

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



CBCS With OBE

BACHELOR OF ARTS

PROGRAMME CODE - E

COURSE STRUCTURE

(w.e.f. 2022 – 2023 Batch onwards)

E.M.G. YADAVA WOMENS COLLEGE, MADURAI -14.

(An Autonomous Institution – Affiliated to Madurai Kamaraj University)

(Re –accredited (3rd Cycle) with Grade A⁺ and CGPA 3.51 by NAAC)**TANSCHÉ – CBCS with OBE****DEPARTMENT OF ENGLISH –UG**

(w.e.f. 2023 – 2024 Batch onwards)

COURSE STRUCTURE

Semester	Part	CourseCode	Course Title	Teaching hrs (per week)	Duration of Exam (hrs.)	Marks Allotted			Credits
						CIA	SE	Total	
III	I	23OU1TA3/ 23OU1HIN3	Tamil / Hindi	6	3	25	75	100	3
	II	23OU2EN3	General English-III	6	3	25	75	100	3
	III	23OUEN31	Core Course 5 British Literature -II	5	3	25	75	100	5
		23OUEN32	Core Course 6 American Literature-II	5	3	25	75	100	5
		23OUENGEEN3	GEC 3-Literary Genres and Terms	4	3	25	75	100	3
	IV	23OUENSEC31	SEC 4- Entrepreneurial Skill	1	3	25	75	100	1
		23OUENSEC32	SEC-5-Public Speaking Skills	2	3	25	75	100	2
		Environmental studies	1	-	-	-	-	-	
IV	I	23OU1TA4/ 23OU1HIN4	Tamil / Hindi	6	3	25	75	100	3
	II	23OU2EN4	General English-IV	6	3	25	75	100	3
	III	23OUEN41	Core Course 7 World Literature in Translation	5	3	25	75	100	5
		23OUEN42	Core Course 8 Aspects of Language and Linguistics	5	3	25	75	100	5
			DSEC I-	3	3	25	75	100	3
	IV	23OUENSEC41	SEC-6 English for Career	2	3	25	75	100	2
		23OUENSEC42	SEC-7 English for Business	2	3	25	75	100	2
		23OU4EV4	Environmental studies	1	3	25	75	100	2
		TOTAL						47	

Semester IV -DSEC-I (Choose any one)

1) Myth and Literature -23OUENDSE4A

2) Film and Literature -23OUENDSE4B

Department of English					Class: II B.A., English			
Sem	Category	Course Code	Course Title	Credits	Contact Hours / Week	CIA	SE	Total
III	Core	23OUEN31	BRITISH LITERATURE-II	5	5	25	75	100

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

Course Objectives:

1. To help learners analyse British Literature written from the late 18th Century to the present.
2. To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.
3. To provide them with understanding of relationships between various movements
4. To closely examine literary works using critical perspectives.
5. To help them with applying appropriate formal conventions when writing about literature.

Course Content

Unit I Poetry

Alfred Tennyson	- Ulysses
Robert Browning	- My Last Duchess
Christina Rossetti	- The Goblin Market
W.H.Auden	- The Unknown Citizen

Unit II Prose

G. K. Chesterton	- A Piece of Chalk
Charles Lamb	- Dream Children
Joseph Addison	- Sir Roger at Church,
William Hazlitt	- The Indian Jugglers

Unit III Drama

G.B.Shaw	- Pygmalion,
John Osborne	- Look Back in Anger

Unit IV Fiction

Jane Austen - Pride and Prejudice.

Charlotte Bronte - Jane Eyre

Unit V Short Story

Agatha Christie –Three Blind Mice

Charles Dickens- A Christmas Carol

Books for study:

1. Renard, Virginie. *The Great War and Postmodern Memory: The First World War in Late 20th -Century British Fiction (1985-2000)*. Peter Lang AG, Internationaler Verlag Der Wissenschaften, 2013.
2. David, Green, *Winged Words*, Mac Millan, 2000

Books for Reference:

1. Brontë Charlotte, et al. *Jane Eyre*. Oxford University Press, 2019.
2. Lamb, Charles. *Dream Children: A Reverie*. Reed Pale Press, 1928.
3. *Look Back in Anger*, by John Osborne: Theatre Program, 1974, La Mama Theatre. 1974.

Web resources / E books:

1. Makinen, Merja. “Representing Women of Violence Agatha Christie and Her Contemporary Culture.” *Agatha Christie*, 2006, pp. 135–157., https://doi.org/10.1057/9780230598270_6.
2. Smith, Grover. “Eliot’s World before the Waste Land.” *The Waste Land*, 2020, pp.1–

Pedagogy:

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

Rationale for nature of Course: This course is designed to enhance the knowledge of British authors and genres in various period

Knowledge and Skill: Able to understand the Cultural context of British Literature and learn to analyse the classical work of arts.

Activities to be given: Role play, Enacting a Scene from Drama, Poetry Recitation

17., <https://doi.org/10.4324/9781003070627-1>

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions	K1 to K3
CLO2	Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature.	K1 to K3
CLO3	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	K1 to K4
CLO4	Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another.	K1 to K3
CLO5	Analyze and express about British literature using standard literary lexicon and other literary conventions	K1 to K4

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

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	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 (75)

UNIT	DESCRIPTION	HRS	MODE
I	Alfred Tennyson - Ulysses Robert Browning - My Last Duchess Christina Rossetti - The Goblin Market W.H.Auden - The Unknown Citizen	15	Chalk and Talk, PPT, quiz, Poetry Recitation, on the spot test
II	G. K. Chesterton - A Piece of Chalk Charles Lamb - Dream Children Joseph Addison- Sir Roger at Church, William Hazlitt- The Indian Jugglers	15	Chalk and Talk, PPT, quiz, on the spot test
III	G.B.Shaw - Pygmalion, John Osborne - Look Back in Anger	15	Chalk and Talk, PPT, quiz, on the spot test
IV	Jane Austen - Pride and Prejudice. Charlotte Bronte - Jane Eyre	15	Chalk and Talk, PPT, quiz, on the spot test,
V	Agatha Christie -Three Blind Mice Charles Dickens- A Christmas Carol	15	Seminar, PPT presentation , Activity and Model Preparation

Course Designer: Dr.M.Sivaranjani

Department of English					Class: II B.A.,English			
Sem	Category	Course Code	Course Title	Credits	Contact Hours / Week	CIA	SE	Total
III	Core	23OUEN32	AMERICAN LITERATURE-II	5	5	25	75	100

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

Course Objectives:

1. To help learners examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel.
2. To guide to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period.
3. To create an awareness of the social, historical, literary and cultural elements of the changes in American literature.
4. To help them explore distinct literary characteristics of American literature and analyse literary works of eminent American writers.
5. To inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American Cultural history.

Course Content

Unit I Poetry

- Theodore Roethke - The Meadow Mouse.
Walt Whitman - When Lilacs Last in the Dooryard Bloom'd,
Emily Dickinson - The Bird Came Down the Walk
Chief Dan George - My Heart Soars.

Unit II Prose

- Henry David Thoreau - Winter Animals
Edgar Allan Poe - The Philosophy of Composition

Unit III Drama

- Lorraine Hansberry - A Raisin in the Sun
Neil Simon - Barefoot in the Park

Unit IV Novel

Nathaniel Hawthorne - The Scarlet Letter.

Angeline Boulley - Fire keeper's Daughter

Unit V Short story

Toni Morrison - Beloved

Mark Twains - The Five Boons of Life

Books for study:

1. Angelou, Maya. *The Complete Poetry*. Random House, 2015.
2. Twain, Mark. *The Adventures of Tom Sawyer*, The floating press, 2009

Books for Reference:

1. Dickinson, Emily. *A Bird Came Down the Walk - Selected Bird Poems of Emily Dickinson*. Read Books Ltd, 2021.
2. Gray, Richard. *A Brief History of American Literature*. John Wiley & Sons, 2010.
3. Lorraine Hansberry. *A Raisin in the Sun*. Modern Library, 1995.
4. Morrison, Toni. *Beloved*. Everyman's Library, 2006.

Web resources / E books:

1. Cramer, Jeffrey S., editor. "Thoreau Describes His Contemporaries." *The Quotable Thoreau*, Princeton University Press, 2011, pp. 430–38, <http://dx.doi.org/10.1515/9781400838004.430>.
2. Hawthorne, Nathaniel. "The Revelation of the Scarlet Letter." *The Scarlet Letter*, Oxford University Press, 2008, <http://dx.doi.org/10.1093/owc/9780199537808.003.0025>

Pedagogy:

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

Rationale for nature of Course: This course is designed to improve the students' knowledge of representative authors and works of American literature

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

Activities to be given: Role play, Poetry Recitation, Enacting a scene from Drama

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present.	K1 to K3
CLO2	Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature	K1 to K3
CLO3	Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers	K1 to K4
CLO4	Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.	K1 to K3
CLO5	Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices.	K1 to K4

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

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	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 (75)

UNIT	DESCRIPTION	HRS	MODE
I	Theodore Roethke - The Meadow Mouse. Walt Whitman - When Lilacs Last in the Dooryard Bloom'd, Emily Dickinson - The Bird Came Down the Chief Dan George - My Heart Soars	15	Chalk and Talk, PPT, quiz, on the spot test
II	Henry David Thoreau - Winter Animals Edgar Allan Poe- Philosophy of Composition	15	Chalk and Talk, PPT, quiz, on the spot test
III	Lorraine Hansberry - Raisin in the Sun Neil Simon - Barefoot in the Park	15	Chalk and Talk, PPT, quiz, on the spot test , Enacting a scène
IV	Nathaniel Hawthorne - The Scarlet Letter. Angeline Boulley - Fire keeper's Daughter	15	Chalk and Talk, PPT, quiz, on the spot test,
V	Toni Morrison – Beloved Mark Twains - Five Boons of Life	15	Seminar, PPT presentation , Activity and Model Preparation

Course Designer: Mrs.M.Thilagavathy

Department of English					Class: II B.A., English			
Sem	Category	Course Code	Course Title	Credits	Contact Hours / Week	CIA	SE	Total
III	Generic Elective	23OUENGEEN3	LITERARY GENRES AND TERMS	3	4	25	75	100

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

Course Objectives:

1. To help students apply literary terminology to fiction, drama, and poetry.
2. To help them recognize the main elements of different literary genres and assess their significance
3. To help them analyse different genres of literature, particularly short stories, novels, drama, and poetry
4. To enable them to Identify a literary text's main themes and make reasonable assertions about their meaning
5. To guide them to re-narrate the plot of a short story, both orally and in writing.

Course Content

UNIT – I

Literary Theory and Terms: The Basics

Genre, Fiction, Non-fiction, Poetry, Drama, Science Fiction- Types of Literary Theory-
How Literary Theory Works

UNIT - II

Poetry

Epic, Lyric, Sonnet, Ballad, Ode, Elegy, Satire and Dramatic Monologue

Unit – III

Essays-Aphoristic Essay, Character Essay, Periodical Essay and 20th Century
Essay, Biography, Auto Biography

Unit – IV

Novel- Historical Novel, Picaresque Novel, Regional Novel, Science Fiction, Gothic Novel, Short Story

Unit – V

Drama- Comedy –The sentimental Comedy- The Dark or Black Comedy, The Absurd Drama,
Tragedy- Tragic Comedy-Revenge Tragedy-Farce- Melodrama, Musical Drama

Books for study:

1. Baldick, Chris. Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.
2. Mikics, David. A New Handbook of Literary Terms. New Haven: Yale University Press, 2007. Print.

Books for Reference:

1. Taafe, James G. A Student's Guide to Literary Terms. Cleveland: The World Publishing Company, 1967. Print.

Web resources / E books:

1821-literary-terms.pdf (cgc.edu)

Pedagogy:

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

Rationale for nature of Course: This course is designed to improve knowledge of literary terms and different types of genres

Knowledge and Skill: develops the skill to create meaning in texts and vivid images in stories including literary terms

Activities to be given: Discovering the themes in poetry and narrative techniques, identifying genres

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Understand new definitions of contemporary critical issues and literary terms	K1 to K3
CLO2	Gain insight to an exhaustive range of entries, covering numerous aspects to such topics as genre, form, cultural theory and literary technique.	K1to K3
CLO3	Get a complete coverage of traditional and radical approaches to the study and production of literature.	K1 to K4

CLO4	Recognize and interpret literary images and symbols to infer their relationship to the main themes of the text.	K1 to K3
CLO5	Gain thorough accounts of critical terminology and analyzes of key academic debates.	K1 to K4

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

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

LESSON PLAN: TOTAL HOURS (60)

UNIT	DESCRIPTION	HRS	MODE
I	Genre, Fiction, Non-fiction, Poetry, Drama, Science Fiction- Types of Literary Theory- How Literary Theory Works	12	Chalk and Talk, PPT, quiz, on the spot test
II	Epic, Lyric, Sonnet, Ballad, Ode, Elegy, Satire Dramatic Monologue	12	Chalk and Talk, PPT, quiz, on the spot test
III	Essays-Aphoristic Essay, Character Essay, Periodical Essay and 20 th Century Essay , Biography, Auto Biography	12	Chalk and Talk, PPT, quiz, on the spot test
IV	Historical Novel, Picaresque Novel, Regional Novel, Science Fiction, Gothic Novel, Short Story	12	Chalk and Talk, PPT, quiz, on the spot test,
V	Comedy –The sentimental Comedy- The Dark or Black Comedy, The Absurd Drama, Tragedy- Tragic Comedy-Revenge Tragedy- Farce- Melodrama, Musical Drama	12	Seminar, PPT presentation , Activity and Model Preparation

Course Designer: Dr.R.S.Sabeetha

Department of English					Class: II B.A., English			
Sem	Category	Course Code	Course Title	Credits	Contact Hours / Week	CIA	SE	Total
III	SEC	23OUENSEC31	ENTREPRENEURIAL SKILL	1	1	25	75	100

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

Course Objectives:

- 1.To introduce learners to various qualities required for entrepreneurship
- 2.To discuss about various entrepreneurship models
- 3.To help them think creatively and innovatively
- 4.To enable them understand various schemes supporting entrepreneurship
5. To discuss the steps in venture development and new trends in entrepreneurship.

Course Content

Unit I

Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship

Unit II

Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, financial skills, Analytical and problem-solving skills, Critical thinking skills.

Unit III

Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding

Unit IV

Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export

Unit V

Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs

Books for study:

1. Cecil Niewenhuizen, *Entrepreneurial Skills*, Juta Legal Academic 2012

Books for Reference:

1. Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed.,
Houghton Mifflin Company, New York

Web resources / E books:

[6 Must-Have Entrepreneurial Skills | HBS Online](#)
[MindTools | Home](#)

Pedagogy:

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

Rationale for nature of Course: This course is designed to improve Entrepreneurial mind-set
Knowledge and Skill: develops the entrepreneurial skills

Activities to be given: Activities to develop innovative ideas, Product design, case studies

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Understand the foundation of Entrepreneurship Development and its theories.	K1 to K3
CLO2	Explore entrepreneurial skills and management function of a company.	K1to K3
CLO3	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.	K1 to K4
CLO4	Understand various steps involved in starting a venture.	K1 to K3
CLO5	Explore marketing methods & new trends in entrepreneurship.	K1 to K4

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

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2

CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

LESSON PLAN: TOTAL HOURS (15)

UNIT	DESCRIPTION	HRS	MODE
I	Introduction to entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship	3	Chalk and Talk, PPT, quiz, on the spot test
II	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills	3	Chalk and Talk, PPT, quiz, on the spot test
III	Introduction to various types of entrepreneurship, Strategic thinking and planning, Technical skills, Time management and organizational behavior, Branding	3	Chalk and Talk, PPT, quiz, on the spot test
IV	Marketing and networking skills, how to improve entrepreneurial skills, Entrepreneurial skills in the workplace, Introduction to import-export	3	Chalk and Talk, PPT, quiz, on the spot test,
V	Entrepreneurial Imagination and Creativity, Environmental Protection and social responsibility of entrepreneur, discuss on source of entrepreneurship, Meeting with entrepreneurs	3	Seminar, PPT presentation , , Model Preparation and Case study

Course Designer: Dr.S.Gayathri

Department of English					Class: II B.A., English			
Sem	Category	Course Code	Course Title	Credits	Contact Hours / Week	CIA	SE	Total
III	SEC	23OUENSEC32	PUBLIC SPEAKING SKILLS	2	2	25	75	100

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

Course Objectives:

- 1.To help students understand the goals and benefits of public speaking
- 2.To help them recognize communication apprehension and guide them on how to reduce it
- 3.To familiarize them on how public speaking can be used to advocate or create change
- 4.To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric
- 5.To help them think and speak imaginatively and critically

Course Content

Unit I

What is Public Speaking?

Unit II

Need for Public Speaking

Unit III

Significance and essentials of public speaking skills

Unit IV

Techniques in acquiring the skill

Unit V

Speaking any common topic in front of the class

Books for study:

1. Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience -centred approach (6th ed.). New York: Pearson
2. Fraleigh, D.M., & Tuman, J.S.(2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martin

Books for Reference:

1. Apple, W, Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. *Journal of Personality and Social Psychology*, 37, 715- 727.

Web resources / E books:

Learning Outcomes | Public Speaking (lumenlearning.com)
lu03_public_speaking.pdf (indianhills.edu)

Pedagogy:

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

Rationale for nature of Course: This course is designed to improve their confidence and present themselves before audience

Knowledge and Skill: develops verbal and nonverbal skills essential for public speaking.

Activities to be given: Role play, Speech exercises, Tongue Twisters, Debate and Discussion, Storytelling, speaking in front of the class

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Demonstrate an understanding of the principles of public speaking	K1 to K3
CLO2	Recognize barriers to public speaking and identify how to avoid them	K1to K3
CLO3	Understand how to give effective verbal and nonverbal feedback	K1 to K4
CLO4	Learn about planning speech organization for the intended audience	K1 to K3
CLO5	Practice effective group delivery and speech in formal context.	K1 to K4

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

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	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)**

UNIT	DESCRIPTION	HRS	MODE
I	What is Public Speaking?	6	Chalk and Talk, PPT, quiz, on the spot test
II	Need for Public Speaking	6	Chalk and Talk, PPT, quiz, on the spot test
III	Significance and essentials of public speaking skills	6	Chalk and Talk, PPT, quiz, on the spot test
IV	Techniques in acquiring the skill	6	Chalk and Talk, PPT, quiz, Speech on the spot topic,
V	Speaking any common topic in front of the class	6	Speech exercises, Tongue Twisters, Storytelling, PPT presentation , Debate and Discussion

Course Designer: Dr.B.Kaavika Shree

DEPARTMENT OF ENGLISH				Class :II B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
IV	Core	23OUEN41	World Literature in Translation	5	5	25	75	100

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

Course Objectives

1. To help learners achieve accessibility to regional and international literary forms.
2. To enable them to contextualize the texts and be familiar with translation theory.
3. To enable them to develop a comparative perspective to study the texts
4. To exhibit appreciation of literature and writers from various nations and cultures.
5. To learn to see critically the rising trends of globalization, capitalism and multi-culturalism.

Course Content:

Unit – I Poetry

Dante Alighieri- Ulysses’ Last Voyage
 Goethe Johann Wolfgang von -The Rose Bush on the Moor
 Victor Hugo -Tomorrow, At Dawn.
 Khalil Gibran - Your Children are not your children.

Unit - II Poetry

Gabriel Okara - The Mystic Drum
 Jean Arasayanagam - Two Dead Soldiers
 Pablo Neruda - If you forget me

Unit – III Prose

Walter Benjamin - Unpacking My Library
 Montaigne - Of Friendship.

Unit – IV Drama

Marie Clements - The Unnatural & Accidental Women.
 Samuel Beckett - Waiting for Godot.

Unit – V Short stories

Gabriel García Márquez - A Very Oldman with Enormous Wings.

Ivan S. Turgenev - The District Doctor.

Books for study:

1. Márquez, Gabriel Garcia. A Very Old Man with Enormous Wings. 2014.
2. Neruda, Pablo. The Poetry of Pablo Neruda. Farrar, Straus and Giroux, 2015.

Books for Reference:

1. Angelou, Maya. The Complete Poetry. Random House, 2015.
2. Benjamin, Walter, and Martin Jay. Unpacking My Library. 2010.
3. Bercovici, Konrad. The Story of the Gypsies. Pickle Partners Publishing, 2017.
4. Bolton, David. The Pot of Gold by Plautus. Lulu.com, 2019.
5. Clements, Marie Humber. The Unnatural and Accidental Women. Talonbooks Limited, 2005.

Web resources / E books:

1. The Introduction of Victor Hugo to the English (1823–1830).” *The Fortunes of Victor Hugo in England*, Columbia University Press, 1938, pp. 1–26, <http://dx.doi.org/10.7312/hook93490-002>.

Pedagogy:

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

Rationale for nature of Course: This course is designed to introduce translated works from different languages and literature

Knowledge and Skill: develops skill of translation and gain knowledge of different culture.

Activities to be given: Analysis translated poems and short stories.

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom’s Taxonomy) (K1 to K4)
CLO1	Gain an exposure to some Classics in World Literature, both in theme and form.	K1 to K3
CLO2	Be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.	K1to K3
CLO3	Gain an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions.	K1 to K4
CLO4	Pay special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.	K1 to K3

CLO5	Have an understanding of the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions.	K1 to K4
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Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	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 (75)

UNIT	DESCRIPTION	HRS	MODE
I	Dante Alighieri - Ulysses' Last Voyage Goethe Johann Wolfgang von -The Rose Bush onthe Moor Victor Hugo -Tomorrow, At Dawn. Khalil Gibran - Your Children are not your children.	15	Chalk and Talk, PPT, quiz, on the spot test
II	Gabriel Okara - The Mystic Drum Jean Arasayanagam - Two Dead Soldiers Pablo Neruda - If you forget me	15	Chalk and Talk, PPT, quiz, on the spot test
III	Walter Benjamin - Unpacking My Library Montaigne - Of Friendship	15	Chalk and Talk, PPT, quiz, on the spot test
IV	Marie Clements – The Unnatural & Accidental Women. Samuel Beckett - Waiting for Godot	15	Chalk and Talk, PPT, quiz, on the spot test,
V	Gabriel García Márquez - A Very Oldman With Enormous Wings. Ivan S. Turgenev - The District Doctor	15	Seminar, PPT presentation , Activity and Model Preparation

Course Designer: Dr.D.S.Parveen Banu

DEPARTMENT OF ENGLISH				Class :II B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
IV	Core	23OUEN42	Aspects of Language and Linguistics	5	5	25	75	100

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

Course Objectives

1. To help learners gain knowledge of linguistic research methods and of different theories of language
2. To enable them gain specialized knowledge related to other areas of linguistic research and applications
3. To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics.
4. To familiarize them with the ability to use this knowledge to analyse problems in both other academic settings and work contexts.
5. To enhance competence in humanities that includes the ability to think historically and analytically about language, literature, culture and society.

Course Content:

Unit – I History of English Language

The Indo- European Family of Languages, English in the Germanic, Old English, Modern English, English in 21st Century

Unit – II Language and Regional Variation, Language and Culture

Accent and Dialect, Regional dialects, Bilingualism, Sociolinguistics, speech style
Linguistic and cultural diversity

Unit – III Components of Linguistics

Phonetics, Phonology, Morphology, Syntax, Semantics

Unit – IV Phonetics

The Production of Speech Sounds, The Pure Vowels and Diphthongs of English, The Consonants of English, Transcription of words

Unit – V Phonology

Introduction, Phoneme and Allophone, Syllable, Stress, Intonation

Books for study:

1. Linguistics: An Introduction of Language & Communication – Akamajian A., R.A.Demers & M Harnish
2. Verma, S.K. and N.Krishnaswamy, Modern Linguistics: An Introduction:Delhi:OUP ,2000
3. Jeyalakshmi,G, 2007.A Text Book on the English sounds:Vowels and Consonants. Madurai,2007
- 4.Wood, Frederick, T.An Outline History of the English Language.Delhi: Macmillan 1984

Books for Reference:

- 1.Eco, Umberto. *A Theory of Semiotics*. Indiana University Press, 1979.
2. Harley, Trevor A. *The Psychology of Language*. Psychology Press, 2013.
- 3.McLuhan, Eric, and Marshall McLuhan. *Theories of Communication*. Peter Lang Pub Incorporated, 2011.
- 4.Sakoda, Kent, and Jeff Siegel. *Pidgin Grammar*. Bess Press, 2003.
5. Bloom, Leonard. *Language*. University of Chicago Press, 1984.
6. Saussure, Ferdinand. *Course in General Linguistics*. Open Court Publishing, 1986. Yule, George. *The Study of Language*. Cambridge University Press, 2010.

Pedagogy:

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

Rationale for nature of Course: This course is designed to improve knowledge of English language, linguistics and the sounds of English.

Knowledge and Skill: develop the skill of phonetic transcription

Activities to be given: Phonetic Transcription

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Be able to analyze a wide range of problems relating to linguistic scholarship and research ethics.	K1 to K3
CLO2	Apply the acquired skills in both academic and work contexts to plan and complete extensive research projects involving the gathering and	K1to K3

	systematizing of a substantial amount of information	
CLO3	Communicate the results of independent research and gain mastery of advanced linguistic terminology	K1 to K4
CLO4	Communicate about academic issues related to languages and linguistics, both with specialists and the general public	K1 to K3
CLO5	Contribute to new thinking and innovation processes within the area of linguistic specialization.	K1 to K4

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

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	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 (75)

UNIT	DESCRIPTION	HRS	MODE
I	The Indo- European Family of Languages, English in the Germanic, Old English, Modern English, English in 21 st Century	15	Chalk and Talk, PPT, quiz, on the spot test
II	Accent and Dialect, Regional dialects, Bilingualism, Sociolinguistics, speech style Linguistic and cultural diversity	15	Chalk and Talk, PPT, quiz, on the spot test
III	Phonetics, Phonology, Morphology, Syntax, Semantics	15	Chalk and Talk, PPT, quiz, on the spot test
IV	The Production of Speech Sounds, The Pure Vowels and Diphthongs of English, The Consonants of English, Transcription	15	Chalk and Talk, PPT, quiz, on the spot test, Activities to develop Vocabulary
V	Introduction, Phoneme and Allophone, Syllable, Stress, Intonation	15	Seminar, PPT presentation , Activity and Model Preparation

Course Designer: Dr.C.Ramya

DEPARTMENT OF ENGLISH				Class : B.A/B.sc/B.com/ BBA/BCA				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
IV	DSEC	23OUENDSE4A	MYTH AND LITERATURE	3	3	25	75	100

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

Course Objectives

1. To help students at the origin and sources of myths in literature.
2. To provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life
3. To get an In-depth study of the theoretical approaches
4. To help them gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times
5. To help them to understand the definition of symbolism with its different types and dimensions.

Course Content:

Unit – I

Introduction to Myth/ Mythology-Sources of Indian mythology -

Types of story and its relation to myth -Myth-making stage and myth-using stage

Unit – II

Ted Hughes Selections from Tales from Ovid

i) Creation; Four Ages; Flood; Lycaon ii) The Rape of Proserpina

iii) Birth of Hercules - Echo and Narcissus iv) Pyramus and Thisbe

Unit – III

General idea of Vedic, Epic and Puranic Mythology

Unit – IV

Symbolism: Role of Symbols in myths, Symbols related to Sacrifice and other

Iconography, Understanding totems and taboos in tribal myths

Unit – V

Indian Mythology by Devdutt Pattanaik- Chapter 2 Mythosphere: Comparing Myths

Books for study:

1. Bauman, Richard. A Genre@ in Folklore, Cultural Performance, and PopularEntertainments: A Communications-Centered Handbook. Oxford: Oxford University Press, 1991
2. Boas, Franz. An Introduction to James Teit, @ Traditions of the Thompson River Indians of British Columbia. Memoirs of the American FolkloreSociety, VI, 1898

Books for Reference:

1. Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future. Boston: Beacon Press, 2000.
2. Grimm, Jakob and Wilhelm Grimm. A Prefaces to the First and Second Editions@ of the Nursery and Household Tales, in Maria Tatar, The HardFacts of the Grimms= Fairy Tales. Princeton: Princeton University Press, 1987(originally published 1812-1819): 203-222

Web resources / E books:

Bascom, William. A. The Forms of Folklore: Prose Narratives@ in Journal of American Folklore 78, 1965: 3-20.

Pedagogy:

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

Rationale for nature of Course: This course is designed to introduce origin of Myth and perspectives in literature

Knowledge and Skill: develops the knowledge of theoretical approach of myth from ancient to modern times.

Activities to be given: Role play, storytelling – recreation of myth, Finding Myth in popular legend

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Understand the origin and sources of myths in literature	K1 to K3
CLO2	Develop an in-depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times.	K1 to K3
CLO3	Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places &	K1 to K4

	Festivals	
CLO4	Understand symbolism with its different types and dimensions.	K1 to K3
CLO5	Develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music	K1 to K4

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

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

LESSON PLAN: TOTAL HOURS (45)

UNIT	DESCRIPTION	HRS	MODE
I	Introduction to Myth/ Mythology-Sources of Indian mythology -Types of story and its relation to myth -Myth-making stage and myth-using stage	9	Chalk and Talk, PPT, quiz, on the spot test
II	Ted Hughes Selections from Tales from Ovid i) Creation; Four Ages; Flood; Lycaon ii) The Rape of Proserpina iii) Birth of Hercules - Echo and Narcissus iv) Pyramus and Thisbe	9	Chalk and Talk, PPT, quiz, on the spot test
III	General idea of Vedic, Epic and Puranic Mythology	9	Chalk and Talk, PPT, quiz, on the spot test
IV	Symbolism: Role of Symbols in myths, Symbols related to Sacrifice and other Iconography, Understanding totems and taboos in tribal myths	9	Chalk and Talk, PPT, quiz, on the spot test,
V	Indian Mythology by Devdutt Pattanaik- Chapter 2 Mythosphere: Comparing Myths	9	Seminar, PPT presentation , Activity and Model Preparation

Course Designer: S.Muthulaxmi

DEPARTMENT OF ENGLISH				Class :II B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
IV	DSEC	23OUENDSE4B	Film and Literature	3	3	25	75	100

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

Course Objectives

1. To help students look closely into the relation between film and literature.
2. Introduce learners to the various ways in which literature and the moving image diverge.
3. Help the learners understand how each form makes their own claims to the narrative.
4. Help learners to interpret elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.
5. Help learners gain perspective on literature's relationship with cinema

Course Content:

Unit – I

Theories, Practices, Forms, Adaptations, Migrations-

William Shakespeare's King Lear [1606]

Akira Kurasawa, Ran (1985)

Gregory Kozintsev, King Lear (1971)

UNIT – II

Arthur C Clark, The Sentinel (1948)

Encounter in the Dawn (1953)

Stanley Kubrick, 2001: A Space Odyssey (1968)

Unit – III

Cinema from novella and dramatic literature

Unit – IV

Boris Pasternak, Dr Zhivago (1957) David Lean, Dr. Zhivago (1965)

Unit – V

Joseph Conrad, Heart of Darkness (1902)
Francis Ford Coppola, Apocalypse Now(1979)

Books for study:

1. Mast, Gerald & Marshall Cohen, Film Theory and Criticism: Introductory Readings. New York: Oxford University Press, 1994.
2. Nichols, Bill (ed), Movies and Methods: Vol. I: An Anthology. Calcutta: Seagull Books, 1985.
3. Bill Nichols (ed), Movies and Methods: Vol. II: An Anthology. Calcutta: Seagull Books, 1985.

Books for Reference:

1. Roberge Gaston, The Subject of Cinema. Calcutta: Seagull Books. 1990. Print.
2. Horton Andrew, 'Film and Literature', Encyclopedia of World Literature in the 20th Century Vol 2, Leonard S Klein (ed), New York: Frederik Ungar, 1982, 93-99. Print

Web resources / E books:

(PDF) *Film and Literature* (researchgate.net)

Pedagogy:

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

Rationale for nature of Course: This course is designed to improve the knowledge of film and literature

Knowledge and Skill: develops the idea for creative writing and dialogue writing

Activities to be given: Role play, Short film making

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Gain insight to the various ways in which literature and the moving image diverge as well as correspond through the theory of narrative while being a source of long conflict through much of the history of film studies.	K1 to K3
CLO2	Familiarize with the inter-dependence of the two art forms that collectively and individually represent, effectively ensuring that the fruition of the collaboration is often far from simple.	K1to K3

CLO3	Understand the politics and process of adaptation of literary forms into cinematic forms, how the process of signification in them vary and collide.	K1 to K4
CLO4	Gain insight on how each form makes their own claims to the narrative and the major debates that have been provoked in world cinema around the problems of adaptation.	K1 to K3
CLO5	Get an understanding of elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.	K1 to K4

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

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	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 (60)

UNIT	DESCRIPTION	HRS	MODE
I	Theories, Practices, Forms, Adaptations, Migrations- William Shakespeare's King Lear [1606] Akira Kurasawa, Ran (1985) Gregory Kozintsev, King Lear (1971)	9	Chalk and Talk, PPT, quiz, on the spot test
II	Arthur C Clark, The Sentinel (1948) Encounter in the Dawn(1953) Stanley Kubrick, 2001: A Space Odyssey(1968)	9	Chalk and Talk, PPT, quiz, on the spot test
III	Cinema from novella and dramatic literature	9	Chalk and Talk, PPT, quiz, on the spot test
IV	Boris Pasternak, Dr.Zhivago (1957) David Lean, Dr.Zhivago(1965)	9	Chalk and Talk, PPT, quiz, on the spot test,
V	Joseph Conrad, Heart of Darkness (1902) Francis Ford Coppola, Apocalypse Now(1979)	9	Seminar, PPT presentation , Activity and Model Preparation

Course Designer: S.Priyadharshini

DEPARTMENT OF ENGLISH				Class : II B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
IV	SEC	23OUENSEC 41	English for Career	2	2	25	75	100

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

Course Objectives

1. To help students gain knowledge about the job search, application, and interview process
2. Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals.
3. Help them with strategies for identifying the jobs that match their interests and skills
4. Help them to understand the job-seekers language for meeting new people, making small talk, and describing
5. To enable learners to describe themselves and their experiences in a résumé

Course Content:

Unit – I

Definition of English Language-Characteristic Features

UNIT – II

Purposes of English Language

Unit – III

Major Roles played by English Language in Education and various career choices

Unit – IV

English language as a identity to popular culture

Unit – V

The major developments happening in the contemporary world by using English language.

Books for study:

1. The Waterfall. The English Writings of Rabindranath Tagore. Ed. Sisir Kumar Das. Vol. II. New Delhi: Sahitya Academy, 1966. 163-208. Print
2. Geddes, Patrick. The Life and Work of J. C. Bose. London: Longman's Green and Co., 1920. Print

Books for Reference:

1. Bose, D.M. "J.C. Bose." Dr. D. M. Bose Centenary Celebration Commemoration Volume 1885- 1985. Kolkata: Bose Institute, 1995. Print

Web resources / E books

https://www.researchgate.net/publication/344172814_English_For_Career_Development_enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-

Pedagogy:

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

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

Knowledge and Skill: develops conversation skills.

Activities to be given: Quiz, Presentation.

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Attain communicative competence so that they can use language accurately and appropriately	K1 to K3
CLO2	Understand the basic features of communication and aim at improving language skills	K1to K3
CLO3	Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence.	K1 to K4
CLO4	Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar.	K1 to K3
CLO5	Make sure that the style, content and message is concise, correct and appropriate.	K1 to K4

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

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	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)**

UNIT	DESCRIPTION	HRS	MODE
I	Definition of English Language-Characteristic Feature	6	Chalk and Talk, PPT, quiz, on the spot test
II	Purposes of English Language	6	Chalk and Talk, PPT, quiz, on the spot test
III	Major Roles played by English Language in Education and various career choices	6	Chalk and Talk, PPT, quiz, on the spot test
IV	English language as a identity to popular culture	6	Chalk and Talk, PPT, quiz, on the spot test,
V	The major developments happening in the contemporary world by using English language.	6	Seminar, PPT presentation , Activity and Model Preparation

Course Designer: Mrs.A.Maharadevi

DEPARTMENT OF ENGLISH				Class : II B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
IV	SEC	23OUENSEC 42	English for Business	2	2	25	75	100

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

Course Objectives

1. To help students learn strategies and practical language to deal with real life situations.
2. To help them improve on how to speak and write in order to keep communication going and always appear professional and competent
3. To enable them to use the language flexibly and express in the suitable language for the context: for example in social, professional or academic contexts
4. To help them strengthen their understanding of native speakers in real life situations by learning strategies and through practice, practice, practice!
5. To help them to consistently develop a comprehensive vocabulary through real, authentic resources

Course Content:

Unit – I

Business English Definition and Difference

UNIT – II

Highlights/Significance /Essentials of Business English

Unit – III

Needs of Business English

Unit – IV

The role of Business English in English Language learning

Education as an instrumental factor in learning Business English

Unit – V

Economic Development through Business English

Books for study:

1. Nabila, H. (2015). English for Specific Business Purposes. University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English.
2. Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.

Books for Reference:

1. Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - Federal University of Technology - Paraná. Curitiba. 2015

Web resources / E books

English language skills for the future | Cambridge English

Pedagogy:

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

Rationale for nature of Course: This course is designed to improve language skills for business
Knowledge and Skill: develops business English skills.

Activities to be given: Quiz, Presentation, Conversational Practice

Course Learning Outcomes (CLOs):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Strengthen their language skills: writing, reading, listening & speaking	K1 to K3
CLO2	Understand real speech patterns and learn pronunciation techniques in fluent speech	K1 to K3
CLO3	Improve their confidence and learn how to connect with people in English	K1 to K4
CLO4	Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency.	K1 to K3
CLO5	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues	K1 to K4

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

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

UNIT	DESCRIPTION	HRS	MODE
I	Business English Definition and Difference	6	Chalk and Talk, PPT, quiz, on the spot test
II	Highlights/Significance /Essentials of Business English	6	Chalk and Talk, PPT, quiz, on the spot test
III	Needs of Business English	6	Chalk and Talk, PPT, quiz, on the spot test
IV	The role of Business English in English Language learning, Education as an instrumental factor in learning Business English	6	Chalk and Talk, PPT, quiz, on the spot test,
V	Economic Development through Business English	6	Seminar, PPT presentation , Activity and Model Preparation

Course Designer: Mrs.R.Aarthy