploads/2021/12/Swami-and-Friends-PDF.pdf>

Pedagogy:

Chalk and Talk, PPT, group discussion, Seminar

Rationale for nature of Course: This Course is designed to introduced the students to Indian Writing in English

Knowledge and Skill: Able to understand the concept of Indian literature and to incorporate literary devices in Writing

Activities to be given: Role play, Quiz, Critical Analysis, Seminar, PPT, Verse Writing

Course Learning Outcome (CLO's):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy)(K1 to K4)
CLO1	Appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	K1 to K3
CLO2	Analyze Indian literary texts written in English in terms of colonialism, post colonialism, regionalism, and nationalism	K1 to K3
CLO3	Understand the role of English as a medium for political awakening and the use of English in India for creative writing	K1 to K4
CLO4	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	K1 to K3
CLO5	Evaluate critically the contributions of major Indian English poets and dramatists	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	3	3	3	3
CLO2	2	3	2	3	2	2
CLO3	3	3	3	2	3	3
CLO4	3	3	3	3	3	3
CLO5	3	2	3	3	3	3

1-Basic Level 2- Intermediate Level 3- Advanced Level

LESSON PLAN: TOTAL HOURS (75 HRS)

UNIT	DESCRIPTION	HRS	MODE
I	Toru Dutt - The Lotus Sri Aurobindo - The Tiger and the Deer. Sarojini Naidu - The Village Song A. K. Ramanujam - Still Another View of Grace	15	Chalk and Talk, PPT, quiz, on the spot test
II	Pearl S Buck- India through a traveler eye(excerpt from My several Words) Pamela.S.Turner- Hachiko	15	Chalk and Talk, PPT, quiz, on the spot test
III	Rabindranath Tagore – Mukhthadhara Nissim Ezeikel - Nalini: A Comedy in Three Acts	15	Chalk and Talk, PPT, quiz, on the spot test
IV	K. A. Abbas – Sparrows Ruskin Bond - Handful of Nuts Rabindranath Tagore- Kabuliwala	15	Chalk and Talk, PPT, quiz, on the spot test
V	Joginder Paul - Sleepwalkers	15	Field study, Seminar, PPT presentation , Activity and Model Preparation

Course Designer: Dr.M.Sivarajani

DEPARTMENT OF ENGLISH				Class: I B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Generic Elective	23OUENGEEN1	Social History of England	3	4	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives:

- 1.To provide students with a comprehensive idea about the development of English literature and language over the ages
- 2.To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era
- 3.To help them develop an understanding of the structural development of the English language
- 4.To inform them about the various external linguistic influences that have contributed to the making of the language
- 5.To create the ability of critically examining a text

Course Content:

Unit- I

The Renaissance and its Impact on England
The Reformation – Causes and Effects

Unit- II

The Common Wealth of Nations
The Restoration
Coffee-houses and their Social relevance

Unit- III

Impacts of the Industrial, Agrarian and French Revolutions.
Humanitarian Movements in England.

Unit- IV

The Reform Bills and the spread of Education
Social Impact of the two world wars.
The Labour Movement and the Welfare State

Unit -V

The Cold War (1985-1991)

The Falkand War (1981)

The Gulf War 1991)

Books for Study:

1.Ed. Keith Wrightson, A Social History Of England, 1500- 1750, 2018, Norton Press.

2.Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900-1200, 2012, Cambridge University Press.

Books for Reference:

2.Ed. Rosemary Horrox, A social History of England, 1200-1500, June 2012, Cambridge University Press

Web Resources/ E Books:

A social history of England : Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive

Pedagogy:

Chalk and Talk, PPT, group discussion, Seminar

Rationale for nature of Course: This Course is designed to introduced the students to the the social history of England for better understanding of literature.

Knowledge and Skill: Able to understand the background to literature and analyse the operations of social behaviours and structures

Activities to be given: Students shall be asked to make model of coffee houses and theatres.

Course Learning Outcome (CLO's):

CLO	Course Outcomes Statement	Knowledge (According toBloom's Taxonomy) (K1 to K4)
CLO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times	K1 to K3
CLO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period.	K1to K3
CLO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	K1 to K4
CLO4	Develop a nuanced appreciation of the literary stalwarts of those times.	K1 to K3
CLO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	3	3	3	3
CLO2	2	3	2	3	2	2
CLO3	3	3	3	2	3	3
CLO4	3	3	3	3	3	3
CLO5	3	2	3	3	3	3

1-Basic Level 2- Intermediate Level 3- Advanced Level

LESSON PLAN: TOTAL HOURS (60 HRS)

UNIT	DESCRIPTION	HRS	MODE
I	The Renaissance and its Impact on England The Reformation – Causes and Effects	12	Chalk and Talk, PPT, quiz, on the spot test
II	The Common Wealth of Nations The Restoration Coffee-houses and their Social relevance	12	Chalk and Talk, PPT, quiz, on the spot test
III	Impacts of the Industrial, Agrarian and French Revolutions. Humanitarian Movements in England.	12	Chalk and Talk, PPT, quiz, on the spot test
IV	The Reform Bills and the spread of Education Social Impact of the two world wars. The Labour Movement and the Welfare State	12	Chalk and Talk, PPT, quiz, on the spot test
V	The Cold War (1985-1991) The Falkland War (1981) The Gulf War 1991)	12	Seminar, PPT presentation , Activity and Model Preparation

Course Designer : Dr.S.Gayathiri

DEPARTMENT OF ENGLISH				Class: I B.A/B.Sc/BBA/BCA/BCom				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	SEC 1 (NME)	23OUENSECN1	Popular Literature and Culture	2	2	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives

1. To broaden the idea of literature and the concept of texts.
2. To learn the difference between genre fiction and literary fiction.
3. To make students gain an understanding of the folk roots of popular literature.
4. To make students find a perspective into the debate between high and low Cultures.
5. To analyze the fantasy work that gains popularity.

Course Content:

Unit- I

Glover, David and Scott McCracken. -Introduction as an essay
Felicity Hughes -Children's Literature: Theory and Practice

Unit- II

Roald Dahl - Extracts from Charlie and the Chocolate Factory (Chapters 13 to 15, Penguin 2013)

Unit- III

Satyajit Ray – Professor Shonku and the UFO

Unit- IV

Somdev Bhatt: —The Story of Padmavati and Prince
Herge: Tintin in Tibet

Unit -V

J. K. Rowling: Harry Potter and the Philosopher's Stone

Books for Study:

- 1.Herge.Tintin in Tibet.Baker and Taylor, 2009.
- 2.Dahl Roald, Charlie and the Chocolate Factory,Lockport, Newyork

Books for Reference:

- 1.Rowling,J.K. Harry Potter and the Philosopher's Stone. Bloomsbury Childrens Books.2014
2. Ray, Satyajit, The Incredible Adventures of Professor Shonku, Penguin Books, 1994.

Web Sources/ E Books:

- 1.https://www.thorpehesleyprimary.rotherham.sch.uk/_documents/%5B576422%5DFull_Story_Charlie_and_the_Chocolate_Factory.pdf

Pedagogy:

Chalk and Talk, PPT, group discussion, Seminar

Rationale for nature of Course: This Course is designed to introduced the students to the Literature through stories to understand the diverse culture

Knowledge and Skill: Able to understand the literature and culture and skill of writing

Activities to be given: Role play, Quiz, Critical Analysis, Seminar, PPT, Story Writing.

Course Learning Outcome (CLO's):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy)(K1 to K4)
CLO1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.	K1 to K3
CLO2	Have an awareness of the major schools of thought in western philosophy.	K1to K3
CLO3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning.	K1 to K4
CLO4	Talk about some of the key figures in Philosophy.	K1 to K3
CLO5	Analyze and appreciate texts critically from different philosophical perspectives	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)
(SCIENCE)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	2	2	2	3	3	2
CLO2	2	2	2	2	1	3
CLO3	2	2	2	3	2	2
CLO4	2	3	3	3	3	3
CLO5	2	3	3	3	3	3

1-Basic Level

2- Intermediate Level

3- Advanced Level

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

(ARTS)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	2	2	2	2	3	2
CLO2	2	1	1	2	1	2
CLO3	2	2	2	3	2	2
CLO4	2	1	1	2	3	3
CLO5	2	2	2	2	2	2

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS (30 HRS)

UNIT	DESCRIPTION	HRS	MODE
I	Glover, David and Scott McCracken. -Introduction as an essay Felicity Hughes -Children's Literature: Theory and Practice	6	Chalk and Talk, PPT, quiz, on the spot test
II	Roald Dahl - Extracts from Charlie and the Chocolate Factory (Chapters 13 to 15,Penguin2013)	6	Chalk and Talk, PPT, quiz, on the spot test
III	Satyajit Ray – —Professor Shonku and the UFO The Mystery of Munroe Island and Other Stories, Puffin Classics 2015)	6	Chalk and Talk, PPT, quiz, on the spot test
IV	Somdev Bhatt: —The Story of Padmavati and Prince Herge:Tintin in Tibet	6	Chalk and Talk, PPT, quiz, on the spot test
V	J. K. Rowling: Harry Potter and the Philosopher's Stone	6	Seminar, PPT presentation , Activity and Model Preparation

Course Designer: Dr.D.S.Parveen Banu

DEPARTMENT OF ENGLISH				Class: I B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/w eek	CIA	Ext	Total
I	Foundation Course	23OUENFC1	Fundamental Framework for Reading English Literature	2	2	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives

1. To enable students to gain knowledge about Literature's relevance in Contemporary times.
2. To provide a basic understanding of genres.
3. To help students to convey creative and literary ideas effectively.
4. To help develop the ability to practically appreciate literary pieces.
5. To introduce students to world renowned writers across genres.

Course Content:

Unit- I

Literature and Humanities – Understanding Literature and its relevance to life, Intersections with other disciplines

Unit- II

Empathy and Ethics, Diversity, and Inclusivity – Writings across genres, gender, culture, community, boundaries and binaries.

Unit- III

The Way with Words – Mastering Literary vocabulary – Figures of Speeches -choosing the right words to convey ideas effectively, What to Read and How to Write

Unit- IV

Basic Structure of a Genre – Reading and appreciation of a poem, a play, a short story, an essay

Unit -V

The Notables – Nobel Laureates, Award winning Writers – An overview from classical to contemporary literary icons.

Books for Study:

1.Seth, Nidhi. Teaching Diversity Through Literature. Drizzle Publications, 2023.

Books for Reference:

2.Cholij, Mark, and Geetha Nagaraj. English Basics: A Companion to Grammar and Writing. Cambridge University Press, 2004.

Web Resources/ E Books:

1. <https://archive.nptel.ac.in/courses/109/106/109106189/>
2. <https://www.preservearticles.com/essay/literature-and-life/3204>
3. <https://assignmentpoint.com/literature-in-life/>
4. <https://thoughtcatalog.com/angelo-lorenzo/2014/03/literature-is-powerful-literature-defineshumanity/>
5. <https://lithub.com/teaching-literature-means-teaching-empathy>
6. <https://www.allearsenglish.com/improve-vocabulary-reading-books/>
7. <https://auralcraive.com/en/2021/10/22/how-to-read-and-understand-classic-literature/>

Pedagogy:

Chalk and Talk, PPT, group discussion, Seminar

Rationale for nature of Course: This Course is designed to introduced the students to the fundamentals for reading literature

Knowledge and Skill: Able to understand the basic of literature and learn the skill of reading

Activities to be given: Reading literary text, Literary Vocabulary, Critical Analysis of given text, Seminar, PPT, Verse Writing.

Course Learning Outcome (CLO's):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Attain communicative competence so that they can use language accurately and appropriately	K1 to K3
CLO2	Understand the basic features of communication and aim at improving language skills	K1to K3
CLO3	Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence	K1 to K4
CLO4	Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar.	K1 to K3

CLO5	Make sure that the style, content and message is concise, correct and appropriate	K1 to K4
------	---	----------

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	3	3	3	3
CLO2	2	3	2	3	2	2
CLO3	3	3	3	2	3	3
CLO4	3	3	3	3	3	3
CLO5	3	2	3	3	3	3

1-Basic Level 2- Intermediate Level 3- Advanced Level

LESSON PLAN: TOTAL HOURS (30 HRS)

UNIT	DESCRIPTION	HRS	MODE
I	Literature and Humanities – Understanding Literature and its relevance to life, Intersections with other disciplines	6	Chalk and Talk, PPT, quiz, on the spot test
II	Empathy and Ethics, Diversity, and Inclusivity – Writings across genres, gender, culture, community, boundaries and binaries.	6	Chalk and Talk, PPT, quiz, on the spot test
III	The Way with Words – Mastering Literary vocabulary – figures of Speeches -choosing the right words to convey ideas effectively, What to Read and How to Write	6	Chalk and Talk, PPT, quiz, on the spot test
IV	Basic Structure of a Genre – Reading and appreciation of a poem, a play, a short story, an essay	6	Chalk and Talk, PPT, quiz, on the spot test
V	The Notables – Nobel Laureates, Award winning Writers – An overview from classical to contemporary literary icons.	6	Seminar, PPT presentation , Activity and Model Preparation

Course Designer: Dr.C.Ramya

DEPARTMENT OF ENGLISH				Class : I B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	Core	23OUEN21	British Literature-I	5	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives

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

Course Content:

Unit – I Poetry

Robert Jamieson - Robinhood & The Monk
 Robert Edgar Burns - The Potter
 Anne Bradstreet – Prologue
 William Blake - The Chimney Sweeper

Unit – II Poetry

P.B.Shelly - Hymn to Intellectual Beauty.
 William Wordsworth - Ode: To Intimation & Immorality
 Lord Byron - She Walks In Beauty
 John Milton - Paradise Lost- Book 4.

Unit – III Prose

Francis Bacon -Of Truth,
 Oliver Goldsmith -A City Night Piece
 Joseph Addison and Sir Richard Steele-
 The Spectator Club, On Gratitude,

Unit – IV Drama:

Christopher Marlowe - Dr. Faustus
 Oliver Goldsmith - She Stoops to Conquer

Unit – V

Jonathan Swift - Voyage to Lilliput / Houyhnhnms-Gulliver's Travels
 Charles Dickens - Recalled to Life- A Tale of Two Cities

Books for study:

1. Rexroth, Kenneth. *The New British Poets: An Anthology*. Granger Books, 1976.
2. Bacon, Francis, and Michel Leiris. *Francis Bacon*. Ediciones Poligrafa, 2008.

Books for Reference:

1. Swift, Jonathan, et al. *Gulliver's Travels*. Oxford University Press, 2019.
2. Goldsmith, Oliver, *She Stoops to Conquer*, Longman, UK, 2000.

Web resources / E books:

Ranger, Paul. "Technical Features." *She Stoops to Conquer* by Oliver Goldsmith, 1985, pp. 51–68.,
https://doi.org/10.1007/978-1-349-07664-2_5
<https://www.britannica.com/topic/Gullivers-Travels>

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, nature walk, and assignments.

Rationale for nature of Course: This course is designed to provide a deeper insight into British literature

Knowledge and Skill: develop the knowledge of difference genres of British literature and develop the writing skill

Activities to be given: Role play, Seminar, skit, poetry writing

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy)(K1 to K4)
CLO1	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	K1 to K3
CLO2	Synthesize, integrate, and connect information by writing essays using techniques of criticism and evaluation	K1to K3
CLO3	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century	K1 to K4
CLO4	Distinguish between the characteristics of British literary movements in discussing and writing about British Literature	K1 to K3
CLO5	Write about literature using standard literary terminology and other literary conventions	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	3	3	3	3
CLO2	2	3	2	3	2	2
CLO3	3	3	3	2	3	3
CLO4	3	3	3	3	3	3
CLO5	3	2	3	3	3	3

1-Basic Level**2- Intermediate Level 3- Advanced Level****LESSON PLAN: TOTAL HOURS (75 HRS)**

UNIT	DESCRIPTION	HRS	MODE
I	Robert Jamieson - Robinhood & The Monk Robert Edgar Burns - The Potter Anne Bradstreet - Prologue William Blake - The Chimney Sweeper John Keats - Endymion Book	15	Chalk and Talk, PPT, quiz, on the spot test
II	P.B.Shelly - Hymn to Intellectual Beauty. William Wordsworth - Ode: To Intimation & Immorality Lord Byron - She Walks In Beauty John Milton - Paradise Lost- Book 4	15	Chalk and Talk, PPT, quiz, on the spot test
III	Francis Bacon -Of Truth, Oliver Goldsmith -A City Night Piece Joseph Addison and Sir Richard Steele- The Spectator Club, On Gratitude,	15	Chalk and Talk, PPT, quiz, on the spot test
IV	Christopher Marlowe - Dr. Faustus Oliver Goldsmith - She Stoops to Conqu	15	Chalk and Talk, PPT, quiz, on the spot test
V	Jonathan Swift - Voyage to Lilliput / Houyhnhnms- Gulliver's Travels Charles Dickens - Recalled to Life- A Tale of Two Cities	15	Seminar, PPT presentation , Activity and Model Preparation

Course Designer: Dr.A.Maharadevi

DEPARTMENT OF ENGLISH				Class : I B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	Core	23OUEN22	American Literature -I	5	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives

1. To understand the growth and development of American literature.
2. To critically examine how various genres developed and progressed.
3. To learn about prominent writers and famous works in American literature.
4. To closely examine the various themes and methodologies present in British literature
5. To create an aptitude of critically probing through the text

Course Content:

Unit – I Poetry:

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

UNIT - II Poetry:

Sherman Alexie- Crow Testament, Evolution
Edgar Allan Poe - The Raven
Emily Dickinson - Because I Could Not Stop for Death.

Unit – III Prose:

Edgar Allan Poe - The Philosophy of Composition
Martin Luther King Jr- I have a Dream
Abraham Lincoln - Gettysburg Address

Unit – IV Drama:

Tennessee Williams- The Glass Menagerie
Eugene O' Neill - Emperor Jones

Unit – V Fiction:

Harriet Beecher Stowe - Uncle Tom's Cabin
Herman Melville- Billy Budd

Books for study:

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

Books for Reference:

1. Dickinson, Emily, and Johanna Brownell. *Emily Dickinson: Poems*. ChartwellBooks, 2015

2. Gould, Jean. *American Women Poets: Pioneers of Modern Poetry*. DODD,MEAD, 1980

3. Poe, Edgar Allan, et al. *Poetry for Young People: Edgar Allen Poe*. Sterling Pub.Co., 1995

Web resources / E books:

“Harriet Beecher Stowe's Uncle Tom's Cabin.”2003, <https://doi.org/10.4324/9781315812113>

Mason, Ronald. “Herman Melville and ‘Billy Budd.’” *Tempo*, no. 21, 1951, pp. 6–8.,
<https://doi.org/10.1017/s0040298200054863>

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, nature walk, and assignments.

Rationale for nature of Course: This course will acquire deeper insight into American Literature

Knowledge and Skill: develops the knowledge of American literature in different period and reinforce the creativity

Activities to be given: Role play. Seminar, Poetry recitation,

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Analyze and discuss works of American literature from a range of genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).	K1 to K3
CLO2	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature	K1to K3
CLO3	Articulate ways that American literature reflects complex historical and cultural experiences	K1 to K4
CLO4	Produce a mix of critical, creative, and/or reflective works about American literature to 1865	K1 to K3
CLO5	Analyze and describe about American literature using standard literary terminology and other literary conventions	K1 to K4

Programme Outcomes (POs) Mapping of Course Learning Outcomes (CLOs) with

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	3	3	3	3
CLO2	2	3	2	3	2	2
CLO3	3	3	3	2	3	3
CLO4	3	3	3	3	3	3
CLO5	3	2	3	3	3	3

1-Basic Level 2- Intermediate Level 3- Advanced Level

LESSON PLAN: TOTAL HOURS (75 HRS)

UNIT	DESCRIPTION	HRS	MODE
I	E.M.Foster - The Prologue Walt Whitman- Passage to India (Lines 1 - 68). Walt Whitman O Captain, My Captain!	15	Chalk and Talk, PPT, quiz, on the spot test
II	Sherman Alexie- Crow Testament, Evolution Edgar Allan Poe - The Raven Emily Dickinson - Because I Could Not Stop for Death	15	Chalk and Talk, PPT, quiz, on the spot test
III	Edgar Allan Poe - The Philosophy of Composition Martin Luther King Jr- I have a Dream Abraham Lincoln - Gettysburg Address	15	Chalk and Talk, PPT, quiz, on the spot test
IV	Tennessee Williams- The Glass Menagerie Eugene O' Neill - Emperor Jones	15	Chalk and Talk, PPT, quiz, on the spot test
V	Harriet Beecher Stowe - Uncle Tom's Cabin Herman Melville- Billy Budd	15	Seminar, PPT presentation , Activity and Model Preparation

Course Designer: Dr.B.Kavika Sree

DEPARTMENT OF ENGLISH				Class : I B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	Generic Elective	23OUENGEEN2	History of English Literature	3	4	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives

- 1.To help students with a survey of the history of English literature from Old English times to the Modern period.
- 2.Help them gain particular reference to the major literary movements and authors
- 3.To help them with an overview of the major linguistic influences on the English language
- 4.To provide them with a look at certain linguistic processes that have contributed to the development of the English language
- 5.To create the ability of critically examining a text

Course Content:

Unit – I

History of British Literature
British Poetry, Prose, Drama And Fiction,
Covering Representative Writers Down The Ages

UNIT - II

The Renaissance Period (1350 – 1660): An Introduction To Bible Translation - Tyndale, Coverdale,
The University Wits,
Elizabethan And Jacobean Drama,
Comedy Of Humours

Unit – III

The Late Seventeenth And The Eighteenth Centuries (1660 - 1800): Comedy Of Manners, Neo-Classicism, Sentimental And Anti-Sentimental Comedies
Pre- Romantics

Unit – IV

Well Made Play (Drama Of Ideas - Shaw And Ibsen),
 Existential Drama, Comedy Of Menace, Kitchen-Sink Drama,
 Problem Play, Didactic Drama (Propaganda Play), One-Act Play

Unit – V

The Victorian Age (1832 - 1901):
 Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets - Tennyson,
 Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers - Carlyle,
 Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats

Books for study:

1. Hamilton, I. (ed.). The Oxford Companion to Twentieth-Century Poetry in English (Oxford: Oxford University Press, 1994).
2. The Oxford Companion to Twentieth-Century Literature in English (Oxford: Oxford University Press, 1996). Another well-edited and balanced reference book

Books for Reference:

1. Parker, P. (ed.). The Reader's Companion to Twentieth-Century Writing (London: Helicon, 1995). Stringer, J. (ed.).

Web resources / E books:

A History of English Literature/www.gutenberg.org/ebooks

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, and assignments.

Rationale for nature of Course: This course is designed to improve the knowledge of history of English literature and its periods

Knowledge and Skill: understand the literary movements and devices

Activities to be given: Assignments, quiz, spot test, chronological chart preparation

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times	K1 to K3
CLO2	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	K1to K3
CLO3	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	K1 to K4
CLO4	Develop a nuanced appreciation of the literary stalwarts of those times.	K1 to K3
CLO5	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the languages	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	3	3	3	3
CLO2	2	3	2	3	2	2
CLO3	3	3	3	2	3	3
CLO4	3	3	3	3	3	3
CLO5	3	2	3	3	3	3

1-Basic Level 2- Intermediate Level 3- Advanced Level

LESSON PLAN: TOTAL HOURS (60 HRS)

UNIT	DESCRIPTION	HRS	MODE
I	History Of British Literature British Poetry, Prose, Drama And Fiction, Covering Representative Writers Down The Ages	12	Chalk and Talk, PPT, quiz, on the spot test
II	The Renaissance Period (1350 – 1660): An Introduction To Bible Translation -Tyndale, Coverdale, The University Wits, Elizabethan And Jacobean Drama, Comedy Of Humours	12	Chalk and Talk, PPT, quiz, on the spot test
III	The Late Seventeenth And The Eighteenth Centuries (1660 - 1800): Comedy Of Manners, Neo-Classicism, Sentimental And Anti-Sentimental Comedies Pre-Romantics	12	Chalk and Talk, PPT, quiz, on the spot test
IV	Well Made Play (Drama Of Ideas - Shaw And Ibsen), Existential Drama, Comedy Of Menace, Kitchen-Sink Drama, Problem Play, Didactic Drama(Propaganda Play), One-Act Play	12	Chalk and Talk, PPT, quiz, on the spot test
V	The Victorian Age (1832 - 1901): Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets -Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Writers - Carlyle, Ruskin Impressionistic Writers- Proust, Joyce Symbolist Movement – Yeats	12	Seminar, PPT presentation , Activity and Model Preparation

Course Designer: Dr.D.S. Parveen Banu

DEPARTMENT OF ENGLISH				Class : B.A/B.sc/B.com/ BBA/BCA				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	SEC 2 (NME)	23OUENSECN2	Philosophy For Literature	2	2	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives

1. Engage with the philosophy of literary representations.
2. Give the students a historical overview of the major figures in philosophy
3. Introduce to them some of the significant schools of thought that has influenced human perception.
4. Inform students how an understanding of philosophy is vital to the reading of literature
5. Analyze the philosophical thought present in the literary text

Course Content:

Unit – I

Socrates— Nature of Poet and Rhapsode— Dialogue with Ion—Plato—Concept of Forms

UNIT - II

Enlightenment and After-Rene Descartes—Rationalism—Dualism—Spinoza—idea of Nature and God— Pantheism—concept of substance and modes

Unit – III

Robert Frost. –West- Running Brook
S T Coleridge. –Kubla Khan

Unit – IV

Emily Dickinson. –The Brain—is wider than the Skyl (Debate the Cartesian mind body or material immaterial dualism), Walt Whitman. –On the Beach at Night Alone.

Unit – V

W H Auden.-Who's Who?(Heidegger's idea of Dasein and Geworfenheit – Being – thrown in the world) Ted Huges – Hawk Roosting(ego that mediates the instinctual Id and the critical super-ego)

Books for study:

1. Durrant, Will. *The Story of Philosophy*, Simon & Schuster, 1991.
2. Gaarder, Jostein. *Sophie's World: 20th Anniversary Edition*. Orion, 2015.

Books for Reference:

1. Russell, Bertrand. *History of Western Philosophy*. Routledge, 2016.
2. Gibson, John. *The Philosophy of Poetry*. Oxford UP, 2015.

Web resources / E books:

https://www.philosophybasics.com/general_what_is.html

https://archive.org/details/SophiesWorld_989/page/n5/mode/2up

Pedagogy:

Chalk and Talk, PPT, quiz, on the spot test, and assignments.

Rationale for nature of Course: This course is designed to provide an insight into philosophy and literature

Knowledge and Skill: develops the knowledge of literature and other arts

Activities to be given: Seminar, Assignment on analysing philosophy in literary text

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20th century.	K1 to K3
CLO2	Have an awareness of the major schools of thought in western philosophy.	K1to K3
CLO3	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning	K1 to K4
CLO4	Talk about some of the key figures in Philosophy.	K1 to K3
CLO5	Analyze and appreciate texts critically, from different philosophical perspectives.	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)
(SCIENCE)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	2	2	2	3	3	2
CLO2	2	2	2	2	1	3
CLO3	2	2	2	3	2	2
CLO4	2	3	3	3	3	3
CLO5	2	3	3	3	3	3

1-Basic Level

2- Intermediate Level

3- Advanced Level

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)
(ARTS)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	2	2	2	2	3	2
CLO2	2	1	1	2	1	2
CLO3	2	2	2	3	2	2
CLO4	2	1	1	2	3	3
CLO5	2	2	2	2	2	2

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS (30 HRS)

UNIT	DESCRIPTION	HRS	MODE
I	Socrates— Nature of Poet and Rhapsode— Dialogue with Ion—Plato—Concept of Forms	6	Chalk and Talk, PPT, quiz, on the spot test
II	Enlightenment and After-Rene Descartes—Rationalism—Dualism—Spinoza—idea of Nature and God—Pantheism—concept of substance and modes	6	Chalk and Talk, PPT, quiz, on the spot test
III	Robert Frost. -West- Running Brook S T Coleridge. -Kubla Khan	6	Chalk and Talk, PPT, quiz, on the spot test
IV	Emily Dickinson. -The Brain—is wider than the Skyl (Debate the Cartesian mind body or material immaterial dualism), Walt Whitman. -On the Beach at Night Alone.	6	Chalk and Talk, PPT, quiz, on the spot test
V	W H Auden.-Who's Who?((Heidegger's idea of Dasein and Geworfenheit – Being –thrown in the world) Ted Hughes – Hawk Roosting(ego that mediates the instinctual Id and the critical super-ego) ?	6	Seminar, PPT presentation , Activity and Model Preparation

Course Designer: Dr.D.S.Parveen Banu

DEPARTMENT OF ENGLISH				Class : I B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	SEC 3	23OUENSEC3	English for Communication	2	2	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

Course Objectives

1. To enhance the level of literary and aesthetic experience of students and to help them respond creatively.
2. To sensitize students to the major issues in the society and the world.
3. To provide the students with an ability to build and enrich their communication skills.
4. To equip students to utilize the digital knowledge resources effectively for their chosen fields of study
5. To help them think and write imaginatively and critically

Course Content:

Unit – I

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

UNIT - II

Types of Communication- Verbal-Non-Verbal.

Unit – III

Effective communication skills- Effective listening, two- way communication- utilizing feedback- use of simple language- reducing psychological barrier

Unit – IV

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

Unit – V

Application of learning

Pronunciation practice activities/ reading a text / writing for specific purpose/ listening to conversations and speeches

Books for study:

1. Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.
 2. Effective Technical Communication by M Ashraf Rizvi, The McGraw-Hill companies.
- Understanding Body Language by Alan Pease

Books for Reference:

1. Geoffrey Leech and Ian Svartik, Communicative Grammar of English ,Taylor and Francis India,2013

Web resources / E books:

[https://www.routledge.com/A-Communicative -e- grammar-of-English/Leech-Savartvik](https://www.routledge.com/A-Communicative-e-grammar-of-English/Leech-Savartvik)

Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, assignments.

Rationale for nature of Course: This course is designed to improve language skills and grammar.

Knowledge and Skill: knowledge of communication types and to develop conversation skills.

Activities to be given: Role play, Seminar, Communication Games

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Identify the basic principles of communication	K1 to K3
CLO2	Analyze the various types of communication	K1to K3
CLO3	Make use of the essential principles of communication	K1 to K4
CLO4	Identify the prominent methods and models of Communication.	K1 to K3
CLO5	Learn about the four skills of language and get familiarized with them	K1 to K4

Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	3	3	3	3
CLO2	2	3	2	3	2	2
CLO3	3	3	3	2	3	3
CLO4	3	3	3	3	3	3
CLO5	3	2	3	3	3	3

1-Basic Level 2- Intermediate Level 3- Advanced Level

LESSON PLAN: TOTAL HOURS (30 HRS)

UNIT	DESCRIPTION	HRS	MODE
I	Communication: Basic Communication Styles- Passive, Aggressive, Assertive- Significance of communication.	6	Chalk and Talk, PPT, quiz, on the spot test
II	Types of communication-Verbal-Non-Verbal.	6	Chalk and Talk, PPT, quiz, on the spot test
III	Effective communication skills	6	Chalk and Talk, PPT, quiz, on the spot test
IV	skills to be acquired in communication - Speaking/reading/writing/listening	6	Chalk and Talk, PPT, quiz, on the spot test
V	Application of learning	6	Seminar, PPT presentation , Activity and Model Preparation

Course Designer: Dr.R.S.Sabeetha