

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)

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DEPARTMENT OF ENGLISH – UG

(w.e.f. 2022 – 2023 onwards)

Vision

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

Mission

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

Programme Educational Objectives (PEOs): B.A English

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

Programme Outcomes for Arts Graduates

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

SL.No.	Programme Outcomes
PO1	To make them to architect of new knowledge leading to private enterprises to face competitive examinations and develop entrepreneurial skills.
PO2	To demonstrate the skills of language analyse and interpret and create the forms and contexts of artwork by studying the socio-economic and political perspective of the past and present.
PO3	To develop decision making skills by using analytical, creative and integrative abilities and to adopt new technologies in business.
PO4	To build and demonstrate leadership, team work and managerial skills in different context, develop efficient and effective skills in library using modern techniques.
PO5	To make them acquire IQ knowledge in journalism mass communication, fine arts, and tourism and attain employability.
PO6	To prepare the self-motivated and life long wisdom to get shaped in the modern changing culture.

Programme Specific Outcome

PSOs	GRADUATE ATTRIBUTES	After completion of B.A., English the students will be able to	PO Addressed
PSO-1	Knowledge	Demonstrate knowledge of literary terms, major periods, authors, genres, and theories.	PO 1
PSO-2	Problem Solving	Produce original insights about literature in a variety of forms, styles, structures and modes in scholarly practices with compelling explanatory power.	PO 2
PSO-3	The Graduate and Society	Show knowledge of major literary works, periods, genres, and critical approaches to Indian, American, and World Literature.	PO 6
PSO-4	Modern tool usage	Empower graduates for employment in the fields of translation, content writing, teaching and orient them for research and higher studies.	PO 3
PSO-5	Ethics and values	Analyze the experiences and cultural diversity, including issues of race, gender, class, sexuality, and ethnicity, through the study of ethnic minorities or from non-Western texts.	PO 5
PSO-6	Leadership Quality	Graduates will showcase leadership qualities and diverse learning by cultivating versatile skills of teamwork, morality, ethics, communication and analytical skills.	PO 4
PSO-7	Problem Analysis	Produce creative writing, rhetoric and composition for diverse needs of students and community nationally and internationally. Develop their critical thinking skills and creativity. Enhance their writing skills.	PO 1
PSO-8	Environment Sustainability	Exhibit clearly, effectively, creatively, and adjust writing style appropriate to the content, to the context, and to the nature of the subject.	PO 5

Qualification for Admission

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

Duration of the Course

The students shall undergo prescribed course of study for the period of three academic years under Choice Based Credit System (CBCS) semester pattern with Outcome Based Education (OBE).

Medium of Instruction: English

System: Choice Based Credit System with Outcome Based Education Model

Courses of Study with Credit Distribution for B.A., English

Category	No. of Courses	No. of Credits
Part-I	4	12
Part –II	4	12
Major Core Paper	13	65
Discipline Specific Elective Course	4	12
Generic Elective Courses	4	18
Skill Enhancement Courses	6	12
Inter Disciplinary Course	2	4
Ability Enhancement Compulsory Course	2	4
NSS/Physical Education	1	1
Total	40	140

Nature of the Course

Courses are classified according to the following nature

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

Outcome Based Education (OBE)&Assessment

Students understanding must be built on and assessed for wide range of learning activities, which includes different approaches and are classified along several basis, such as

1. Based on purpose:

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

2. Based on Domain Knowledge:(for UG UptoK4levels)

Assessment through K1, K2, K3& K4

EVALUATION (THEORY)**(PART I / PART II / PART III)****Internal** (Formative) : 25 marks**External** (Summative): 75 marks**Total** :100 marks**Formative Test (CIA-Continuous Internal Assessment): 25 Marks**

Components	Marks
Test (Average of three tests) (Conducted for 100 marks and converted into 20 marks)	20
Assignment (Quiz/ Documentation/ Case lets/ ICT based Assignment/ Mini Projects)	5
Total	25

- ✓ **Centralized system** of Internal Assessment Tests
- ✓ There will be **Three Internal Assessment** Tests
- ✓ Duration of Internal assessment test will be **1 hour for Test I and 2 hours for Test II and III**
- ✓ Students shall write **retest** with the approval of HOD on genuine grounds if they are absent.

Question Paper Pattern for Continuous Internal Assessment- Test I

Section	Marks
A-Multiple Choice Question (3x1mark)	3
B-Short Answer (1x2marks)	2
C-Either Or type (1/2x5marks)	5
D-Open choice type (1/2 x10marks)	10
Total	20

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

Multiple choice for Section	Marks
A-Multiple Choice Question (6x1 mark)	6
B-Short Answer (2x2marks)	4
C-Either Or Type (2/4x5marks)	10
D-Open Choice Type (2/3x 10marks)	20
Total	40

Conducted for 100 marks and converted into 25marks

Question Paper Pattern for Summative Examination

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

In respect of Summative Examinations passing minimum is **36%forUG**.

Distribution of Marks in % with K Levels CIA I, II, III & External Assessment

Blooms Taxonomy	Internal Assessment			External Assessment
	I	II	III	
Knowledge (K1)	12%	12%	12%	13%
Understanding (K2)	44%	22%	22%	21%
Apply (K3)	44%	33%	33%	33%
Analyze (K4)	-	33%	33%	33%

Latest amendments and revision as per **UGC** and **TANSCH** norms is taken into consideration in curriculum preparation

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

Sl. No	CLOs	K- Level	Section A		Section B		Section C	Section D	Total
			MCQs (No Choice)		Short Answers (No Choice)		(Either or Type)	(Open choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 1	Up to K3	3	(K1)	1	K1	2 (K2) (Each set of questions must be in same level)	1 (K2) & 2 (K3)	
No. of Questions to be asked			3		1		2	3	9
No. of Questions to be answered			3		1		1	1	6
Marks for each question			1		2		5	10	-
Total Marks for each section			3		2		5	10	20

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

Sl. No	CLOs	K- Level	Section A		Section B		Section C	Section D	Total
			MCQs (No Choice)		Short Answers (No Choice)		(Either or Type)	(Open choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 2	Up to K3	3	(K1/ K2)	1	(K1/ K2)	2 (K2) / 2 (K4) (Each set of questions must be in the same level)	2 (K3) & 1 (K4)	
2	CLO 3	Up to K4	3	(K1/ K2)	1	(K1/ K2)			
No. of Questions to be asked			6		2		4	3	15
No. of Questions to be answered			6		2		2	2	12
Marks for each question			1		2		5	10	-
Total Marks for each section			6		4		10	20	40

BLUE PRINT FOR INTERNAL ASSESSMENT – III

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

Sl. No	CLOs	K- Level	Section A		Section B		Section C	Section D	Total
			MCQs (No Choice)		Short Answers (No Choice)		(Either or Type)	(Open choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1	CLO 4	Up to K3	3	(K1/ K2)	1	(K1/ K2)	2 (K2) / 2 (K4) (Each set of questions must be in same level)	2 (K3) & 1 (K4)	
2	CLO 5	Up to K4	3	(K1/ K2)	1	(K1/ K2)			
No. of Questions to be asked			6		2		4	3	15
No. of Questions to be answered			6		2		2	2	12
Marks for each question			1		2		5	10	-
Total Marks for each section			6		4		10	20	40

Distribution of Marks with Choice K Levels CIA I, CIA II and CIA III

CIA	K Levels	Section -A MCQ (No choice)	Section -B Short Answer (No choice)	Section -C (Either or Type)	Section -D (Open choice)	Total Marks	% of Marks
I	K1	3	2	-	-	5	12
	K2	-	-	10	10	20	44
	K3	-	-	-	20	20	44
	K4	-	-	-	-	-	-
	Marks	3	2	10	30	45	100
II	K1	5	2	-	-	7	12
	K2	1	2	10	-	13	22
	K3	-	-	-	20	20	33
	K4	-	-	10	10	20	33
	Marks	6	4	20	30	60	100
III	K1	5	2	-	-	7	12
	K2	1	2	10	-	13	22
	K3	-	-	-	20	20	33
	K4	-	-	10	10	20	33
	Marks	6	4	20	30	60	100

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

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

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

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

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems, Justifying the statement and deriving inferences

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

EVALUATION (THEORY)
(PART IV – SEC, IDC, EVS & Value Education
PART V NSS / Physical Education)

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

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

Components	Marks
Test (Conducted for 50 marks and converted into 25 marks)	25

- ✓ There will be Only one Internal Assessment Test
- ✓ Duration of Internal assessment test will be 2 hour for Test
- ✓ Students shall write retest with the approval of HOD on genuine grounds if they are absent.

Question Paper Pattern for Continuous Internal Assessment- Test

Section	Marks
A-Multiple Choice Question(5x1 mark)	5
B-Short Answer(5x2marks)	10
C-Either Or type(3/6x5marks)	15
D-Open choice type(2/3 x10marks)	20
Total	50

Conducted for 50 marks and converted into 25 marks

Question Paper Pattern for External Examination

Section	Marks
A-Multiple Choice Question(10x1 mark)	10
B-Short Answer(5x2marks)	10
C-Either Or type(5x5marks)	25
D-Open choice type(3/5 x10marks)	30
Total	75

BLUE PRINT FOR INTERNAL ASSESSMENT

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

Sl. No	CLOs	K- Level	Section A		Section B		Section C	Section D	Total
			MCQs (No Choice)		Short Answers (No Choice)		(Either or Type)	(Open Choice)	
			No. of Questions	K- Level	No. of Questions	K- Level			
1.	CLO1	Up to K 3	1	K1	1	K1	4(K2) & 2(K3) (Each set of questions must be in same level)	1(K2) & 2(K3)	
2.	CLO2	Up to K 3	1		1				
3.	CLO3	Up to K 3	1		1				
4	CLO4	Up to K 3	1		1				
5	CLO5	Up to K 3	1		1				
No. of Questions to be asked			5		5		6	3	19
No. of Questions to be answered			5		5		3	2	15
Marks for each question			1		2		5	10	
Total Marks for each section			5		10		15	20	50

Distribution of Marks with K Levels -CIA

CIA	K Levels	Section A MCQ	Section B (Short Answers)	Section C (Either/ Or Choice)	Section D(Open Choice)	Total Marks	% of Marks
I	K1	5	10	-	-	15	20
	K2	-	-	20	10	30	40
	K3	-	-	10	20	30	40
	K4	-	-	-	-	-	-
	Marks	5	10	30	30	75	100

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

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

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

K Levels	Section A (MCQ'S)	Section B (Short Answer)	Section C (Either/or)	Section D (Open Choice)	Total Marks	% of Marks without choice
K1	10	10	-	--	20	16
K2	-	-	30	20	50	42
K3	-	-	20	30	50	42
Total Marks	10	10	50	50	120	100

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(w.e.f. 2022 – 2023 Batch onwards)

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

	III	22OUENGEEN4	GEC 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)**

1. MOOCs / SWAYAM / NPTEL Courses(Online)
2. Project

Year	Semester	Title	Duration of Study	Credit
III	VI	Project title	6 months	1

Compulsory Courses:

Year	Semester	Nature of Course	Course Code	Title of the Course	Hours (30)	Offered to students of
I	I	Add on Course	22ENAOA 22ENAOCP	Communicative and Functional English Practical	30Hrs	I B.A English Literature
II	III & IV	Certificate Course	22ENC 22ENCPC	Spoken English Practical Viva Voce	90Hrs per Year	II year students of all other disciplines
III	V	Value Added Course	22ENVAC 22EVACP	Teaching of English language and Literature Practical	30Hrs per week	III B.A English Literature

DEPARTMENT OF ENGLISH				Class: I B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	SE	Total
I	Core	22OUE11	British Literature	5	6	25	75	100

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

Course Objectives

1. To know about British Prose, Poetry, Drama & Fiction.
2. To know more about the culture of England from 15th to 20th Century
3. To provide Knowledge about trend setters of Literary Age
4. To make understand about various styles in British Literature
5. To know about components of England from 15th to 20th Century

Course Content:

Unit- I POETRY

- William Wordsworth - Daffodils
 John Keats - Ode on a Grecian Urn
 Lord Byron - She walks in Beauty

Unit- II PROSE

- Charles Lamb - A Dissertation upon Roast Pig
 Coverley Paper (From Spectator) – Addison and Steele
 1. Sir Roger at Theatre
 2. Sir Roger at Church

Unit- III SHORT STORY

- H.G.Wells - The Beautiful suit
 Roald Dahl - The Landlady
 D.H.Lawrence - Tickets Please

Unit- IV DRAMA

- J.M. Synge - The Playboy of the Western World

Unit -V FICTION

- Daniel Defoe - Robinson Crusoe

Books for Study:

1. Lamb, Charles, (2013) *A Dissertation upon Roast pig*. Bridgman.pvt.Ltd.
2. Joseph, Addison, (2009) *The Coverley Papers from the Spectator*.
3. Shelley, (2015) *Ozymandius*, London.
4. Wordsworth, (2016) William. *Daffodils*.
5. Defoe, Daniel, (2007) *Robinson Crusoe*.

Books for Reference:

1. Synge J.M. (1907) *The playboy of the Western World*.
2. Wordsworth, William. (2016) *Daffodils*. Michael O'Mara; New edition.
3. Lamb, Charles. (2016) *A Dissertation upon Roast Pig*. wentworthpress.

Web Sources/ E Books:

https://en.m.wikipedia.org/wiki/The_Beautiful_Suit
[https://en.m.wikipedia.org/wiki/The_Landlady_\(short_story\)](https://en.m.wikipedia.org/wiki/The_Landlady_(short_story))
<https://manybooks.net/titles/marlowecetext98drfst10a.html>
https://books.google.co.in/books/about/The_Adventures_of_Robinson_Crusoe.html?id=YWP8WpOKUEUC&printsec=frontcover&source=kp_read_button&hl=en&redir_esc=y

Pedagogy:

Chalk and Talk, PPT, group discussion, Seminar

Rationale for nature of Course: This Course is designed to introduced the students to the Literary trends of English Literature in 15th and 20th Century

Knowledge and Skill: Able to understand the culture, trend, styles of England from 15th to 20th Century

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

Course Learning Outcome (CLO's):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Introduce the basic culture of England to the students from 15 th to 20 th Century	K1 to K3
CLO2	Provide Knowledge for the students about the age and Literary Style	K1to K3
CLO3	Make the students understand the various styles in British Literature	K1 to K4
CLO4	Identify the key components from 15 th to 20 th century	K1 to K3
CLO5	Know about British Prose, Poetry, Drama and Fiction	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	2	3	2	3	3	2
CLO3	3	3	2	2	2	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	1	1

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

LESSON PLAN: TOTAL HOURS (90 Hrs)

UNIT	DESCRIPTION	Hrs	MODE
I	Daffodils – William Wordsworth-beauty of the daffodils- observation and experience of poet-poet's description of himself-discovery of a field of daffodils. Thematic Analysis Ode on a Grecian Urn – John Keats- depiction of pictures frozen in time- Context Analysis She walks in Beauty – Lord Byron –Discussion on Beauty which is hard to put into words – Exploring the Text	18	Chalk and Talk, PPT, Lecture, Discussion.
II	A Dissertation upon Roast Pig- Introduction to Charles Lamb- Context and Background Analysis- Thematic Analysis – Discussion on Critical Views Coverley Paper (From Spectator) – Introduction to Addison and Steele - Context and Background Analysis- Thematic Analysis – Discussion on Critical Views	18	Chalk and Talk, Group discussion
III	The Beautiful Suit – Exploring the text and Author – Survey on contextual themes like desire, happiness, control, suppression, hope and freedom – Critical Analysis. The Landlady – Roald Dahl - Introduction to The Author – Text Analysis – Exploration on contextual theme Appearance Vs Reality – Critical Analysis. Tickets please – D.H.Lawrence Introduction to The Author – Observing the Text – Exploring the themes–Survey on Psycho Analysis and Relating the concept with the text.	18	Chalk and Talk, PPT, Seminar
IV	The Playboy of the Western World – J.M.Synge- Author Introduction –Context and Background survey - Text Analysis – Critical Analysis-Thematic Analysis.	18	Seminar, Group Discussion
V	Robinson Crusoe – Daniel Defoe- Author Introduction – Context and Background survey - Text Analysis – Critical Analysis –Thematic Analysis	18	Lecture, Group Discussion, Quiz

Course Designer
Dr. M. SivaRanjani

DEPARTMENT OF ENGLISH				Class: I B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	SE	Total
I	Core	22OUEN12	Children's Literature	5	5	25	75	100

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

Course Objectives

1. To enable the students to understand children's literature
2. To identify and recognise the importance of fables
3. To help the students to improve their poetic skills
4. To make the learners appreciate the values of human life
5. To develop an interest in children's literature.

Course Content:

UNIT- I Trends and Techniques

Linguistics and Stylistics

Illustrations and Picture Books

Intertextuality

Reading and Literacy

UNIT- II Poetry

Rudyard Kipling's "If"

Toi Derricote's -"A Place in the Country"

Robert Macfarlane's The Lost Spells(Selected Poems)- Daisy, Gold Finch, Oak

UNIT- III Fairy Tales and their Permutations.

Charles Perrault- Cinderella

Panchathantra(selected fables)

- 1.The Results of Education.
2. Slow the Weaver
3. The Dog who went abroad.

UNIT -IV Legends and Myth

Howard Pyle - Adventures of Robin Hood

UNIT- V Fiction

Lewis Carroll - Alice in Wonderland

Once Upon an Alphabet : Short Stories for All the Letters –Oliver Jeffers

Books for Study:

1. Pyle, Howard, (2002) *Adventures of Robin Hood*. Jaico Publishing House.
2. Shelley, Mary, (2010) *Frankenstein*. Maple Press.
3. Carroll, Lewis, (2015) *Alice's Adventures in Wonderland*. Puffin Books.
4. Alcott, Louisa May, (2015) *Little Women*. Fingerprint Publishing.
5. Jeffers, Oliver. (2018) *An Alphabet of Stories*. HarperCollins.

Books for Reference:

1. Jones, Vernon V. S., (2019) *Aesop's Fables*. Fingerprint Publishing.
2. Hunt, Peter, (2005) *Understanding Children's Literature*. Routledge.
3. Parasuraman, Sunita, (2011) *The Panchatantra: Wisdom for Today from the Timeless Classic*. Jaico Publishing House.
4. Macfarlane, Robert, and Jackie Morris, (2020) *The Lost Spells*. Hamish Hamilton.

Web resources/E.books:

<https://www.newyorker.com/culture/culture-desk/the-beguiling-legacy-of-alice-in-wonderland>
<https://www.thelostwords.org/>
<https://interestingliterature.com/2017/02/10-classic-childrens-poems-everyone-should-read/>
[https://www.google.co.in/books/edition/Alice's Adventures in Wonderland/hWByX5-c5SIC?hl=en&gbpv=1&printsec=frontcover](https://www.google.co.in/books/edition/Alice's_Adventures_in_Wonderland/hWByX5-c5SIC?hl=en&gbpv=1&printsec=frontcover)
[https://www.google.co.in/books/edition/Little Women/UO60KLyRMEwC?hl=en&gbpv=1&printsec=frontcover](https://www.google.co.in/books/edition/Little_Women/UO60KLyRMEwC?hl=en&gbpv=1&printsec=frontcover)

Pedagogy:

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

Rationale for nature of Course: This course provide deeper insight in Children's Literature.

Knowledge and Skill: Able to understand and enjoy the importance of Children's Literature.

Activities to be given: Giving ample exercises to publish illustrated Children's Books.

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Outline the basics of children's literature	K1 to K3
CLO2	Identify the ethical values through fairy tales and fables	K1 to K3
CLO3	Describe the beauty of poetry	K1 to K4
CLO4	Analyse the significance of legends and fantasy stories/fiction	K1 to K3
CLO5	Prioritise the intricacies of children's fiction	K1 to K4

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

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

UNIT	DESCRIPTION	Hrs	MODE
I	Linguistics and Stylistics - Analysing Texts for Children. Illustration and Picture Books - Decoding the Images. Intertextuality - Relating Texts and quotes from history. Reading and Literacy - Texts in reading development - story reading.	25	Group Discussion
II	If - Definition of a complete man A Place in the country-explaining the deep love for one's own country The Lost Spells-Introduction on the lost species of birds and animals	10	Quiz and Group discussion
III	Cinderella - Explaining moral values Panchathantra- Explaining the Five principles illustrated in Panchathantra.	10	Interaction
IV	Robin Hood –Introduction to Legends and Myths Narrating the heroism of Robin Hood. Chapter wise Analyses- Character Analyses	10	Quiz
V	Alice in Wonderland - Describing Alice's world of fantasy with anthropomorphic creatures. Once upon an Alphabet - Explaining stories with alphabets.	20	Group discussion and PPT

Course Designer**Mrs. D. Nancy Gnanaselvi**

DEPARTMENT OF ENGLISH				Class: I B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	SE	Total
I	GEC	22OUENGEEN1	Social History of England	4	5	25	75	100

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

Course Objectives

1. To identify the era- the medieval or middle period and the modern period of England
2. To make conversant with the socio-historical background to literature
3. To correlate the socio-political history with the literary history of English
4. To identify, analyse and interpret the critical ideas, values and themes that appear in various genres of literary and cultural texts
5. To ascertain and recognize the full breadth of English Life and society that offers requisite and imperative introductions about the key themes, cultures, Literature and so on which epitomizes various periods of English Society.

Course Contents:

Unit- I

A Brief Outline of British History
 The Renaissance and its Impact on England
 The Reformation, its causes and effects
 Dissolution of the Monasteries

Unit -II

The East India Company
 Puritanism- Restoration of England
 Coffee-house life in London

Unit- III

The Union of England and Scotland
 The Agrarian Revolution
 The Industrial Revolution

Unit -IV

The Victorian Age

Development of Education in the Victorian England

Means of Transport and Communication

Unit -V

The World Wars and Social Security

Trade Unionism in England

Contemporary Life in England

Books for Study:

1. Xavier, A.G. (2014) *An Introduction to the Social History of England*. Chennai.
2. Ashok, Padmaja. (2011) *The Social History of England*. Delhi.

Books for Reference:

1. Trevelyan, G.M. (2011) *The English Social History*. New York.
2. Briggs, Asa. (1986) *A Social History of England*. London.
3. Wrightson, Keith. (2017) *A Social History of England 1500 1750*. Cambridge University Press. New York.

Web Resources/ E books:

<https://historyofeconomicthought.mcmaster.ca/ranke/HistEnglandv1.pdf>
<http://sarkoups.free.fr/trevelyan1959.pdf>
<https://www.gutenberg.org/files/21660/21660-h/21660-h.htm>

Pedagogy:

Chalk and Talk, PPT, Group Discussion, video lessons, Assignments.

Rationale for nature of Course: This Course as certain and recognizes the full breadth of English life and society that offers requisite and imperative introductions about the key themes, cultures, literature and so on which epitomizes various periods of

Knowledge and Skill: Students would be able to keep them equipped about facts and figures of English Literature so as to be prepared to confidently appear for NET/SET Examinations.

Activities to be given:

Group Discussions on the salient features of periods of English Literature, Role plays on the vital literary works to improve insights and knowledge on Social History of England, Paper, presentations to improve their presentation and Communication Skills. Quizzes to make them prepare for NET/SET and other Competitive Examinations

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Identify the era- the medieval or middle period and the modern period of England	K1 to K3
CLO2	Make conversant with the socio-historical background to literature	K1 to K3
CLO3	Correlate the socio-political history with the literary history of English	K1 to K4
CLO4	Identify, analyse and interpret the critical ideas, values and themes that appear in various genres of literary and cultural texts	K1 to K3
CLO5	To ascertain and recognize the full breadth of English Life and society that offers requisite and imperative introductions about the key themes, cultures, Literature and so on which epitomizes various periods of English Society.	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	2	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	2	2

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

LESSON PLAN: TOTAL HOURS (75 Hrs)

UNIT	DESCRIPTION	Hrs	MODE
I	A Brief Outline of British History-Survey The Renaissance and its Impact on England- Explanation- Inventions and discoveries – Renaissance in Italy, France and Spain – Beginning of Renaissance in England- Writers of England- The Reformation – Definition – causes and its effect – Reformation in the time of Henry VIII – Reign of Edward VI iv) Dissolution of the Monasteries-Explanation- Critical Views – growing anticlericalism- Social effects	15	Chalk and Talk, PPT, Video Lessons, Discussion.
II	i)The East India Company- Establishment- Parliamentary measures- Impact on English Society ii) Puritanism- Origin – ideals of Puritan Period- contribution to English Literature iii) Restoration of England – Formation of Political Parties- development of Science two national calamities iv) Coffee-house life in London-origin-people of different political creeds, religious beliefs and profession having separate coffee houses, important coffee-houses in the city-conclusion-suppression of coffee-house	15	Chalk and Talk, Group discussion
III	i) The Union of England and Scotland- Social contact between the two countries before and after the union-economic and educational improvements- conclusion ii) The Agrarian Revolution - cause-improvements- result iii) The Industrial Revolution – Introduction- inventions-improvements-results	15	Chalk and Talk, PPT, Seminar
IV	i) The Victorian Age-general features-People's charter-corn law-the great exhibition-progress in medical science-the oxford movement. ii) Development of Education in the Victorian England – Importance-development-establishment of Board of Education-conclusion iii)Means of Transport and Communication – Introduction-invention-conclusion	15	Seminar, Group Discussion
V	i)Causes and Effects of World Wars to Contemporary Life in England-Introduction and Evolution ii)The World Wars and Social Security - Introduction-causes – various measures taken- the successive government following the policy. iii) Effect Trade Unionism in England– Contemporary Life in England- definition-unions-alliances and trade union congress- conclusion	15	Lecture, Group Discussion, Quiz

Course Designer**DR. R. S. Sabeetha**

DEPARTMENT OF ENGLISH				Class: I UG				
Sem	Category	Course Code	Course Title	Cred its	Contact Hours/ Week	CIA	SE	Total
I	IDC	22OUENID1	Communication Skills - I	2	2	25	75	100

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

Course Objectives

1. To identify and develop their communicative English by acquiring Listening, Speaking, Reading, and Writing Skills.
2. To discover various strategies to learn English language in a fun filled and easiest possible manner
3. To cultivate employability skills by developing communicative competency.
4. To improve their language more effectively and concisely.
5. To create Communication Skills for Placement and global mobility

Course Content:

Unit – I LISTENING

Definition & Importance of Listening

Process of Listening & Purpose of Listening,

Types of Listening, Inculcating Listening Skills

Tips for being a Good Listener

UNIT II - SPEAKING

Introducing Oneself & Others

At Hotel & Reception Hall

A Dialogue between Two Friends

Getting Appointments for an Interview over Phone

At the Restaurant, Attending an Interview

UNIT III - READING

K. Jerome - Uncle Podger Hangs a Picture

Mulk Raj Anand - A Pair of Mustachios

Stephen Leacock - With the Photographer

Edgar Allan Poe – The Tell – Tale Heart

O. Henry – The Gift of Magi

UNIT IV - WRITING:

Nouns: Various Parts of a House/Room (Dressing Room, Bed Room, Bath Room)

Games and sports, College/Classroom, Kitchen words (Spices, Pulses, Grains and Vegetables),

Verbs: At study, At play, Related to Cooking and Eating.

Grammar: Parts of Speech: Noun

Pronoun

Verb

Adverb

Adjectives

Prepositions

Conjunction and Interjection

Tenses

Determiners

UNIT V- PRACTICAL APPLICATION THROUGH LANGUAGE GAMES

Listening: Liar Liar Game (Using the Reading activity Carried out in Unit III)

Speaking: Sing-Read-Sing-Write-Sing Game (Using Reading and Writing activity carried out in Unit III and IV)

Reading: Scrabble Game (Using the Reading Skills Taught in Unit III)

Writing: Using the Nouns and verbs taught in the Unit IV)

Books for Study:

1. Migalai, Seema.et.al. (2009) *Communication Skills for Undergraduate*. VEI Publication.
2. Pathak, B.V. (2019)*Communication Skills – I*.Nirali Prakashan,.

Books for Reference:

1. Bhardwaj.A.P. (2010) *Essential English for Competition*. Chand &company publishers.
2. Balan, Jayashree. (2013) *Spoken English*. Mc Graw Hill Education.
3. Kumar, Sanjay, (2015) *Communication Skills*. Oxford University Press, 2nd edition.
4. Brownell, Judi. (2017) *Listening*. Rouledge Publication, 6th edition.

Web Resources/E. books:

<http://7esl.com/parts-of-the-house/>
<http://7esl.com/bedroom-vocabulary-objects/#Things in the bedroom>
<http://7esl.com/bathroom-vocabulary/>
<http://www.enchantedlearning.com/wordlist/sports/shtmlhttps://in.indeed.com>

Pedagogy:

Chalk and Talk, PPT, group discussion, and Quiz.

Rationale for nature of Course: Communication Skills-I itself is defined as transferring information to produce greater understanding.

Knowledge and Skill: Able to understand the basic Listening Skill with Attention.
Improvement in the presence of Mind & Memory Enhancement.

Activities to be given: Understand the basic concepts of Communication Skills, apply knowledge of Respect Opinions of other, prepare and present a PPT.

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Discover the basic level of Communicative English by acquiring Listening, Reading, Speaking and Writing Skills.	K1 to K3
CLO2	Discuss the strategies to learn English language in a fun filled manner.	K1 to K3
CLO3	Apply the Knowledge to Identify the Employability Skills.	K1 to K4
CLO4	Experiment with the significance of language efficiency	K1 to K3
CLO5	Express the role of self- awareness of their communication and verbal skills.	K1to K4

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

	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)**

UNIT	DESCRIPTION	Hrs	MODE
I	Definition & Importance of Listening, Process of Listening & Purpose of Listening, Types of Listening, Inculcating Listening Skills, Tips for being a Good Listener.	6	Chalk and Talk, PPT, group discussion.
II	Introducing Oneself & Others: At Hotel & Reception Hall, A Dialogue between Two Friends, Getting Appointments for an Interview over Phone, At the Restaurant, Attending an Interview	6	Chalk and Talk, PPT, group discussion.
III	Uncle Podger Hangs a Picture- Author Introduction- Themes, A Pair of Mustachios – Introduction, With the Photographer – About the story and Author, Themes, The Gift of Magi – Introduction. The Tell – Tale Heart – About the story and themes.	6	Chalk and Talk, PPT, group discussion, quiz.
IV	Various Parts of a House/Room (Dressing Room, Bed Room, Bath Room) Games and sports, College/Classroom, Kitchen words (Spices, Pulses, Grains and Vegetables), At study, At play, Related to Cooking and Eating. Noun, Pronoun, Verb, Adverb, Adjectives, Prepositions, Conjunctions and Interjection, Tenses, Determiners	8	Chalk and Talk, PPT, group discussion, quiz.

V	Using the Nouns and verbs taught in the Unit IV, Scrabble Game (Using the Reading Skills Taught in Unit III), Liar Liar Game (Using the Reading activity Carried out in Unit III), Sing-Read-Sing-Write-Sing Game (Using Reading and Writing activity carried out in Unit III and IV).	4	Chalk and Talk, PPT, group discussion, quiz.
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Course Designer
Ms. R. Hari Dharani

DEPARTMENT OF ENGLISH				Class: I B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	SE	Total
II	Core	22OUEN21	Indian Writing in English	5	6	25	75	100

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

Course Objectives

1. To familiarise the students with the major writers and literary works in Indian Writing in English from colonial times till the present modern age.
2. To analyze the growth of Indian Writing in English with reference to the historical, political, social and cultural milieu of Indian subcontinent from the colonial days.
3. To understand the place and contribution of Indian Writing in English in Commonwealth Literature.
4. To analyze how effectively the Indian identity, both individual and collective, is represented through English language.
5. To examine how various literary trends prevalent in English literature from all over the world found a natural way into Indian Writing in English during every age

Course Content:

UNIT I- POETRY

Toru Dutt -Our Casuarina Tree

Rabindranath Tagore -Paper Boats

Sarojini Naidu - The Bangle Sellers

Nissim Ezekiel - Enterprise

UNIT II - PROSE

Nirad C. Chaudri- “My birth Place” from “The Autobiography of an UnKnown Indian ”

Jawaharlal Nehru- “The Epics, History, Tradition and Myth” from The Discovery of India

UNIT III - DRAMA

Girish Karnad -Hayavadana

UNIT IV- SHORT STORIES

Prem Chand	- Resignation
R.K.Narayan	- The Axe
Kushwant Singh	- Agnostic
Anita Desai	- A devoted Son

UNIT V -FICTION

Salman Rushdie	-Midnight's Children
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Books for Study

1. Karnad, Girish, (2008) *Hayavadana*. Surjeet Publications.
2. Deshpande, Shashi, (2000) *A Matter of Time*. Penguin India.
3. Rushdie, Salman, (2011) *Midnight's Children*. Atlantic Publishers and Distributors.

Books for Reference :

1. Raju, Anandkumar, (2002) *An Anthology of Indian English Poetry*. Orient Longman.
2. Subbaiah, Ed., (1991) *Indo- English Prose- A Selection*. Emerald Publishers.
3. Raju, Anandkumar, (2000) *An Anthology of Selected Short Stories*. Macmillan,.
4. Murthy Narasimha, (2009) M.G. *Famous Indian Stories*. Orient Black Swan Private Limited.

Web Sources/ E Books:

<http://library.bjp.org/jspui/bitstream/123456789/277/1/The-Discovery-Of-India-Jawaharlal-Nehru.pdf>
<https://hindikahanes.com/resignation-by-munshi-premchand/>
<http://asherxai.blogspot.com/2010/03/karma-short-story-by-khushwant->
<https://www.sparknotes.com/lit/midnightchildren/>
<https://www.galaxyimrj.com/V1/n3/Ashish.pdf>

Pedagogy:

Chalk and Talk, PPT, group discussion, Seminar, PPT Presentation, Group Discussion, YouTube Links.

Rationale for nature of Course: This course will acquire deeper insight into English Language and Literature. It will enhance and reinforce creativity, understanding, teaching and critical appreciation of English Literature.

Knowledge and Skill: Able to understand cultural trends styles of Indian Writing in English from colonial times till the present modern age.

Activities to be given: Exercises on different Genres will be given and make them to publish articles.

Course Learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge(According to Bloom's Taxonomy) (K1 to K4)
CLO1	Analyze the growth of Indian Writing in English from its origin till date.	K1to K3
CLO2	Understand the contribution of Indian Writing in English in Commonwealth Literature.	K1to K3
CLO3	Study the cultural representation of Indian identity at the individual and collective levels through Indian Writing in English.	K1 to K4
CLO4	Analyze the entry of various literary trends into Indian Writing in English.	K1 to K3
CLO5	Refine their written and spoken language as an outcome of regular seminar presentations.	K1to K4

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

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

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS (90 Hrs)

UNIT	DESCRIPTION	Hrs	MODE
I	Our Casuarina Tree- Toru Dutt –Experience and Observation of the poet-Thematic Analysis Paper Boats- Rabindranath Tagore-Thematic Analysis The Bangle Sellers- Sarojini Naidu- Elucidation of Traditions- Critical Analysis Enterprise -Nissim Ezekiel – Thematic Analysis- Exploring the Text	15	Chalk and Talk, PPT, group discussion Interaction
II	The Epics, History, Tradition and Myth” from The Discovery of India- Jawaharlal Nehru-Discussion on Critical Views. “My birth Place” from “The Autobiography of an UnKnown Citizen”-Nirad C. Chaudri. Discussion on Critical Views.	15	PPT, group discussion
III	Hayavadana - Girish Karnad -Introduction to the author-Text Reading- Critical Analysis.	20	PPT, Seminar
IV	Resignation- Prem Chand-Exploring the theme- Critical Analysis The Axe - Exploring the theme-Critical Analysis Agnostic - Kushwant Singh- Exploring the text and Author – Exploration on Contextual Theme- Critical Analysis. A Devoted Son - Exploration on Contextual Theme- Critical Analysis	20	Seminar, Group Discussion
V	Midnight’s Children- Salman Rushdie- Experience and Observation of the writer - Character Analysis -Thematic Analysis	20	Lecture, Group Discussion, Quiz

Course Designer**Dr. S. Gayathri**

DEPARTMENT OF ENGLISH				Class: I B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/ week	CIA	SE	Total
II	Core	22OUEN22	Advanced English Grammar	5	5	25	75	100

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

Course Objectives

1. To enable the students to get acquainted with the fundamental knowledge of modern grammar.
2. To equip the learners to apply grammatical knowledge in Spoken English and written English with correct grammatical structure.
3. To impart a working knowledge of the basic rules of the English Language to the students.
4. To develop the skills of constructions in written and Spoken English and help the students gain confidence.
5. To enable the students, acquire adequate skills to use grammatically correct structures that would in turn promote effective speaking and writing.

Course Content:

UNIT- I

Parts of Speech

Sentence Structure

Kinds of Sentences

UNIT- II

Nouns and its classifications

Tenses and Voices

Infinitives and Gerunds

UNIT- III

Modals and Conjunctions

Question Tags

Direct and Indirect Speeches

UNIT- IV

Simple, Compound and Complex

Idioms and Phrases

Punctuation

UNIT- V

Common Errors in Modern English Usage

Double Negatives

One Word Substitution

Books For Study:

1. Aggarwala, (2016) N.K. A Senior English Grammar and Composition. Delhi.
2. Thomson, (1986) A.J and A.V. Martinet. A Practical English Grammar .USA.
3. Krishnaswamy, N. (1975) Modern English – A Book of Grammar, Usage and Composition. Delhi.

Books for Reference :

1. PrasadaRao, N.D.V. (1905) English Grammar and Composition. Delhi.
2. Aggarwla, R.S. and Vikas Aggarwal. (1997) Objective General English. Delhi,.
3. Krishnaswamy .N and Srirama (2017) *T. Creative English for Communication* ,Trinity Press,.

Web Resources/ E. Books:

<https://www.grammarly.com>

<https://www.englishgrammar.org>

<http://learnenglish.britishcouncil.org/grammar>

<http://englishclub.com/grammar/verb-tenses.htm>

Pedagogy:

Pep Talk, World Play, Word Power, Quiz and Dumb Charades

Rationale for nature of Course: Students will be able to communicate their thoughts in a grammatically precise manner, that is appropriate for professional, academic and social circumstances.

Knowledge and Skill: The students could use English Language without grammatical errors and gain confidence in verbal and non-verbal communications by understanding modern English grammar in a better way.

Activities to be given: Listening and comprehending activities to understand grammatical rules effortlessly, Grammar practice sheets to impart a working knowledge in classrooms, Encouraging students to make grammatically correct dialogues in given situations.

Course Learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	To equip the students with the basics to Advanced English Grammar and its usage.	K1 to K3
CLO2	To provide Knowledge for the students about application of the Grammatical rules in right places.	K to K3
CLO3	To make the students learn the various aspects of Grammar that would enable them to express their thoughts in English.	K1 to K4
CLO4	To comprehend the nuances of framing sentences in spoken and written communication.	K1 to K3
CLO5	To enable them co-ordinate their skills in using Grammatically correct sentence structures.	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	2	1	2	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	2	3

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

LESSON PLAN: TOTAL HOURS (75 Hrs)

UNIT	DESCRIPTION	Hrs	MODE
I	Teaching of Parts of Speech with adequate examples. Demonstration of Sentence Structure with various patterns. Introducing Kinds of Sentences and its usage through day to day examples.	15	Chalk and Talk, PPT, Lecture, Discussion.
II	Introducing nouns and its classifications with specific samples. Discussion of Tenses and voices through exercises. Explaining Infinitives and Gerunds through handouts.	15	Chalk and Talk, Group discussion
III	Description of modals and conjunctions with suitable examples. Explanation of Question Tags using practice sheets. Teaching Direct and Indirect speeches with different sets of sentences.	15	Chalk and Talk, PPT, class room exercises.
IV	Classification of Simple, compound and complex sentences with various illustrations. Introducing Idioms and Phrases in day today usage. Enabling students to make use of punctuations at right places.	15	Chalk and talk, Group Discussion, classroom activities.
V	Focusing on Common Errors in Modern English Usage and the ways to overcome. Explaining Double Negatives with vivid examples. To throw light on using one word substitution in a finer way.	15	Lecture, Group Discussion, Quiz

COURSE DESIGNER**Dr. D. S. Parveen Banu**

DEPARTMENT OF ENGLISH				Class: I B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/ week	CIA	SE	Total
II	GEC	22OUENGEEN2	History of English Literature	5	5	25	75	100

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

Course Objectives

1. To expose the students to the evolution of English literature.
2. To acquaint the students with the broader genres of literature in general.
3. To acquire an overview of the social and historical context of the major writers
4. To evaluate the perception of the ideology of a certain age of English literature.
5. To analyze the various movements and waves in English Literature.

Course Content:

Unit – I - The Renaissance Period (1350-1660)

The Age of Chaucer and Spenser

University Wits

Comedy of Humours

Unit – II – The Late Seventeenth and the Eighteenth Centuries (1660-1800)

Comedy of Manners

Neo – Classicism

Sentimental and Anti – Sentimental Comedies.

Kitchen- sink drama

Unit – III – The Romantic Age (1798 – 1832)

Prose Writers – Lamb, Hazlitt

Poets – Wordsworth, Coleridge, Shelley, Keats

Novelist – Jane Austen

Unit – IV - The Victorian Age (1832 – 1901)

- Pre-Raphaelite Movement – D.G. Rossetti, Christina Rossetti
 Victorian Poets – Tennyson, Browning.
 Victorian Novelists – Dickens, Thackeray, Emily Bronte.
 Victorian writers – Carlyle, Ruskin

Unit – V - The Modern Age (Post 1901)

- Poets of the Thirties – Wilfred Owen, W. H. Auden
 Essayists – Huxley, Zadie Smith
 Dramatists – G B Shaw, Samuel Beckett
 Novelists – H.G Wells, Virginia Woolf

Books for Study:

1. K. R. Ramachandran Nair, *The History of English Literature*, Emerald Publishers, Chennai.
2. Ronald Carter and John Macrae, (2001) *The Routledge History of Literature in English*,.
3. Long, William. J. (1956) *English Literature*. New Delhi: Kalyani Publishers,.

Books for Reference:

1. Hudson W.H. (2009), *An Outline History of English Literature*, A.I.T.B.S. Publishers, India,.
2. Ronald Carter and John Macrae, (2001) *The Routledge History of Literature in English*.
3. Trevelyan, G.M. (1978) *English Social History*. London: Longman

Web Resources / E Books:

- <http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=aa08>
<https://www.eng-literature.com/2021/11/comedy-of-humours-definition-characteristics-examples.html>
<https://archive.nptel.ac.in/courses/109/106/109106124/>
<https://www.britannica.com/art/kitchen-sink-drama>
<https://manavata.org/able/wp-content/uploads/sites/10/2020/07/A-History-of-English-Literature.pdf>
https://edisciplinas.usp.br/pluginfile.php/3874213/mod_resource/content/1/THE%20ROUTLEDGE%20HISTORY.pdf

Pedagogy:

Chalk and talk, PPT, group discussion, seminar, quiz, ICT enabled teaching.

Rationale for nature of Course: This Course will expose the students to know the chronological survey of the major forces and voices that have contributed to the development of an English Literary tradition.

Knowledge and Skill:

Familiarity of major literary works, genres and critical traditions. Distinguish and empathize with other cultures and people through exploring their literary text.

Activities to be given: Seminar with PPT Preparation ,Detailed Explanation ,Group Discussion, Quiz.

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Understand the growth and development of major writers and their significant works in chronological order.	K1 to K3
CLO2	Understand and recognize the various genres evolved.	K1 to K3
CLO3	Identify about the prominent writers and works in English literature.	K1 to K4
CLO4	Analyses how the social, political and religious history of England influences the English writers through the Ages	K1 to K3
CLO5	Analyze the literary movements and their impact on the literary works	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	2	1	2	2
CLO4	3	2	2	3	3	2
CLO5	2	3	1	2	2	3

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

LESSON PLAN: TOTAL HOURS (75 Hrs)

UNIT	DESCRIPTION	Hrs	MODE
I	The Age of Chaucer – main events during the age of Chaucer – Dialects in the ages of Chaucer – three periods of Chaucerian’s poetic career— George Kyd- Christopher Marlowe- Robert Greene- Thomas Nashe- Thomas Lodge- John Lyly. Comedy of Humours- Definition – characteristic features- intense- didactic-wit – satire.	15	Chalk & Talk, Group Discussion, Quiz and PPT and lecture.
II	Comedy of Manners- Definition – characteristic features- examples. Neo – Classicism- Definition – characteristic features-.sentimental and Anti – Sentimental Comedies origin – differences – examples. Kitchen- sink drama -origin- definition- Drama- theme.	15	Chalk & Talk, Group Discussion, Quiz and PPT
III	Prose – Lamb, Hazlitt- Elements- Style and Characteristics of lamb and Hazlitt essays. Poetry – Wordsworth, Coleridge, Shelley, Keats- Elements- style- Characteristics and works of the poets. Novels – Jane Austen- Elements, Style and Characteristics.	15	Chalk & Talk, Group Discussion, Quiz and PPT
IV	Pre-Raphaelite Movement – D.G. Rossetti, Christina Rossetti – Characteristics, events- style -life and works. Victorian Poets – Tennyson, Browning. Victorian writers – Carlyle, Ruskin	15	Chalk & Talk, Group Discussion, Quiz and PPT
V	Poets of the Thirties – Wilfred Owen, W. H. Auden – features and the characteristics of the modern age poets. Samuel Beckett- origin- life and works – Style- elements – Characteristic features. Novel – H.G Wells, Virginia Woolf- origin- life and works .	15	Chalk & Talk, Group Discussion, Quiz and PPT.

Course Designer
Dr. B. Kavikashree

DEPARTMENT OF ENGLISH				Class: I UG				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/ Week	CIA	SE	Total
II	IDC	22OUENID2	Communication Skills - II	2	2	25	75	100

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

Course Outcome

1. To speak English with fluency
2. To develop listening skill and have the patience to acquire wide knowledge
3. To make use of creativity and to put an end for rote learning.
4. To analyze the power of gaining knowledge, reading enables them to widen their view.
5. To improve the concept of learning Literature.

Course Content:

UNIT I - INTRODUCTION

Introduction to communication skills Definition and its Process
 Importance of Communication
 Functions of Communication
 Objectives of Communication
 Essentials of Good Communication
 Types of Communication- Verbal, Nonverbal, Visual, Written.

UNIT II - VERBAL EFFICIENCY

Fundamental Grammar
 Word Order
 Punctuation
 Tenses
 Use of Determiners
 Use of Connector

UNIT III - NON - VERBAL ARTISTRY

Gestures

Postures

Eye Contact

Facial Expressions

Body Language

UNIT IV - ORAL AND WRITTEN PROFICIENCY

i. Oral Communication: Presentation Techniques and Aids

ii. Written Communication: Formal Email Drafting, Report Writing, Formal Invitation Drafting

UNIT V - SOCIALIZING FLAIR

Tele Etiquette

Dining Etiquette

Social Media Professionalism

Interpersonal Communication Skills

Books for Study:

1. Sharma.R.N. Kumar,Mahendra. (2012) *Everyday Letters*. M.I. Publications.
2. Feeman, Sarah. (2012) *Written Communication in English*. Orient Black Swan.

Books for Reference:

1. Sundaram, Bhagavathy, (2014)*Corporate Communication*. New Century Book House.
2. Krishnaswamy, N, (2017)*Creative English for Communication*. Laxmi Publications Pvt Ltd,.
3. Kumar, Vinay, (2021) *How to start English Speaking*. Notion Press.

Web Resources/E. Books:

<https://www.makeuseof.com>.

<https://www.vandelaydesign.com>.

<https://www.skillsyouneed.com>.

<https://www.toolshero.com>.

<https://www.learning.shine.com>.

Pedagogy:

Chalk and Talk, PPT, group discussion, and Quiz.

Rationale for nature of Course: This Course provide deeper insight in communication skills.

Knowledge and Skill: Able to understand the basic level of Communication Skills.
Improvement in the presence of Writing Skills.

Activities to be given: Understand the basic concepts of Communication Skills, prepare and present a PPT, practice the use of Communication Skills and Search of correct body language.

Course learning Outcomes (CLO's):

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Express to speak English with Fluency	K1 to K3
CLO2	Demonstrate Listening Skill and have the patience to acquire wide knowledge.	K1 to K3
CLO3	Estimate the use of creativity and learning.	K1 to K4
CLO4	Understand the power of gaining knowledge and reading skills.	K1 to K3
CLO5	Elaborate the concept of learning literature.	K1 to K3

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

1-Basic Level

2- Intermediate Level

3- Advanced Level

LESSON PLAN: TOTAL HOURS (30 Hrs)

UNIT	DESCRIPTION	Hrs	MODE
I	Introduction to communication skills Definition and its Process, Importance of Communication, Functions of Communication, Objectives of Communication, Essentials of Good Communication- Types of Communication- Verbal, Nonverbal, Visual, Written.	6	Chalk and Talk, PPT, group discussion, OHP presentations.
II	Fundamental Grammar- Word Order, Punctuations, Tenses, Use of Determiners, Use of Connectors.	6	Chalk and Talk, PPT, group discussion.
III	Gestures- Postures- Eye Contact- Facial Expressions- Body Language.	6	Chalk and Talk, PPT, group discussion, OHP presentations, quiz.
IV	Presentation Techniques and Aids Formal Email Drafting, Report Writing, Formal Invitation Drafting.	8	Chalk and Talk, PPT, group discussions.
V	Tele Etiquette- Dining Etiquette- Social Media Professionalism- Interpersonal Communication Skills - 4hrs.	4	Chalk and Talk, PPT, group discussions.

Course Designer
Ms. R. Hari Dharani