

**E.M.G. YADAVA WOMEN'S COLLEGE, MADURAI – 625 014.**  
(An Autonomous Institution – Affiliated to Madurai Kamaraj University)  
Re-accredited (3<sup>rd</sup> Cycle) with Grade **A+** & **CGPA 3.51** by NAAC

## **DEPARTMENT OF ENGLISH**



**CBCS With OBE**

**BACHELOR OF ARTS**

**PROGRAMME CODE - E**

**COURSE STRUCTURE**

(w.e.f. 2022 – 2023 Batch onwards)

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

(An Autonomous Institution – Affiliated to Madurai Kamaraj University)

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

(w.e.f. 2022 – 2023 Batch onwards)

Semester	Part	Course Code	Title of the Course	Teaching hrs (per week)	Duration of Exam	Marks Allotted			Credits
						CIA	SE	Total	
I	I	22OU1TA1	<b>Part -I</b> Tamil	6	3	25	75	100	3
	II	22OU2EN1	<b>Part – II</b> English for Enlightenment - I	6	3	25	75	100	3
	III	22OUEN11	<b>Core</b> British Literature	6	3	25	75	100	5
	III	22OUEN12	<b>Core</b> Children's Literature	5	3	25	75	100	5
	IV	22OUENGEEN1	<b>GEC</b> Social History of England	5	3	25	75	100	4
	IV	22OUENID1	<b>IDC</b> Communication Skills - I	2	3	25	75	100	2
II	I	22OU1TA2	<b>Part -I</b> Tamil	6	3	25	75	100	3
	II	22OU2EN2	<b>Part – II</b> English for Enlightenment - II	6	3	25	75	100	3
	III	22OUEN21	<b>Core</b> Indian Writing in English	6	3	25	75	100	5
	III	22OUEN22	<b>Core</b> Advanced English Grammar	5	3	25	75	100	5
	IV	22OUENGEEN2	<b>GEC</b> History of English Literature	5	3	25	75	100	5
	IV	22OUENID2	<b>IDC</b> Communication Skills - II	2	3	25	75	100	2
III	I	22OU1TA3	<b>Part -I</b> Tamil	6	3	25	75	100	3
	II	22OU2EN3	<b>Part – II</b> English for Enlightenment - III	6	3	25	75	100	3
	III	22OUEN31	<b>Core</b> American Literature	6	3	25	75	100	5
	III	22OUEN32	<b>Core</b> Indian Literature in English Translation	5	3	25	75	100	5
	III	22OUENGEEN3	<b>GEC</b> Literary Genres and Terms	5	3	25	75	100	5
	IV	22OUENSE3	<b>SEC</b> Interview Skills	2	3	25	75	100	2
IV	I	22OU1TA4	<b>Part -I</b> Tamil	6	3	25	75	100	3
	II	22OU2EN4	<b>Part – II</b> English for Enlightenment - IV	6	3	25	75	100	3
	III	22OUEN41	<b>Core</b> Women's Writings in English Translation	6	3	25	75	100	5
	III	22OUEN42	<b>Core</b> Introduction to English Language and Linguistics	6	3	25	75	100	5
	III	22OUENGEEN4	<b>GEC</b> English for Competitive Examinations	4	3	25	75	100	4

	IV	22OUENSE4	SEC Computing Skills	2	3	25	75	100	2
V	III	22OUEN51	Core Post Colonial Literature	6	3	25	75	100	5
	III	22OUEN52	Core Eco Literature	6	3	25	75	100	5
	III		DSEC-I	6	3	25	75	100	4
	III		DSEC-II	6	3	25	75	100	4
	IV	22OUENSE51	SEC Public Speaking	2	3	25	75	100	2
	IV	22OUENSE52	SEC English for Communication	2	3	25	75	100	2
	IV	22OUAECEV5	AECC Environmental Studies	2	3	25	75	100	2
VI	III	22OUEN61	Core Shakespeare	6	3	25	75	100	5
	III	22OUEN62	Core Literary Criticism	6	3	25	75	100	5
	III	22OUEN63	Core Contemporary World Literatures in English	6	3	25	75	100	5
	III		DSEC – III	6	3	25	75	100	4
	IV	22OUENSE61	SEC Essentials of Spoken and Presentation Skills	2	3	25	75	100	2
	IV	22OUENSE62	SEC Personality Enrichment	2	3	25	75	100	2
	IV	22OUAECVE6	AECC-Value Education	2	2	25	75	100	2
	V	22OU5NS4 /22OU5PE4	Extension Activities NSS/Physical Education	-	2	-	-	100	1
			Total						140

**GEC** : Generic Elective Course

**SEC** : Skill Enhancement Course

**DSEC** : Discipline Specific Elective Course **AECC**:

Ability Enhancement Compulsory Course **IDC** : Inter  
Disciplinary Course

**DSEC: Discipline Specific Elective Course:**

**Semester - V (DSEC– I & II – Choose any two)**

1. **Mass Communication and Journalism – 22OUENDSE5A**
2. **Film Studies – 22OUENDSE5B**
3. Folk Literature – 22OUENDSE5C

**Semester- VI (DSEC - III - Choose any one)**

1. **Fundamentals of Academic Writings – 22OUENDSE6A**
2. Writing for Web – 22OUENDSE6B

**NOTE:**

**The students are permitted to obtain additional credits (Optional)**

**MOOCs / SWAYAM / NPTEL Courses (Online)**

1. Project

<b>Year</b>	<b>Semester</b>	<b>Title</b>	<b>Duration of Study</b>	<b>Credit</b>
III	VI	Project title	6 months	1

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DEPARTMENT OF ENGLISH				Class: III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	EXT	Total
V	Core	22OUEN51	Post - Colonial Literature	5	6	25	75	100

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

**Course Objectives:**

1. To acquire knowledge about the basic concepts in post-colonial literature.
2. To analyze voices and perspectives of subaltern class in terms of identity crisis, religious discrimination and cultural differences.
3. To explain the predicament of marginalized people expressed in the literary works of different nation.
4. To examine the colonial history and culture from the perspective of the colonizers.
5. To discover the subaltern native's experiences of colonial domination.

**Course Content:**

**Unit- I Introduction**

Colonialism and Post-colonialism  
Colonial and Post-colonial literature  
Decolonization

**Unit- II Poetry**

David Diop – Africa  
Gabriel Okara- You Laughed and Laughed and Laughed  
Judith Wright – Woman to Man  
Gordon Challis – The Post Man

**Unit- III Short Story**

Katherine Mansfield – Her First Ball  
Alice Munro – The Photographer  
Mahasweta Devi – Salt

**Unit- IV Drama**

Athol Fugard – The Island (South Africa)

**Unit- V Fiction**

Witi Ihimaera – The Whale Rider

**Books for study:**

1. Narasimiah, C.D. Ed. *An Anthology of Common Wealth Poetry*. Chennai: Macmillian India. 1990.
2. Taseer, Aathish. *Manto: Selected short Stories*. Gurgaon: Random House Publishers India. 2014.
3. Agarwal, Krishna Avatar. *Post-colonial Indian English Literature*. Jaipur: Book Enclave, 2007.

**Books for Reference:**

1. Bama. Tr. by N.Ravi Shankar. *Harum-Scarum Saar & Other Stories*. New Delhi: Women Ultimated. 2006.
2. Toye, William ed. *The Oxford Companion to Canadian Literature*. Toronto: Oxford University Press, 1983.

**Web Sources / E Books:**

[https://assets.cambridge.org/97811070/90712/frontmatter/9781107090712\\_frontmatter.pdf](https://assets.cambridge.org/97811070/90712/frontmatter/9781107090712_frontmatter.pdf)

<https://icmotrospaises.files.wordpress.com/2016/07/the-handmaids-tale-margaret-atwood.pdf>

<https://politicsdrama.files.wordpress.com/2017/04/the-island.pdf>

<http://staff.uny.ac.id/sites/default/files/pendidikan/else-liliani-ssmhum/postcolonialstudies-the-key-concepts-routledge-key-guides.pdf>

[https://assets.cambridge.org/97811070/90712/frontmatter/9781107090712\\_frontmatter.pdf](https://assets.cambridge.org/97811070/90712/frontmatter/9781107090712_frontmatter.pdf)

<https://vst.edu/wp-content/uploads/2016/02/Beginning-Postcolonialism-John-McLeod.pdf>

**Pedagogy:**

Chalk and Talk, PPT, Group Discussion, Seminar, Quiz, Video material, Interactive session.

**Rationale for Nature of the course:** This Course provides the critical study of the cultural, political issues and it focus on the impact of human control and exploitation of colonized people and their lands.

**Knowledge and Skill:**

Students will gain knowledge and skill to identify key questions, authors, cultural dominance, racism, quest for identity, inequality and literary forms in postcolonial literature.

**Activities to be given:**

Detailed explanation of concepts, Seminar with PPT preparation, Paper Presentation  
Objective Type questions, Conduct quiz programme.

**Course learning Outcomes (CLO's):**

<b>CLO</b>	<b>CLO Course Outcomes Statement</b>	<b>Knowledge (According to Bloom's Taxonomy) (K1 to K4)</b>
<b>CLO-1</b>	Acquainted with the key concepts of post-colonial literature through the study of post-colonial texts.	K1 to K3
<b>CLO-2</b>	Examine the plight and exploitation of the natives during the colonized period.	K1 to K3
<b>CLO-3</b>	Classify different approaches to culture, nationalism, migration, gender and race in the context of post-colonial societies.	K1 to K3
<b>CLO-4</b>	Familiarize with some of the seminal works on colonialism.	K1 to K4
<b>CLO-5</b>	Analyze the psychological impact of the process of colonization.	K1 to K4

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

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	3	2	2	2	2	2
<b>CLO2</b>	3	3	3	3	3	2
<b>CLO3</b>	3	3	2	3	2	2
<b>CLO4</b>	3	2	3	2	3	2
<b>CLO5</b>	3	3	3	3	3	2

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

**LESSON PLAN: TOTAL HOURS (90HRS)**

<b>UNITS</b>	<b>DESCRIPTION</b>	<b>HRS</b>	<b>MODE</b>
I	Introduction – Definition of the concepts - Colonialism and Post-colonialism - Colonial and Post-colonial literature - Decolonization	18 HRS	Chalk and Talk, PowerPoint Presentation , group discussion, Seminar
II	Author Introduction – Background of the poem – Meaning of the Poem – Analysis of the Poem – Thematic Analysis – Symbolic References – Critical Analysis	18 HRS	Chalk and Talk, PowerPoint Presentation , group discussion, Seminar
III	Author Introduction – Background of the Short story – Summary of the story – Character analysis – Major concepts – Thematic and critical Analysis.	18 HRS	Chalk and Talk, PowerPoint Presentation , group discussion, Quiz programme
IV	Author Introduction – background of the drama – Settings – Introducing characters – text reading – character analysis – Thematic analysis – plight of the characters – Critical view.	18 HRS	Lecture, Chalk and Talk, PowerPoint Presentation , group discussion
V	Author Introduction – Background of the novel – Settings – Character sketches – Nuances of language – Suffering of the characters – Thematic view – Critical analysis	18 HRS	Chalk and Talk, PowerPoint Presentation , group discussion

**Course Designer: A.Maharadevi**



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DEPARTMENT OF ENGLISH				Class: III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	EXT	Total
V	Core	22OUEN52	Eco Literature	5	6	25	75	100

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

### Course Objectives:

1. To understand how poets appreciated Nature and addressed Ecological issues.
2. To reaffirm the longstanding relationship between Human Beings and Nature.
3. To gain insight on the significance of the coexistence of all living beings.
4. To identify the challenges involved in cohabitation.
5. To view environmental concerns as raised through plays, stories and poems.

### Course Content:

#### Unit- I Introduction

Introduction to: “Ecocriticism” (from Peter Barry’s Eco-Literature Beginning Theory)  
Definition, scope and importance of Eco criticism.

#### Unit- II Poetry

Robert Frost – *Birches*.

D.H Lawrence- *Snake*.

Douglas A. Stewart: *The Silkworms*.

#### Unit- III Drama

Rabindranath Tagore- *The Waterfall*

J.M. Synge: *Riders to the Sea*

#### Unit- IV Fiction

Upton Sinclair- *The Jungle*

Ranjit Lal- *The Small tigers of Shergarh*.

#### Unit- V Short Story

Mahasweta Devi – *Arjun*.

Jean Giono - *The Man who Planted trees*.

John Steinbeck - *The Chrysanthemums*.

**Books for study:**

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Critical Studies*. Manchester University Press; 3rd revised edition.
2. Lal, Ranjit. *The Small Tigers of Shergarh*. New Delhi: RST India Ink Publishing, 2006.

**Books for Reference:**

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Critical Studies*. Manchester University Press; 3rd revised edition.
2. Aravecuz, N. "Ecocriticism 101 Reading List." *New York Public Library*. 2014. <https://www.nypl.org/blog/2014/10/28/ecocriticism-reading-list>.

**Web Sources / E Books:**

1. <https://www.everand.com/book/438647565/Arjun#:~:text=Arjun%20takes%20us%20into%20the,a%20reason%20behind%20militant%20insurgency>.
2. [https://books.google.co.in/books/about/The\\_Waterfall.html?id=75K8GAAACAAJ&redir\\_esc=y](https://books.google.co.in/books/about/The_Waterfall.html?id=75K8GAAACAAJ&redir_esc=y)
3. <https://www.tagoreweb.in/Plays/the-waterfall-211/the-waterfall-4226>
4. <https://study.com/academy/lesson/the-jungle-by-upton-sinclair-summary->
5. <https://shop.penguin.co.uk/products/the-man-who-planted-trees-vintage-earth-series>
6. <https://www.amazon.in/-/hi/Ranjit-Lal-ebook/dp/B00TWYHQLQ>
7. <https://www.gutenberg.org/ebooks/140>

**Pedagogy:**

Chalk and Talk, PPT, Group Discussion, Seminar, Quiz, Video material, Interactive session.

**Rationale for Nature of the course:** This Course will highlight the urgency of environmental crisis, making students conscious and aware of the role each one of us plays.

**Knowledge and Skill:**

Students will be skilled into environmental sensitivity and responsible ecological behavior.

**Activities to be given:**

- Detailed explanation of concepts
- Seminar with PPT preparation
- Paper Presentation/ Quiz.
- Objective Type questions

**Course learning Outcomes (CLO's):****CLO Course Outcomes Statement Knowledge (According to Bloom's Taxonomy) (K1 to K4)**

<b>CLO-1</b>	Familiar with the key concepts of Ecological apprehensions in literature through the prescribed texts.	K1 to K3
<b>CLO-2</b>	Examine the environmental concerns in the prescribed poetry.	K1 to K3
<b>CLO-3</b>	Evaluate the themes and Characters through the stories.	K1 to K3
<b>CLO-4</b>	Understand environmental apprehensions as raised through plays.	K1 to K4
<b>CLO-5</b>	Identify the environmental issues and solutions dealt in literature through eco-fictions.	K1 to K4

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

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

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

**LESSON PLAN: TOTAL HOURS (90 HRS)**

UNITS	DESCRIPTION	HRS	MODE
I	<b>Introduction</b> Introduction to: “Ecocriticism” (from Peter Barry’s Eco-Literature Beginning Theory). Definition, scope and importance of Eco criticism.	18 HRS	Chalk and Talk, Lecture, Discussion
II	<b>Poetry</b> Robert Frost – <i>Birches</i> D.H Lawrence- <i>Snake</i> Douglas A. Stewart: <i>The Silkworms</i>	18 HRS	Lecture, Character Analysis, Discussion and Quiz.
III	<b>Drama</b> Rabindranath Tagore- <i>The Waterfall</i> J.M. Synge: <i>Riders to the Sea</i>	18 HRS	Role Play, Analysis of the Character &Plot. Quiz.
IV	<b>Fiction</b> Upton Sinclair- <i>The Jungle</i> Ranjit Lal - <i>The Small Tigers of Shergarh</i>	18 HRS	Chalk and Talk, Role Play and Analysis of the plot and characters.
V	<b>Short Story</b> Mahasweta Devi – <i>Arjun</i> Jean Giono - <i>The Man who Planted trees</i> John Steinbeck - <i>The Chrysanthemums</i>	18 HRS	PowerPoint Presentation, Critical Analysis, Role Play and group Discussion.

**Course Designer: Dr B. KavikaShree**

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Department of English				III B.A. English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	DSEC I	22OUENDSE5A	Mass Communication and Journalism	4	6	25	75	100

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

### Course Objectives:

1. To make the students gain knowledge on journalism.
2. To make them learn different types of Mass Communication
3. To acquaint the knowledge in general on Journalism and Mass Communication
4. To develop knowledge in various field such as politics, sports, entertainment and technology.
5. To enhance skills about Public Relations on how to build and promote brand image.

### Course Content:

#### UNIT I

#### **Journalism - An Introduction**

Origin and Development of Press in India

Principle of Modern Journalism and Ethics

Criteria for a Good Newspaper

#### UNIT II

#### **The Functions and Departments of a Newspaper**

Editorial Department- The Editor, Sub -Editor,

Reporting, Proof Reading

The Art of writing a Newspaper story

#### UNIT III

#### **Online Journalism Ethics**

Online Journalism and Its Audience

Bloggers and Blogger Ethics

Art of Interviewing

**UNIT III Mass Laws**

Government News Policy for Broadcast Media

Advertisements and its types

Ethics, Laws and codes of Advertising

**UNIT V Mass Media – Theory and Practice**

Development of Radio as a Mass Media

Film and Television as a Medium of Mass Communication

Visit to Hindu Office and FM Station

**Books for study:**

1. Sharma.K.C *Journalism in India*. Regal Publications. NewDelhi,2007.

2. Friend Cecilia & Jane B.Singer. *Online Journalism Ethics*. PHI Learning Private Limited.NewDelhi,2009.

**Books for Reference:**

1. Agarwal, Vir Bala. *Practical Journalism*. New Delhi: Concept Publishing Company, 2006.

2. Jacquette, Dale. *Journalistic Ethics Moral Responsibility in the Media*. SouthAsia: Pearson Prentice Hall, 2010.

3. Jane B. Singer and Cecilia Friend, eds., *Online Journalism*. New Delhi: Ethics PHI Learning, 2009.

4. Keval J. Kumar. *Mass Communication in India*. Mumbai: Jai Co Publishing House, 2010.

5. Sharma, K.C. *Journalism in India*. New Delhi: Regal Publications, 2007.

**Web sources/ E-books:**

[https://books.google.com/books/about/Handbook\\_of\\_Journalism\\_and\\_Mass\\_Communic.html?id=sClf8MM1Z1AC](https://books.google.com/books/about/Handbook_of_Journalism_and_Mass_Communic.html?id=sClf8MM1Z1AC)

<https://www.eolss.net/ebooklib/bookinfo/journalism-mass-communication.aspx>

**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**

This course will expose the students to understand of the roles and duties of journalism in society and recognition of the legal and more implications of their works.

**Knowledgeable & Skill:** Able to create and design media products, including blogs, digital audio, digital video social media and multimedia.

**Activities to be given**

Seminar, PPT, Group discussion, Interaction with students.

No	Course Learning Outcomes	Knowledge level (according to Bloom's Taxonomy)
CLO-1	To help students become more skilled and knowledgeable consumers of media content.	UptoK3
CLO-2	Students will be able to understand the different phases of print and broadcast journalism in India.	UptoK3
CLO-3	Students will be able to identify news values and comprehend the news process.	UptoK3
CLO-4	The students will be able to understand the different theoretical perspective of advertising and public relations.	UptoK4
CLO-5	The students will be able to explain and review on critical evaluation of mass communication Theories.	UptoK4

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

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
<b>CLO1</b>	3	2	2	2	3	2
<b>CLO2</b>	3	2	3	3	2	2
<b>CLO3</b>	2	3	2	3	3	2
<b>CLO4</b>	2	3	2	3	3	2
<b>CLO5</b>	2	3	2	3	3	3

**Lesson Plan: Total Hours (90)**

Units	Course Content	Hours	Mode of Teaching
I	<b>Journalism - An Introduction</b> Origin and Development of Press in India Principle of Modern Journalism and Ethics Criteria for a Good Newspaper	18	Blended and Flipped Method Group discussion. Hands on training Peer Team Teaching
II	<b>The Functions and Departments of a Newspaper</b> Editorial Department- The Editor, Sub -Editor, Reporting, Proof Reading The Art of writing a Newspaper story	18	
III	<b>Online Journalism Ethics</b> Online Journalism and Its Audience Bloggers and Blogger Ethics Art of Interviewing	18	Blended and Flipped Method Group discussion. Hands on training Peer Team Teaching
IV	<b>Mass Laws</b> Government News Policy for Broadcast Media Advertisements and its types Ethics, Laws and codes of Advertising	18	Blended and Flipped Method Group discussion. Hands on training Peer Team Teaching
V	<b>Mass Media – Theory and Practice</b> Development of Radio as a Mass Media Film and Television as a Medium of Mass Communication Visit to Hindu Office and FM Station	18	Blended and Flipped Method Group discussion. Hands on training Peer Team Teaching

**Course Designer: R.Kanimozhi**

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Department of English				III B.A. English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	DSEC II	22OUENDSE5B	Film Studies	4	6	25	75	100

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

**Course Objectives**

1. To be able to critically analyse a film in an effective manner.
2. To identify the key developments in the evolution of film as an art form.
3. To demonstrate a basic knowledge of film vocabulary and techniques of film making.
4. To develop an understanding of the role of film as a powerful visual medium.
5. To help the learn to judge and produce good film reviews.

**Course Content:****UNIT I****Introduction**

1. Early Film History - The Silent Era, Evolution of Sound Cinema, The Contemporary Period.
2. Genres in World Cinema – Documentary, Avant-Garde Films, Fantasy, Animation, Romantic Comedies, Horror Films, Feature Films, Short Films.

**UNIT II**

1. Film Appreciation
2. Film Language

**UNIT III**

Cinema : Aesthetics, Religion and Politics

**UNIT IV**

Cinematography – Scale of Shot, Extreme Long Shot, Long Shot, Medium Shot, Close up, Deep focus, Reverse shot, Over- the- Shoulder Shot, Angle, Long Take

**UNIT V**

Films for Analysis and Appreciation- A Classic Film is a Critique of the Medium

**Amy Villarejo. Film Studies: The Basics (2006). Routledge.**

**Books for study:**

1. Piper Jim *The Film Appreciation Book* Allworth Publications. New York.
2. Dipsikha Bhagawati *Film Appreciation. Utpal Datta* Bluerose Publishers Pvt.Ltd.,



**Books for Reference:**

1. Robert Rodriguez. *Rebel without a Crew*. United states: Plume publisher,1995.
2. Mamet,David. *On Directing Flim*.Penguin USA.,2000
3. Walter, Murch. *In the Blink of an Eye*.Silman-James press US
4. Steven Ascher *The Filmmaker's Handbook*.Plume,2007
5. Sidney Lumet. *Making Movies* Newyork,Vintage books,Reprint etd,1996.

**Web sources/ E-books:**

<https://calgary.overdrive.com/media/1967069>

<https://www.perlego.com/book/963745/the-film-appreciation-book-the-film-course-you-always-wanted-to-take-pdf>

**Pedagogy:**

Chalk and talk, PPT, Movies, short films, Group discussion,Screening of Educational Videos, Quiz, Peer teaching and learning,

**Rationale for Nature of the course**

This course focuses on helping to appreciate cinema by understanding its distinct language, its narrative complexity and the way films control and stimulate our thoughts and feelings.

**Knowledgeable & Skill:** Able to analyze and understand the elements that make up a film, including its theme, characters, plot, cinematography, sound and editing.

**Activities to be given**

Seminar, PPT, Group discussion, Interaction with students.

No	Course Learning Outcomes	Knowledge level (according to Bloom's Taxonomy)
CLO-1	Observe with knowledge and reflect upon the articulation of a film's content, form and structure.	UptoK3
CLO-2	Identify and define the formal and stylistic elements of film. Develop an understanding of film language and terminology, and analyze the ways in which that this language constructs meaning and ideology.	UptoK3
CLO-3	Gain a basic understanding of film theory and global film history, to be able to identify significant movements and articulate key concepts.	UptoK3
CLO-4	Demonstrate familiarity with diverse forms of the moving image, including, for example, the feature film, experimental and avant-garde cinema, video art and moving image installation, television and digital media.	UptoK4
CLO-5	Understand the relationship between film form and its historical and cultural contexts. Describe how a film offers a set of social, political and cultural ideas and questions through form and content.	UptoK4

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

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

#### Lesson Plan: Total Hours (90)

Units	Course Content	Hours	Mode of Teaching
I	<b>Introduction</b> 1. Early Film History - The Silent Era, Evolution of Sound Cinema, The Contemporary Period. 2. Genres in World Cinema – Documentary, Avant-Garde Films, Fantasy, Animation, Romantic Comedies, Horror Films, Feature Films, Short Films.	18	Blended and Flipped Method Group discussion. Hands on training Peer Team Teaching
II	1. Film Appreciation 2. Film Language	18	
III	Cinema : Aesthetics, Religion and Politics	18	
IV	Cinematography – Scale of Shot, Extreme Long Shot, Long Shot, Medium Shot, Close up, Deep focus, Reverse shot, Over- the- Shoulder Shot, Angle, Long Take	18	
V	Films for Analysis and Appreciation- A Classic Film is a Critique of the Medium	18	

Course Designer:Dr.M.Sivaranjani

DEPARTMENT OF ENGLISH				Class: III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/ week	CI A	EXT	Total
V	DSEC	22OUENDSE5C	Folk Literature	4	6	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurs hip oriented
✓	✓	

**Course Objectives:**

1. To introduce the learners about folklore.
2. To insight into various genres of folklore.
3. To develop consciousness of cultural heritage.
4. To get accentuated with nationalistic sensitivity of regional folk culture and the folkloristic treasures.
5. To be able to relate it to the prescribed text

**Course Content:****Unit- I INTRODUCTION**

Introduction to Folklore Studies – Review of Folklore Literature in India (Ancient Period-Early Modern Period- Modern Period)- Types and Schools of Folklore

**Unit- II VARIOUS GENRES**

Oral literature, Material culture, Social Folk custom, Performing folk arts

**Unit- III INDIAN FOLKTALES**

1. Hitopadesha Tales- “How Friends Are Parted”
2. Jataka Tales – “The Prince of Monkeys”, “The Quarrel of the Quails.”
3. Panchatantra Tales- “The Dullard”

**Unit- IV FOLK STORIES OF INDIA**

1. Tell It to the Walls(Tamil)
2. One Man’s Virtue (Oriya)
3. Why the Fish Laughed( Kashmiri)
4. If Isn’t You, It Must Be Your Father(Kannada)

**Unit- V INDIAN FOLK NOVELLA**

Rudyard Kipling's "The Jungle Book."

**Books for study:**

1. Dr.S.Sakthivel. *Folklore Literature in India*. Madurai: Sivakami Printers, 1976.
2. Kipling, Rudyard. *The Jungle Book*. New Delhi: Penguin Random House, 2012.
3. A.K.Ramanujam. *Folktales from India*. New Delhi: Penguin Random House, 2012.

**Books for Reference:**

- 1.Dundes, Alan (ed.) *Folklore: Critical Concepts in Literary and Cultural Studies*. Routledge: London. 2005.
2. Handoo, Jawaharlal. *Folklore: An Introduction*. Central Institute of Indian Languages: Mysore. 1989.
3. Dorson, R. M. (ed.) *Folklore and Folklife: An Introduction*. University of Chicago Press: Chicago.

**Pedagogy:**

Chalk and Talk, PPT, Group Discussion, Seminar, Quiz, Interactive session, Performing arts

**Rationale for Nature of the course:**

This Course will highlight the importance of folk arts and local tradition and culture

**Knowledge and Skill:**

Students will be able to gain knowledge of the various genres of folk literature and able to produce and record the oral folk lore

Activities to be given:

Course learning Outcomes(CLO's):

**CLO Course Outcomes Statement Knowledge (According to Bloom's Taxonomy)  
(K1toK4)**

<b>CLO-1</b>	The students get the knowledge of new emerging genre of Folkloristic/Folk Literature a	K1 toK3
<b>CLO-2</b>	The students get accentuated with nationalistic sensitivity of regional folk culture	K1 toK3
<b>CLO-3</b>	Inculcated the knowledge of in-depth analysis of the genre including literary, historical, linguistic, psychological, sociological and anthropological approaches	K1 toK3
<b>CLO-4</b>	Skilled to analysis the text in the point of view of folk arts	K1 toK4
<b>CLO-5</b>	Gained the understanding of regional heritage of the nation	K1 toK4

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

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	3	2	2	2	2	2
<b>CLO2</b>	3	3	3	3	3	2
<b>CLO3</b>	3	3	2	3	2	2
<b>CLO4</b>	3	2	3	2	3	2
<b>CLO5</b>	3	3	3	3	3	2

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

## LESSON PLAN: TOTAL HOURS (90HRS)

UNITS	DESCRIPTION	HRS	MODE
I	Introduction to Folklore Studies – Review of Folklore Literature in India (Ancient Period- Early Modern Period- Modern Period)- Types and Schools of Folklore	18 HRS	Chalk and Talk, Lecture, Discussion
II	Oral literature, Material culture, Social Folk custom, Performing folk arts	18 HRS	Lecture and discussion
III	Hitopadesha Tales- “How Friends Are Parted” Jataka Tales – “The Prince of Monkeys”, “The Quarrel of the Quails.” Panchatantra Tales- “The Dullard	18 HRS	Chalk and Talk, Lecture, Discussion
IV	1. Tell It to the Walls(Tamil) 2. One Man’s Virtue (Oriya) 3. Why the Fish Laughed( Kashmiri) 4. If Isn’t You, It Must Be Your Father(Kannada)	18 HRS	Quiz, Discussion, Critical analysis
V	Rudyard Kipling’s “The Jungle Book.”	18 HRS	Role play.PPT

Course Designer :S.Muthulaxmi

**E.M.G YADAVA WOMEN'S COLLEGE, MADURAI - 625014**  
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 (3<sup>rd</sup> Cycle) with Grade A<sup>+</sup> and CGPA 3.51 by NAAC

Department of English				III B.A. English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	SEC	22OUENSE51	Public Speaking	2	2	25	75	100

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

**Course Objectives:**

1. To develop the competence of the students to use both spoken & written language for effective communication.
2. To teach them professional writing skills and tools focusing on all the essential aspect of communication.
3. To train them to use language effectively to face interviews, group discussion, public speaking.
4. To enable them to learn better pronunciation through stress on word accent, intonation and pronunciation.
5. To teach the students good linguistic competence – through accuracy in grammar and vocabulary.

**Course Content:****UNIT I INTRODUCTION TO PUBLIC SPEAKING**

- Public Speaking and its types
- The Benefits of Public Speaking
- Ethical Speaking

**UNIT II USE OF LANGUAGE**

- Creative use of Language in Public Speaking
- Etiquettes and Mannerism in Public Speaking

**UNIT III READING**

Analysing your audience

Use of Non verbal in public Speaking

**UNIT IV SKILLS**

Body Language

Presentation – Oral/ Professional

**UNIT V Speech Evaluation**

Meeting, Conferences, Extempore, Master of Ceremony.

**Books for study:**

1. Carnegie, Dale Art of public speaking,,ISBN 13- 9789

**Books for Reference:**

1. Agarwal, Bala. *Practical Journalism*. New Delhi: Concept Publishing Company, 2006.
2. Jacquette, Dale. *Journalistic Ethics Moral Responsibility in the Media*. South Asia: Pearson Prentice Hall, 2010.

**Web sources/ E-books:**

<https://www.vijaynicole.co.in/book/isbn/9789394524309>

<https://www.amazon.in/Essentials-Spoken-Presentation-Skills-Level/dp/818209240X>

<https://www.wonderslate.com/Essentials-of-Spoken-and-Presentation-Skills-Level-I-and-Level-II/free-pdf-download/25338>

**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**

This course will expose the students to think critically, create teams, resolve conflicts, solve problems and talk in public with a master communication course.

**Knowledge & Skill:** Able to understand and enjoy the importance of journalism and mass communication.

**Activities to be given:** Seminar, PPT, Group discussion



No	Course Learning Outcomes	Knowledge level (according to Bloom's Taxonomy)
CLO-1	To Acquire the correct usage of English in formal way	UptoK3
CLO-2	To improve sentence and vocabulary for communication.	UptoK3
CLO-3	To Develop communication Skills to overcome fear and confidence.	UptoK3
CLO-4	To communicate in a professional and ethical way .	UptoK4
CLO-5	To get proper communication and Agenda of public speaking.	UptoK4

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

CLOs	PO1	PO2	PO3	PO4	PO5	PO6
<b>CLO1</b>	3	2	2	2	3	2
<b>CLO2</b>	3	2	3	3	2	2
<b>CLO3</b>	2	3	2	3	3	2
<b>CLO4</b>	2	3	2	3	3	2
<b>CLO5</b>	2	3	2	3	3	3

**Lesson Plan: Total Hours (30)**

Units	Course Content	Hours	Mode of Teaching
I	<p>INTRODUCTION TO PUBLISH SPEAKING</p> <p>Art of Public speaking The Benefits of public speaking Ethical speaking Categories of speeches</p>	6	Blended and Flipped Method Group discussion. Hands on training . Peer Team Teaching
II	<p>ANALYSIS OF PUBLIC SPEAKING</p> <p>Setting a goal – know your knowledge Developing content Developing timed speeches</p>	6	
III	<p>ORGANIZING SPEECH</p> <p>General and specific speeches Connecting with audience Illustrating and delivering ideas</p>	6	
IV	<p>BUILDING CONFIDENCE</p> <p>Body Language Visualization Presentation</p>	6	
V	<p>ADDRESSING PUBLIC</p> <p>Role play welcome Address Welcome Address Vote of Thanks Extempore Group discussion</p>	6	

Course Designer: K.Anjana devi

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Department of English				III B.A. English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	SEC	22OUENSE52	English For Communication	2	2	25	75	100

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

**Course Objectives:**

1. To develop the competence of the students to use both spoken & written language for effective communication.
2. To teach them professional writing skills and tools focusing on all the essential aspect of communication.
3. To train them to use language effectively to face interviews ,group discussion, public speaking.
4. To enable them to learn better pronunciation through stress on word accent, intonation and pronunciation.
5. To teach the students good linguistic competence – through accuracy in grammar and vocabulary.

**Course Content:****UNIT I****STRUCTURE OF ENGLISH**

Determiners, modals, Adjective and adverbs, comparative and superlative, punctuation .

**UNIT II WRITING**

Note Taking Paraphrasing , Reviews of Articles and books, Abstracts letters – complaints,sales promotion .

**UNIT III READING**

Comprehension and Analysis, Active reading

**UNIT IV STUDY SKILLS**

Use of Dictionary & Thesaurus,  
vocabulary building Exercises

### UNIT V ORAL PRACTICE

Improving Articulation , pronunciation and  
intonation using Language, practice in speaking for formal and informal purposes.

Team Presentation

Individual Presentation

#### Books for study:

1. Randolph Quirk and Sidney Greenbaum, A Student's Grammar of the English Language, Longman, 1990.

#### Books for Reference:

1. Living English Structure, W. Stannard Allen. Hyderabad: Orient Longman, 1997.
2. Study Skills in English: A Course in Reading Skills for Academic Purposes, Michael J. Wallace, Cambridge University Press, 2004.

#### Web sources/ E-books:

<https://www.amazon.in/Essentials-Spoken-Presentation-Skills-Level/dp/818209240X>

<https://www.wonderslate.com/Essentials-of-Spoken-and-Presentation-Skills-Level-I-and-Level-II/free-pdf-download/25338>

#### 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

This course will expose the students to think critically, create teams, resolve conflicts, solve problems and talk in public with a master communication course.

**Knowledge&Skill:** Able to understand and enjoy the importance of journalism and mass communication.

**Activities to be given:** Seminar, PPT, Group discussion

No	Course Learning Outcomes	Knowledge level (according to Bloom's Taxonomy)
CLO-1	Communicate fluently and sustain comprehension of an extended discourse.	UptoK3
CLO-2	Explains the relationship between the body shape and nonverbal communication.	UptoK3
CLO-3	Develop and Expand Writing Skills through Controlled and Guided Activities	UptoK3
CLO-4	Identify, define and give an example of each of the four main types of delivery.	UptoK4
CLO-5	It creates a professional, mutually respectful atmosphere and improves communication, which helps an office serve as a productive place.	UptoK4

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

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

**Lesson Plan: Total Hours (30)**

Units	Course Content	Hours	Mode of Teaching
I	<b>STRUCTURE OF ENGLISH</b> Determiners, modals, Adjective and adverbs, comparative and superlative Degree, punctuation .	6	Blended and Flipped Method  Group discussion. Hands training . Peer Team Teaching
II	<b>WRITING</b> :Note Taking Paraphrasing , Reviews of Articles and books, Abstracts letters – complaints, sales promotion .	6	
III	<b>READING</b> Comprehension and Analysis, Active reading	6	
IV	<b>STUDY SKILLS</b> Use of Dictionary & Thesaurus, vocabulary building Exercises	6	
V	<b>ORAL PRACTICE</b> Improving Articulation , Pronunciation and intonation using Language, practice in speaking for formal and informal purposes.	6	

**Course Designer: K.AnjanaDevi**

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DEPARTMENT OF ENGLISH				Class: III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	EXT	Total
VI	Core	22OUEN61	Shakespeare	5	6	25	75	100

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

### Course Objectives:

1. To examine, understand and enjoy Shakespeare comedies, tragedies & history.
2. Analyzing the context of Elizabethan England from the evolving Contemporary perspective from the ages.
3. Undertake textual analysis of Shakespeare's plays and sonnets.
4. Appraisal of Shakespeare's contribution in English language & literature.
5. Critically understanding the appreciations by critics on Shakespeare.

### Course Content:

#### Unit- I **General Shakespeare**

Clowns and Fools in Shakespeare's plays

Shakespeare's Women

Shakespeare's Soliloquies

#### Unit- II **Tragedy**

Othello

#### Unit- III **History Play**

Henry Part IV Part I

#### Unit- IV **Comedy**

The Merchant of Venice

#### Unit- V

#### **Sonnet**

Sonnet 12

Sonnet 65

Sonnet 86

Sonnet 130

**Books for study:**

1. Stephen Greenblatt, ed., 1997, The Norton Shakespeare, (Romances & Poems, Tragedy, Comedies), W.W. Norton & Co., London.
2. Thorley, Joseph. Othello Favorite Classi Cs New York : E.P. Dutton & Company, 1905
3. Mowat, A. Barbaras FOLGER Shakespeare 's Library – Henry IV – Part Washington Square Press.
4. Wonder House, The Merchant of Venice. Wonder House Book, 2019.

**Books for Reference:**

1. Harrison, 1951, G. B. Shakespeare's Tragedies, Routledge, London.
2. Knight G.W., 1957, The Wheel of in fire : Essays in Interpretation of Shakespeare's Sombre Tragedies, New frock.
3. Knight G.W. , 1947, The Crown of Life: Essays in Interpretation of Shakespeare 's final plays, Oxford.
4. John F. Andreios, ed., 1985, William Shakespeare: His World, His work, His Influence, Charles Scribner's Sons
5. Jonathan Dollimorel, ed., 1984, The Radical Tragedy, The Harvester Press, Cambridge.

**Web Sources / 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](https://www.historytoday.com/archive/british_english_monarchs/henry-iv)

**Pedagogy:**

Chalk and Talk, PPT, Group Discussion, Seminar, Quiz, Video material, Interactive session.

**Rationale for Nature of the course:** This Course will highlight on making students conscious and aware of Shakespeare's Plays.

**Knowledge and Skill:**

Students will explore the study of theaters during Shakespeare 's times. It also exposes them to the tragedies, comedies & history Plays of Shakespeare.

**Activities to be given:**

- Detailed explanation of concepts
- Seminar with PPT preparation
- Paper Presentation/ Quiz.
- Objective Type questions

**Course learning Outcomes (CLO's):**



**CLO Course Outcomes Statement Knowledge (According to Bloom's Taxonomy) (K1 to K4)**

<b>CLO-1</b>	Familiarize with a purpose to acknowledge Shakespeare 's plays that provides a moral.	K1 to K3
<b>CLO-2</b>	Examine the Shakespeare's plays in both the Elizabethan era	K1 to K3
<b>CLO-3</b>	Evaluate the and instruct the Contemporary Content	K1 to K3
<b>CLO-4</b>	Understand the themes in Shakespearean plays which were both for entertainment & satisfaction	K1 to K4
<b>CLO-5</b>	Identify the reflections on Age, Culture, Social & Political conditions Shakespearean Era.	K1 to K4

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

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	3	3	3	2	2	2
<b>CLO2</b>	3	3	3	3	3	2
<b>CLO3</b>	3	3	2	3	2	2
<b>CLO4</b>	3	2	3	2	3	2
<b>CLO5</b>	3	3	3	3	3	2

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

**LESSON PLAN: TOTAL HOURS (90HRS)**

<b>UNITS</b>	<b>DESCRIPTION</b>	<b>HRS</b>	<b>MODE</b>
I	<b>General Shakespeare</b> <b>Clowns and Fools in Shakespeare's Play</b> <b>Shakespeare's Women</b> <b>Shakespeare's soliloquies</b>	18 HRS	Chalk and Talk, Lecture, Discussion
II	<b>Tragedy</b> Othello	18 HRS	Lecture, Character Analysis, Discussion and Quiz.
III	<b>History Play</b> Henry Part IV Part I	18 HRS	Role Play, Analysis of the Character &Plot. Quiz.
IV	<b>Comedy</b> The Merchant of Venice	18 HRS	Chalk and Talk, Role Play and Analysis of the plot and characters.
V	<b>Sonnet</b> Sonnet 12 Sonnet 65 Sonnet 86 Sonnet 130	18 HRS	PowerPoint Presentation, Critical Analysis, Role Play and group Discussion.

**Course Designer: Andrina Genesis Quinn**

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DEPARTMENT OF ENGLISH				Class: III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	EXT	Total
VI	Core	22OUEN63	Literary Criticism	5	6	25	75	100

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

**Course Objectives**

1. To furnish learners with background knowledge about the different schools of literary criticism.
2. To examine the prescribed texts critically.
3. To foster a basic understanding of the principles of criticism.
4. To expose students to various critical theories.
5. To encourage students to develop their own ethical frameworks for complex moral issues.

**Course Content****Unit- I INTRODUCTION**

Formative moments in the history of Literary Criticism  
 – Historical Backgrounds of Modern Criticism and Theory – Scope of Modern Literary and Cultural Criticisms

**Unit- II HUMANISM TO FORMALISM**

The New Humanists – Neo Romanists  
 Formalism – Modernism – Russian Formalism  
 The New Criticism - W. B. Yeats – Ezra Pound

**Unit- III EARLY TWENTIETH CENTURY CRITICISM**

Marxist Criticism – Feminism –

Existentialism

Phenomenology

Structuralism: Ferdinand de Saussure and Roland Barthe

**Unit –IV The Era of Post-Structuralism**

Psychoanalysis: Sigmund Freud and Jacques Lacan

Deconstruction and Jacques Derrida

**Unit –V CONTEMPORARY CRITICISM**

New Historicism, Reader – Response Theory, Post Colonial Criticism –

Cultural Studies

Film Theory – The New Liberalism

**Books for Study:**

1. Roland Barthes's *The Death of the Author*. Laura Seymour. The Macat Library. 2018.
2. Peter Barry's *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester and New York: Manchester University Press, 1995.
3. Tony Davies's *Humanism*. London and New York: Routledge, 1997.
4. Victor Erlich's *Russian Formalism: History-Doctrine*. 3rd ed. New Haven: Yale UP, 1981.
5. W.B. Yeats' *Selected Criticism*. Edited by A. Norman Jeffares. Macmillan, 1976.
6. M.H. Abrams' "Marxist Criticism" *A Glossary of Literary Terms*. 7<sup>th</sup> ed. Fort Worth: Harcourt Brace College Publishers, 1999. 1467-153.
7. Nicholas Harrison's *Postcolonial Criticism: History, Theory and the Work of Fiction*. Polity Press, 2003.
8. Anthony Easthope. *Literary into Cultural Studies*. 1<sup>st</sup> ed. Routledge, 1991.

**Books for Reference:**

1. English Literary Criticism and Theory: An Introductory History. M. S. Nagarajan. Orient BlackSwan. 2011.
2. English Critical Texts. Edited by D. J. Enright & Ernst De Chickera. Oxford University Press. 1983.
3. Modern Literary Criticism and Theory: A History. M. A. R. Habib. Blackwell Publishing. 2008.
4. 20th Century Literary Criticism: A Reader. Edited by David Lodge. Longman London & New York. 1972.

**Web resources/ E-Books:**

<https://iep.utm.edu/literary/>

<https://www.britannica.com/art/literary-criticism/Historical-development>

[https://library.navoiy-uni.uz/files/a-glossary-of-literary-terms-7th-ed\\_m-h-abrams-1999.pdf](https://library.navoiy-uni.uz/files/a-glossary-of-literary-terms-7th-ed_m-h-abrams-1999.pdf)

<https://www.encyclopedia.com/literature-and-arts/language-linguistics-and-literary-terms/literature-general/literary-criticism>

<https://blog.daisie.com/understanding-literary-theory-an-overview-and-key-concepts/>

**Pedagogy: Chalk and Talk, PPT, group discussion, Seminar**

**Rationale for Nature of Course:** This Course is designed to introduce the students to the Basic Literary Criticism texts.

**Knowledge and Skill:** Students will get familiar with the basic texts and fundamental ideas of Literary Criticism

**Course Learning Outcome (CLO's):**

**CLO Course Outcomes Statement Knowledge (According to Bloom's Taxonomy) (K1to K4)**

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy)(K1 to K4)
CLO-1	Appreciate and analyze literary texts using critical theories and methodologies.	K1 to K3
CLO-2	Gain knowledge of the role of social, cultural and economic contexts in shaping literary themes and characters.	K1to K3
CLO-3	Explore the ways in which literary devices and structures can be used to convey meaning.	K1 to K4
CLO-4	Use library resources to research and develop arguments about literary criticism works	K1 to K3
CLO-5	Work skillfully within a team, respect co-workers, delegate work and contribute to a group project.	K1 to K4

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

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CLO1</b>	3	3	3	3	3	3
<b>CLO2</b>	2	3	3	3	2	3
<b>CLO3</b>	3	3	3	2	3	3
<b>CLO4</b>	3	3	3	3	3	3
<b>CLO5</b>	3	2	3	2	3	3

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

**LESSON PLAN: TOTAL HOURS (90 HRS)**

<b>UNIT</b>	<b>DESCRIPTION</b>	<b>HRS</b>	<b>MODE</b>
I	Introduction – Formative moments in the history of Literary Criticism – Historical Backgrounds of Modern Criticism and Theory – Scope of Modern Literary and Cultural Criticisms	18	Chalk and Talk, PPT, quiz, on the spot test
II	The New Humanists – Neo Romanists Formalism – Modernism – Russian Formalism The New Criticism - W. B. Yeats – Ezra Pound.	18	Chalk and Talk, PPT, quiz, on the spot test
III	Early Twentieth Century Criticism Marxist Criticism – Feminism – Phenomenology Existentialism Structuralism: Ferdinand de Saussure and Roland Barthes	18	Chalk and Talk, PPT, quiz, on the spot test
IV	The Era of Post-Structuralism Psychoanalysis: Sigmund Freud and Jacques Lacan Deconstruction and Jacques Derrida	18	Chalk and Talk, PPT, quiz, on the spot test
V	Contemporary Criticism New Historicism, Reader – Response Theory, Post Colonial Criticism – Cultural Studies – Film Theory – The New Liberalism	18	Seminar, PPT presentation, Activity and Model Preparation project

**Course Designer:**

Dr. C. Ramya

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Department of English				III B.A. English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
VI	Core	22OUEN63	Contemporary World Literatures in English	5	6	25	75	100

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

**Course Objectives:**

1. To make the students gain knowledge on literature in world level.
2. To make them learn different types of arts across the world.
3. To acquire more knowledge on reflection of Life in world level.
4. To give knowledge on Contemporary Literature and Enhance their view
5. To maintain and develop the knowledge in multiple perspective.

Course Content :

**UNIT I-POETRY**

Jorie Graham- Prayer  
 Maggie Smith-Good Bones  
 Kofi Awoonor –The Cathedral

**UNIT II – PROSE**

Rupi Kaur-Milk and Honey  
 AK.Ramanujan- On Ancient Tamil Poetics

**UNIT III- DRAMA**

Ama Ata Aidoo – The Dilemma of a Ghost  
 Vilsoni Hereniko- Good Morning Class

**UNIT IV- SHORT STORY**

Matt Mills – The Star Map

Doreen Baingana -Tropical fish

### UNIT V-NOVEL

Yaa Gyasi –Homegoing

Stieg Larsson-The Girl with Dragon Tattoo

#### Books for study:

1. Gyasi ,Yaa. Home going,knopf Doubleday Publishing group:7 june 2016
2. Larsson, Stieg. The girl with Dragon Tadoo, Quercus Publishing.

#### Books for Reference:

1. (Latest editions, and the style as given below must be strictly adhered to)

#### Web sources/ E-books:

- 1.Harper collins e- books Publication Date:oct 13 2009
2. <http://www.joriegraham.com>
3. <http://poets.org>good-books>
4. <http://gutenberg.net.au>ebooks22>

#### 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

Learning of this course gives an opportunity to the students to learn about contemporary poems, fiction, shortstory and novel . Also it brighten their world level Knowledgeable on literature and It help the students to enhance their knowledge creates new writers.

#### Activities to be given

Seminar, PPT, Group discussion, Interaction with students.

No	Course Outcome statement	Knowledge level (according to Bloom's Taxonomy)
CLO-1	To help students become more skilled and knowledgeable on , best poems	UptoK3
CLO-2	Students will be able to understand and gain reflection of life.	UptoK3
CLO-3	Students will be able to identify basics knowledge of worlds best drama	UptoK3
CLO-4	The students will be able to understand the people through multi perspective storys	UptoK4
CLO-5	The students will be able to learn novel in unique view	UptoK4



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

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

### Lesson Plan: Total Hours (60)

Units	Description	No of Hours	Mode of Teaching
I	UNIT I-POETRY Jorie Graham- Prayer Maggie Smith-Good Bones  Kofi Awoonor –The Cathedral	18	Blended and Flipped Method Group discussion. Hands on training Peer Team Teaching
II	UNIT II – PROSE Rupi Kaur-Milk and Honey AK.Ramanujan- On Ancient Tamil Poetics	18	
III	UNIT III- Drama Ama Ata Aidoo – The Dilemma of a Ghost  Vilsoni hereniko- good morning class	18	
IV	UNIT IV- SHORT STORY Matt mills – The Star Map Tropical fish - Doreen Baingana	18	
V	UNIT V-NOVEL Yaa Gyasi –Home Going Stieg Larsson-The Girl with Dragon Tattoo	18	

**Course Designer: D.SHARMILA**

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DEPARTMENT OF ENGLISH				Class: III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	EXT	Total
VI	DSEC	22OUENDS E6A	Fundamentals of Academic Writings	4	6	25	75	100

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

### Course Objectives:

1. To attain broad knowledge.
2. To understand various styles of sentence pattern.
3. To cultivate a coherent and associative thinking ability to exhibit writing skills.
4. To develop the ability to structure Essays.
5. To enable the students to learn copy- editing.

### Course Content:

#### Unit- I

Writing as a Process -Pre-writing strategies, while- writing strategies, post- writing strategies; developing writing through extended practices; developing reflective abilities & meta-awareness about writing.

#### Unit- II

Sentence Skills -Sentence structure; S-V agreement; modifiers; sentence fragments; commas coordination; subordination; parallelism; making complete, logical comparisons; avoiding wordy phrasing; V-T sequence.

#### Unit- III

Structuring Paragraphs -Topic sentence; supporting details; unity &

coherence; Methods of development (Examples, comparison & contrast, process, definition, cause & effect, division & classification)

#### **Unit- IV**

Structuring Essays - Introduction; development of body; conclusion; description, narration, exposition; argumentation.

#### **Unit- V**

Content editing and substantive editing: Proofreading, copy-editing, substantive editing

#### **Books for study:**

1. Zemach, Dorothy E. & Rumisek, Lisa A. *Academic Writing from Paragraph to Essay*. London: Macmillan
2. Langan, John. 2001. *Sentence Skills with Readings*. Boston: McGrawHill.

#### **Books for Reference:**

1. Hartley, James. 2008. *Academic Writing and Publishing: A Practical Handbook*. London: Routledge.
2. Hartley, James. 2008. *Academic Writing and Publishing: A Practical Handbook*. London: Routledge.

#### **Web Sources / E Books:**

<https://www.everand.com/book/526601177/Academic-Writing>

<https://library.etbi.ie/writing/links/> Academic Writing: Links and Resources

#### **Pedagogy:**

Chalk and Talk, PPT, Group Discussion, Seminar, Quiz, Video material, Interactive session.

#### **Rationale for Nature of the course:**

This Course will highlight the importance of writing skills and learn the basic academic structure process

#### **Knowledge and Skill:**

Students will be skilled into level expected for academic writing and learn valuable practice of essential academic structures, vocabulary, and organizational patterns

**Activities to be given:** Blogging

**Course learning Outcomes(CLO's):**

**CLO Course Outcomes Statement Knowledge (According to Bloom's Taxonomy)  
(K1toK4)**

<b>CLO-1</b>	To design the process writing	K1 toK3
<b>CLO-2</b>	To express sentence skills.	K1 toK3
<b>CLO-3</b>	To structure and develop paragraphs through techniques	K1 toK3
<b>CLO-4</b>	To compose academic essays	K1 toK4
<b>CLO-5</b>	To distinguish between content editing and substantive editing.	K1 toK4

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

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	3	2	2	2	2	2
<b>CLO2</b>	3	3	3	3	3	2
<b>CLO3</b>	3	3	2	3	2	2
<b>CLO4</b>	3	2	3	2	3	2
<b>CLO5</b>	3	3	3	3	3	2

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

UNITS	DESCRIPTION	HRS	MODE
I	Writing as a Process -Pre-writing strategies, while- writing strategies, post- writing strategies; developing writing through extended practices; developing reflective abilities & meta-awareness about writing.	18 HRS	Chalk and Talk, Lecture, Discussion
II	Sentence Skills -Sentence structure; S-V agreement; modifiers; sentence fragments; commas coordination; subordination; parallelism; making complete, logical comparisons; avoiding wordy phrasing; V-T sequence.	18 HRS	Using visual Aids, Brain storm, Paragraph writing activities
III	Structuring Paragraphs -Topic sentence; supporting details; unity & coherence; Methods of development (Examples, comparison & contrast, process, definition, cause& effect, division & classification)	18 HRS	power point presentation, Writing Activities
IV	Structuring Essays - Introduction; development of body; conclusion; description, narration, exposition; argumentation.	18 HRS	Writing activities, journal writing
V	Content editing and substantive editing: Proofreading, copy-editing, substantive editing	15 HRS	Peer Editing, self editing

Course Designer :S.Muthulaxmi

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Department of English				III B.A. English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
VI	DSEC	22OUENDSE6B	Writing for Web	4	6	25	75	100

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

**Course Objectives:**

1. To educate the students on the know-hows and the nuances of speaking and writing with better proficiency.
2. To employ writing strategies to develop crisp, concise text for online communication;
3. To determine the language usage that is appropriate for a global audience of readers/viewers;
4. To apply principles of technical writing to web writing projects.
5. To understand the visual language of communication.

**Course Content:****Unit- I: Introduction**

History of Internet  
 Uses of internet  
 Advantages of Internet  
 Limitations of Internet

**Unit-II: Best Practices for Writing for the Web**

Write Succinctly -Use a Conversational Style -Use Precise Terms-Use Plain Terms -List Items -Keep Sentences Short -Keep Paragraphs Short - Chunk Information- Title and Subtitle - Organize for Your Audience -Set the Right Tone.

**Unit-III: Working with Images, Adding Motion and Adding Sound**

Choose the Right Type of Image- Keep the Message Clear- Telling a Story -Think of the Global Audience - Using Tables, Charts, and Graphs- Getting Started with Motion- Developing the Story Guidelines for Video and Animation-Choosing Sounds- Adding Sound Effects- The Human Voice- Planning a Podcast -Recording Guidelines- Interviewing Techniques.

**Unit-IV: Writing with Style and Good Grammar and Telling a Good Story**

Style or Grammar?-Choosing Your Style- Grammar Rules- What Makes a Good Story? -Story Elements- Developing Stories -Refine Your Senses- Jump In- Start with a Hook -Add Cliff-hangers.

**Unit-V Writing Blogging and writing practice**

What Exactly Is a Blog?  
 Choosing Topics and Themes

Composing a Succession of Stories Sustaining Readership  
 Freewriting  
 Collaborative Freewriting  
 Suggested Exercises

### Books for study:

Felder, Lynda. *Writing for the Web*

Creating Compelling Web Content Using Words, Pictures and Sound. Berkeley: Peachpit, a division of Pearson Education Copyright, 2012.

### Books for Reference:

1. James, Gilad. *Introduction to Internet*. Gilad James Mystery School: 2023.

2. Ashton, Robert. and Juby Jessica. *Writing for the web*. Berkeley: Peachpit, a division of pearson Education Copyright, 2013.

### Web sources/ Ebooks:

<https://play.google.com/store/books/details?id=ZZ8Rv1KeiAsC>

<https://play.google.com/store/books/details?id=U1DAEAAAQBAJ>

<https://acrobat.adobe.com/id/urn:aaid:sc:AP:72989873-f0cc-492a-82e9-ac0cff80264e>

### 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

This course will expose the students to think critically, create teams, resolve conflicts, solve problems and talk in public with a master communication course.

**Knowledge & Skill:** Able to understand and enjoy the importance of journalism and mass communication.

### Activities to be given

Seminar ,PPT ,Group discussion

### Course learning Outcomes(CLO's):

### CLO Course Outcomes Statement Knowledge (According to Bloom's Taxonomy) (K1toK4)

No	Course Learning Outcomes	Knowledge level (according to Bloom's Taxonomy)
CLO-1	Recognize, adopt and adapt conventions of social media writing to meet the requirements of the genre and the needs of a variety of audiences.	UptoK3
CLO-2	Evaluate forms of web-based writing to assess how effectively they meet the needs of a variety of online audiences.	UptoK3
CLO-3	Apply rhetorical modes of persuasion, definition and analysis to create communications that develop, maintain and increase readership.	UptoK3
CLO-4	Assess, revise and create online website content relevant and appropriate to a variety of audiences and purpose, matching medium to purpose for greatest effect.	UptoK4
CLO-5	evaluate how visuals and multimedia can be combined with text to generate appealing web pages	UptoK4

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

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

**Lesson Plan: Total Hours : 90 hours**

Units	Course Content	Hours	Mode of Teaching
I	<b>Introduction</b> History of Internet Uses of internet Advantages of Internet Limitations of Internet	18	Blended and Flipped Method Group discussion. Hands-on training . Peer Team Teaching
II	<b>Best Practices for Writing for the Web</b> Write Succinctly -Use a Conversational Style -Use Precise Terms- Use Plain Terms -List Items -Keep Sentences Short -Keep Paragraphs Short - Chunk Information- Title and Subtitle - Organize for Your Audience -Set the Right Tone.	18	
III	<b>Working with Images, Adding Motion and Adding Sound</b> Choose the Right Type of Image- Keep the Message Clear- Telling a Story -Think of the Global Audience -Using Tables, Charts, and Graphs- Getting Started with Motion- Developing the Story Guidelines for Video and Animation-Choosing Sounds- Adding Sound Effects- The Human Voice- Planning a Podcast -Recording Guidelines- Interviewing Techniques.	18	
IV	<b>Writing with Style and Good Grammar and Telling a Good Story</b> Style or Grammar?-Choosing Your Style- Grammar Rules- What Makes a Good Story? -Story Elements- Developing Stories -Refine Your Senses- Jump In- Start with a Hook -Add Cliff-hangers.	18	
V	<b>Writing Blogging and writing practice</b> What Exactly Is a Blog? Choosing Topics and Themes Composing a Succession of Stories Sustaining Readership Freewriting Collaborative Freewriting Suggested Exercise	18	

**Course Designer: R.Aarthy**



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Department of English				III B.A. English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
VI	SEC	22OUENSE61	Essentials of Spoken and Presentation Skills	2	2	25	75	100

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

### Course Objectives:

1. To make the students confident of speaking in English impeccably and with utmost enthusiasm.
2. To familiarize the students with different styles of communication.
3. To enlighten the students with the seven concepts of communication.
4. To make the students understand the nuances of communication.
5. To train the students and make them comprehend various aspects of business presentation skills.

### Course Content:

#### UNIT I Communication Skills for Effective Presentation

Perfecting Oral Skills

Aural Skills

Reading Skills

#### UNIT II Non Verbal Communication

Cultural Codes for Effective Presentation

Etiquette

#### UNIT III Formal and Informal Conversation

Introducing Yourself

Opening and Closing Speech

Inviting, Thanking, Apologizing, Expressing Anger

#### UNIT IV Etiquettes for Public Speaking

Extempore, Lectures, Interviews, Group Discussion

Telephone Conversation

#### UNIT V Etiquettes for Business Presentation

Team Presentation

## Individual Presentation

**Books for study:**

1. Pereira, Joyce. Essentials of Spoken and Presentation Skills. VNI, 1st edition, January, 2014.

**Books for Reference:**

1. Emden, Joan. *Presentation Skills for Students*. Lucinda: Macmillan, 2004.

**Web sources/ E-books:**

<https://www.amazon.in/Essentials-Spoken-Presentation-Skills-Level/dp/818209240X>

<https://www.wonderslate.com/Essentials-of-Spoken-and-Presentation-Skills-Level-I-and-Level-II/free-pdf-download/25338>

**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**

This course will expose the students to think critically, create teams, resolve conflicts, solve problems and talk in public with a master communication course.

**Knowledge&Skill:** Able to understand and enjoy language and improving presenting skills

**Activities to be given:** Seminar, PPT, Group discussion

**Course learning Outcomes(CLO's):**

**CLO Course Outcomes Statement Knowledge (According to Bloom's Taxonomy) (K1toK4)**

No	Course Learning Outcomes	Knowledge level (according to Bloom's Taxonomy)
CLO-1	Communicate fluently and sustain comprehension of an extended discourse.	UptoK3
CLO-2	Explains the relationship between the body shape and nonverbal communication.	UptoK3
CLO-3	Develop and Expand Writing Skills through Controlled and Guided Activities	UptoK3
CLO-4	Identify, define and give an example of each of the four main types of delivery.	UptoK4
CLO-5	It creates a professional, mutually respectful atmosphere and improves communication, which helps an office serve as a productive place.	UptoK4

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

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

**Lesson Plan: Total Hours (30)**

Units	Course Content	Hours	Mode of Teaching
I	<b>Communication Skills for Effective Presentation</b> Perfecting Oral Skills Aural Skills Reading Skills	6	Blended and Flipped Method Group discussion. Hands on training . Peer Team Teaching
II	<b>Non Verbal Communication</b> Cultural Codes for Effective Presentation Etiquette	6	
III	<b>Formal and Informal Conversation</b> Introducing Yourself Opening and Closing Speech Inviting Thanking Apologizing Expressing Anger	6	
IV	<b>Etiquettes for Public Speaking</b> Extempore Lectures Interviews Group Discussion Telephone Conversation	6	
V	<b>Etiquettes for Business Presentation</b> Team Presentation Individual Presentation	6	

**Course Designer: S.Priyadharshini**

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Department of English				III B.A. English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
VI	SEC	22OUENSE62	Personality Enrichment	2	2	25	75	100

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

**Course Objectives:**

1. To develop inter personal skills and be an effective goal oriented team player
2. To develop communication and problem solving skills.
3. To understand the scope of personality and its development.
4. To devise strategies to see how language operates.
5. To build self-esteem

**Course Contents**

**UNITS - I Introduction to Personality Development :**

The concept of personality - Dimensions of personality – Significance of personality development - The concept of success and failure.

**UNIT – II Self-esteem :**

Term self-esteem - Advantages of high self esteem - Do's and Don'ts to develop positive self-esteem - Positive and negative self-esteem.

**Unit-III Interpersonal Skills:**

Hard Skills and Soft Skills-Effective Communication-Skills for successful interview – Leadership-Social Empathy.

**Unit-IV Goal Setting:**

Wish List-SMART Goals- Blue print for success-Diagnosing Time Management

**Unit-V Other Aspects of Personality Development:**

Body language - Problem-solving - Conflict and Stress Management - Decision-making skills - Leadership and qualities of a successful leader – Character building -Team-work.

**Books for study:**

1. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
2. Stephen P. Robbins and Timothy A. Judge(2014), Organizational Behavior 16th Edition: Prentice Hall.

**Reference Books:**

- 1.Hayes, John. *InterPersonal Skill At Work*.New York.Taylor & Francis 2002.
- 2.Heller, Robert.*Effective leadership*. Essential Manager series. Dk Publishing, 2002
- 3.Selhub, Eva. *Stress Management*. New York.Sky Horse Publishing, 2019
4. Lucas, Stephen. *Art of Public Speaking*. New Delhi. Tata - Mc-Graw Hill. 2001
- 5.Mile, D.J *Power of positive thinking*. Delhi. Rohan Book Company, 2004.
- 6.Pravesh Kumar. *All about Self- Motivation*. New Delhi. Goodwill Publishing House. 2005.

7. Ravindran, G. Elango, S. P. B. Arockiam, L. *Success Through Soft Skills*. Tiruchirapalli. Institute Communication and Technology Publishing, 2008

**Web sources\ E books:**

<https://www.javatpoint.com/personality-development>

<https://en.m.wikipedia.org/wiki/Personalitydevelopment>

**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**

This course will expose the students develop our own unique characteristics, traits and gain confidence through achieving even small successes.

**Knowledge and Skill:** It helps an individual to discover innate skills and strengths.

**Activities to be given**

1. Practice Sessions on speaking and writing the language and sentence structure.
2. Seminar with PPT preparation
3. Group discussion
4. Panel Discussion

**Course Learning Outcomes (CLOs)**

On completion of this course, the students will be able to

No	Course Learning Outcomes	Knowledge level (according to Bloom's Taxonomy)
CLO-1	Develop the skill to communicate effectively with the society	UptoK3
CLO-2	Discover the different roles of leaders and followers in society.	UptoK3
CLO-3	Identify the ways to communicate and manage emotions in a healthy manner.	UptoK3
CLO-4	Focus on the career plan based on his/her personal development and the important component of setting career and life goal.	UptoK4
CLO-5	Evaluate the connection between thought, feelings, and behaviors in a person's holistic development: physiological, psychological, spiritual, and social development.	UptoK4

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

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

1. Basic level      2. Intermediate level      3. Advanced Level  
Lesson Plan: Total Hours (30 HRS)

Units	Course Content	Hours	Mode of Teaching
I	<b>Introduction to Personality Development</b> : . The concept of personality - Dimensions of personality – Significance of personality development. The concept of success and failure: What is success? - Hurdles in achieving success - Overcoming hurdles - Factors responsible for success – What is failure - Causes of failure	6 hours	Group discussion Lecture- Showing/Telling Interactive Lecture,
II	<b>Self-esteem:</b> Term self-esteem - Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem – Low self-esteem - Symptoms - Personality having low self-esteem - Positive and negative self-esteem. Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behaviours - Lateral thinking.	6 hours	Project-based discussion
III	<b>Interpersonal Skills:</b> Hard Skills and Soft Skills-Effective Communication-Skills for successful interview –Leadership-Social Empathy	6 hours	PPT, group discussion
IV	<b>Goal Setting:</b> Wish List, SMART Goals, Blue print for success, Short Term, Long Term, Life Time Goals. Time Management Value of time, Diagnosing Time Management, Weekly Planner To do list, Prioritizing work.	6 hours	PPT, Seminar
V	<b>Other Aspects of Personality Development:</b> Body language - Problem-solving - Conflict and Stress Management - Decision-making skills - Leadership and qualities of a successful leader – Character building -Team-work – Time management Work ethics –Good manners and etiquette.	6 hours	Lecture, Group Discussion, Quiz

Course Designer : P.Rajeshwari