

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



TANSICHE-CBCS with OBE

MASTER OF ARTS

PROGRAMME CODE - PE

COURSE STRUCTURE

(w.e.f. 2023 – 2024 Batch onwards)



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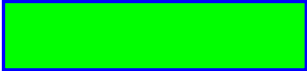



CRITERION - I

1.1.3 Details of courses offered by the institution that focus on employability / entrepreneurship / skill development during the year.

Syllabus copies with highlights of contents focusing on
Employability / Entrepreneurship / Skill Development



To be Noted:

HIGHLIGHTED COLORS	COURSES
	Employability
	Skill Development
	Entrepreneurship
	Skilled & Employability

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TANSICHE - CBCS with OBE

DEPARTMENT OF ENGLISH-PG
 (w.e.f. 2023 – 2024 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, inter disciplinary studies-with those of the major.

Programme Educational Objectives (PEOs): M.A. English

Sl.No.	Programme Educational Objectives
PE01:	To acquire in-depth knowledge of language, grammar, literature and application of philosophies/techniques in the field of linguistics and societal development
PE02:	To apply the professional services to private and public organization through competitive examinations (NET/SET and Other)
PE03:	To understand and learn to adapt in a world of constantly evolving technologies with social and ethical responsibilities
PE04:	To aspire to opt for higher education, research and to be a life-long learner and to perceive the experience of reading challenging literature, appreciate literature's ability to elicit feeling, cultivate the imagination and call us to account as humans
PE05:	To inculcate value based and ethical leadership to the profession and social life

Programme Outcomes for Arts Graduates

On Completion of M.A English Programme 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 part of Post graduate programmes of study.
PO2	Critical Thinking: Capability to apply analytic thought to a body of knowledge; analyze 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 & Scientific 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	Research related skills: Ability to analyze, interpret and draw conclusions from quantitative / qualitative data; and critically evaluate ideas, evidence, and experiences from an open-minded and reasoned research perspective; develop sense of inquiry and capability for asking relevant questions / problem arising / synthesizing / articulating / ability to recognize cause and effect relationships / define problems. Formulate hypothesis, Test / analyze / Interpret the results and derive conclusions.
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) Aligned with Post Graduate Attributes

PSOs	After completion of M.A English the students will be able to	PO Addressed
PSO1	Placement: Acquire good knowledge and understanding, to solve specific theoretical & applied problems in different areas of the specific discipline of study.	PO1
PSO2	Entrepreneur: Understand, formulate, develop arguments logically to address issues arising in social sciences, business and other context /fields.	PO2
PSO3	Contribution to the Society: To prepare the students who will demonstrate respectful engagement with other's 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 startups and high potential organizations. To encourage practices grounded in research that comply with employment laws, leading the organization towards growth and development.	PO3& PO6
PSO4	Research and Development: Developing a research framework and presenting their independent ideas effectively.	PO5
PSO5	Contribution to the Business World: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.	PO6

Qualification for Admission

Applicants seeking admission into M.A. Degree course in English should have a Bachelor's Degree in English or any other degree and have studied Part III in English medium from Madurai Kamaraj University or any degree accepted by the syndicate of the Madurai Kamaraj University equivalent thereto. They should have secured a minimum of 50% of marks or equivalent Cumulative Grade Point Average in Part III of the degree Programme. For SC/ ST candidates, a pass is the minimum requirement.

Duration of the Course

A student is ordinarily expected to complete the M. A. English Literature programme in four semesters.

Medium of Instruction: ENGLISH

System: TANSICHE Choice-Based Credit System with Outcome-Based Education

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 PG Upto K4 levels)

Assessment through K1, K2, K3& K4

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TANSCHER - CBCS with OBE

(w.e.f. 2023 – 2024 onwards)

Evaluation

Continuous Internal Assessment Test (CIA)	: 25 Marks
Summative Examination	: 75 Marks
Total	: 100 Marks

CIA-Continuous Internal Assessment: 25 Marks

Components	Marks
Test (Average of two tests) (Conduct for 120 marks and converted into 12 marks)	12
Creative Assignment	3
Assignment	5
Seminar	5
Total	25

- Centralized system of Internal Assessment Tests
- There will be a two Internal Assessment Tests
- Duration of Internal Assessment Test I and II will be 2 1/2 hours.
- Students shall write retest on the genuine grounds if they are absent in either Test I & Test II with the approval of Head of the Department.

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

Section	Marks
A – Multiple Choice Questions (8x1Mark)	8
B – Short Answer (6 x 2 Marks)	12
C – Either Or type (4/8 x 5 Marks)	20
D – Open Choice type (2/4 x 10 Marks)	20
Total	60

Conducted for 120 marks and converted into 15 marks

Question Paper Pattern for Summative Examination

Section	Marks
A – Multiple Choice Questions without choice (10x 1Mark)	10
B – Short Answer Questions without choice (5 x 2 Marks)	10
C – Either Or type (5/10 X 5Marks)	25
D – Open Choice type(3out of 5 X 10Marks)	30
Total	75

- In respect of external examinations passing minimum is **45%** for Post Graduate Courses and in total, aggregate of **50%**.

Latest amendments and revisions as per UGC and TANSCHÉ Norms are taken into consideration in curriculum preparation.

Distribution of Marks in % with K levels CIAI, II & External Assessment

Blooms Taxonomy	Internal Assessment		External Assessment
	I	II	
Knowledge (K1)	8 %	8 %	5 %
Understanding (K2)	8 %	8 %	14 %
Apply (K3)	24 %	24 %	27%
Analyze (K4)	30 %	30 %	27%
Evaluate (K5)	30%	30%	27%

BLUE PRINT FOR INTERNAL ASSESSMENT-I

Articulation Mapping –KLevels 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	CLO1	Upto K5	1 2	K1 K2	1 1	K1 K3	1(K3) 1(K5)	1(K4)	
2	CLO2	Upto K5	2 1	K1 K2	1 1	K1 K2	1(K3) (Each set of questions must be in the same level)	1(K4) 1(K5)	
3.	CLO3	Up to K5	1 1	K1 K2	1 1	K2 K3	1(K4)	1(K5)	
No. of Questions to be asked			8		6		8	4	26
No. of Questions to Be answered			8		6		4	2	20
Marks for each question			1		2		5	10	
Total Marks for each section			8		12		40	40	100

BLUEPRINT 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	CLO3	Upto K5	1 2	K1 K2	1 1	K1 K3	1(K3) 1(K5)	1(K4)	
2	CLO4	Upto K5	2 1	K1 K2	1 1	K1 K2	1(K3) (Each set of questions must be in The same level)	1(K4) 1(K5)	
3.	CLO5	Up to K5	1 1	K1 K2	1 1	K2 K3	1(K4)	1(K5)	
No. of Questions to be asked			8		6		8	4	26
No. of Questions to Be answered			8		6		4	2	20
Marks for each question			1		2		5	10	
Total Marks for each section			8		12		40	40	100

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

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
I	K1	4	4			8
	K2	4	4			8
	K3		4	20		24
	K4			10	20	30
	K5			10	20	30
	Marks	8	12	40	40	100
II	K1	4	4			8
	K2	4	4			8
	K3		4	20		24
	K4			10	20	30
	K5			10	20	30
	Marks	8	12	40	40	100

Articulation Mapping – KLevels with Course Learning Outcomes (CLOs) for Internal Assessment (SEC)

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 Question s	K- Level			
1	CLO1	Upto K4	2	K1			2(K3&K3)	1(K3)	
2	CLO2	Upto K4	2	K1			2(K3&K3)	1(K4)	
3	CLO3	Upto K4			2	K2	2(K4&K4)	1(K4)	
4	CLO4	Upto K5			2	K2	2(K5&K5)	1(K5)	
5	CLO5	Upto K5			2	K2		1(K5)	
No. of Questions to be asked			4		3		8	5	20
No. of Questions to be answered			4		3		4	2	13
Marks for each question			1		2		5	10	
Total Marks for each section			4		6		20	20	50 (Marks)

Distribution of Section-wise Marks with K Levels for Internal Assessment (SEC)

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	4				4	4
K2		6			6	6
K3			20	10	30	30
K4			10	20	30	30
K5			10	20	30	30
Total Marks	4	6	40	50	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.

K5-Evaluating, making Judgments based on criteria

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

Sl.N	CLO	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 K4	2	K1&K2	1	K1	2(K2&K2)	1(K3)	
2	CLO 2	Upto K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)	
3	CLO 3	Upto K4	2	K1&K2	1	K3	2(K3&K3)	1(K4)	
4	CLO 4	Upto K5	2	K1&K2	1	K4	2(K4 &K4)	1(K5)	
5	CLO 5	Upto K5	2	K1&K2	1	K5	2(K5 &K5)	1(K5)	
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 (Marks)

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	5	2	-	-	7	5
K2	5	2	1 0	-	17	14
K3	-	2	2 0	10	32	27
K4	-	2	1 0	20	32	27
K5	-	2	1 0	20	32	27
Total Marks	10	10	5 0	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.

K5-Evaluating, making Judgments based on criteria

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COURSE STRUCTURE
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Sem	Part	Subject Code	Title of the course	Teaching Hours (Per Week)	Duration of Exam (hrs.)	Marks Allotted			Credits
						CIA	SE	Total	
I	III	23OPEN11	Core I : English Poetry	7	3	25	75	100	5
I	III	23OPEN12	Core II : English Drama	7	3	25	75	100	5
I	III	23OPEN13	Core III : English Fiction	6	3	25	75	100	4
I	III		DSE I :	5	3	25	75	100	3
I	III		DSE II :	5	3	25	75	100	3
			Total	30					20
II	III	23OPEN21	Core IV : American Literature	6	3	25	75	100	5
II	III	23OPEN22	Core V : Shakespeare Studies	6	3	25	75	100	5
II	III	23OPEN23	Core VI : Post-colonial Theory and Literature	6	3	25	75	100	4
II	III		DSE III :	5	3	25	75	100	3
II	III		DSE IV :	5	3	25	75	100	3
II	IV	23OPENSEC21	SEC I : Technical Writing	2	3	25	75	100	2
			Total	30					22

DSEC –Discipline Specific Elective Course
SEC – Skill Enhancement Course

DSEC – (Discipline Specific Elective Course)

Semester I

DSEC I (Choose any one)

1. Indian Writing in English-23OPENDSE1A

2. World Short Stories- 23OPENDSE1B

DSEC II (Choose any one)

1. Theatre Art 23OPENDSE1C

2. Human Rights in Literature-23OPENDSE1D

Semester II

DSEC III (Choose any one)

1. Approaches to English Language Teaching -23OPENDSE2A

2. Women Studies -23OPENDSE2B

DSEC IV (Choose any one)

1. A Glimpse of Nobel Laureates -23OPENDSE2C

2. Classical Literature- 23OPENDSE2D

Department of English					Class: I M.A.			
Sem	Category	Course Code	Course Title	Credits	Contact Hours / Week	CIA	SE	Total
I	Core	23OPEN11	English Poetry	5	7	25	75	100

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

Course Objectives:

- To familiarize students with English Poetry starting from Medieval England to 17th Century.
- To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.
- To enhance the knowledge of History of English literature
- To differentiate among the various stages of English could be identified by students.
- To Understand the approaches towards various literary forms.

Course Content :

Unit – I

Middle English Poetry

Chaucer : The General Prologue, The Pardoner,
The Nun, The Doctor, The Friar

Unit – II

Elizabethan Poetry-

Spenser : "Epithalamion"

Donne : "A Valediction: Forbidding Mourning" "The Canonization"

Unit – III

Seventeenth Century Poetry-

John Milton : "Paradise Lost" Book IX

Marvell : "To His Coy Mistress"

Unit – IV

Eighteenth Century Poetry –

Gray : "Elegy" "The Bard"

"On a Favourite Cat drowned in the Tub of Gold Fishes"

Burns : "Holy Willie's Prayer"

"Auld Lang Syne"

Books for Study:

Unit – V Modern Poetry –

Rupert Brook : "The Soldier"

Wilfred Owen : "Anthem for Doomed Youth"

W. H. Auden : "In the Memory of W. B. Yeats" & "Musee des
Beaux Arts"

Dylan Thomas : "Do Not Go Gentle Into That Good Night"

Ted Hughes : "Hawk Roosting"

W.B. Yeats : "Sailing to Byzantium"

Seamus Heaney : "Digging"

Eavan Boland : "Achilles Woman"

1. 1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London Standard editions of texts

Books for Reference:

1. T.S. Eliot, 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.
2. H.S. Bennett, 1970, Chaucer and the Fifteenth Century, Clarendon Press, London.
3. Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford – upon Avon Studies Vol. II, Edward Arnold, London.
4. William R. Keats, ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.
5. A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.
6. David Daiches, 1981, A Critical History of English Literature Vols. I & II., Secker & Warburg, London.
7. Thomas N. Corns, ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.

Web Resources/ E-Books

1. <http://www.english.org.uk/chaucer/htm>
2. <https://www.britannica.com/topic/The-Canonization>
https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton
3. <https://www.britannica.com/topic/Absalom-and-Achitophel>
4. https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm

Pedagogy: Chalk and Talk, PPT, Group discussion, OHP presentations, Quiz, On the spot test, You tube Links, Open book test and Virtual Labs.

Rationale for nature of Course:

Knowledge and Skill:

This course will expose the students to the study of artistic essence of the English Poetry of different eras showing significant historical and poetical events, births and deaths and floruit of poets, touchstone poems and helps them explore the poetic devices and its usage

Activities to be given:

Assignment, Quiz, PPT preparations/ presentation / Small group discussions

Course Learning Outcomes (CLOs)

CLO	Course Outcome Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Gain ideas about the old English writing style	K1& K2
CLO2	Acquire knowledge about various forms of poetry during different centuries.	K1 to K3
CLO3	Evaluate various poets as representatives of their periods	K1 to K3
CLO4	Trace the evolution of various literary movements	K1 to K4
CLO5	Justify British Poetry as an aesthetic record of the societies concerned	K1 to K4

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.

K5-Evaluating, making Judgments based on criteria

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	3	3	3

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS 105 (Hrs)

UNIT	DESCRIPTION	NO. OF HOURS	MODE OF TEACHING
I	Middle English Poetry- Chaucer : The General Prologue, The Pardoner, The Nun, The Doctor, The Friar	21	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
II	Elizabethan Poetry- Spenser : "Epithalamion" Donne : "A Valediction: Forbidding Mourning" "The Canonization"	21	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
III	Seventeenth Century Poetry- John Milton : "Paradise Lost" Book IX Marvell : "To His Coy Mistress"	21	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
IV	Eighteenth Century Poetry – Gray : "Elegy" "The Bard" "On a Favourite Cat drowned in the Tub of Gold Fishes" Burns : "Holy Willie's Prayer" "Auld Lang Syne"	21	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
V	Modern Poetry – Rupert Brook : "The Soldier" Wilfred Owen : "Anthem for Doomed Youth" W. H. Auden : "In the Memory of W. B. Yeats" & "Musee des Beaux Arts" Dylan Thomas : "Do Not Go Gentle Into That Good Night" Ted Hughes : "Hawk Roosting" W.B. Yeats : "Sailing to Byzantium" Seamus Heaney : "Digging" Eavan Boland : "Achilles Woman"	21	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
	Total	105 Hrs	

Course Designer: Ms.R.Kanimozhi

Department of English					Class: I M.A.			
Sem	Category	Course Code	Course Title	Credits	Contact Hours / Week	CIA	SE	Total
I	Core	23OPEN12	English Drama	5	7	25	75	100

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

Course Objectives:

- To acquaint the students with the origin of drama in Britain
- To learn different stages of British Drama and its evolution in the context of theatre can be understood by the students.
- To Comprehend the Socio-cultural scenario through a study of representative texts from the Elizabethan age to 20th century.
- To evaluate different forms of drama from the historical background could be learnt.
- To understand dramatic techniques implied by the pioneers of English drama

Course Content

Unit I Beginnings of Drama

Miracle and Morality Plays : Everyman

The Senecan and Revenge Tragedy: Thomas Kyd: The Spanish Tragedy

Unit II Elizabethan Theatre

Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy

Christopher Marlowe : The Jew of Malta

Ben Jonson : Volpone

Unit III Jacobean Drama

John Webster : The White Devil

Unit IV Restoration

William Congreve : The Way of the World

Irish Dramatic Movement

J.M. Synge : The Play boy of the Western World

Unit V Epic Theatre

Bertolt Brecht : Mother Courage and her Children

Comedy of Menace

Harold Pinter : Birthday Party

Post-Modern Drama

Samuel Beckett : Waiting for Godot.

Books for Study:

1. Bradbrook, M.C.,1955, The Growth and Structure and Elizabethan Comedy, London.
2. Tillyard, E.M.W.,1958,The Nature of Comedy & Shakespeare, London.

Books for Reference:

1. Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, Methuen &Co., London.
2. Allardyce Nicoll, 1973, British Drama, Harrap, London.
3. Bradbrook,M.C.,1979,Themes and Conventions of Elizabethan Tragedy,Vikas Publishing House Pvt., Ltd., (6thed) New Delhi.
4. Michael Hathaway,1982,Elizabethan Popular Theatre : Plays in Performance, Routledge, London
5. Kinney,Arthur.F.,2004,A Companion to Renaissance Drama, Oxford: Blackwell Publishing.

Web resources/ E –Books:

1. <https://www.britannica.com/art/epic-theatre>.
2. <http://www.questia.com> (online library for research)
3. <http://www.clt.astate.edu/wmarey/asste%>
4. <https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/>
5. <https://www.britannica.com/art/English-literature/The-Restoration>
6. <https://www.britannica.com/art/epic-theatre>

Pedagogy: Chalk and Talk, PPT, Group discussion, OHP presentations, Quiz, On the spot test, You tube Links, Open book test and Virtual Labs.

Rationale for nature of Course:**Knowledge and Skill:**

This course enables the students in Learning, memorizing, and practicing a drama that allows them to interact with the content on a deeper level, engaging all four language skills: reading, speaking, listening, and writing.

Activities to be given:

Assignment, Quiz, Ppt preparations/ presentation / Small group discussions

Course Learning Outcomes (CLOs):

CLO	Course Outcome Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Appraise various aspects of drama and theatre	K1& K2
CLO2	Identify drama and performance as a cultural process and an artistic discourse	K1 to K3
CLO3	Evaluate plot structure, characterization and dialogue	K1 to K3
CLO4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages	K1 to K4
CLO5	Examine the sequential course dealing with Modern and Postmodern British Drama	K1 to K4

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.

K5-Evaluating, making Judgments based on criteria

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	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 105 (Hrs)

UNIT	DESCRIPTION	NO. OF HOURS	MODE OF TEACHING
I	Beginnings of Drama Miracle and Morality Plays : Everyman The Senecan and Revenge Tragedy Thomas Kyd : The Spanish Tragedy	21	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
II	Elizabethan Theatre Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy, Christopher Marlowe : The Jew of Malta Ben Jonson : Volpone	21	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
III	Jacobean Drama John Webster : The White Devil	21	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
IV	Restoration William Congreve : The Way of the World, Irish Dramatic Movement J.M. Synge : The Play boy of the Western World	21	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
V	Epic Theatre Bertolt Brecht : Mother Courage and her Children Comedy of Menace Harold Pinter : Birthday Party, Post-Modern Drama Samuel Beckett : Waiting for Godot.	21	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
	Total	105 Hrs	

Course Designer: Mrs.K.Durga Devi

Department of English					Class: I M.A.			
Sem	Category	Course Code	Course Title	Credits	Contact Hours / Week	CIA	SE	Total
I	Core	23OPEN13	English Fiction	4	6	25	75	100

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

Course Objectives:

- To familiarize the students with the origin and development of the British Novel up to the 20th Century
- To throw light on various concepts and theories of the novel.
- To understand the social background base on the prescribed novels.
- To identify and differentiating various forms of novels.
- To write a piece of work on their own.

Course Content :

UNIT I Novel as a Form, Concepts and Theories about the Novel; Allegorical

Novel to throw light on vel and Satire

John Bunyan's The Pilgrim's Progress

Jonathan Swift Gulliver's Travels

UNIT II The New World Novel

Daniel Defoe: Robinson Crusoe

Laurence Stern : Tristram Shandy.

UNIT III Middle Class Novel of Manners: Jane Austen's Emma

UNIT IV Women's Issues: Charlotte Bronte's Jane Eyre

UNIT V Liberal Humanism, Individual Environment and Class Issues,

D.H. Lawrence: The Rainbow

Books for Study:

1. Wayne C. Booth, *The Rhetoric of Fiction*, Chicago University Press, 1961. London.
2. Leavis F.R., *The Great Tradition*, Chatto & Windus, London. 1973.

Books for Reference:

1. Ian Watt, 1974, *Rise of the English Novel*, Chatto & Windus, London.
2. Frederick R Karl, 1977, *Reader's Guide to the Development of the English Novel till the 18th Century*, The Camelot Press Ltd. Southampton.
3. Arnold Kettle, 1967, *An Introduction to English Novel Vol. II*, Universal Book Stall, New Delhi.
4. Raymond Williams, 1973, *The English Novel: From Dickens to Lawrence*, Chatto & Windus, London.
5. Ian Milligan, 1983, *The Novel in English: An Introduction*, Macmillan, Hong Kong.

Web resources/ E-Books:

1. http://en.wikipedia.org/wiki/English_literature
2. <http://en.wikipedia.org/wiki/novel>
3. <https://www.britannica.com/art/picaresque-novel>
4. <https://www.britannica.com/art/novel-of-manners>
5. <https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte>

Pedagogy: Chalk and Talk, PPT, Group discussion, OHP presentations, Quiz, On the spot test, YouTube Links, Open book test and Virtual Labs.

Rationale for nature of Course:**Knowledge and Skill:**

Learning of this course gives an opportunity to the students to realize how literature reflects real life through stories, poems, novels and plays. Learning of English fiction also sharpens their own ability to write, read, analyze and persuade which in turn helps them to become a successful writer.

Activities to be given:

Assignment, Quiz, Ppt preparations/ presentation / Small group discussions

Course Learning Outcomes (CLOs):

CLO	Course Outcome Statement	Knowledge According to Bloom's Taxonomy (Up to K level)
CLO1	Gain wide knowledge about different types of Novels	K1 & K2
CLO2	Learn the art of writing different forms of novel with the learned notions	K1 to K3
CLO3	Explore Social, domestic and Gothic novels	K1 to K3
CLO4	Assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic movement.	K1 to K4
CLO5	Infer themes relating to the turn of the century events through close reading of text.	K1 to K4

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.

K5-Evaluating, making Judgments based on criteria

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	3	3	3

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS 90(Hrs)

UNIT	DESCRIPTION	NO. OF HOURS	MODE OF TEACHING
I	Novel as a Form, Concepts and Theories about the Novel; Allegorical Novel and Satire John Bunyan's The Pilgrim's Progress Jonathan Swift Gulliver's Travels	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
II	The New World Novel Daniel Defoe: Robinson Crusoe Laurence Stern : Tristram Shandy.	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
III	Middle Class Novel of Manners: Jane Austen's Emma	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
IV	Women's Issues: Charlotte Bronte's Jane Eyre	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
V	Liberal Humanism, Individual Environment and Class Issues, D.H. Lawrence: The Rainbow	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
	Total	90 Hrs	

Course Designer: Mrs.C.Kanthimathi Nachiyar

Department of English					Class: I M.A.			
Sem	Category	Course Code	Course Title	Credits	Contact Hours / Week	CIA	SE	Total
I	Elective-I	23OPENDSE1A	Indian Writing in English	3	5	25	75	100

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

Course Objectives:

- To enable the students to understand the evolution of Indian Writing in English.
- To empower the learners to get exposed to the historical movements of the Indian subcontinent.
- To comprehend different genres through the representation of different texts.
- To inculcate in the students the cultural significance of Indian English literature.
- To comprehend Indian writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.

Course Content

UNIT I Aurobindo : Tiger and the Deer, Rose of God

Toru Dutt : The Lotus, The Casuarina Tree

Sarojini Naidu : Palanquin Bearers,

Coromandel Fishers

UNIT II Parthasarathy: A River Once, Under another Sky.

Nissim Ezekiel: Enterprise

Good Bye party for Miss. Pushpa. T.S.

UNIT III Girish Karnad : Nagamandala.

Asif Currimbhoy : Inquilab.

UNIT IV Dr. S. Radhakrishnan: Emerging World Society,

Dr. A. P. J. Abdul Kalam: Orientation (Wings of Fire).

UNIT V Anita Desai: Where Shall we go this Summer?

Shashi Deshpande: Roots and Shadows

Books for Study:

1. Ramamurti, K.S. (ed.). Twenty-five Indian Poets in English. Macmillan. 1995.

Books for Reference:

1. K.R.Srinivasa Iyengar, 1962. History of Indian Writing in English, Sterling Publishers, New Delhi.
2. Herbert H. Gowen, 1975, A History of Indian Literature, Seema Publications, Delhi.
3. K.Satchidanandan, 2003, Authors, Texts, Issues: Essays on Indian Literature, Pen craft International, New Delhi.
4. Amit Chandri, 2001. The Picador Book of Modern Indian Literature, Macmillan, London. Tabish Khair, 2001.
5. Babu. Fictions: Alienation in Contemporary Indian English Novels., OUP.

Web resources/ E-Books

- http://en.wikipedia.org/wik/indian_writing_in_english
- <https://www.thehindu.com/books/books-children/short-history-of-indian-writing-in-english/article5226149.ece/amp/>
- <https://www.britannica.com/biography/Sri-Aurobindo>
- <https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/>
<https://www.britannica.com/biography/Anita-Desai>

Pedagogy: Chalk and Talk, PPT, Group discussion, OHP presentations, Quiz, On the spot test, YouTube Links, Open book test and Virtual Labs.

Rationale for nature of Course:**Knowledge and Skill:**

To highlight the works of Indian English writers who have gained worldwide recognition. This course will help our students to understand the cultural heritage of Indian literary tradition as well as grip on the contemporary literary forms and issues. With the study of this course, the students get an overall view of the contribution of the notable Indian authors to the body of English Literature.

Activities to be given:

Seminar, Internship, Peer Team Teaching, PPT presentation, Group discussion, Critical analysis and evaluation on theoretical concepts

COURSE LEARNING OUTCOMES (CLOs):

CLO	Course Outcome Statement	Knowledge According to Bloom's Taxonomy (Up to K level)
CLO1	Understand the themes of Indian Writing in English	K1& K2
CLO2	Identify the major trends in Indian Writing in English	K1 to K3
CLO3	Examine the background and settings of the prescribed texts	K1 to K3
CLO4	Evaluate the cultural significance of Indian English Literature	K1 to K4
CLO5	Gain exposure to diverse culture and literature and further enlighten them about socio-cultural scenario in the contemporary era.	K1 to K4

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.

K5-Evaluating, making Judgments based on criteria

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

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	1	2	3	4	5	6
CLO2	3	3	3	3	3	2
CLO3	2	3	3	2	2	3
CLO4	3	3	2	2	3	2
CLO5	3	3	3	3	2	3
	3	2	3	3	3	3

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS 75 (Hrs)

UNIT	DESCRIPTION	NO. OF HOURS	MODE OF TEACHING
I	Aurobindo : Tiger and the Deer, Rose of God Toru Dutt : The Lotus, The Casuarina Tree Sarojini Naidu : Palanquin Bearers, Coromandel Fishers	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
II	Parthasarathy: A River Once, Under another Sky. Nissim Ezekiel: Enterprise Good Bye party for Miss. Pushpa. T.S.	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
III	Girish Karnad : Nagamandala. Asif Currimbhoy : Inquilab.	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
IV	Dr. S. Radhakrishnan: Emerging World Society, Dr. A. P. J. Abdul Kalam: Orientation (Wings of Fire).	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
V	Anita Desai: Where Shall we go this Summer? Shashi Deshpande: Roots and Shadows	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
	Total	75 Hrs	

Course Designer: Mrs.P.Sayee Geetha

DEPARTMENT OF ENGLISH				I M.A ENGLISH				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Elective I	23OPENDSE1B	World Short Stories	3	5	25	75	100

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

Course Objectives:

- To recognize the foundation to the study of World English Short Stories.
- To discuss the elements of the short story in American short stories.
- To find the characterization of short story in common wealth literature.
- To analyze the coherence in the plots, sub plots, themes of the short stories.
- To create a short story of their own imagination and creativity.

Unit I Introduction to Short stories

Introduction

Evolution of Short Story

Types of Short Stories

Unit II American Literature

Elements of Short Story

Edgar Allan Poe -The Fall Of House of Usher John Updike- Gesturing

Ambrose Bierce-An Occurance at Owl Creek Bridge

Unit III Common wealth Literature

Art of Characterization

Doris Lessing-To Room 19

Margaret Atwood-Blue Beard's Egg

Ngugi Wa Thiongo-The Return

Unit IV British Literature:

Constructing Coherence

D.H.Lawerence-Odour of Chrysan thomums

E.M. Froster-The Celestial Omnibus

Agatha Christie-The Blue Geranium

Unit V Practical Application

Twist the Tale,Chain Story, Blogging a story, Vlog.

Life Experience Stories

Developing a Story from the Hints.

Books for study:

1. Gill, Patrick and Florian Klager, Eds. *Constructing Coherence In The British Short Story Cycle*. Routledge, 2018.
2. Updike, John *The Best American Short Stories of the Century. "GESTURING"* Houghton Mifflin Company, Boston, 2000.
3. Shaw, Valerie. *The Short Story A Critical Introduction*. Routledge, 2013.
4. McCarthy, Tara. *Teaching Literary Elements With Short Stories*. Scholastic, USA, 2000.
5. Poe, Edgar Allan. *The Fall Of House Of Usher And Other Tales*. Penguin, USA, 2006.

Books for References:

1. Bierce, Ambrose. *An Occurrence At Owl Creek Bridge*. Notion Press, 2019
2. Lawrence, D.H. *Odour of Chrysanthe mums*. Harper Collins Publishers Ltd. Canada, 2013
3. Forster, E.M. *The Celestial Omnibus and other stories*. Delhi Open Books, 2020
4. Christie, Agatha. *The Thirteen Problems. "The Blue Germanium"*. Signet, 2000
5. Atwood, Margaret. *Bluebeard's Egg And other stories*. Houghton Mifflin Company, Boston, 1986.

Web-Resources/ E-Books:

1. https://en.wikipedia.org/wiki/Short_story
2. <https://www.britannica.com/art/short-story>
3. <https://www.encyclopedia.com/arts/encyclopedias-almanacs-transcripts-and-maps/room-nineteen-doris-lessing-1963>
4. <https://theshortstory.co.uk/devsitegkl/wp-content/uploads/2015/06/Short-stories-D-H-Lawrence-Odour-of-Chrysanthemums.pdf>
5. <https://www.ibiblio.org/ebooks/Poe/Usher.pdf>

Pedagogy:

Chalk and talk, PPT, group discussion, seminar, screening of educational videos, quiz, peer teaching and learning, Near pod and ICT enabled teaching.

Rationale for Nature of the course:**Knowledge and Skill:**

To explore the ancient and modern communities across the world that promotes the indigenization of the world through narrative forms and to examine the cultural practices of the age that reflects in the writings.

Activities to be given:

1. Seminar and classroom Presentations skills to have a practical knowledge.
2. PPT preparation, to have theoretical and practical knowledge on presentation skills.
3. Group discussion to enhance persuasive, communicative and negotiation skills.
4. Critical analysis and evaluation on theoretical concepts
5. Internships to publishing house so as to get placement as a writer.

Course Learning Outcomes (CLOs)

CLO	Course Outcome Statement	Knowledge Level (According to Blooms Taxnomy)
CLO-1	To Describe the origin of short story and the types of short stories	K1to K3
CLO-2	To Express the elements of short story in American writings.	K1to K3
CLO-3	To Apply the knowledge of western ideas.	K1to K3
CLO-4	To Analyzing the coherence of the British short story and their culture that are explained through the writers.	K1to K4
CLO-5	To Agree the above mentioned techniques and create a short story	K1to K4

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.

K5-Evaluating, making Judgments based on criteria

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

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

1.Basiclevel

2.Intermediatelevel

3.AdvancedLevel

Lesson Plan: Teaching Hours (75Hrs)

UNITS	DESCRIPTION	NO. OF HOURS	MODE OF TEACHING
I	Introduction to Short stories : Introduction Evolution of Short Story Types of Short Stories	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
II	American Literature : Elements of Short Story Edgar Allan Poe -The Fall Of House of Usher John Updike- Gesturing Ambrose Bierce-An Occurance at Owl Creek Bridge	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
III	Common wealth Literature : Art of Characterization Doris Lessing-To Room 19 Margaret Atwood-Blue Beard's Egg Ngugi Wa Thiongo-The Return	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
IV	British Literature: 1. Constructing Coherence 2. D.H.Lawrence- Odour of Chrysan thomums 3. E.M.Froster-The Celestial Omnibus 4. Agatha Christie-The Blue Geranium	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
V	Practical Application : 1. Twist the Tale, Chain Story, Blogging a story, Vlog. 2. Life Experience Stories 3. Developing a Story from the Hints.	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
	Total	75 Hrs	

Course Designer: Mrs. Andrina Genesis Quinn

Sem	Department of English				Class: I M.A.			
	Category	Course Code	Course Title	Credits	Contact Hours / Week	CIA	SE	Total
I	Elective-II	23OPENDSE1C	Theatre Art	3	5	25	75	100

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

Course Objectives:

- To understand a broad range of theatrical disciplines and experiences
- To familiarize theatre as an art form
- To introduce the concepts of directing and stage management
- To inculcate in the students, the role of theatre in society
- To familiarize the students with the components of acting

Course Content

- UNIT I** Drama as a Performing Art, Relation between Drama and Theatre, Role of Theatre, Need for Permanent Theatres
- UNIT II** Greek Theatre, Shakespearean Theatre, The Absurd Theatre, The Epic Theatre, The Multipurpose Theatre, Designing for a particular theatre, The Eastern Theatre--conventional and the non- conventional theatre, Folk Theatre, Urban Theatre, Third Theatre, other theatres in vogue
- UNIT III** Fundamentals of Play Directing: Concept, Technique, Physical Balance, The Director, and the Stage
- UNIT IV** Components of Acting: Gesture, Voice, Costume, Make-up, Mask and different styles in acting as an art form, Violence in the Theatre, Need for Censorship, Managing Time and Space
- UNIT V** Reactions against Theatre of Illusion, Expressionism and Dramatic Symbolism, Stage Design in the modern world, Lighting in the modern world.

Books for Study:

1. Sangeetha, K and A.Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd., 2015.

Books for Reference:

1. Balme, Christopher B. *The Cambridge Introduction to Theatre Studies*. Cambridge University Press, 2008.
2. Leach, Robert. *Theatre Studies: The Basics*. Routledge, 2013.

Websites resources/ E-Books

1. https://paradisevalley.libguides.com/the111/theatre_history_websites
2. <https://www.britannica.com/place/England/Performing-arts>
3. https://www.worldhistory.org/Greek_Theatre/
4. https://archive.org/details/fundamentalsopl0000dean_y3x3
5. <http://scriptclickcreate.weebly.com/acting.html>
6. [https://www.britannica.com/art/theater-building/Production-aspects-of- Expressionist-theatre](https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre)

Pedagogy: Chalk and Talk, PPT, Group discussion, OHP presentations, Quiz, On the spot test, You tube Links, Open book test and Virtual Labs.

Rationale for nature of Course:**Knowledge and Skill:**

This course is an aesthetic amalgamation of drama, art and Literature. The use of drama and art in education leads to holistic learning, accelerates personality development and imparts students with crucial life skills, problem-solving skills, leadership, cooperation and collaboration.

Activities to be given:

Solo and Group Performances in classroom, Stage Performances, Professional Training (Internship)

COURSE LEARNING OUTCOMES (CLOs):

CLO	Course Outcome Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Understand a broad range of theatrical disciplines and Experiences	K1& K2
CLO2	Identify the diversity of theatrical experiences and the role of theatre in society	K1 to K3
CLO3	Discover the relationships among the various facets of Theatre	K1 to K3
CLO4	Estimate drama as a performing art and the aspects of Stagecraft	K1 to K4
CLO5	Gain exposure to diverse components of acting and techniques.	K1 to K4

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.

K5-Evaluating, making Judgments based on criteria

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

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	3	3	3	2
CLO2	2	3	3	2	2	3
CLO3	3	3	2	2	3	2
CLO4	3	3	3	3	2	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	NO. OF HOURS	MODE OF TEACHING
I	Drama as a Performing Art, Relation between Drama and Theatre, Role of Theatre, Need for Permanent Theatres	15	Solo and Group Performances in classroom, Stage Performances, Professional Training (Internship)
II	Greek Theatre, Shakespearean Theatre, The Absurd Theatre, The Epic Theatre, The Multipurpose Theatre, Designing for a particular theatre, The Eastern Theatre--conventional and the non- conventional theatre, Folk Theatre, Urban Theatre, Third Theatre, other theatres in vogue	15	Solo and Group Performances in classroom, Stage Performances, Professional Training (Internship)
III	Fundamentals of Play Directing: Concept, Technique, Physical Balance, The Director, and the Stage	15	Solo and Group Performances in classroom, Stage Performances, Professional Training (Internship)
IV	Components of Acting: Gesture, Voice, Costume, Make-up, Mask and different styles in acting as an art form, Violence in the Theatre, Need for Censorship, Managing Time and Space	15	Solo and Group Performances in classroom, Stage Performances, Professional Training (Internship)
V	Reactions against Theatre of Illusion, Expressionism and Dramatic Symbolism, Stage Design in the modern world, Lighting in the modern world.	15	Solo and Group Performances in classroom, Stage Performances, Professional Training (Internship)
	Total	75 Hrs	

Course Designer: Mrs.P.Rajeswari

DEPARTMENT OF ENGLISH				I M.A. English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
I	Elective II	23OPENDSE1D	Human Rights in Literature	3	5	25	75	100

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

Course Objectives:

- To relate the values and virtues promoting human rights domestically as well as internationally.
- To associate, contextualize and use information about human rights situation in a given country
- To utilize the legal, political and other debates involving human rights in a knowledgeable and constructive way
- To analyze ways of pursuing academic career in human rights
- To recommend interdisciplinary approaches and contributions to topics such as gender, race, poverty, violence and post colonialism within a human rights framework..

Course Content:

Unit I Poetry

Edwine Thumboo - A Boy Drowns

Judith Wright - Nigger's Leap, New England

Kamala Wijeratne - On Seeing a White Flag across a

By- Road

James Maculey - From the True Discovery of Australia

Unit II Auto Biography

Malala Yousafzai - I Am Malala

Unit III Drama

John Galsworthy - Justice

Unit IV Short Story

Khushwant Singh - Karma

C.Rajagopalachari- Ardhanari

Prem Chand - Resignation

Unit V Fiction:

Rohinton Mistry - A Fine Balance

Books for study:

1. Chelliah.S.F.N.UndertheTamarindTree.Chennai:Emerald,2010.
2. Galsworthy,John.Justice.Madras:Macmillan Publication, 1991.
3. Yousafai, Malala.I Am Malala: The Girl Stood Up For Education and Was Shot by theTaliban.BackbayBooks,2015.

Books for Reference:

1. Mistry, Rohinton. A Fine Balance.London:Faber,2006.
2. Narasimhalah.C.D.AnAnthologyofCommonWealthPoetry.India:Macmillan Publication,1990.
3. Seshadri,K.G. Twelve Tales.Chennai:Anuradhapublication,2013.

Web resources/E-Books

1. <https://www.thebalancecareers.com/information-and-communications-technology-skills-4580324>
2. <https://www.computertechreviews.com/definition/ict/>
3. <https://www.ebcteflcourse.com/blog/english-language-teaching-skills-tefl/>
4. <https://www.henryharvin.com/blog/different-methods-of-teaching-english/>
5. http://vnsgulibrary.org.in/Free_Ebooks/0330%20Justice.pdf
6. https://libcom.org/files/Rohinton_Mistry_A_Fine_Balance.pdf

Pedagogy:

Chalk And Talk,PPT,Group Discussion,Seminar,Screening Of Educational Videos, Quiz, Peer Teaching And Learning, ICT Enabled Teaching.

Rationale for Nature of the course

Knowledge and skill

This paper emphasizes on engaging the students to participate on human rights practices through high impact learning experiences evaluating historical, political, philosophical and cultural developments.

Activities to be given:

1. Classroom presentations which are ICT enabled
2. Group discussions to enhance the critical, social and political thinking of the students.
3. Peer Team Teaching and Learning and interactions with local, national and cultural practices.
4. Role plays depicting cultural distinctions

Course Learning Outcomes (CLOs):

CLO	Course Outcome Statement	Knowledge Level (According to Blooms Taxonomy)
CLO-1	Recognize and interpret the nature and need for human rights to respond to moral violations.	K1 to k3
CLO-2	Discover, compare and appraise diverse cultural and theoretical Representations of human rights.	K1 toK3
CLO-3	Develop and critically assess multidisciplinary connections to human rights both across the institution and their own educational programmes	K1 toK3
CLO-4	Focus and illustrate the effectiveness of human rights practice on local, National and international humanitarian efforts.	K1 toK4
CLO-5	Measure the opportunities of professional and entrepreneurial engagements in NGOs, Ministries, State Agencies and international organizations.	K1 toK4

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.

K5-Evaluating, making Judgments based on criteria

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

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

1.Basic level

2.Intermediate level

3.Advanced Level

LESSON PLAN: TEACHING HOURS (75Hrs)

UNITS	DESCRIPTION	NO. OF HOURS	MODE OF TEACHING
I	Poetry 1. Edwine Thumboo -A Boy Drowns 2. JudithWright - Nigger's Leap, New England 3. Kamala Wijeratne- On Seeing a White Flag across a By-Road 4. James Maculey -From the True Discovery of Australia	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
II	Auto Biography Malala Yousafzai - I Am Malala	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
III	Drama John Galsworthy - Justice	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
IV	ShortStory KhushwantSingh - Karma C.Rajagopalachari- Ardhanari PremChand - Resignation	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
V	Fiction: RohintonMistry - AFineBalance	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
	Total	75 Hrs	

Course Designer: Dr.C.Sindhuja

Department of English					Class: I M.A.			
Sem	Category	Course Code	Course Title	Credits	Contact Hours / Week	CIA	SE	Total
II	Core	23OPEN21	American Literature	5	6	25	75	100

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

Course Objectives:

- To introduce the learners to the development of American literature
- To familiarize social and political events that have a bearing on American writing
- To introduce the concepts and emerging themes in American literature
- To inculcate the movements and trends that shaped American literature
- To familiarize the students with the relation between aesthetics and racism in Fiction.

Course Content:

UNIT I Poetry

Walt Whitman : “Out of the Cradle Endlessly Rocking”

Emily Dickinson : “The Soul Selects Her Society”

Robert Frost : “After Apple Picking”

E. E. Cummings : “Cambridge Ladies”

Wallace Stevens : “Anecdote of the Jar”

UNIT II Prose

Emerson : The American Scholar

Amy Tan : Mother Tongue

Thoreau : Walden (Chapter “Pond”)

UNIT III Drama

Arthur Miller - Death of a Salesman
 Ntozake Shange – For Colored Girls

UNIT IV Fiction/Short Story

Edgar Allan Poe - “The Cask of Amontillado”
 N. Scott Momaday - The House Made of Dawn
 Toni Morrison - Beloved

UNIT V Autobiography

Excerpts from – MalcolmX, Hispanic Women Writing
 Cherrie Moraga - Getting Home Alive

Books for Study:

1. Willis Wagner: American Literature - A World View

Books for Reference:

1. Marcus Cunliffe: Sphere History of Literature - American Literature to 1900.
2. Boris Ford: The New Pelican Guide to English Literature - Vol.9. American Literature.

Web resources/ E-Books

1. <https://www.thoughtco.com/american-literary-periods-741872>
2. <https://www.poetryfoundation.org/poets/walt-whitman>
3. <https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/>
4. <https://www.britannica.com/art/American-literature>
5. <https://ivypanada.com/essays/edgar-allan-poes-and-herman-melville-comparison/>

Pedagogy: Chalk and Talk, PPT, Group discussion, OHP presentations, Quiz, On the spot test, You tube Links, Open book test and Virtual Labs.

Rationale for nature of Course:**Knowledge and Skill:**

It enriches the students to explore and understand how literature has played a huge role in American history and how it has evolved from its former colonial rules.

Activities to be given:

Assignment, Quiz, PPT preparations/ presentation / Small group discussions

Course Learning Outcomes (CLOs):

CLO	Course Outcome Statement	Knowledge According to Bloom's Taxonomy (Up to K level)
CLO1	To analyze the movements and trends that shaped American literature	K1 & K2
CLO2	To estimate various speeches and concepts of living which changed American history	K1 to K3
CLO3	To evaluate the relation between aesthetics and racism in fiction	K1 to K3
CLO4	To validate representative socio-political, cultural, racial and gender perspectives in theatrical works	K1 to K4
CLO5	To gain exposure to the different literary genres and its evolution in American Literature.	K1 to K4

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.

K5-Evaluating, making Judgments based on criteria

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	3	3	3

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TEACHING HOURS 90 (Hrs)

UNIT	Description	No. of Hours	Mode of Teaching
I	<u>Poetry</u> 1. Walt Whitman : “Out of the Cradle Endlessly Rocking” 2. Emily Dickinson: “The Soul Selects Her Own Society” 3. Robert Frost: “After Apple Picking” 4. E. E. Cummings : “Cambridge Ladies” 5. Wallace Stevens : “Anecdote of the Jar”	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
II	<u>Prose</u> 1. Emerson : The American Scholar 2. Amy Tan : Mother Tongue 3. Thoreau : Walden (Chapter “Pond”)	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
III	<u>Drama</u> 1. Arthur Miller - Death of a Salesman 2. Ntozake Shange – For Colored Girls	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
IV	<u>Fiction/Short Story</u> 1. Edgar Allan Poe - “The Cask of Amontillado” 2. N. Scott Momaday - The House Made of Dawn 3. Toni Morrison - Beloved	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
V	<u>Autobiography</u> 1. Excerpts from – MalcolmX, Hispanic Women Writing 2. Cherrie Moraga - Getting Home Alive	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
	Total	90 Hrs	

Course Designer: Mrs. S. Kasthuri Bai

Department of English					Class: I M.A.			
Sem	Category	Course Code	Course Title	Credits	Contact Hours / Week	CIA	SE	Total
II	Core	23OPEN22	Shakespeare Studies	5	6	25	75	100

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

Course Objectives:

- To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
- To analyze the context of Elizabethan England from the evolving contemporary perspective down the ages
- To undertake textual analysis of Shakespeare's Plays and Sonnets
- To appraise Shakespeare's contribution to English language and literature
- To understand the appreciations by critics on Shakespeare

Course Content:

UNIT I Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.

UNIT II Sonnets – 12,65,86,130,

Comedies: Much Ado About Nothing, Winter's Tale.

UNIT III Tragedy: Othello

UNIT IV History: Henry IV - Part I

UNIT V Shakespearean Criticism:

A.C. Bradley – Shakespearean Tragedy (Chapter V & VI)

Stephen Greenblatt – Invisible Bullets: Renaissance Authority and its

Subversion

Ania Loomba: Sexuality and Racial Difference in Gender, Race, And
Renaissance Drama**Books for Study:**

1. Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London.

Books for Reference:

1. Harrison, 1951, G.B. Shakespeare's Tragedies, Routledge, London.
2. Knight G.W., 1957, The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies, New York.
3. Knight G.W., 1947, The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays, Oxford.
4. John f. Andrews, ed., 1985, William Shakespeare: His World, His Work, His Influence, Charles Scribner's Sons.
5. Jonathan Dollimore, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.

Web resources/ E-Books

1. <http://www.shakespeare.bham.ac.uk/resources>
2. <https://www.folger.edu/shakespeares-theater>
3. <https://www.britannica.com/art/sonnet>
4. <https://www.sparknotes.com/shakespeare/othello/genre/>
5. <https://www.historytoday.com/archive/british-english-monarchs/henry-iv>

Pedagogy: Chalk and Talk, PPT, Group discussion, OHP presentations, Quiz, On the spot test, You tube Links, Open book test and Virtual Labs.

Rationale for nature of Course:**Knowledge and Skill:**

This paper proposes and expresses the intent of making students aware of the enduring importance of Shakespeare in his times and ours. The course is designed as one that to expose the timeless genius of Shakespeare across cultures, literatures and authors.

Activities to be done:

Seminar, PPT preparation, Group discussions, Critical analysis and evaluation on theoretical concepts, Critical thinking and analysis of the literary genres.

Course Learning Outcomes (CLOs):

CLO	Course Outcome Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	To Critically understand the appreciations by critics on Shakespeare	K1 & K2
CLO2	To Understand Elizabethan theatre and the theatre's development.	K1 to K3
CLO3	To Be familiarized with critical perspectives on Shakespeare's Plays and Sonnets	K1 to K3
CLO4	To Understand the trends in Shakespeare studies	K1 to K4
CLO5	To Learn Modern Approaches in Shakespearean criticism.	K1 to K4

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.

K5-Evaluating, making Judgments based on criteria

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	3	3	3

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS (90 Hrs)

UNIT	DESCRIPTION	NO. OF HOURS	MODE OF TEACHING
I	Shakespeare Theatre; Theatre Conventions; Sources; Problems of categorization; Trends in Shakespeare Studies up to the 19th Century; Sonnet and court politics; famous actors; theatre criticism; Shakespeare into film & play production.	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
II	Sonnets – 12,65,86,130, Comedies: Much Ado About Nothing, Winter's Tale.	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
III	Tragedy: Othello	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
IV	History: Henry IV - Part I	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
V	Shakespearean Criticism: A.C. Bradley – Shakespearean Tragedy (Chapter V & VI) Stephen Greenblatt – Invisible Bullets: Renaissance Authority and its Subversion Ania Loomba: Sexuality and Racial Difference in Gender, Race, And Renaissance Drama	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
	Total	90 Hrs	

Course Designer: Mrs.M.Thilagavathy

Department of English					Class: I M.A.			
Sem	Category	Course Code	Course Title	Credits	Contact Hours / Week	CIA	SE	Total
II	Core	23OPEN23	Post-Colonial Theory and Literature	4	6	25	75	100

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

Course Objectives:

- To examine, understand current socio-political mood in 'third-world' countries through the study of their fiction and poetry.
- To familiarize students about the basic concepts and theories related to post Colonialism as expressed in different literary genres
- To focus on the problems and consequences of the decolonization of a country, especially relating to the political and cultural independence of formerly subjugated people.
- To emphasis will be laid on tracing the development of post-colonial literatures and theory.
- To understanding the critical perspectives in Post -colonial literatures.
-

Course Content:

Unit I Prose

Bill Ashcroft, Gareth Griffiths and Helen Tiffin : The Empire Writes Back
(Introduction)
Edward Said : Introduction to Orientation.

Unit II Poetry

Arun Kolatkar : The Priest, Yesh want Rao
A.K.Ramanujan. : Returning, Death of Poem, The Weaver Bird
Leopold Senghor : In Memoriam
Grace Nichols : In My Name
James Reaney : Maps
George Bowering : Grand Father

Unit III Drama

Soyinka : Death and the King's Horseman
Dougals Stuart : Ned Kelly

Unit IV Fiction

Arundathi Roy : God of Small things

Bapsi Sidwa : Ice Candyman

Unit V Short Stories

Kate Grenville – Mate

Chinua Achebe – Dead Men’s path

Books for Study:

1. Macaulay's Minute of 1831/35.
2. Post-Colonial Studies: eds. Ashcroft et.al.3.

Books for Reference

1. Specific issues of Journal of Commonwealth Literature.
2. Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin.
3. Canadian Voices. ed. S.Kudchedkar and Jameela Begum.
4. Frantz Fanon: The Wretched of the Earth.
5. Ashish Nandy: The Fear of Nationalism.

Web resources/ E-Books

1. https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature
2. <https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/>
3. <https://www.britannica.com/biography/Chinua-Achebe>
4. <https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532>
5. <https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A1A>

Pedagogy: Chalk and Talk, PPT, Group discussion, OHP presentations, Quiz, On the spot test, You tube Links, Open book test and Virtual Labs.

Rationale for nature of Course:

Knowledge and Skill:

This course help the students to learn and analyze the post-colonial literature which in turn helps them to critically analyze the concepts that supports them in their future academic research.

Activities to be given:

Assignment, Quiz, Ppt preparations/ presentation / Small group discussions

Course Learning Outcomes (CLOs):

CLO	Course Outcome Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	To Critically understand the political and social background of the third world nations	K1 to K2
CLO2	To Understand the emerging trends in Post-Colonial Literature	K1 to K3
CLO3	To Be sensitive towards the problems and consequences of the decolonization of a country,	K1 to K3
CLO4	To Examine the ethnocentric perspective of different colonial cultures with respect to post colonial literature	K1 to K4
CLO5	To Interpret the post colonial concepts found in different literary genres	K1 to K4

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.

K5-Evaluating, making Judgments based on criteria

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	3	3	3

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS 90(Hrs)

UNIT	DESCRIPTION	NO. OF HOURS	MODE OF TEACHING
I	Prose Bill Ashcroft, Gareth Griffiths and Helen Tiffin : The Empire Writes Back (Introduction), Edward Said : Introduction to Orientation.	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
II	Poetry Arun Kolatkar : The Priest, Yesh want Rao A.K.Ramanujan.: Returning, Death of Poem, The Weaver Bird Leopold Senghor : In Memoriam Grace Nichols : In My Name James Reaney : Maps George Bowering : Grand Father	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
III	Drama Soyinka : Death and the King's Horseman Dougals Stuart : Ned Kelly	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
IV	Fiction Arundathi Roy : God of Small things Bapsi Sidwa : Ice Candyman	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
V	Short Stories Kate Grenville – Mate Chinua Achebe – Dead Men's path	18	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
	Total	90 Hrs	

Course Designer: Mrs.A.Gayathri

Sem	Department of English				Class: I M.A.			
	Category	Course Code	Course Title	Credits	Contact Hours / Week	CIA	SE	Total
II	Elective-III	23OPENDSE2A	Approaches to English Language Teaching	3	5	25	75	100

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

Course Objectives:

- To enhance the learning and teaching skills of English
- To familiarize students about the basic concepts and theories relate to English language teaching
- To focus on the problems and consequences on language teaching
- Emphasis will be laid on tracing the development of language teaching skills
- Understanding the teaching aspects.

Course Content:

Unit I A Brief history of Language Teaching

The Grammar – Translation method, The Direct method, The Audio-lingual method, Language teaching innovations in the nineteenth century.

Unit II Nature of approaches and methods in Language Teaching:

Definition of Approach and method, Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches:
 Oral approach and situational language teaching, The Silent Way Community Language Learning. Suggestopedia. Competency based Language teaching.

Unit III Current Communicative Approaches

The Natural Approach Cooperative language learning Content based instruction, Task-based language teaching

Unit IV Teaching Aspects

Teaching Prose, Teaching Poetry, Teaching Grammar, Teaching of Non-Detailed Text.

Unit V Use of Media in ELT

The integration of elements in multi- media language learning systems BBC English by Radio and Television - an outline history. Using BBC English by Radio and Television in the classroom.

Books for Study:

1. Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.
2. The Use of Media in ELT. The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London.

Books for Reference:

1. Dr. Shaikh Mowla Methods of Teaching English.
2. Dr.Gurav H.K Teaching Aspects of English Language.

Web Resources/E-Books

1. http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/
2. <https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/>
3. <https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/>
4. <https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17>
5. https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf

Pedagogy: Chalk and Talk, PPT, Group discussion, OHP presentations, Quiz, On the spot test, You tube Links, Open book test and Virtual Labs.

Rationale for nature of Course:**Knowledge and Skill:**

This paper emphasizes on theory and practice in English language teaching and learning, and English language teachers' training and education.

Activities to be given:

1. Classroom presentations which are ICT enabled to have theoretical and practical knowledge on presentation skills in and about English Language.
2. Group discussions to enhance persuasive, communicative and negotiation skills.
3. MicroTeaching to gain confidence and interpersonal and intrapersonal skills as a teacher
4. Internships to schools and colleges so as to get placement assistance and practical knowledge on Teaching English Language.
5. Fun filled Learning and Teaching Experience through language-games-activities at classroom level.
6. Activities and discussions based on how to make Communicative English as a Business Plan

Course Learning Outcomes (CLOs):

CLO	Course Outcome Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	To Know the brief history of language teaching methods.	K1 & K2
CLO2	To Understand the difference between the terms, methods, approaches and techniques used in teaching.	K1 to K3
CLO3	To Identify the objectives, active role of learners, teachers and materials of different approaches in teaching	K1 to K3
CLO4	To Analyse the steps of teaching prose, poetry, grammar, non- detailed text etc. and develop it.	K1 to K4
CLO5	To Perceive the use of radio and television in language learning.	K1 to K4

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.

K5-Evaluating, making Judgments based on criteria

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	3	3	3

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TEACHING HOURS 75(Hrs)

UNIT	DESCRIPTION	NO. OF HOURS	MODE OF TEACHING
I	A Brief history of Language Teaching The Grammar – Translation method, The Direct method, The Audio-lingual method, Language teaching innovations in the nineteenth century.	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
II	Nature of approaches and methods in Language Teaching: Definition of Approach and method, Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: Oral approach and situational language teaching, The Silent Way Community Language Learning. Suggestopedia. Competency based Language teaching.	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
III	Current Communicative Approaches The Natural Approach Cooperative language learning Content based instruction, Task-based language teaching	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
IV	Teaching Aspects Teaching Prose, Teaching Poetry, Teaching Grammar, Teaching of Non-Detailed Text.	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
V	Use of Media in ELT The integration of elements in multi- media language learning systems BBC English by Radio and Television - an outline history. Using BBC English by Radio and Television in the classroom.	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
	Total	75 Hrs	

Course Designer: MrsD.Sharmila

DEPARTMENT OF ENGLISH				M.A. English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	Elective III	23OPENDSE2B	Women Studies	3	5	25	75	100

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

Course Objectives:

- To understand various issues related to women across the world.
- To apprehend the theoretical perspectives of women writer.
- To appreciate the non-canonical women writers.
- To identify the emergence of the New Woman.
- To recognize the works of contemporary women writers.

Course Content:

Unit I POETRY

Taslima Nasrin - *Border*
 Rita Dove – *Mother Love*
 Mary Gilmore - *Eve Song*
 Margaret Atwood - *This is a Photograph of Me*

Unit II PROSE

Virginia Woolf - *A Room of One's own* (Chapter I)
 Shashi Deshpande - *Why I am a Feminist*
 Elaine Showalter- *Towards A Feminist Poetics* (An Excerpt)

Unit III SHORT STORIES

Mahashweta Devi -*Draupadi*
 Alice Munro- *Sunday Afternoon*

Unit IV DRAMA

Vijay Tendulkar – *Silence! The Court is in Session*

Unit V FICTION

Anita Nair- *Ladies Coupe*
 Chithra Banerjee Divakaruni – *The Palace of Illusions*

Books for study:

1. Nair, Anita. *Ladies Coupe*. London: Penguin Books, 2001.
2. Woolf, Virginia. *A Room of one's own*. Cambridge: Cambridge University Press, 1998.
3. Sriram ted Macmillan college Prose. Madras Macmillan, 1989.

Reference Books:

1. Erdrich, Louise. *Love Medicine*. Newyork: Harper Collins, 1984.
2. Showalter, Elaine. "Towards A Feminist Poetics". Ed. K.M. Newton. Twentieth Century: Literary Theory. Pg (216 - 220) Palgrave, London, 1997.
3. Hooks, Bell. *Feminist Theory: From Margin to Center*. London: Pluto Press, 2000.

Web resources/ E-books

1. <https://www.poetrynook.com/poem/border>
2. http://famouspoetsandpoems.com/poets/dame_mary_gilmore/poems/7994
3. http://famouspoetsandpoems.com/poets/dame_mary_gilmore/poems/7994
4. <https://blog.dilipbarad.com/2013/12/elaine-showalter-towards-feminist.html>
5. <https://www.eng-literature.com/2021/12/draupadi-mahasweta-devi-summary-titlecontext-text.html>
6. <https://blog.dilipbarad.com/2013/12/elaine-showalter-towards-feminist.html>
7. <https://csu-jaipur.edu.in/uploads/SLM/Shastri/the%20court%20is%20in%20session.pdf>
8. <https://egyankosh.ac.in/bitstream/123456789/23362/1/Unit-23.pdf>
9. <https://scroll.in/article/811931/draupadi-mahasweta-devis-memorable-short-story-and-still-chillingly-relevant>
10. <https://www.globalgreybooks.com/online-ebooks/virginia-woolf/room-of-ones-own/complete-text.html#ch1>

Pedagogy:

Chalk and Talk, PPT, Group Discussion, Seminar, Screening of Educational Videos, Quiz, Video material, Interactive session.

Rationale for Nature of the course:**Knowledge and Skill:**

This course will explore the students to analyze and understand the struggles and Power of women in the society through the context.

Activities to be given:

Detailed Explanation , Seminar with PPT preparation, Group Discussion, Conduct quiz programme.

Course Learning Outcomes (CLOs):

CLO	Course Outcome Statement	Knowledge Level (According to Blooms Taxonomy)
CLO-1	To Define and Distinguish gender as a social construct.	K1 to k3
CLO-2	To Discover the aspect of women in the society through their rights.	K1 to K3
CLO-3	To Understand and apply the ideas, values, and themes related to Feminism.	K1 to K3
CLO-4	To Analyze and correlate the life of women in the society.	K1 to K4
CLO-5	To recognize, critically analyze, and choose paths of action for social change.	K1 to K4

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.

K5-Evaluating, making Judgments based on criteria

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

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

1. Basic level

2. Intermediate level

3. Advanced Level

LESSON PLAN: TEACHING HOURS (75Hrs.)

Units	Description	No. of Hours	MODE OF TEACHING
I	POETRY Taslima Nasrin - <i>Border</i> Rita Dove – <i>Mother Love</i> Mary Gilmore - <i>Eve Song</i> Margaret Atwood - <i>This is a Photograph of Me</i>	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
II	PROSE Virginia Woolf - <i>A Room of One's own</i> (Chapter I) Shashi Deshpande - <i>Why I am a Feminist</i> Elaine Showalter- <i>Towards A Feminist Poetics</i> (An Excerpt)	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
III	SHORT STORIES Mahashweta Devi - <i>Draupadi</i> Alice Munro- <i>Sunday Afternoon</i>	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
IV	DRAMA Vijay Tendulkar – <i>Silence! The Court is in Session</i>	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
V	FICTION Anita Nair- <i>Ladies Coupe</i> Chithra Banerjee Divakaruni – <i>The Palace of Illusions</i>	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
	Total	75 Hrs	

COURSE DESIGNER:Mrs.V Karthigai Selvi

Department of English					Class: I M.A.			
Sem	Category	Course Code	Course Title	Credits	Contact Hours / Week	CIA	SE	Total
II	Elective-IV	23OPENDSE2C	A Glimpse of Nobel Laureates	3	5	25	75	100

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

Course Objectives:

- To introduce the learners to the Nobel Laureates of various genres of Literature
- To familiarize students on various Nobel Laureates
- To focus on interpreting the works of various Nobel Laureates
- To evaluate critically and aesthetically the prescribed texts
- To understand the Nobel Laureates' contribution to the society.

Course Content:

UNIT I Poetry

Pablo Neruda: 1. If You Forget Me

2. A Song of Despair

3. Ode to the Onion

4. Your Laughter

Non-Detailed Poetry

Octavio Paz: 1. As One Listens to the Rain

2. The Street

Rudyard Kipling: The Power of the Dog

Seamus Heaney: Oracle

UNIT II Detailed Prose

Nadine Gordimer - Loot

Thomas Mann - Disorder and Early Sorrow: He Comes

Round the Corner

Non-Detailed Prose

J.M. Coetzee - Excerpt from *Disgrace*

Toni Morrison - Excerpt from *Sula*

UNIT III Detailed Drama

Harold Pinter - *The Caretaker*

Non-Detailed Drama

George Bernard Shaw - *Man and Superman*

UNIT IV Short Stories

Alice Munro: 1. *The Turkey Season*

2. *Differently*

3. *Runaway*

4. *The Bear Came Over the Mountain*

5. *Boys and Girls*

UNIT V Novels

John Steinbeck - *The Pearl*

Gabriel Garcia Marquez - *One Hundred Years of Solitude*

Books for Study:

1. Shankar, Shiv. *Nine Nobel Laureates in English Literature*. Omega Publications, 2012.

Books for Reference :

1. Pribic, R. *Nobel Laureates in Literature: A Biographical Dictionary*, 1990.
2. Yamini, Rachna Bhola. *Nobel Prize Winners of the World*. Diamond Books, 2010.

Web resources/ E-Books

1. https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature
2. <https://www.britannica.com/biography/Pablo-Neruda>
3. <https://www.britannica.com/topic/Nobel-Prize>
4. <https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/>
5. <https://www.britannica.com/biography/Alice-Munro>
6. <https://www.barnesandnoble.com/b/books/nobel-prizes/nobel-prize-in-literature>
7. <https://www.blinkist.com/en/content/collections/books-about-nobel-laureates>

Pedagogy: Chalk and Talk, PPT, Group discussion, OHP presentations, Quiz, On the spot test, You tube Links, Open book test and Virtual Labs.

Rationale for nature of Course:

Knowledge and Skill:

This course helps in inspiring the students, kindles their aspiration. This encourages the students to write poems, stories and fiction.

Activities to be given:

Interaction/Group Discussion/ Practice on Creative Writing/ Mock competitions

Course Learning Outcomes (CLOs):

CLO	Course Outcome Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	To Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	K1 & K2
CLO2	To Interpret the works of various Nobel Laureates	K1 to K3
CLO3	To Analyze the different themes with regard to social, political and cultural aspects	K1 to K3
CLO4	To Evaluate critically and aesthetically the prescribed Texts	K1 to K4
CLO5	To Perceive the influence of Nobel Laureates in Literature	K1 to K4

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.

K5-Evaluating, making Judgments based on criteria

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	3	3	3

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS 75 (Hrs)

UNIT	DESCRIPTION	NO. OF HOURS	MODE OF TEACHING
I	<p>Detailed Poetry Pablo Neruda: 1. If You Forget Me 2. A Song of Despair 3. Ode to the Onion 4. Your Laughter</p> <p>Non-Detailed Poetry Octavio Paz: 1. As One Listens to the Rain 2. The Street Rudyard Kipling: The Power of the Dog Seamus Heaney: Oracle</p>	15	Interaction/Group Discussion/ Practice on Creative Writing/ Mock competitions
II	<p>Detailed Prose Nadine Gordimer - Loot Thomas Mann - Disorder and Early Sorrow: He Comes Round the Corner Non-Detailed Prose J.M. Coetzee - Excerpt from <i>Disgrace</i> Toni Morrison - Excerpt from <i>Sula</i></p>	15	Interaction/Group Discussion/ Practice on Creative Writing/ Mock competitions
III	<p>Detailed Drama Harold Pinter - The Caretaker Non-Detailed Drama George Bernard Shaw - Man and Superman</p>	15	Interaction/Group Discussion/ Practice on Creative Writing/ Mock competitions
IV	<p>Short Stories Alice Munro: 1. The Turkey Season 2. Differently 3. Runaway 4. The Bear Came Over the Mountain 5. Boys and Girls</p>	15	Interaction/Group Discussion/ Practice on Creative Writing/ Mock competitions
V	<p>Novels John Steinbeck - The Pearl Gabriel Garcia Marquez - One Hundred Years of Solitude</p>	15	Interaction/Group Discussion/ Practice on Creative Writing/ Mock competitions
	Total	75 Hrs	

Course Designer: Mrs R. Haridharani

DEPARTMENT OF ENGLISH				I M.A. English				
Sem	Course Type	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
II	Elective IV	23OPENDSE2D	Classical Literature	3	5	25	75	100

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

Course Objectives:

- To discover the classical works that transcends time and culture and have a universal appeal.
- To explore reading and comparing authors such as Homer, Virgil, Milton, Alice V Oswald, and Derek Walcott.
- To recognize and appraise the concepts of ancient literature world-wide.
- To experiment and focus on imbibing critical perception and understanding classical literature.
- To analyze the ancient environment through classical literature

Course Content :

Unit I POETRY

Homer: Odyssey(The Selected Passages)

Dante: Inferno Canto XV & XVII

Unit II POETRY

Goethe: The Nearness of the Beloved

G.U.Pope:: Three Chapters from the translation of Thirukkural: "Compassion, "Veracity", "Hospitality"

Unit III PROSE

Ovid: 'Echo and Narcissus' and 'Apollo and Daphne'

Unit IV DRAMA

Kalidasan: Sakuntala

Sophocles: Oedipux Rex

Unit V FICTION:

Leo Tolstoy: Anna Karenina

Franz Kafka: Metamorphosis

Books for study:

1. Ovid. 'Apollo and Daphne' and 'Echo and Narcissus' from *Metamorphoses*. tr. Mary M. Innes (Harmondsworth: Penguin, 1965). Pp. 41-44, 83-87
2. Guide for Bharathidasan University. *Theory of Comparative Literature and Classics in Translation*. Madurai: PaavaiPathipagam, 2017.
3. Homer. *Odyssey*. Trans. Stanley Lombardo. Indianapolis: Hackett, 2000.

Books for Reference:

1. Sargent, Thelma. *The Homeric Hymns*. New York: Norton, 1973.
2. Sophocles. *The Three Theban Plays*. Trans. Robert Fagles. Introductions and notes Bernard Knox. New York: Penguin, 1984.
3. Webster, Michael. *Classical Literature Course Packet*. GVSU Print Shop, 2003.

Web resources/E Books

1. <https://www.britannica.com/topic/Odyssey-epic-by-Homer>
2. <https://writingexplained.org/literature/dantes-inferno/summary>
3. <https://www.litcharts.com/lit/shakuntala/summary>

Pedagogy:

Chalk And Talk, PPT, Group Discussion, Seminar, Screening of Educational Videos, Quiz, Peer Teaching And Learning, ICT Enabled Teaching.

Rationale for Nature of the course:**Knowledge and Skill:**

This paper emphasizes on theory and practice in English language teaching and learning, and English language teachers' training and education.

Activities to be given:

1. Classroom presentations which are ICT enabled to have theoretical and practical knowledge on presentation skills in and about Classical Literature.
2. Group discussions to enhance persuasive, communicative and negotiation skills.
3. Poetry writing opportunities to explore the poetical talents of the students through exposure to ancient language and literature
4. Fun filled Learning Experience through Role Plays and other activities at classroom level.

Course Learning Outcomes (CLOs):

CLO	Course Outcome Statement	K-Level
CLO-1	To Identify the comparison between classic and modernity in an aesthetic way.	K1 to k3
CLO-2	To Discover the historical importance of ancient culture, heritage, history and literature.	K1 to K3
CLO-3	To Construct a creative mindset of how to psychologically get inspired by Classical literature	K1 to K3
CLO-4	To Focus on art of a civilization to shape and sharpen our interpretations of art and literature	K1 to K4
CLO-5	To Prioritize on the culture and traditions of the ancient people, especially their attitudes and institutions concerning social class, slavery, gender, ethnicity, religion, warfare, honor, democracy, and city life.	K1 to K4

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.

K5-Evaluating, making Judgments based on criteria

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

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

1. Basic level

2. Intermediate level

3. Advanced Level

LESSON PLAN: TEACHING HOURS (75Hrs)

UNITS	COURSE CONTENT	HOURS	MODE OF TEACHING
I	POETRY Homer: Odyssey(The Selected Passages) Dante: Inferno Canto XV & XVII	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
II	POETRY Goethe: The Nearness of the Beloved G.U.Pope:: Three Chapters from the translation of Thirukkural: “Compassion, “Veracity”, “Hospitality”	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
III	PROSE Ovid: ‘Echo and Narcissus’ and ‘Apollo and Daphne’	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
IV	DRAMA Kalidasan: Sakuntala Sophocles: Oedipux Rex	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
V	FICTION: Leo Tolstoy: Anna Karenina Franz Kafka: Metamorphosis	15	Assignment, Quiz, Ppt preparations/ presentation / Small group discussions
	TOTAL	75 Hrs	

Course Designer: Dr. M.Subitha

Department of English				Class: I M.A.				
Sem	Category	Course Code	Course Title	Credits	Contact Hours / Week	CIA	SE	Total
II	SEC	23OPENSEC21	Technical Writing	2	2	25	75	100

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

Course Objectives:

1. To understand and know how to follow the stages of the writing process and apply them to technical and workplace writing tasks.
2. To be able to produce a set of documents related to technology and writing in the workplace and will have improved their ability to write clearly and accurately.
3. To understand the basic components of definitions, descriptions, process explanations, and other common forms of technical writing.
4. To be Familiar with basic technical writing concepts and terms, such as audience analysis, jargon, format, visuals, and presentation.
5. To be able to read, understand, and interpret material on technology.

Course Content

UNIT I

Technical Writing: A Curtain Raiser, P-W-R and BPS, From Sentences to paragraphs

UNIT II

The Know-How of Technical Description, Document Design ,Graphics: Enhancing Content

UNIT III

Data Interpretation, Presentation, News Reports, Proposals, Brochures, User Manuals.

UNIT IV

Blogging, Vlogging, Posting on Social Media

UNIT V

White Paper, CVs: Drafting the Blueprint of Your Future, On the Track: You a Tech-Writer!

Books for study:

1. Baker, Mona, In Other Words: A Course book on Translation. London: Routledge
2. Bassnet, Susan. Translation Studies. London & New York: Routledge, 1991.

Books for reference:

1. Catford, J.C. A Linguistic Theory of Translation: An Essay in Applied Linguistics
2. Duff, Alan, Translations. Oxford: OUP, 1989. London: OUP, 1965.

Webs resources/ E books

1. <https://www.tech-tav.com/technical-writing-resources>
2. <https://guides.library.unt.edu/c.php?g=528500&p=6841451>
3. <https://pressbooks.bccampus.ca/technicalwriting/part/documentdesign/>
4. https://en.m.wikipedia.org/wiki/Technical_writing
5. <https://www.utleystrategies.com/blog/proposal-writing?format=amp>

Rationale for nature of Course:

Knowledge and Skill: This course enables the students to enhance the in-demand skill Technical Writing.

Activities to be given: Interaction, Discussion and Practice on Creating Captions/ Blogs/ Drafts

COURSE LEARNING OUTCOMES (CLOs):

CLO	Course Outcome Statement	Knowledge According to Bloom's Taxonomy (Upto K level)
CLO1	Technical Writing is ultimately important as it provides information on a company's products and services	Up to K2
CLO2	Good documentation forms a major part of the sales and marketing strategies, services and training and other related administrative inputs.	Up to K3
CLO3	The course in technical writing focuses on the discorsual features and functions of technical writing including the technical reports, project reports and related documents.	Up to K3
CLO4	The knowledge of computing appropriate to the discipline.	Up to K4
CLO5	The ability to use current technologies, skills, and tools necessary for computing practices.	Up 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	3	3	3

1-Basic Level**2- Intermediate Level****3- Advanced Level****LESSON PLAN: TEACHING HOURS (30 Hrs)**

UNIT	Details	No. of Hours	Mode of Teaching
I	Technical Writing: A Curtain Raiser,P-W-R and BPS, From Sentences to paragraphs	6hrs	Interaction,Discussion and Practice on Creating Captions/ Blogs/ Drafts
II	The Know-How of Technical Description, Document Design ,Graphics: EnhancingContent	6hrs	Interaction,Discussion and Practice on Creating Captions/ Blogs/ Drafts
III	Data Interpretation, Presentation, News Reports, Proposals, Brochures, User Manuals.	6hrs	Interaction,Discussion and Practice on Creating Captions/ Blogs/ Drafts
IV	Blogging, Vlogging, Posting on Social Media	6hrs	Interaction,Discussion and Practice on Creating Captions/ Blogs/ Drafts
V	White Paper, CVs: Drafting the Blueprint of Your Future, On the Track: You a Tech-Writer!	6hrs	Interaction,Discussion and Practice on Creating Captions/ Blogs/ Drafts
	Total	30hrs	

Course Designer: Mrs.D.Nancy Gnana Selvi