

B.A. English Syllabus

**Outcome Based Education based on
Revised Bloom's Taxonomy**

(Under Choice Based Credit System)

**For the Students Admitted in the
Academic Year 2020-2021**



DEPARTMENT OF ENGLISH

BISHOP HEBER COLLEGE (AUTONOMOUS)
(Nationally Reaccredited 'A' Grade by NAAC with a CGPA of 3.58 out of 4)
(Recognised by UGC as "College of Excellence")
TIRUCHIRAPPALLI – 620 017

DEPARTMENT OF ENGLISH
BISHOP HEBER COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI-17.

OBE - SYLLABUS (2020-'21) – UG

VISION

- To inculcate aesthetic sense, creativity and human values through excellence in the studies of English language and literature.

MISSION

- Fostering finer literary sensibility.
- Advancing mastery in linguistic capabilities for successful employment
- Promoting sound analytical thinking to cultivate organizational and leadership capacity in youngsters.
- Encouraging original and creative thinking to augment writership.

PROGRAMME OUTCOMES OF B.A. DEGREE PROGRAMME IN ENGLISH

KNOWLEDGE:

- PO1.** Show ability in English communication, and explication of literary pieces.
- PO2.** Demonstrate knowledge of the cultural diversity of India as an important outcome of English literary studies in India.
- PO3.** Evaluate literary texts as expressions of the wider system of global cultures.
- PO4.** Relate novel and contemporary perceptions of critical thinking to diverse spheres of knowledge and activity.
- PO5.** Demonstrate near-accuracy in pronouncing, accentuating and intonating English words and sentences as per the prescriptions of the Received Pronunciation (RP) pattern.
- PO6.** Employ analytical reasoning to achieve sound decision-making as a chief managerial skill.
- PO7.** To articulate reformative reflections on life and people intrepidly as writers.

PO8. To build vision and value-oriented peer teamship.

PO9. To endorse moral and ethical consciousness through the study of Literature.

PROGRAMME SPECIFIC OUTCOME (PSO): BA ENGLISH

PSO1. Interpreting ethically literary language and literary artefacts as true of various forms of literature such as poetry, drama, prose, novel and short story applying diverse literary and cultural perspectives of the past and the present times.

PSO2. Speaking and writing rationally, adopting inimitable style, a variety of formats, such as essays, critical reviews, and reflective presentations.

PSO3. Pursuing scientific study of language as a human phenomenon in its historical, psychological, and social contexts.

PSO4. Promoting consciousness about the need to address social, cultural, moral and environmental perils.

PROGRAMME MATRIX**B.A. ENGLISH**

S. No.		Course Name	Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
1.	Core I	Poetry – I	U19EG101	M	L	H	M	M	M	H	H	H	L	H	H	H
2.	Core II	Prose – I	U19EG102	M	M	H	M	L	M	L	M	-	M	M	L	M
3.	Allied I	Social History of England	U19EG1Y1	H	H	H	M	M	M	M	L	M	H	H	H	M
4.	Core III	Prose – II	U19EG203	L	M	M	H	L	L	M	M	H	M	M	L	M
5.	Core IV	Fiction	U19EG204	M	M	M	H	L	H	H	L	H	M	M	H	H
6.	Allied II	History of English Literature – I	U19EG2Y2	M	L	M	M	L	L	H	M	M	H	M	L	M
7.	Core V	Linguistics and Phonetics	U19EG305	H	H	H	H	H	H	H	M	M	H	H	H	M
8.	Allied III	Literary Forms	U19EG3Y3	H	H	H	H	M	M	H	H	H	H	H	H	H
9.	Allied IV	History of English Literature – II	U19EG3Y4	M	-	H	L	-	-	M	-	L	H	M	-	M
10.	SBEC I	Leadership Skills	U19EG3S1	M	L	L	M	M	H	L	H	M	-	M	-	H
11.	NMEC I	Journalism	U19EG3E1	M	-	-	-	L	-	-	-	-	-	M	-	L
12.	Core VI	Elizabethan and Jacobean Drama	U19EG406	M	L	L	M	H	L	M	M	H	H	M	H	M
13.	Allied V	Introduction to Media Studies	U19EG4Y5	M	L	M	-	M	M	H	M	H	H	H	H	H
14.	Allied VI	Mythologies and Legends of the World	U19EG4Y6	H	L	H	M	-	L	M	L	H	M	M	-	M
15.	SBEC II	Public Speaking Skills	U19EG4S2	H	-	M	-	M	-	M	-	H	-	H	M	H
16.	NMEC II	Functional English	U19EG4E2	L	-	-	-	L	M	-	L	M	-	H	-	-

17.	Core VII	Indian Writing in English	U19EG507	L	M	H	H	M	L	M	M	H	H	H	H	H
18.	Core VIII	Shakespeare	U19EG508	L	L	M	L	H	L	H	L	-	H	L	H	H
19.	Core IX	Poetry - II	U19EG509	L	L	L	L	L	L	M	L	L	M	L	L	L
20.	Core X	Project Work	U19EG5P J													
21.	Elective I	Introduction to Literary Criticism	U19EG5:1	M	H	M	H	H	L	H	M	L	L	M	M	M
22.	SBEC III	Writing Skills	U19EG5S3	-	-	-	L	-	L	H	-	-	-	M	-	-
23.	Core XI	Modern Drama	U19EG610	H	-	H	H	L	H	H	M	H	H	M	L	H
24.	Core XII	American Literature	U19EG611	M	M	M	H	L	L	M	L	M	M	M	L	M
25.	Core XIII	New Literatures	U19EG612	L	L	M	H	H	M	L	M	H	L	L	M	M
26.	Elective II	English Language Teaching	U19EG6:2	H	M	M	H	M	H	M	M	M	M	H	M	M
27.	Elective III	Indian and European Classics in Translation	U19EG6:3	M	L	M	M	-	-	M	M	H	M	L	L	H
28.		Human Rights and Literature: An Introduction														

Programme : General English & B.A. English (2020 onwards)

Sem.	Part	Course	Course Title	Course	Hours / week	Credits	Marks		
				Code			CIA	ESE	Total
I	I	Tamil I /*	nra;As; - ,yf;fpa tuyhW - ciueil - nkhopg; gapw;rpAk; gilg;ghf;fKk;	U18TM1L1	6	3	25	75	100
	II	English I	Language through Literature : Prose and Short Stories	U19EGPL1	6	3	40	60	100
	III	Core I	Poetry – I	U19EG101	6	5	25	75	100
		Core II	Prose – I	U19EG102	5	4	25	75	100
		Allied I	Social History of England	U19EG1Y1	5	4	25	75	100
	IV	Val. Edu.	Value Education (RI/MI)	U15VL1:1/ U15VL1:2	2	2	25	75	100
II	I	Tamil II /*	nra;As; - ,yf;fpa tuyhW - rpWfijj; jpul;L - nkhopg;gapw;rp; & gilg;ghf;fk;	U18TM2L2	6	3	25	75	100
	II	English II	Language through Literature : Poetry and Shakespeare	U19EGPL3	6	3	40	60	100
	III	Core III	Prose – II	U19EG203	6	5	25	75	100
		Core IV	Fiction	U19EG204	5	4	25	75	100
		Allied II	History of English Literature – I	U19EG2Y2	5	4	25	75	100
	IV	Env. Studies	Environmental Studies	U16EST21	2	2	25	75	100
III	I	Tamil III /*	nra;As; - fhg;gpaq;fs; - ,yf;fpa tuyhW - ehty; - nkhopg;gapw;rp	U18TM3L3	6	3	25	75	100
	II	English III	English for Competitive Examinations Business Communication in English	U16EGPL3 ----- U16EGPL3	6	3	40	60	100
	III	Core V	Linguistics and Phonetics	U19EG305	5	4	25	75	100
		Allied III	Literary Forms	U19EG3Y3	5	4	25	75	100
		Allied IV	History of English Literature – II	U19EG3Y4	4	3	25	75	100
	IV	SBEC I	Leadership Skills	U19EG3S1	2	2	25	75	100
		NMEC I	Journalism	U19EG3E1	2	2	25	75	100
IV	I	Tamil IV/*	nra;As; - ehlfk; - ,yf;fpa tuyhW - nkhopg;gapw;rp	U18TM4L4	6	3	25	75	100
	II	English IV	Language through Literature	U16EGPL4	6	3	40	60	100
	III	Core VI	Elizabethan and Jacobean Drama	U19EG406	5	5	25	75	100
		Allied V	Introduction to Media Studies	U19EG4Y5	5	5	25	75	100
		Allied VI	Mythologies and Legends of the World	U19EG4Y6	4	3	25	75	100
	IV	SBEC II	Public Speaking Skills	U19EG4S2	2	2	25	75	100
		NMEC II	Functional English	U19EG4E2	2	2	25	75	100
		Soft skills	Life Skills	U16LFS41	2	1	--	--	100

	V	Extension Activities	NSS, NCC, Rotaract, Leoclub, etc.	U16ETA41	--	1	--	--	--
V	III	Core VII	Indian Writing in English	U19EG507	6	5	25	75	100
		Core VIII	Shakespeare	U19EG508	6	5	25	75	100
		Core IX	Poetry - II	U19EG509	6	5	25	75	100
		Core X	Project Work	U19EG5PJ	5	5	--	--	100
		Elective I	Introduction to Literary Criticism	U19EG5:1	5	5	25	75	100
	IV	SBEC III	Writing Skills	U19EG5S3	2	2	25	75	100
VI	III	Core X	Modern Drama	U19EG610	6	5	25	75	100
		Core XI	American Literature	U19EG611	6	5	25	75	100
		Core XII	New Literatures	U19EG612	6	4	25	75	100
		Elective II	English Language Teaching	U19EG6:2	6	5	25	75	100
		Elective III	Indian and European Classics in Translation	U19EG6:3	6	5	25	75	100
	Human Rights and Literature: An Introduction								
	V	Gender Studies	Gender Studies	U16GST61	--	1	--	--	100

SBEC : Skill Based Elective Courses

NMEC : Non Major Elective Courses

Total Credits : 140

* Other Languages :	Hindi	Sanskrit	French		Hindi	Sanskrit	French
Semester I:	U14HD1L1	U14SK1L1	U14FR1L1	Semester III:	U14HD3L3	U14SK3L3	U14FR3L3
Semester II:	U14HD2L2	U14SK2L2	U14FR2L2	Semester IV:	U14HD4L4	U14SK4L4	U14FR4L4

Part I : 4	Core Theory : 15	Allied : 4	NMEC : 2	Env. Studies : 1	Value Education : 1	Total : 40
Part II : 4	Elective : 3	SBEC : 3	Soft Skills: 1	Extension Activities : 1	Gender Studies : 1	

NMEC offered by the Department : 1. Journalism

- U16EG3E1

2. Functional English

- U16EG4E2

CORE I : POETRY - I

Semester : I
Hours/Week : 6

Course Code : U19EG101
Credits : 5

COURSE OUTCOMES

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Level	Unit
CO 1	Discuss the poetry that flowered in the phases or ages in English Literature chronologically from the Elizabethan and Jacobean Period to the Twentieth century.	K2	I, II, III, IV, V
CO 2	Interpret the English people's moral, ethical, social, political, traditional and secular values.	K2	I, II
CO 3	Illustrate through discussion their ability to contextualise a given work of English Literature from the Elizabethan Jacobean Age to the Twentieth Century.	K3	II, IV, V
CO 4	Analyse connections among the political, historical, social, cultural and literary elements in English literature like the Renaissance, Reformation, Restoration, Peasants Revolt, Industrial Revolution and Agrarian Revolution.	K4	III, IV, V
CO 5	Appraise the reign of English Kings and Queens and the literature and the literary movements that flowered as a body of world class literature, worthy of research.	K5	I
CO 6	Create the universality of human experiences based on the diversity of values reflected in the English literary works	K6	-

UNIT I: Tudor & Stuart Literature/Elizabethan Literature (1500-1700) 18 Hours

Sir Thomas Wyatt	:	I Find No Peace
Philip Sydney	:	Sonnet I (Astrophel and Stella)
Edmund Spenser	:	Amoretti - Sonnet 75
Ben Jonson	:	Song to Celia
John Donne	:	A Hymn to God the Father
George Herbert	:	The Pulley
John Milton	:	How Soon Hath Time

UNIT II : Romantic Literature (1790-1901)**18 Hours**

Alexander Pope	:	Ode on Solitude
William Blake	:	A Poison Tree
William Wordsworth	:	Three Years She Grew
Percy Bysshe Shelley	:	Dejection Near Naples
John Keats	:	Ode to Autumn
Robert Burns	:	A Red, Red Rose
Lord Byron	:	When We Two Parted

UNIT III : Victorian Literature (1837-1901)**18 Hours**

Thomas Hardy	:	The Darkling Rush
Elizabeth Barrett Browning:	:	How Do I Love Thee?
Alfred, Lord Tennyson	:	Break, Break, Break
Christina Rossetti	:	After Death

UNIT IV: Twentieth Century Literature I (1900-1980)**18 Hours**

Sydney Keyes	:	The Bards
Gerard Manley Hopkins	:	Thou Art Indeed Just, Lord
Robert Bridges	:	Nightingales
Rupert Brook	:	The Dead

UNIT V : Twentieth Century Literature II (1900-1980)**18 Hours**

Dylan Thomas	:	Poem in October
Philip Larkin	:	Wants

Topics for Self-Study:

S.No.	Topics	Web Links
1	Gerard Manley Hopkins : God's Grandeur	https://www.poetryfoundation.org/poems/44395/gods-grandeur
2	John Keats : Ode on a Grecian Urn	https://www.litcharts.com/poetry/john-keats/ode-on-a-grecian-urn
3	John Donne : A Valediction Forbidding Mourning	https://poemanalysis.com/john-donne/a-valediction-forbidding-mourning/
4	George Herbert: Virtue	https://smartenglishnotes.com/2020/10/07/virtue-by-george-herbert-summary-analysis-and-solved-questions/
5	Ben Jonson: An Elegy	https://www.poemhunter.com/poem/an-elegy-9/
6	Sidney Keyes: War Poet	https://warpoets.org.uk/worldwar2/poets-and-poetry/sidney-keyes/

7	Alexander Pope: Essay on Man	https://www.cliffsnotes.com/literature/c/candide/critical-essays/alexander-popes-essay-on-man
8	Lord Byron: She Walks in Beauty	https://poets.org/poem/she-walks-beauty

Text Book(s):

1. Green, David. Ed. *The Winged Word: An Anthology of Poems for Degree Course*. Vishakhapatnam: MACmillan Publication, 2007.

Reference Books:

1. Rees R. J. *English Literature: An Introduction for Foreign Readers*. Macmillan: Madras, 1987.
2. Prasad B. *A Background to the Study of English Literature*. Macmillan: Chennai, 1999
3. Albert, Edward. *History of English Literature* (Fifth Edition). OUP: ND, 2007.
4. Abrams, M. H. A. *Glossary of Literary Terms*. New Delhi: Prism, 1993.

SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning outcomes	Blooms Taxonomy Level of Transaction
I	Tudor & Stuart Literature/Elizabethan Literature (1500-1700)		
1.1	Sir Thomas Wyatt : I Find No Peace	Interpret the theme, tone and texture found in the poem	K2
1.2	Sir Philip Sidney : Astrophel and Stella - Sonnet 1	Define the sonnet and its form and how it explains unrequited love	K1
1.3	Spenser: Amoretti: Sonnet-75	Discuss the social, cultural and political background in which the author lived which shaped his thinking in producing the text	K2
1.4	Ben Jonson : Song to Celia.	Describe the expression of love by the poet for his beloved	K2
1.5	John Donne : A Hymn to God the Father	Interpret the poet asking God for forgiveness of his sins	K3
1.6	George Herbert : The Pulley	Sketch the religious, metaphysical poem which centres on the pulley as a prime conceit	K3

1.7	John Milton : How Soon Hath Time.	Assess the poet's lament that time flies and he could not achieve much	K5
II	Romantic Literature (1790-1901)		
2.1	Alexander Pope : Ode on Solitude	Point out the poetic voice that tells about the bliss of solitude.	K4
2.2	William Blake : A Poison Tree	Explain the result of repressing anger and wrath.	K4
2.3	William Wordsworth : Three Years She Grew	Evaluate what the powers of Nature can do to bring about perfection of the human form and mind.	K5
2.4	Percy Bysshe Shelley : Dejection Near Naples	Appraise the cause of dejection of the poet.	K4
2.5	John Keats : Ode to Autumn	Estimate the power of Nature, the passage of time and the consolation of beauty.	K5
2.6	Robert Burns : A Red, Red Rose	Judge the poet's love for his beloved.	K5
2.7	Lord Byron : When We Two Parted	Summarize the poet's grief and regret on the loss of a romantic relationship.	K5
III	Victorian Literature (1837-1901)		
3.1	Thomas Hardy : The Darkling Thrush	Compare and contrast the conflict of perception between the poet and the bird.	K4
3.2	Elizabeth Barrett Browning : How Do I Love Thee Let Me Count the Ways	Critique on the poet's love for her husband.	K5
3.3	Alfred Lord Tennyson: Break Break Break.	Categorize the poet's meditation on mortality and loss.	K4
3.4	Christina Rossetti : After Death	Demonstrate the poet's treatment of unrequited love.	K3
IV	Twentieth Century Literature I (1900-1980)		
4.1	Sydney Keyes : The Bards	Explain the isolation and loneliness experienced by the poet.	K4

4.2	Gerard Manley Hopkins : Thou Art Indeed Just, Lord	Measure the Journey of the poet from doubt to spiritual understanding.	K5
4.3	Robert Bridges : Nightingales	Dramatize the pain of the nightingales as expressed by the poet.	K3
4.4	Rupert Brook: The Dead	Survey the experiences of mankind before and after death.	K4
V	Twentieth Century Literature II (1900-1980)		
5.1	Dylan Thomas : Poem in October	Relate the nostalgic experiences of the poet	K3
5.2	Philip Larkin : Wants	Compare the poet's desire for solitude.	K4

MAPPING (CO, PO, PSO)

L-Low M-Moderate H- High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	L	M	M	L	-	-	M	M	L	M	-	-
CO2	M	M	H	M	-	-	M	M	M	L	H	L	L
CO3	H	L	H	M	M	L	H	H	H	M	H	H	H
CO4	L	H	H	H	L	M	H	L	H	H	L	H	H
CO5	L	L	M	L	-	-	L	L	M	L	L	-	M
CO6	M	M	H	M	M	M	M	H	H	H	H	M	H

COURSE ASSESSMENT METHODS**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:

Course end survey (Feedback)

CORE II: PROSE - I

Semester : I
Hours/Week: 5

Course Code : U19EG102
Credits : 4

COURSE OUTCOMES:

At the end of the course the student will be able to

CO No.	COURSE OUTCOMES	LEVEL	UNIT
CO1	Recall different aspects of prose writers	K1	I,
CO2	Examine the chronological shifts in tune with different cultural background	K4	II, III
CO3	Predict different characters in Prose texts.	K6	I, II
CO4	Discuss the length of value of study.	K6	IV
CO5	Discover the cherished memories of authors by reading prose pieces	K4	I, II, III, IV, V
CO6	Develop “linguistic competency” by reading different prose writers	K3	I, III, V

SYLLABUS**Unit 1: Content (18 Hours)**

Francis Bacon : 1. *Of Studies*,
 Richard Steele : 2. *The Trumpet Club*

Unit 2: Content (18 Hours)

Charles Lamb : 1. *Oxford in Vacation*,
 William Goldsmith : 2. *The Man in Black*

Unit 3: (18 Hours)

G.K. Chesterton : 1. *The Worship of the Wealthy*,
 J.B. Priestly : 2. *Lecturers*

Unit 4: (18 Hours)

E.V. Lucas : 1. *Bores*
 Robert Lynd : 2. *In Praise of Mistakes*

Unit 5: (18 Hours)

A.G. Gardiner : 1. *A Fellow Traveller*
 Max Beerbohm : 2. *Speed*

Unit 6:

For Further Discussion: (for further reading and not to be included for examination)

A study on biographies and autobiographies of eminent writers.

Unique style of writings in prose.

Samuel Johnson	:	The Rambler
William Hazlitt	:	Table- Talk
Thomas De Quincey	:	The English Mail Coach

TOPICS FOR SELF-STUDY:

S. No.	Topics	Web Links
1	Major forms of prose	https://www.mometrix.com/academy/major-forms-of-prose/
2	The unique style of prose writers	https://medium.com/writers-journal/6-different-types-of-prose-writing-39f12b09b5d6
3	literary devices in prose	https://blog.reedsy.com/literary-devices/

SPECIFIC LEARNING OUTCOMES:

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
I	1. Francis Bacon: of Studies	Identify the value of studying in the liberal arts. Analyzing uses and abuses of study, the effect of reading.	K3
		Examine practical and pragmatic approach	K3
	2. Richard Steele: The Trumpet Club	Analyze a true picture of the life in England during the 18 th century with its coffee houses and clubs.	K3
		Analyse the traits of the narrator in The Trumpet club.	K5
II	1. Charles Lamb: Oxford in Vacation	Discuss the comical character in the essay.	K3
	2. William Goldsmith: The Man in Black	Comment on the customs, manners and peculiarities of the English people and different character sketches.	K3

III	1.G.K. Chesterton: The Worship of the Wealthy	Explain the hypocrisy of journalists who flatter the wealthy. Criticize the modern methods of flattery, expose the hypocrisy and moral degradation of the people in the modern age.	K2
	2. J.B. Priestly: Lectures	Explain and justify the views on Lectures.	K4
IV	1. E.V. Lucas: Bores	Discuss the qualities of bores and the remedies.	K2
	Robert Lynd: In Praise of Mistakes	Explain how mistakes are useful and how they are enjoyable to the world.	K4
V	A.G. Gardiner: A Fellow Traveller	Discuss the interaction between a human and a non-human.	K4
	Max Beerbohm: Speed	Examine the idea of speed as the modern way of life.	K4

BOOKS FOR REFERENCE:

- R1: Fredrick, Suresh. *Evergreen English Essays*. New Century Book House Pvt. Ltd., Chennai, 2018.
- R2: Rees R.J. *English Literature: An Introduction for Foreign Readers*. Macmillan: Madras, 1987.
- R3: Albert, Edward. *History of English literature* (Fifth Edition). OUP: ND, 2007.
- R4: Abrams, M.H. *A Glossary of Literary Terms*. New Delhi: Prism Books Pvt. Ltd., 1993.
- R5: Gray, Martin. *Dictionary of Literary Terms*. London: Longman York Press, 1995.
- R6: Prasad B. *A Background to the study of English Literature*. Macmillan: Chennai, 1999.

WEB LINKS: (Swayam/nptel/...)

1. <https://www.enotes.com/homework-help/what-views-bacon-about-studies-461993>
2. <http://sittingbee.com/a-fellow-traveller-a-g-gardiner/>

MAPPING :

	Programme Outcome								Programme Specific outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	M	M	L	M	M	M	M	L	M	L	L	H
CO2	M	M	M	H	L	M	L	M	H	M	M	M
CO3	M	M	H	H	L	M	L	L	M	H	M	M
CO4	H	M	H	M	M	H	M	M	L	M	L	M
CO5	L	M	M	M	L	M	L	M	M	M	L	M
CO6	H	M	H	M	H	M	L	L	M	M	L	M

EVALUATION SCHEME:

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
4	Attendance (20 %)	-			On-line Entry
5	End Semester Exam	3 hr			75

CHAMBER CONSULTATION HOURS:

Will be announced by the individual instructors.

NOTICES:

All notices regarding the course will be displayed on the Department Notice Boards.

MAKE-UP POLICY:

Retest will be given only for first internal test for genuine reason.

No re-test for second internal tests.

Name of the Course coordinator : P. Josephine Stella Thilaga

Signature with date :

Date : 20 September 2020

ALLIED I : SOCIAL HISTORY OF ENGLAND

Semester : I
Hours/Week: 5

Course Code : U19EG1Y1
Credits : 4

COURSE OUTCOMES:

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Level	Unit
CO1	Interpret and discuss a literary work by placing it in an appropriate social, cultural, and historical context in which the writers lived and also analyse how these elements influenced their writings. (K3- Apply)	K2	I
CO2	Analyse the various socio-politico-economic and religious factors which have shaped the history of England, people's thoughts and beliefs, language and literature, culture, and tradition. (K4- Analysis)	K5	II
CO3	Discuss how literary works also influence and reflect society by understanding the correlation between social history and literary history. (K6-Create)	K4	III
CO4	Demonstrate an understanding of the development of language and various literary genres such as poetry, prose, and drama as contextualized in the land's social history. (K2- Understanding)	K5	IV
CO5	Explain Britain's expansion spree, its lasting influence on the language, literature, and culture of the then colonies, and vice versa. (K5- Evaluating)	K3	V
CO6	Develop a civic consciousness by internalizing the changes which the specific episode of humanitarian intervention brought upon England during the 18th and 19th century. (K6- Creating)	K6	V

UNIT I : (12 Hours)

A Brief outline of British History from the Celtic race to the Present day (1-23)
 The Renaissance

UNIT II : (12 Hours)

The Reformation
 The Dissolution of Monasteries
 The Colonial Expansion

UNIT III : (12 Hours)

The Civil war
 The Restoration
 The Age of Queen Anne
 Coffee House Life in London

UNIT IV : (12 Hours)

Humanitarian Movements
 The French Revolution and its effects
 Agrarian Revolution
 Industrial Revolution

UNIT V : (12 Hours)

The Victorian Age
 The 20th Century and After

Topics for Self Study:

S.No.	Topics	Web Links
1	The Second Half of the Victorian Era	https://victorian-poetry.bloomyebooks.com/p/the-age.html
2	The Development of Transport and Communication	https://www.bl.uk/victorian-britain/articles/travel-transport-and-communications
3	The Development of Education in the 19th Century	http://www.know-britain.com/general/education_in_england_2.html
5	Life between the two World Wars	https://www.historyextra.com
6	The Effects of World War II	https://courses.lumenlearning.com/boundless-worldhistory/chapter/impact-of-war-world-ii/
7	Life in the Nineties	https://www.britannica.com
8	England in the 21st Century	https://www.history.org.uk

Text Book(s):

1. Xavier, A.G. The Social History of England. Chennai: S. Viswanathan Pvt. Ltd., 2008.

Reference Books:

1. Ashok, Padmaja. The Social History of England. Chennai: VV Rajan & Co.Pvt. Ltd.2011.
2. Subrahmanyam, M.V. Social History of England. Madras: Wardha, N.D.
3. Traveleyan, G.M. The English Social History. London: Penguin Books, 1970.

Web links:

1. <https://www.britannica.com>
2. <https://www.historic-uk.com>
3. <https://www.bl.uk>
4. <https://courses.lumenlearning.com>
5. <https://www.encyclopedia.com>
6. <https://www.historyextra.com>
7. <https://www.historydiscussion.net>
8. <https://www.nationaltrust.org.uk>
9. <https://www.britainexpress.com>
10. <https://www.history.org.uk>

SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
I	Roman Invasion to Modern Times		
1.1	A Brief outline of British History from the Celtic race to the Present day (1-23)	<ul style="list-style-type: none"> ● Summarize the significant events in the social history of England by grouping them under the respective historical periods such as Old period, Medieval or Middle Period and Modern Period. 	K2
1.2	The Renaissance	<ul style="list-style-type: none"> ● Define the term 'Renaissance', its origin, and infer what the term suggests to various stakeholders. ● Enlist the inventions and discoveries that act as the driving forces of the Renaissance. 	K1
		<ul style="list-style-type: none"> ● Cultural movement on arts, literature, science, religion, education and history. Analyse the lasting influence of the 	K4
II	Religious Reformation		
2.1	The Reformation	<ul style="list-style-type: none"> ● Discuss the causes that led to the start of the movement in some parts of Europe. ● Examine the circumstances that made England to join the movement and the role of the parliament and its legislation in steering the movement. ● Analyse the contradictory approaches of Edward VI and Queen Anne, towards the movement that deepened the religious strife. 	K4

		Explore the steps taken by Queen Elizabeth to appease the religious tension in the society.	K2
2.2	The Dissolution of Monasteries	<ul style="list-style-type: none"> ● Explain the political context that set the stage, and the reasons which were responsible, for the dissolution of monasteries. 	K2
		<ul style="list-style-type: none"> ● Critically assess how the dissolution affected the people associated with the monastic way of living. ● Analyse the significant social consequence and repercussions that the dissolution brought upon poor people. 	K4
2.3	The Colonial Expansion	<ul style="list-style-type: none"> ● Categorize the causes for the colonial expansion under the headings of social, economic, and religious. ● Analyse the role of monarchs, religious leaders and explorers in undertaking expedition and establishment of colonies. 	K4
III	Birth of Republican Monarchy		
3.1	The Civil War	<ul style="list-style-type: none"> ● Inspect the causes of the Civil War and estimate its after-effects on the social life of England. 	K4
		<ul style="list-style-type: none"> ● Discuss the course of the Civil War and understand the changes that the war brought upon the polity of England. 	K6
3.2	The Restoration	<ul style="list-style-type: none"> ● Analyse the developments that restoration effected in the political and religious sphere of England. ● Critically assess the changes that the restoration brought upon the social life and literary scenario of the age. 	K4
3.3	The Age of Queen Anne	<ul style="list-style-type: none"> ● Appraise the reign of Queen Anne as the period of great prosperity by understanding the progress made in all three sectors of the economy. 	K4
		<ul style="list-style-type: none"> ● Analyse the prevalent social hierarchy, its implications and also the religious activities of the period. 	K4
3.4	Coffee House Life in London	<ul style="list-style-type: none"> ● Outline the origin and growth of coffee- houses in London. 	K2

		<ul style="list-style-type: none"> ● Discuss coffee- houses as centres of socio- political, literary, and business interaction during the 17th and the first half of the 18th Century. ● Enumerate the coffee- houses that catered for distinctive political, religious and professional groups. 	
		<ul style="list-style-type: none"> ● Analyse the reasons for the decline and closure of coffee-houses towards the end of the 18th Century. 	K4
IV	Movements and Revolutions		
4.1	Humanitarian Movements	<ul style="list-style-type: none"> ● Identify philanthropic and compassionate activities of several individuals during the 18th century and 19th century that prompted reforms in the health system, the legal system, industrial sector, etc., for the betterment of society. 	K3
4.2	The French Revolution and its effects	<ul style="list-style-type: none"> ● Critically analyse the causes of French revolution and its impact on other European countries, especially its lasting effects on the socio-politico-economic and military spheres of the British. 	K4
		<ul style="list-style-type: none"> ● Examine the role of literary works in inspiring people to join the revolution and discuss how in turn the philosophy of the revolution affected literature of the age. 	K4
4.3	Agrarian Revolution	<ul style="list-style-type: none"> ● Describe the meaning of the term Agrarian Revolution and explain the causes and effects of the revolution 	K2
		<ul style="list-style-type: none"> ● Assess the role of legislation and improved methods in growing crops and breeding livestock as the driving forces of the revolution. 	K6
4.4	Industrial Revolution	<ul style="list-style-type: none"> ● Describe the meaning of the term Industrial Revolution and interpret why the industrial Revolution is called revolution. 	K2
		<ul style="list-style-type: none"> ● Examine the reasons for the roots of the industrial revolution in Great Britain and analyse its pervasive effects on England. 	K6
		<ul style="list-style-type: none"> ● Contrast the condition of the textile industry before and during the revolution and identify the inventions across various industries that enhanced the speed of the 	

		revolution coupled with the improvements in means of transport and navigation.	
v	The Dawn of the 20th Century		
5.1	The Victorian Age	<ul style="list-style-type: none"> • Discuss the general features of Queen Victoria's reign and analyse some of the social unrest in the early part of her reign and its effects on the people of England. • Discuss the major scientific and literary developments, reforms in the field of politics and education during the reign of Queen Victoria. 	K4
5.2	The 20 th Century and After	<ul style="list-style-type: none"> • Evaluate Britain's social history during the 20th century as a period of progress and distress by understanding, both, the changes that the world wars brought upon society as well as the welcoming developments that occurred in the social and political front. 	K5

MAPPING (CO, PO, PSO)

L-Low; M- Moderate; H- High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	H	H	M	M	M	M	L	M	H	H	H	M
CO2	H	M	M	M	M	M	H	L	M	H	H	H	M
CO3	H	M	H	M	M	M	H	L	M	M	H	M	M
CO4	H	H	H	M	M	M	M	L	M	H	M	H	L
CO5	H	H	H	M	M	L	M	L	M	M	L	H	L
CO6	M	L	H	M	L	M	M	L	H	M	L	L	H

DIRECT:

1. Unit Test 1,2 & 3: Closed Book
2. Attendance, Seminar & Assignments, Class Test
3. Pre & End Semester Examination

INDIRECT:

1. Course end survey (Feedback)

CORE III : PROSE-II

Semester : II
Hours/Week: 6

Course Code : U19EG203
Credits : 5

COURSE OUTCOMES

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Level	Unit
CO1	Define the value of 'individual' through reading slave narrative Prose pieces	K1	I, III
CO2	Compare and contrast the prose works of different ages by juxtaposing them.	K5	I- V
CO3	Identify the different genres, unique styles, linguistic structures, ethical elements and literary contributions of eminent writers to the English Prose.	K4	III
CO4	Examine the values and ethics of prescribed texts in relation to practical life.	K5	III, IV, V
CO5	Prioritize the role and responsibility of human towards gender issues and environmental crisis.	K3	V
CO6	Formulate and develop the relationship among human beings by analyzing the characters in the selected prose works.	K6	I - V

SYLLABUS:**Unit I : (18 hours)**

Joseph Addison: Sir Roger at the Theatre
 Bertrand Russell: Education and Discipline

Unit II : (18 hours)

John Middleton Murray: Literature and Science
 Daniel Defoe: Description of a Quack Doctor

Unit III : (18 hours)

E.M. Forster: What I Believe
 Richard Wright: "How was Bigger Born?"

Unit IV : (18 hours)

William Slim: What is Courage?
George Orwell: Bookshop Memories

Unit V : (18 hours)

Gerald Durrel: Vanishing Animals
John Stuart Mill: On the Equality of Sexes
Virginia Woolf: Men and Women
J. Bronowski: Sense of Future

Unit VI :

For Further Discussion: (Reference only- Not for Exam)
Jonathan Swift: The Modest Proposal
Francis Bacon: Of Nobility
Charles Lamb: Dissertation upon a Roasted Pig

Topics for Self-Study:

S.No.	Topics	Web Links
1	Diction and style in Prose.	https://www.wheaton.edu/academics/services/writing-center/writing-resources/style-diction-tone-and-voice/
2	The unique style of prose writers	https://www.craftyourcontent.com/famous-authors-writing-styles/
3	The evolution of essays in various literary ages	https://www.britannica.com/art/English-literature/Prose
4	Creating prose pieces out of poems.	https://www.masterclass.com/articles/understanding-prose-poetry

Text Book(s):

1. Menon, K.P.K. Selected Prose for Degree Classes (Macmillan)1972.
2. M. G. Nayar. A Galaxy of English Essayists. Laxmi Publications: 2002
3. Modern Essays: Studying Language through Literature (Orient Longman)
4. Ekambaram. Ed. Wit and Wisdom: Selections from the writings of Bertrand Russell (Eminent Publishers)
5. Rao, Suryanarayana H.G Prose for Pleasure and Comprehension.
6. Bronowski, Jacob. *A Sense of the Future : Essays in Natural Philosophy*. Cambridge : MIT Press. 1977.
7. Frederick, Suresh. Parvathy. Eds.*Evergreen English Essays*. New Century Book House (P)Ltd.,.2018

Reference Books:

1. Rees R.J English Literature: An Introduction for Foreign Readers. Macmillan: Madras, 1987
2. Prasad B. A background to the study of English Literature. Macmillan: Chennai, 1999.
3. Albert Edward. History of English Literature (Fifth Edition). OUP: ND, 2007.
4. Abrams, M. H. A Glossary of Literary Terms. New Delhi: Prism Books Pvt. Ltd., 1993.

Web links : (Swayam/nptel/...)

1. https://www.grijalvo.com/Gerald_Durrell/Animals_for_Ever.htm
2. <http://xroads.virginia.edu/~MA01/White/anthology/bigger.html>
3. <https://www.bartleby.com/209/673.html>
4. Effective Teaching Strategies for prose-classroom /synonyms
5. <https://classroom.synonyms.com>classroom>
6. <https://www.britannica.com/art/English-literature/Prose>

SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
I	Sir Roger at the Theatre - Joseph Addison	Recall the origin of different theatres and components of a play.	K1
		Explain the salient features of Greek Tragedy and Elizabethan theatre.	K5
	Education and Discipline -Bertrand Russell	Relate how Russell's idea of freedom in education reflected in the present education system	K1
		Develop a flexible educational system that promotes freedom as well as discipline.	K6
II	Literature and Science - John Middleton Murray	Compare and Contrast Literature and Science as different entity.	K2
	Description of a Quack Doctor -Daniel Defoe	Analyze the ingenious and pretentious nature of the quack doctors.	K4

III	What I Believe - E.M. Forster	Justify E. M. Forster's belief in Democracy and Aristocracy.	K5
	"How Bigger was Born?" - Richard Wright	Elaborate the pathetic conditions of Africans as slaves.	K6
IV	What is Courage? -William Slim	List out the significance of physical and moral courage.	K4
	Book Shop Memories - George Orwell	Assess the habits of ancient customers and their tastes with the present customers in book shops.	K5
V	Vanishing Animals -Gerald Durrell	Formulate remedial measures to prevent animals from extinction	K6
VI	On the Equality of Sexes -John Stuart Mill	Inspect J.S.Mill's arguments on gender equality with the present state of women	K4
	Men and Women -Virginia Woolf	Justify the portrayal of women by male writers during the 19 th century	K6
	Sense of Future -J.Bronowski	Adapt a humanistic approach to science.	K6

MAPPING SCHEME for the POs, PSOs and COs for Prose-II.*(L-Low, M-Moderate, H- High)*

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	M	L	L	L	M	M	H	M	L	L	H
CO2	L	M	L	M	L	H	L	L	M	H	M	M	M
CO3	M	H	M	H	H	L	H	M	M	M	H	M	M
CO4	L	M	M	M	L	L	M	M	H	L	M	L	M
CO5	L	M	L	L	L	M	H	M	H	M	M	L	M
CO6	L	L	M	H	L	L	M	M	M	M	M	L	M

EVALUATION SCHEME:

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
4	Attendance (20 %)	-			On-line Entry
5	End Semester Exam	3 hr			75

CHAMBER CONSULTATION HOURS:

Will be announced by the individual Instructors.

NOTICES:

All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or WhatsApp group

MAKE-UP POLICY:

Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

NO RE-TEST FOR SECOND INTERNAL TESTS.

Name of the Course Coordinator : J. Milton Ananiya
Signature :
Date : 03. 12.2020.

CORE IV : FICTION

Semester : II
Hours/Week: 5

Course Code : U19EG204
Credits : 4

COURSE OUTCOMES

After the successful completion of this course the students will be able to

CO No	Course Outcomes	Level	Unit
CO1	Relate fictional characters with real life characters	K1	I-V
CO2	Illustrate a better picture of human beings and their personalities	K2	I-V
CO3	Identify the styles, themes, motifs, and genres of varied ranges of novels	K3	I-V
CO4	Compare and contrast different personalities in day- to-day life	K4	I-V
CO5	Develop a moral outlook on the society	K5	I-V
CO6	Test the knowledge of literature and life in general and fiction in particular	K6	I-V

SYLLABUS**UNIT I : (15 hours)**

Charles Dickens : A Tale of Two Cities

UNIT II : (15 hours)

Jane Austen. : Pride and Prejudice

UNIT III : (15 hours)

H.G. Wells. : Time Machine

UNIT IV : (15 hours)

George Orwell : Animal Farm

UNIT V : (15 hours)

Katherine Mansfield : Taking the Veil
 James Thurber. : The Truth About Toads
 Oscar Wilde. : The Happy Prince
 H.H. Munro (Saki) : The Story Teller
 Jim Corbett. : Deed of Bravery
 P.G Wodehouse. : The Prize Poem

UNIT-VI: Content for further reading and discussion

1. John Green: The Fault in our stars
2. Yann Martel: Life of Pi
3. Toni Morrison : Beloved

Topics for Self-Study:

S.No.	Topics	Web Links
1	The Fault in Our Stars by John Green	https://books-library.online/files/books-library.online-12292230Vr3R6.pdf
2	Life of Pi by Yann Martel	https://www.goodreads.com/book/show/4214.Life_of_Pi
3	Beloved by Toni Morrison	http://self.gutenberg.org/articles/eng/Beloved_(novel)
4	The Open Window by H.H. Munro	http://www.eastoftheweb.com/short-stories/UBooks/OpeWin.shtml

Text Book(s):

1. Elliot; Ralph W V. Dickens, *A Tale of Two Cities*. New Delhi: Macmillan, 1996
2. Austen, Jane. *Pride and Prejudice*. New Place: Zodial Press, 2000
3. Orwell George, *Animal Farm*. Chennai: Vanathi, 1984.
4. Wells, H G. *Time Machine*. London: MACMILLAN Publishers, 2000.

Reference Books:

1. Fredrick,Suresh.Newton Raja. Eds.*Splendid Short Stories*. Chennai.. New Century Book House. 2017.
2. Rees R. J. English Literature: *An Introduction for Foreign Readers*. Macmillan: Madras, 1987.
3. Prasad B. *A Background to the Study of English Literature*. Macmillan: Chennai,1999.
4. Albert, Edward. *History of English literature* (Fifth Edition). OUP:ND, 2007.
5. Abrams, M. H. *A Glossary of Literary Terms*. New Delhi: Prism Books Pvt. Ltd., 1993.

Web links:

1. <https://www.litcharts.com/lit/a-tale-of-two-cities>
2. <https://www.gradesaver.com/animal-farm/study-guide/themes>

SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
I	Charles Dickens: A Tale of Two cities	Examine and analyse the consequences of the French Revolution as analysed by Charles Dickens in <i>A Tale of Two Cities</i> Analyse the theme of love portrayed in the novel, <i>A Tale of Two Cities</i>	K4
II	Jane Austen : Pride and Prejudice	Criticize the contemporary social issues with regard to <i>Pride and Prejudice</i> Justify the theme of class consciousness in the novel, <i>Pride and Prejudice</i>	K5
III	H. G. Wells : Time Machine	Create an awareness on technology and science through Travel Narratives Discuss the concept of inequality and class discrimination in H. G. Wells' <i>Time Machine</i>	K6
IV	George Orwell : Animal Farm	Criticize <i>Animal Farm</i> as a fiasco by applying Political allegory. Interpret the ideology of totalitarianism by reading <i>Animal Farm</i>	K5
V	Katherine Mansfield: Taking the Veil	Discover and analyse the character of Edna as portrayed in Katherine Mansfield's <i>Taking the Veil</i> as the personification of all humans.	K4
	James Thurber: The Truth About Toads	Discuss the adage that “pride goes before fall” with regard to the Toads in James Thurber's <i>The Truth About Toads</i>	K6
	Oscar Wilde: The Happy Prince	Discuss that compassionate love is the quintessence of humans.	K5
	H.H. Munro (Saki): The Story Teller	Develop and inculcate moral education in young minds by analysing H.H. Munro's <i>The Story Teller</i> .	K6
	Jim Corbett: Deed of Bravery	Build self confidence and bravery in feeble minds by reading Jim Corbett's <i>Deed of Bravery</i>	K6
	P.G. Wodehouse: The Prize Poem	Support the fact that compulsion fails to help in succeeding and achieving things.	K5

MAPPING SCHEME for the POs, PSOs and COs for Fiction*(L-Low, M-Moderate, H- High)*

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	M	L	-	L	H	L	H	M	-	L	H
CO2	M	M	M	M	-	-	L	L	H	M	-	H	H
CO3	M	-	M	M	L	-	-	L	H	H	M	L	M
CO4	M	M	L	H	-	H	M	M	H	M	L	M	M
CO5	M	H	H	H	-	H	M	M	H	M	M	H	H
CO6	M	L	H	-	-	H	H	H	H	L	M	H	M

EVALUATION SCHEME:

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
5.	Attendance (20 %)	-			On-line Entry
6.	End Semester Exam	3 hr	75		Closed Book

CHAMBER CONSULTATION HOURS:

Will be announced by the individual Instructors.

NOTICES:

All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or WhatsApp group

MAKE-UP POLICY:

Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

NO RE-TEST FOR SECOND INTERNAL TESTS.**Name of the Course-coordinator : T. Ramaprabha****Signature with date :**

ALLIED IV : HISTORY OF ENGLISH LITERATURE - I

Semester : II
Hours/Week: 5

Course Code : U19EG2Y2
Credits : 4

COURSE OUTCOMES

After the successful completion of this course the students will be able to

CO No.	COURSE OUTCOMES	LEVEL	UNIT
CO1	List out how the religious, social and political history of England influences the English writers of the Sixth Century England.	K1 & K2	Unit I
CO2	Recognize the working knowledge of the principal works, authors, genres and periods of English Literature.	K2	Unit II
CO3	Interpret texts in their cultural and historical contexts with growth decline of 'schools' and 'movements'.	K3	Unit III
CO4	Devise innovative independent work both within and outside the sphere of English Literary Studies that is acceptable to the scholarly society.	K4	Unit IV
CO5	Formulate coherent writing in multiple literary genres and public speaking skills.	K5	Unit V
CO6	Construct advance critical reading skills and writing skills in English including essays, research papers and critical reviews.	K6	Unit V

UNIT I: THE AGE OF CHAUCER

English Literature before Chaucer – English Literature before the Conquest – From the Conquest to Chaucer – The Making of the English Language – The Age of Chaucer – Chaucer's Life – Chaucer's Work in General – The Canterbury Tales – General Characteristics of Chaucer's Poetry – Other Poets of the Chaucer's Age – Prose of Chaucer's Age

UNIT II: THE DEVELOPMENT OF THE DRAMA TO 1561

The Beginnings of the English Drama – Miracle Plays – Morality Plays and Interludes – The Beginnings of Regular Comedy and Tragedy

UNIT III: THE AGE OF SHAKESPEARE / THE ELIZABETHAN AGE

The Age of Shakespeare – Elizabethan Poetry before Chaucer – Spenser and his Poetry – The Faery Queene – Other Poets from 1579 – 1625 – The Elizabethan Romantic Drama – Shakespeare's Predecessors – Shakespeare's Life – Shakespeare's Works – Characteristics of Shakespeare's Works – Ben Jonson – Other Dramatists of

Shakespeare's Age – The Playhouses of Shakespeare's Time – Lyly and Other Writers of Prose Fiction – Bacon and his Essays – Other Prose Writers of the Period

UNIT IV: THE AGE OF MILTON / THE PURITANIC AGE

The Age of Milton – Milton's Life – Milton's Earlier Poetry – Milton's Prose Writings – Milton's Later Poetry – Characteristics of Milton's Poetry – The Caroline Poets – Cowley and the "Metaphysical Poets" – The Caroline Prose Writers

UNIT V: THE AGE OF DRYDEN / THE RESTORATION AGE

The Age of Dryden – The Forerunners of Dryden – Dryden's Life – Dryden's Poetry – Butler – The Rise of Modern Prose – Dryden's Prose Work – Bunyan – Other Prose Writers of the Period – The Drama of Dryden

TOPICS FOR SELF-STUDY:

S.NO	TOPICS	WEB LINKS
1	Modern Literature and Technology	www.bl.uk www.forbes.com www.azlide.com
2	Victorian Technology, Short Story, Science Fiction and Pulp	www.bl.uk www.encyclopedia.com
3	The Voices of the Dead	www.bl.uk www.litreactor.com www.literaryvoice.in
4	Cinema Montage, Close-ups, Jump Cuts and Flashbacks	www.bl.uk www.wikipedia.com www.ukessays.com www.jstor.org
5	Cyberspace and Hypertext	www.bl.uk www.researchgate.net www.rbudde.de

TEXT BOOK(S):

- Hudson, W.H. *An Outline History of English Literature*. New Delhi: Atlantic Publishers, 2008

REFERENCE BOOKS:

- Compton, Rickett. *A History of English Literature*. New Delhi: UBS Publishers, 2009.
- David, Daiches. *Critical History of English Literature*. New Delhi: Allied Publishers, 2005.
- Evans, Ifor. *A Short History of English Literature*. London: Pelican, 1976.

WEB LINKS:

1. <https://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=aa08>
2. <https://www.britannica.com/art/English-Literature>
3. Web.cocc.edu > resources > links-lit
4. Victorian-studies.net > EngLit

SPECIFIC LEARNING OUTCOMES (SLO)

Unit/Section	Course Content	Learning Outcomes	Blooms Taxonomy Level of Transaction
I	The Age of Chaucer		
1.1	English Literature Before Chaucer	Recall history of Old English	K1
1.2	English Literature before the Conquest	Outline Old English Literature	K1
1.3	From the Conquest to Chaucer	Summarize thirteenth century literature	K2
1.4	The Making of the English Language	Illustrate the evolution of Modern English	K4
1.5	The Age of Chaucer	Display the spirit of Medievalism	K2
1.6	Chaucer's Life	Sketch the life of Chaucer	K4
1.7	Chaucer's Work in General	Presents Chaucer's Works into three periods	K4
1.8	The Canterbury Tales	Assess the work of Chaucer	K5
1.9	General Characteristics of Chaucer's Poetry	Relate the significance of Chaucer's poetry	K2
1.10	Other Poets of the Chaucer's Age	Comment on the other poets	K2
1.11	Prose of Chaucer's Age	Examine the prose of the age	K3
II	The Development of the Drama to 1561		
2.1	The Beginnings of the English Drama	Identify the elements of drama	K1
2.2	Miracle Plays	Summarize the beginnings of English drama	K2

2.3	Morality Plays and Interludes	Highlight the dramatic development of the play	K1
2.4	The Beginnings of the Regular Comedy and Tragedy	Associate English plays with Dame School, Greek models and Latin imitations	K2
III	The Age of Shakespeare / The Elizabethan Age		
3.1	The Age of Shakespeare	Classify the Age of Elizabeth	K2
3.2	Elizabethan Poetry before Chaucer	Categorize Elizabethan poems before Chaucer	K2
3.3	Spenser and his Poetry	Display the greatest non-dramatist poet of the age	K3
3.4	The Faery Queene	Appraise the work Faery Queene	K4
3.5	Other Poets from 1579-1625	Group the other poets of the age	K2
3.6	The Elizabethan Romantic Drama	Discuss the difference between the classic and romantic play	K2
3.7	Shakespeare's Predecessors	Examine the writings of Shakespeare's predecessors	K4
3.8	Shakespeare's Life	Sketch the life of Shakespeare	K3
3.9	Shakespeare's Works	Structure the works of Shakespeare	K4
3.10	Characteristics of Shakespeare's Works	Link the range and versatility of Shakespeare's dramatic power	K4
3.11	Ben Jonson	Describe the life's of Ben Jonson	K2
3.12	Other Dramatists of Shakespeare's Age	Explain the lesser known dramatists of the age	K4
3.13	The Playhouses of Shakespeare's Time	Build the playhouses of the Shakespeare's time	K6
3.14	Lyly and Other Writers of Prose Fiction	Compare Lyly and other prose fiction writers	K2

3.15	Bacon and his Essays	Review the works of great prose writer Bacon	K5
3.16	Other Prose writer's of the Period	Attribute contributions of the other prose writers	K4
IV	The Age of Milton / The Puritan Age		
4.1	The Age of Milton	Discuss the religious and political struggles of the period	K2
4.2	Milton's Life	Examine Milton's life	K3
4.3	Milton's Earlier Poetry	Compare and contrast Milton's earlier poetry with his later poems	K3
4.4	Milton's Prose Writings	Criticize Milton's prose writings with his poems	K5
4.5	Milton's Later Poetry	Comment on Milton's poems	K5
4.6	Characteristics of Milton's Poetry	Mind-map Miltonic Sublimity	K4
4.7	The Caroline Poets	Define the Caroline poets	K1
4.8	Cowley and "Metaphysical Poets"	Reflect on Metaphysical Poets	K5
4.9	The Caroline Prose Writers	Differentiate Caroline prose writers from other writers of the age	K4
V	The Age of Dryden / The Restoration Age		
5.1	The Age of Dryden	Support literature is the social product of respective era	K5
5.2	The Forerunners of Dryden	Illustrate the "classic" or "closed" form of heroic couplet	K4
5.3	Dryden's Life	Reflect Dryden's life with literature	K5
5.4	Dryden's Poetry	Assess the development of the classical school of poetry	K5
5.5	Butler	Recognize the satire on Puritanism	K2

5.6	The Rise of Modern Prose	Deduct the birth of modern prose during Restoration	K5
5.7	Dryden's Prose Work	Debate on the beginnings of modern criticism	K5
5.8	Bunyan	Execute the life and works of Bunyan	K3
5.9	Other Prose Writers of the Period	Investigate great historical happenings	K6
5.10	The Drama of Dryden	Role play the characters from drama	K6

MAPPING SCHEME for the Pos, PSOs and Cos for History of English Literature-I
(L – Low, M – Moderate, H - High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	L	L	M	L	L	H	M	M	H	M	L	M
CO2	H	L	M	M	L	L	M	M	L	H	M	L	M
CO3	M	M	M	M	L	L	H	M	M	H	M	L	L
CO4	M	L	M	M	L	L	M	M	M	M	H	L	M
CO5	M	L	M	M	L	L	M	M	L	H	M	M	L
CO6	L	L	M	M	M	M	L	L	M	M	H	M	M

COURSE ASSESSMENT METHOD

DIRECT:

S.NO	Evaluation Component	Duration	Weightage (%)	Date & Time	Remarks
1.	Internal Test I (30%)	2hrs	25		Closed Book
2.	Internal Test II (30%)	2hrs		Will be announced	Closed Book
3.	Seminar and Assignment (20%)	-			Open Book
4.	Attendance (20%)	-			On-line Entry
5.	End Semester Exam	3hrs	75		Closed Book

INDIRECT

1. Course end survey (Feedback)

CHAMBER CONSULTATION HOURS:

Will be announced by the individual Instructors.

NOTICES:

All notices regarding the course will be displayed on the Department Notice Boards, through group mail or WhatsAPPgroup

MAKE-UP POLICY:

Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

NO RETEST FOR SECOND INTERNAL TEST

Name of the Course Coordinator : K. RAJALATCHOUMY
SIGNATURE :
DATE : 22.10.2020

CORE V : LINGUISTICS AND PHONETICS

Semester : III
Hours/Week: 5

Course Code : U19EG305
Credits : 4

COURSE OUTCOMES

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Level	Unit
CO1	Summarize general issues concerning the nature, structure and function of language.	K2	I
CO2	Apply the knowledge of various domains like Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics in everyday life.	K3	II
CO3	Articulate the significance of words and employ intonation, rhythm and stress centered on the Received Pronunciation.	K4	III
CO4	Compare and contrast languages in terms of systematic differences in Phonetics, Phonology, Morphology, Syntax and Semantics.	K5	IV
CO5	Correlate the language variations, including historical, social and regional dialects and infer the grammatical system of English and other languages.	K4	V
CO6	Evaluate contemporary issues in language and employ linguistics in community settings.	K5	V

UNIT I : The Origin and Development of Language

The Study of Language by George Yule (OUP)

Chapters: 1. Chapter I – The Origins of Language
 2. Chapter II – Animals and Human Language
 3. Chapter III – The Development of Writing

UNIT II : English Phonetics I

Pattern of testing for Unit I and Unit II: Students should be tested ONLY for their practice of Phonetic transcription of words, sentences and dialogues. All the three sections A, B and C of the question paper can be exploited for this purpose.

J.D O'Connor's *Better English Pronunciation*

4. Chapter II- How the Speech Organs Work in English
 5. Chapter III- The Consonants of English
 6. Chapter IV- Consonant Sequences
 7. Chapter V- The Vowels of English

UNIT III : English Phonetics IIJ.D O'Connor's *Better English Pronunciation*

8. Chapter VI- Words in Company

9. Chapter VII- Intonation

UNIT IV : Grammar and SemanticsJ.F Wallwork's *Language and Linguistics: An Introduction to the Study of Language*

10. The Patterns of Language – Morpheme; Word

11. Form and Meaning

12. Group – Nominal, Verbal, Adverbial

13. Clauses and Sentences – IC Analysis

14. Sentences – Major and Minor Sentence Classification

15. Word Meaning - Association, Connotation, Collocation, Semantic Field

UNIT V : Regional and Social Variations of Language*The Study of Language* by George Yule

16. Regional Variations of Language - Idiolect, Regional Dialects, Isoglosses and Dialect Boundaries, Bilingualism and Diglossia, Pidgin, Creole.

17. Social Variations of Language – The Standard English, R.P., Style and Register, Jargon, Slang Mode, Field of Discourse

Topics for Self-Study:

S.No.	Topics	Web Links
1	Language as a Natural Object and Contemporary Debates	https://ielanguages.com
2	The Metaphor-focused Cognitive Approach	https://www.cambridge.org
3	The Indian Approach	https://muse.jhu.edu

Textbooks:

- O'Connor, J.D., *Better English Pronunciation*. New Delhi: CUP, 2008.
- Balasubramaniam, T. *A Textbook of English Phonetics for Indian Students*. Macmillan. 1981.
- Wallwork, J.F. *Language and Linguistics: An Introduction to the Study of Language*. London: Heineman, 1974.
- Yule, George. *The Study of Language*. Third Edition. New Delhi: CUP, 2006.
- Fromkin, Victoria, *et al. An Introduction to Language*. Tenth Edition. Boston: Wadsworth, 2014.

Reference Books:

- Ogden, Richard. *An Introduction to English Phonetics*. Edinburgh University Press, 2009.
- Harris, Roy. *Course in General Linguistics*. Chicago: Open Court Publishing, 1998.

3. McWhorter, John. *The Power of Babel: A Natural History of Language*. Second Edition. New York: Harper Perennial, 2003.
4. Macaulay, Ronald. *Seven Ways of Looking at Language*. London: Palgrave Macmillan, 2011.

Web links: (Swayam/nptel/...)

1. <https://ielanguages.com>
2. <https://www.cambridge.org>
3. <https://muse.jhu.edu>

SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Sections	Learning Outcomes	Bloom's Taxonomy Level of Transaction
UNIT I	Ch. I The Origins Of Language	1. Trace the origin and development of Language and describe the different sources of Language.	K2
	Ch. II Animals and Human Language	1. Restate the impact of animals on Human Language by analyzing the experiments.	K2
	Ch. III The Development Of Writing	1. Differentiate Phonographic writing from Syllabic Writing 2. Summarise the various early forms of writing	K2
UNIT II	Ch. II How the Speech Organs Work In English	1. Illustrate a model of the speech organs and identify the parts and their use. 2. Create a Phonemic Chart and point out the position of articulation.	K4 K5
	Ch. III The Consonants of English	1. Explain the Consonants of English with apt examples through Phonetic transcription.	K4
	Ch. IV Consonant Sequences	1. Classify the Consonant Sequences with appropriate samples.	K4
	Ch. V The Vowels of English	1. Identify the Vowels in English and distinguish Monothongs from Diphthongs.	K4

UNIT III	Ch. VI Words in Company	1. Describe Words in Company and differentiate them from Words in Isolation.	K2
	Ch. VII Intonation	1. Restate the different types and elements of Intonation and apply them in sentences of your own.	K3
UNIT IV	The Patterns Of Language- Morpheme, Word	1. Analyse the patterns of Language. 2. Define a Morpheme. 3. Transform Morphemes into Words.	K4 K1 K4
	Form And Meaning	1. Compare and Contrast Form and Meaning.	K6
	Group- Nominal, Verbal, Adverbial	1. Classify the Nominal, Verbal and Adverbial groups.	K4
	Clauses and Sentences – IC Analysis	1. Distinguish Clauses and Sentences.	K4
		2. Examine IC Analysis through a sample sentence.	K4
	Sentences- Major and Minor Classification	1. Explain Major and Minor Classification in Sentences.	K4
	Word Meaning- Association, Connotation, Collocation, Semantic Field	1. Contrast Association and Connotation.	K6
2. Illustrate Collocation with examples.		K4	
3. Define Semantic Field.		K1	
UNIT V	Regional Variations of Language- Idiolect, Regional Dialects, Isoglosses and Dialect Boundaries, Bilingualism and Diglossia, Pidgin and Creole	1. Differentiate Idiolect and Dialects. 2. Define Isoglosses. 3. Describe Dialect Boundaries. 4. Analyse Bilingualism and Diglossia. 5. Investigate Pidgin and Creole.	K4 K1 K2 K4 K4
	Social Variations of Language- The Standard English, R.P., Style and Register, Jargon, Slang, Mode, Field of Discourse	1. Explain the significance of Standard English. 2. Compare and Contrast Style and Register. 3. Define Jargon, Slang, Mode and Field of Discourse.	K4 K6 K1

MAPPING (CO, PO, PSO)**L-Low****M-Moderate****H- High**

	Programme Outcome									Programme Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	H	H	H	H	H	L	L	L	H	H	M	L
CO2	H	H	H	H	H	M	M	M	M	H	H	H	M
CO3	H	H	H	H	H	H	H	M	M	H	H	H	M
CO4	H	H	H	H	H	M	M	M	M	H	H	H	M
CO5	H	H	H	H	H	H	L	L	L	H	H	H	L
CO6	M	H	H	M	M	M	H	H	H	L	L	H	H

COURSE ASSESSMENT METHODS**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

ALLIED III : LITERARY FORMS

Semester : III
Hours/Week: 5

Course Code : U19EG3Y3
Credits : 4

COURSE OUTCOMES

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Taxonomy Level	Unit(s)
CO1	Identify and appreciate different genres and sub-genres in English literature.	K2, K4	I, II, III, IV, V.
CO2	Appreciate the aesthetics of language through an understanding of the stylistic and poetic elements in the different genres	K5	I, II, III, IV, V.
CO3	Sort out and dissect the architecture and grandeur of literary texts on a deeper scale	K2, K3.	I, II, III, IV, V.
CO4	Possess an in-depth understanding of the origins and elements of various forms of writing through the evolution of different forms of Literature.	K1, K2.	I, II, III, IV, V.
CO5	Understand the technical framework and categorization of literary works in relation to their Classification and typology.	K2	I, II, III, IV, V.
CO6	Formulate the technical knowledge acquired and apply the same in writing	K6	VI.

SYLLABUS**UNIT 1: Poetry****15 Hours**

1. Nature of Poetry
2. Subjective & Objective Poetry.
3. Kinds of Poetry: Epic, Mock Epic, Ballad, Lyric Poetry: The Ode: Origin and Characteristics -Types- Pindaric, Horatian, English.
4. The Sonnet: Types and Form: The Italian, The English—The Elegy: Origin and Definition, Pastoral Elegy - Dramatic Monologue.

UNIT 2: - Drama**15 Hours**

1. Origin and Definition
2. Dramatic Devices: Dramatic Irony, Soliloquy and Aside.
3. Types of Drama: Tragedy, Definition and Characteristics – Types of Tragedy: Classical, Romantic
4. Forms: Revenge Play, Heroic Tragedy, and Domestic Tragedy. -- Comedy: Types: Restoration, Sentimental, Tragi-comedy, Farce, Melodrama – The One-act Play.

UNIT 3: Prose**15 Hours**

1. The Essay: The Personal and the Expository.
2. Types of Essays: Aphoristic, Critical Essay, Reviewers, Periodicals, Character Writers.
3. Elements of Essay: Humour and Pathos, Style and language.

UNIT 4: Novel / Fiction**15 Hours**

1. Origin and Definition
2. Elements of Fiction, Form and Technique: Plot, Story, Characterization, Dialogue, Setting, Points of View, Narrative.
3. Forms of the Novel and their individual Characteristics: Adventure or Action Novels, Character Novels, the Picaresque Novel, the Gothic Novel.
4. Interior Monologue: Definition, Form and Function. Novelette / Novella.
5. Biography: Definition and the Development of Biography. Elements of Biography – Types: Pure and Impure. Autobiography: Definition and Characteristics.

UNIT 5 - Types of Novels**15 Hours**

1. Historical Novel, The Psychological Novel. Stream of Consciousness Novel: Origin, Definition, Characteristics, Metafiction.
2. The Short Story: Form and Technique: Precision, Unity of Effect, Structural Unity in Plot. Character and Setting.

TOPICS FOR SELF -STUDY:

S.No.	Topics	Web Links
1	Literature and Psychology	https://lithub.com/why-literature-needs-psychology/
2	Evolution of different forms of Art	https://www.invaluable.com/blog/art-history-timeline/
3	Medieval Literary Forms and Philosophy	https://plato.stanford.edu/entries/medieval-literary/
4	Literary Devices and their Uses	https://blog.reedsy.com/literary-devices/

Textbook(s):

1. Prasad, B. *A Background to the Study of English Literature*. Chennai: Macmillan India Press, 2007.

Books for Reference:

1. Abrams, M.H., and Harpham, Geoffrey Galt. *A Glossary of Literary Terms*. New Delhi: Cengage Learning India Private Limited, 2018.
2. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. New York: Oxford University Press, 2015.

3. Hudson, W.H. *An Introduction to the Study of English Literature*. New Delhi: Atlantic Publishers, 2008.
4. Kumar Sathish, *Ages, Movements and Literary Forms*. Agra: Educational Publishers, 2007.
5. Rees, R.J. *Introduction to English Literature for Foreign Students*. New Delhi: Macmillan Publishers India Ltd, 1982.

Web links:

- www.britannica.com
- www.literarydevices.com
- <https://study.com/academy/lesson/literary-forms-genres-how-they-affect-meaning.html>
- https://en.wikipedia.org/wiki/Literary_genre

SPECIFIC LEARNING OUTCOMES (SLO)

UNIT	COURSE CONTENT	LEARNING OUTCOMES	BLOOM'S TAXONOMY LEVEL
I	Poetry		
	1.1. Nature of Poetry – Subjective and Objective Poetry	Define and classify different kinds based on the Content	K1/K2
	1.2. Kinds of Poetry: Epic, Mock Epic, Ballad, Lyric Poetry.	Understand distinctions through Classic examples	K1/K2
	1.3. The Ode - Origin and Characteristics -Types- Pindaric, Horatian, English. The Sonnet: Types and Form: The Italian, The English. The Elegy: Origin and Definition, Pastoral Elegy. Dramatic Monologue.	Remember the different forms and apply them by writing poems (based on the prescribed forms) on their own.	K1/K6
II	Drama		
	2.1. Origin and Definition - Dramatic Devices: Dramatic Irony, Soliloquy and Aside.	Define and Understand the importance and distinctiveness of each device used in Drama	K1/K2
	2.2. Types of Drama: Tragedy, Definition and Characteristics – Types of Tragedy: Classical, Romantic.	Recall the classic definitions and Comment on the significance of Tragedy and Comedy with reference to Aristotelian Poetics.	K1/K2
	2.3. Forms: Revenge Play, Heroic Tragedy, and Domestic Tragedy, Comedy. Types: Restoration,	Delve into the forms and Implications of the forms by tracing the Chronological	K1/K2

	Sentimental, Tragi-comedy, Farce, Melodrama – The One-act Play.	evolution of the Dramatic genre.	
III	Prose		
	3.1. The Essay: The Personal and the Expository	Understand the Content-wise distinctions of the genre by referring to the works of the pioneers of the Essay.	K1/K2
	3.2 Types of Essays, Characteristics: Personal and Autobiographical, Humour and Pathos, Style and language.	Learning the constituent elements of the different types of Essays and realizing the significance of those elements.	K1/K2
IV	Novel/Fiction		
	4.1. Origin and Definition - Elements of Fiction, Form and Technique: Plot, Story, Characterization, Dialogue, Setting, Points of View, Narrative.	Defining the Genre by referring to its Origin and tracing its chronological evolution thereby developing the ability to Identify the implications of the formative elements of the genre.	K1/K4
	4.2. Forms of the Novel and their individual Characteristics: Adventure or Action Novels, Character Novels, the Picaresque Novel, the Gothic Novel. Interior Monologue: Definition, Form and Function. Novelette / Novella.	Looking at the Doyen examples focussing on the subject and content of the different kinds of Novels, the devices used in them, and appraising the value of a text through a critical outlook.	K1/K5
	4.3. Biography: Definition and the Development of Biography - Elements of Biography. Types: Pure and Impure. Autobiography: Definition and Characteristics.	Understanding the Importance of Biographies and Autobiographies by recalling the major contributions made in the genre with reference to subject matter and aesthetics.	K1/K2
V	Types of Novels		
	5.1. Historical Novel, The Psychological Novel, Stream of Consciousness Novel: Origin, Definition, Characteristics, Metafiction.	Determining the growth and maturity of the Novelistic genre by tracing the Socio-historical factors affecting the evolution of newer forms of the genre.	K1/K5
	5.2. The Short Story: Form and Technique: Precision, Unity of Effect, Structural Unity in Plot, Character and Setting.	Studying the essential elements that make a short story and applying them by writing short stories as a creative exercise.	K1/K6

MAPPING SCHEME for the POs, PSOs and COs for Literary Forms.
(*L-Low, M-Moderate, H- High*).

	Programme Outcomes									Program Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	M	H	H	M	L	H	M	H	H	H	H	H
CO2	H	H	H	H	L	M	H	M	H	H	H	H	M
CO3	M	H	H	H	M	L	H	H	H	H	H	H	H
CO4	H	H	H	H	M	H	H	M	H	H	H	H	H
CO5	H	H	H	H	M	M	H	H	H	H	H	H	H
CO6	M	H	H	H	M	M	H	H	H	H	H	H	H

COURSE ASSESSMENT METHODS

DIRECT:

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Project Report, Field Visit Report, Paper Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Name of the Course Coordinator : Mr. Benedict Paul. A

Verified and Approved :

ALLIED IV : HISTORY OF ENGLISH LITERATURE – II
(FROM THE NEO-CLASSICAL TO THE MODERN AGE)

Semester : III
Hours/Week: 4

Course Code : U19EG3Y4
Credits : 3

COURSE OUTCOMES

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Taxonomy Level	Unit(s)
CO1	Analyze effectively the changing perspectives of literary style through time and relate them with socio-political and cultural context.	K4	I to V
CO2	Understand the life of writers and influence upon them and their reactions to the changing times.	K2	I to V
CO3	Classify authors, texts, movements' ideologies, literary practices chronologically and gain knowledge on spirit of people in various time period.	K1	I to V
CO4	Relate the national changes and developments occurred in England .	K2	I to V
CO5	Interpret the new emerging trends and genres in literature.	K3	I to V
CO6	Be efficient in understanding the literary and cultural texts with various historical backgrounds.	K4	I to V

SYLLABUS:

UNIT 1

The Age of Pope / The Classical Age / The Augustan Age (1700 onwards) 12 Hours

Chapter XIII : The Age of Pope: Verse
Chapter XIV : The Age of Pope: Prose and the Drama

UNIT 2

The Age of Johnson / The Age of Transition (1748 – 1798) 12 Hours

Chapter XV : The Age of Johnson: General Prose
Chapter XVI : The Age of Johnson: The Novel
Chapter XVII : The Age of Johnson: Verse

UNIT 3

The Age of Wordsworth / The Romantic Age (1798 – 1830) 12 Hours

Chapter XVIII : The Age of Wordsworth: The Older Poets
Chapter XIX : The Age of Wordsworth: The Younger Poets
Chapter XX : The Age of Wordsworth: General Prose
Chapter XXI : The Age of Wordsworth: The Novel

UNIT 4**The Age of Tennyson / The Victorian Age (1830–1880)****12 Hours**

- Chapter XXII : The Age of Tennyson: Verse
 Chapter XXIII : The Age of Tennyson: General Prose
 Chapter XXIV : The Age of Tennyson: The Novel

UNIT 5**The Age of Hardy (1887 – 1928) & The Twentieth Century (1928 onwards)****12Hours**

- Chapter XXV : The Age of Hardy Chapter
 Chapter XXVI: The Present Age

Topics for Self-study:

S.No.	Topics	Web Links
1	Preface to Lyrical Ballads	https://www.google.com/url?sa=t&source=web&rct=j&url=http://armytagetage.net/updata/Wordsworth%20Preface%20Selection.pdf&ved=2ahUKEwiws_DeyKztAhUxzzgGHQdWCKcQFjABegQIExAB&usg=AOvVaw0mnu8Xsg5h7k3sQyrRUcnu&cshid=1606818496039
2	Brief Introduction to English Literary Movements and Periods.	https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.academia.edu/28902037/Brief_Introduction_to_English_Literary_Movements_and_Periods&ved=2ahUKEwjCvumo7qztAhUD4zgGHdZ8DOwQFjAZegQIIhAB&usg=AOvVaw2eC1c-MxPNLN59EpjVIFl2&cshid=1606829013791
3	Dramatic Monologue	https://www.google.com/url?sa=t&source=web&rct=j&url=http://www.marilenabeltramini.it/schoolwork0910/UserFiles/teacher/browning_and_monologue.pdf&ved=2ahUKEwiQ2Oelx6ztAhX94jgGHVRNA7AQFjALegQIFhAB&usg=AOvVaw3qnupF79Zlc4E0C8mr8-J-
4	English drama from its origins to the present age.	https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.academia.edu/10898181/English_drama_from_its_origins_to_the_present_day&ved=2ahUKEwjSpK6k8qztAhWE4XMBHaCRDFwQFjACegQIBBAB&usg=AOvVaw1sr-KvThNg1W_Ikmrid3ym&cshid=1606829562799

Text Book:

Hudson, W.H. An Outline History of English Literature. New Delhi : Atlantic Publishers, 2008

Reference Books:

1. Compton Rickett - A History of English literature. New Delhi: UBS Publishers,2009.
2. David Daiches. Critical History of English Literature. New Delhi : Allied Publishers,2005.
3. Evans, Ifor. A Short History of English Literature. London: Pelican, 1976.

Web links:

1. https://www.google.com/url?sa=t&source=web&rct=j&url=https://pgpeople.files.wordpress.com/2013/07/victorian-period-sem-ii.pdf&ved=2ahUKEwjZkLni8aztAhV_73MBHSpA3UQFjABegQIERAB&usg=AOvVaw3AnrJDOHRvG_4eICZDOyLI
2. https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.academia.edu/24789535/Age_of_Shakespeare_Drama&ved=2ahUKEwiol7Q9qztAhWAZjgGHehKD70QFjAAegQIARAB&usg=AOvVaw3Lzfv6I4IKCRWTdv3flfwE&cshid=1606830731064
3. <https://www.britannica.com/art/poetry>

SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning Outcomes	Blooms Taxonomy Level of Transaction
I	The Age of Pope/ The Classical/ The Augustan Age (1700-150)		
	Chapter XIII : The Age of Pope: Verse	Gain insight into poetry style followed in the Neo-classical literature.	K2
	Chapter XIV : The Age of Pope: Prose and the Drama	Compare the progress in literary trends and genres especially play writing.	K3
II	The Age of Johnson / The Age of Transition (1748 – 1798)		
	Chapter XV : The Age of Johnson: General Prose	Knowledge on biography, criticism and essay writing.	K2
	Chapter XVI : The Age of Johnson: The Novel	Analyse the emergence of novel as a new genre.	K2
	Chapter XVII : The Age of Johnson: Verse	Compare the changing perspectives on the form and subject of poetry.	K3

III	The Age of Wordsworth / The Romantic Age (1798 – 1830)		
	Chapter XVIII : The Age of Wordsworth: The Older Poets	Familiarise with the changing perspectives on the form and subject of poetry.	K2
	Chapter XIX : The Age of Wordsworth: The Younger Poets	Analyse the influences on the writers and their reactions to the evolution	K3
	Chapter XX : The Age of Wordsworth: General Prose	Gain knowledge on the emergence of periodicals.	K3
	Chapter XXI : The Age of Wordsworth: The Novel	Acknowledge the new themes and literary style in novel writing	K2
IV	The Age of Tennyson / The Victorian Age (1830–1880)		
	Chapter XXII : The Age of Tennyson: Verse	Compare the changing perspectives on the form and subject of poetry.	K3
	Chapter XXIII : The Age of Tennyson: General Prose	Analyse the varieties of new subject matter incorporated in literature with changing socio-cultural situations.	K3
	Chapter XXIV : The Age of Tennyson: The Novel	Familiarise with new sub-genres in novel.	K2
V	The Age of Hardy (1887 – 1928) & The Twentieth Century (1928 onwards)		
	Chapter XXV : The Age of Hardy	Classify the modern age writers.	K2
	Chapter XXVI: The Present Age	Get to know about the post-modern age writers and their works.	K2

MAPPING SCHEME for the POs, PSOs and COs for History of English Literature-II
(L-Low, M-Moderate, H- High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	–	M	L	–	–	M	–	L	M	–	–	M
CO2	–	–	M	–	–	–	M	–	–	–	–	–	–
CO3	–	–	L	–	–	–	–	–	–	H	–	–	–
CO4	–	–	L	–	–	–	L	–	–	–	–	–	M
CO5	–	–	H	–	–	–	M	–	–	M	M	–	M
CO6	–	–	H	–	–	–	–	–	–	H	–	–	–

COURSE ASSESSMENT METHODS

DIRECT:

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Project Report, Field Visit Report, Paper Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Name of the Course Coordinator : Ms. P. Priyanka

Signature with Date :

SBEC I : LEADERSHIP SKILLS

Semester : III
Hours/Week: 2

Course Code : U19EG3S1
Credits : 2

COURSE OUTCOMES

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Level	Unit
CO1	Gain wider knowledge on effective leadership through broader understanding of roles of leadership, characteristics of leadership and types of leadership.	K1	All Units
CO2	Understand the effect of motivation in leadership through theories of motivation	K2	All Units
CO3	Gather, assess, and use information to take well-reasoned decisions; and analyse decisions by considering multiple points of view and a variety of outcomes.	K3	All Units
CO4	Determine the most appropriate tasks to delegate and promote responsibility and accountability.	K4	All Units
CO5	Demonstrate the basics of time management, importance of being honest, the outcome of practicing self-discipline, and mastering interpersonal relationship.	K5	All Units
CO6	Hold on to leadership principles and be the best, flexible, and successful leader.	K6	All Units

Unit I All about Leadership**6 Hours**

Leadership: Definition & Characteristics
 Roles of a Leader
 Types of Leadership – Thought Leaders, etc.
 Characteristics of a Leader

Unit II Motivation**6 Hours**

Nature and Characteristics of Motivation
 Traditional Theories
 Maslow's Theory

UNIT III Problem Solving and Decision Making**6 Hours**

Factors Involved
 Difficulty in Decision Making

UNIT IV Delegation of Authority**6 Hours**

Types of Delegation
Advantages
Disadvantages

UNIT V Effective Leadership**6 Hours**

Successful Time Management
Importance of Integrity
Self-Discipline
Improving Interpersonal Relationship

TOPICS FOR SELF-STUDY

S.No.	Topics	Web Links
1	Ethical Leadership	https://www.cleverism.com/ethical-leadership-guide-definition-qualities-pros-cons-examples/ https://www.youtube.com/watch?v=Lww8I1_nNoA&feature=youtu.be
2	Characteristics and Qualities of Ethical Leadership	https://www.thegrowthfaculty.com/blog/ethicalleadershipwilldriveresultsin2020 https://plopdo.com/2019/01/10/what-is-ethics-what-are-ethical-leadership-qualities/
3	Principles of ethical leadership	http://www.marshallgroup.com/7-principles-of-ethical-leadership/
4	Advantages and Disadvantages of Ethical Leadership	https://futureofworking.com/14-advantages-and-disadvantages-of-ethical-leadership-styles/

Books for Reference:

1. Anthony D'Souza. Leadership Vol. I: Mumbai: Better Yourself Books, 1989.
2. John C. Maxwell Developing the Leader Within You. India: Magna Publishing Co. Ltd., 2001.
3. ---. Developing the Leaders around You. India: Magna Publishing Co. Ltd., 1995.
4. Michael Armstrong & Tina Stephens. Management and Leadership. London: Kogan Page, 2006.
5. Rustom S. Davar. Creative Leadership. London: UBSPD, 1993.
6. Northhouse, Peter G. *Leadership: Theory and Practice*. United Kingdom: Sage Publication Ltd, 2016.
7. Jones, Rebecca A. Patronis. *Nursing Leadership and Management*. United States of America: Davis Company, 2007.
8. Klait, Bruce and Murray Hiebert. *The Encyclopaedia of Leadership*. New York: McGraw-Hill, 2001.

Weblinks

1. https://swayam.gov.in/nd1_noc19_mg35/preview
2. https://swayam.gov.in/nd1_noc19_mg34/preview
3. <https://www.classcentral.com/course/swayam-educational-leadership-9879>
4. <https://www.classcentral.com/course/swayam-leadership-14173>
5. <https://www.classcentral.com/course/coursera-inspiring-leadership-through-emotional-intelligence-710>
6. <https://www.classcentral.com/course/coursera-fundamentals-of-management-2720>
7. <https://www.classcentral.com/course/coursera-leadership-toolkit-for-managers-4209>
8. <https://www.classcentral.com/course/coursera-international-leadership-and-organizational-behavior-1371>

SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning outcomes	Blooms Taxonomy Level of Transaction
I	All about Leadership		
	Leadership: Definition & Characteristics	Identify and discuss key leadership skills and traits. Broad understanding of effective leadership and apply them in a variety of professional, personal, and civic environments.	K1, K2
	Roles of a Leader	Recollect, comprehend and appreciate the basic roles of a leader.	K1, K2, K3
	Types of Leadership	Recall and understand the types of leadership. Apply theories of leadership to create an effective team environment in the workplace. Distinguish ways to adjust one's leadership style appropriate to the situation. Develop a leadership plan based on a given circumstance.	K1, K2, K3, K4, K5
	Characteristics of a Leader	Remember, explore, understand and lead, guided by the characteristics of a leader so as to develop strategies to work with others to achieve specific goals.	K1, K5

II	Motivation		
	Nature and Characteristics of Motivation	Understand the role of motivation in determining employee performance. Demonstrate the ability to motivate self and others.	K1, K2
	Traditional Theories	Classify the basic needs of employees. Gain knowledge and understanding of Motivation theories. Apply the theories with relevance. Apply motivation theories to analyse performance problems.	K1, K3, K4
	Maslow's Theory	Understand the work of Abraham Maslow. Differentiate between basic needs and growth needs in humans, and recognise. their importance in relation to healthy development List the various levels of needs in Maslow's hierarchy. Identify how Maslow's work can be utilised as an effective leader.	K1, K2, K4, K5
III	Problem Solving and Decision Making		
	Factors Involved	Gather, assess, and use information to make informed and well-reasoned decisions. Analysing decisions by considering multiple points of view and a variety of outcomes.	K1, K4
	Difficulty in Decision Making	Understand better how people perceive and decide. Gather better insights into decision making process.	K1, K2
IV	Delegation of Authority		
	Types of Delegation	Explain the importance of delegation as part of the management process. Display the critical thinking skills and abilities to delegate responsibilities to others and to achieve the goals. Practicing critical and reflective thinking abilities Determine the most appropriate tasks to delegate and promote responsibility and accountability.	K1, K4

	Advantages	List the merits.	K1, K2
	Disadvantages	List the demerits.	K1, K2
V	Effective Leadership		
	Successful Time Management	Understand the basics of time management. Examine the need for time management. Acquire practical time management skills for scheduling, planning and prioritising work.	K2, K3
	Importance of Integrity	Identify their personal values. Understand how to lead with integrity.	K2, K3, K5
	Self-Discipline	Explore and actualize their personal values Demonstrate a practice of ethical leadership Recognize that leadership is a lifelong learning process	K3
	Improving Interpersonal Relationship	List and analyse interpersonal relationship, and apply to build effective teamwork	K1, K3, K4

Mapping (CO, PO, PSO)**L-Low****M-Moderate****H- High**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	-	-	-	-	-	L	H	-	-	M	-	-
CO2	-	-	-	M	-	-	-	H	-	-	-	-	H
CO3	M	-	L	-	-	H	-	H	-	-	M	-	-
CO4	M	-	-	-	M	-	-	-	-	-	-	-	-
CO5	-	-	-	M	-	H	-	-	-	-	-	-	-
CO6	-	L	L	-	-	-	L	H	M	-	-	-	H

Course Assessment Methods

1. Continuous Assessment Test I and II
2. Open book test; Critical and Annotation, Assignment; Seminars
3. End Semester Examination

NMEC I : JOURNALISM

Semester : III
Hours/Week: 2

Course Code : U19EG3E1
Credits : 2

COURSE OUTCOMES

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Level	Unit
CO1	Understand the function of the Press and classify the elements of Mass Media and Communication	K2	I
CO2	Analyze various sources of news and differentiate different kinds of news	K4	II
CO3	Compose headlines and Leads and Write news report.	K6	III
CO4	Demonstrate the qualities of reporters	K3	IV
CO5	Construct, Proofread and edit a news report	K6	V
CO6	Possess adequate knowledge on the ethics to be followed and Language to be used as a journalist	K2	V

SYLLABUS**Unit 1:**

Mass Media & Mass Communication- Definition
 The Role of the Press

Unit 2:

News-Definition- Sources
 Hard and Soft News
 Scoop; Fillers; Box News
 Expected and Unexpected News

Unit 3:

Newspaper and Magazine Writing- Leads-Headlines

Unit 4:

Reporting-Quality of Reporters- Kinds of reporting with reference to Court, Crime, Investigating, Election, Sports, Freelancing.

Unit 5:

Role of Different Editors-Editing a copy

Unit 6:**Topics for Self-Study**

S.No.	Topics	Web links
1.	Code of ethics for Journalists	https://www.spj.org/ethicscode.asp
2.	The Language of Journalism	https://www.marshallpr.com/the-language-of-journalism/
3.	Journalism and sensationalism	https://freelance-writing.lovetoknow.com/Journalism_and_Sensationalism
4.	Yellow Journalism	https://www.britannica.com/topic/yellow-journalism

Books for Study:

1. Parthasarathy,Rangaswami. *Basic Journalism*.Madras:Macmillan,1984.
2. Kamath,M.V. *Professional Journalism*. New Delhi: Vikas,1997.

Books for Reference:

- R1: Franklin,Bob. *Key Concepts in Journalism Studies*.London: Sage Publications Ltd, 2005.
- R2: Witschge,Tamara,ed.The Sage Handbook of Digital Journalism. London: Sage Publications Ltd, 2016
- R3: Sterling,Christopher H,ed. *Encyclopedia of Journalism*. London: Sage Publications Ltd, 2009.

Web links: (Swayam/nptel/...)

1. <https://www.futurelearn.com/courses/media-and-international-development>
2. https://onlinecourses.swayam2.ac.in/ugc19_hs42/preview
3. <http://www.journaliststoolbox.org/>

SYLLABUS: BLOOM'S TAXONOMIC LEVELS OF TRANSACTION:

Unit	Course Content	Learning outcomes	Taxonomy Level
I	Mass Media & Mass Communication - Definition	Classify different elements of Mass Media and Mass Communication	K2
	The Role of the Press	Define the Role of the Press Explain The function of the Press in a free and Democratic Country	K1 K2
II	News-Definition- Sources Hard and Soft News	Differentiate Hard News from Soft News	K4
	Scoop; Fillers; Box News	Define Scoop, Fillers and Box news	K1
	Expected and Unexpected News	Distinguish between Expected News and Unexpected News	K4
III	Newspaper Writing	Write a News report based on the given situation.	K6
	Magazine Writing	Write a News article based on the given situation	K6
	Leads-Headlines	Compose Headlines and Leads for the given set of News Reports	K6
IV	Reporting-Quality of Reporters	Discuss the Qualities any reporter should possess	K2
	Kinds of reporting with reference to Court, Crime, Investigating, Election, Sports, Freelancing.	Describe the different kinds of reporting	K2
V	Role of Different Editors	Describe the role of different editors in any news agency	K2
	Editing a copy	Edit the given draft and make it a News Report Proof read the given News Report	K6 K6

MAPPING (CO, PO, PSO)**L-Low****M-Moderate****H- High**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	-	-	-	-	-	-		-	-	-	-	-	-
CO2	-	-	-	-	-	-	-	-	-	-	L	-	-
CO3	-	-	-	-	L	-	-	-	-	-	M	-	-
CO4	-	-	-	-	-	-	-	-	-	-	M	-	-
CO5	M	-	-	-	-	-	-	-	-	-	M	-	-
CO6	M	-	-	-	-	-	-	-	-	-	-	-	L

EVALUATION SCHEME:

EC No.	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
4	Attendance (20 %)	-			On-line Entry
5	End Semester Exam	3 hr	75		Closed Book

CHAMBER CONSULTATION HOURS:

Will be announced by the individual Instructors.

NOTICES:

All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or WhatsApp group

MAKE-UP POLICY:

Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

NO RE-TEST FOR SECOND INTERNAL TESTS.

Name of the Course-coordinator : Ms. M.Helga Sindhuja

Signature with date :

CORE VI : ELIZABETHAN AND JACOBEAN DRAMA

Semester : IV
Hours/Week: 5

Course Code : U19EG406
Credits : 5

COURSE OUTCOMES: (6 Outcomes)

At the end of the course the student will be able to

CO No.	Course Outcomes	Level	Unit
CO1	Understand the influence of <u>Renaissance</u> during the period and how it is reflected in the plays.	K2	I-V
CO2	Analyse the influence of science and technology in the development of theatre, poetry and prose which flourished during the period	K4	I-V
CO3	Assess the contributions made by group of writers who belonged to Oxford and Cambridge universities of the period.	K5	I, III-V
CO4	Examine the satirical views of the English class divisions reflected through the plays	K4	I-V
CO5	Appraise the moral conscience of the Elizabethan and Jacobean Society through distinctive art, literature, theatre and the artistic perspectives.	K4	I-V
CO6	Compare and contrast the literature of Jacobean era and Elizabethan era	K5	I-IV

UNIT I

The beginnings of English drama – Religious source of the drama – The regular companies and their theatres – The Private and the Public theatres – Elizabethan stage and acting – The Elizabethan play – The Elizabethan audience – Willing suspension of disbelief. Characteristics of Elizabethan Drama- The University Wits -The Classical Influence: Comedy-Ben Jonson – The Classical Influence: Tragedy - Thomas Kyd.

UNIT II

Christopher Marlowe: *Doctor Faustus*

UNIT III

Ben Jonson: *Everyman in His Humour*

UNIT IV

John Webster: *The Duchess of Malfi*

UNIT V

Thomas Dekker: *The Shoemaker's Holiday*

UNIT VI**TOPICS FOR SELF-STUDY**

S. No	Topic	Web Links
1	Everyman Out of His Humour- Ben Jonson	http://www.luminarium.org/
2	Edward II, Tamburlaine, Jew of Malta- Christopher Marlowe	http://elizabethandrama.org/the-playwrights/christopher-marlowe/
3	White Devil – John Webster	https://www.gutenberg.org/files/12915/12915-8.txt
4	The Spanish Tragedy- Thomas Kyd	https://www.gutenberg.org/files/6043/6043-h/6043-h.htm
5	Theatre and Cinema	https://thedramateacher.com/elizabethan-theatre-conventions/

TEXT BOOKS FOR STUDY:

T1: A Short History of English Drama: Benjamin Ifor Evans: chapter 1 & 2

T2: The Elizabethan Stage: Volume 3: E. K. Chambers, Oxford Press

T3: **Doctor Faustus** – *Christopher Marlow*
 Publisher Penguin Putnam Inc
Signet Classics, New York, United States, 2010

T4: **Every Man in his Humour-** *Ben Jonson*
 Kessinger Publishing, LLC.
 Montana, United States, 2010

T5: **Duchess of Malfi** - *John Webster*
 Norton Critical Editions, 2015

T6: **The Shoemaker's Holiday:** *Thomas Dekker*
 Create Space Independent Publishing Platform, 2017.

REFERENCE BOOKS:

R1 : Nicoll, Allardyce. British Drama. London: CUP, 1955.

R2: Evans, Ifor. A Short History of English Literature. London: Pelican, 1976

R3: Blamires, Harry. A Short History of English Literature. London: Routledge, 1984

WEB LINKS:

1. shodhganga.inflibnet.ac.in/jspui/bitstream/10603/120766/5/chapter-4.pdf
2. www.elizabethan-era.org.uk/elizabethan-theatre-audiences.html1.
3. <https://schoolworkhelper.net/16th-century-england-theatre-the-university-wits/>

4. <http://neoenglishsystem.blogspot.com/2010/12/ben-jonsons-contribution-to-english.html>
5. http://www.theatredatabase.com/16th_century/thomas_kyd_001.html
6. <http://www.lem.seed.pr.gov.br/arquivos/File/livrosliteraturaingles/faustus.pdf>
7. <https://warburg.sas.ac.uk/pdf/emh105b2777740.pdf>
8. <https://www.fulltextarchive.com/page/The-Duchess-of-Malfi/>
9. https://archive.org/.../shoemakersholida00dekkrich/shoemakersholida00dekkrich_djv..

SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning Outcomes	Taxonomy Level
I	1.1 The beginnings of English Drama	Understand the Origin and development of English Drama	K2
	1.2 Religious Source of the drama	Relate how the religion played a pivotal role in the development of Drama	K1
	1.3 The regular companies and their theatres	Survey the regular companies and theatres	K4
	1.4 The private and the public theatres	List out the public and private theatres	K2
	1.5 Elizabethan stage and acting	Compare the performance of Elizabethan stage and Jacobean stage	K2
	1.6 The Elizabethan play	Analyse the Elizabethan play and its importance	K4
	1.7 The Elizabethan audience	Evaluate the audience of the Elizabethan Period	K5
	1.8 Willing suspension of disbelief	Predict and elaborate the dramatic devices	K4
	1.9 Characteristics of Elizabethan Drama	Discuss the salient features of Elizabethan Drama	K6
	1.10. The University Wits	Identify the University Wits and their contribution	K3
	1.11 The Classical influence : Comedy Ben Jonson	Evaluate the influence of classical comedy	K5
	1.12 The Classical influence : Tragedy Thomas Kyd.	Evaluate the influence of Classical Tragedy	K5
II	Christopher Marlowe: <i>Doctor Faustus</i>	Explain the historical background of the play	K2

		Identify the Social background of the play	K3
		Categorise the literary age of the play	K4
		Assess the role of the author in that Age	K5
		Analyse the works or the contributions of the author	K4
		Criticize and appraise the play	K5
III	Ben Jonson : <i>Everyman in His Humour</i>	Discuss the History of English Comedy	K6
		Examine Jonson's Theory of Comedy	K4
		Explain the terms comedy of Humours and Comedy of Manners	K2
		Explain the art of characterization by Ben Jonson in the Play <i>Everyman in His Humour</i>	K2
		Summarise the dramatic qualities of Ben Jonson with special reference to <i>Every Man in His humour</i>	K2
IV	John Webster : <i>The Duchess of Malfi</i>	Discuss the social and historical background of the play <i>Duchess of Malfi</i>	K6
		Compare the works of John Webster and William Shakespeare	K2
		Explain the concept of Tragedy and Revenge Tragedy	K2
		Examine the Machiavellian influence on Webster	K4
		Demonstrate the Morbid, the Macabre and the melodramatic elements in the play <i>The Duchess of Malfi</i>	K2
V	Thomas Dekker : <i>The Shoemakers' Holiday</i>	Discuss the Salient Features of the Age of Dekker	K6
		Explain the element of Humour in the play <i>The Shoemakers' Holiday</i>	K2
		Justify Thomas Dekker as a greater realist than Ben Jonson.	K5
		Depict the picture of Elizabethan London through <i>The Shoemakers' Holiday</i>	K1

		Identify the factors responsible for the decline of Drama during the post-Shakespearean period	K3
--	--	--	----

MAPPING (CO, PO, PSO)

L : Low

M : Moderate

H : High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
CO1	M	H	L	M	H	L	M	H	M	H	H	H	H
CO2	H	M	H	M	H	M	M	M	H	H	H	H	H
CO3	M	L	M	M	H	L	M	M	H	M	M	M	M
CO4	M	L	L	M	L	L	M	M	M	L	M	L	M
CO5	M	L	L	M	L	L	M	M	H	H	M	L	M
CO6	M	L	H	H	M	M	L	M	H	M	M	M	M

EVALUATION SCHEME

EC No.	Evaluation Component	Duration	Weightage	Date and Time	Remarks
1	Internal Test I (30%)	2 Hrs	25	Will be announced	Closed book
2	Internal Test II (30%)	2 Hrs			Closed book
3	Seminar and Assignments (20%)				Open Book
4	Attendance (20%)				Online Entry
5	End Semester Exam	3 Hrs	75		Closed Book

- Chamber Consultation Hours : Will be announced by the individual Instructors
- Notices : All notices regarding the course will be displayed on the Department Notice Boards, through group mail or Whatsapp group
- Make-up Policy : Retest will be given only for first internal test for student with genuine reasons and on medical grounds

No Re-Test for Second Internal Tests

Name of the Course Coordinator : Dr. S. Newton Raja

Date : 18.10.2020

ALLIED V : INTRODUCTION TO MEDIA STUDIES

Semester : IV
Hours/Week: 5

Course Code : U19EG4Y5
Credits : 5

COURSE OUTCOMES

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Level	Unit
CO1	Comprehend the basics of journalism its role in society, technics and ethics related to it.	K1	I Unit
CO2	Analyse understand various types of journalism and their importance.	K2	II Unit
CO3	Examine different types of headlines and leads.	K5	II Unit
CO4	Create documentaries with social relevance, critically analyse and appreciate cinema as an art.	K4	III Unit
CO5	Evaluate advertisement in different media.	K5	IV Units
CO6	Compare news stories in different media.	K4	II, III, IV & V Units

UNIT I: Introduction**6 Hours**

Principles of Journalism
 Role and Effects of Mass Media
 Press Freedom and Media Integrity
 Newspaper Organization
 Language of Journalism
 Techniques of Editing
 Proofreading symbols and abbreviations

UNIT II: Print Journalism**6 Hours**

Lay Out of a Newspaper
 BroadSheet and Tabloid
 Yellow Journalism & Gutter Press
 Writing News story
 Inverted Pyramid style
 Reporting
 Headlines
 Types of Lead

UNIT III: Broadcast Journalism**6 Hours**

Writing TV and Radio Scripts
 Art of Interviewing
 Introduction to short film and documentary making
 Appreciation and Semiotics

UNIT IV: Advertising**6 Hours**

Advertising
 Principles and Practice
 Psychological and Social Factors in Advertising
 Kinds of Advertisements
 Creating Advertisement using CAI
 Ethics in Advertisement

UNIT V: Writing for the Media**6 Hours**

Classroom Newspaper
 Designing a Journal
 Reviews - Photojournalism
 Online Journalism (Blogs, Web Pages)
 MoJo

TOPICS FOR SELF-STUDY:

S.No.	Topics	Web Links
1	Cinema and Modernism	https://muse.jhu.edu/article/393128/summary
2	Realism in Cinema	https://www.tandfonline.com/doi/abs/10.1080/02560048108537613?journalCode=rcrc20
3	Film Theory	https://nofilmschool.com/Film-theory-basic-terms
4	Colour Theory and Cinema	https://www.youtube.com/watch?v=K4yZfsoQjqQ https://www.youtube.com/watch?v=IINVnA3rVIE&t=10s
5	Character in Cinema Plot in Cinema	https://www.youtube.com/watch?v=YvGcG4m9tgY https://www.studiobinder.com/blog/what-is-a-plot/

BOOKS FOR REFERENCE:

1. N Vebuswani. *ABC of Mass Media*: Blackie & Sons Publishers Pvt Ltd
2. KM Shrivasthava. *Radio and TV Journalism*: Sterling Publishers Pvt Ltd New Delhi
3. Bod Franklin, Martin Hamer, et al. *Key Concepts in Journalism Studies*: Vistaar Publications New Delhi.

4. Melwin Mencher. *Melwin Mencher's News Reporting and Writing*: Mc Graw Hill
5. Ahuja B.N.& S.S. Chhabra Principles and Techniques of of Journalism. New Delhi: Surjeet Publication. 2006
6. Media and Journalism: Theory to Practice (2008) Melbourne: OUP
7. Stein M L & Susan F Paterno, *The Newswriter's Handbook An introduction to Journalism*. New Delhi: Surjeet Pulication. 2003.

WEB LINKS

1. <https://guides.library.yale.edu/c.php?g=295800&p=1975066>
2. <https://www.youtube.com/watch?v=apKKypoVU4M>
3. https://www.youtube.com/watch?v=iFqs-qrJgeo&list=PLbMVogVj5nJQsaj5p_MRyLGhUtmpaEDB0
4. <https://www.conted.ox.ac.uk/about/literature-creative-writing-and-film-studies>

SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning outcomes	Taxonomy Level
I	1.1 Principles of Journalism	Define the importance of journalism	K1
	1.2. Role and Effects of Mass Media	Explain the present status of Mass Media	K1
	1.3. Press Freedom and Media Integrity Newspaper Organization	Appraise the responsibilities of media and the ethical dimensions of media creation.	K4
	1.4. Language of Journalism	To acquire strategic competence to use language and use in a wide range of communication strategies.	K3
	1.5 Techniques of Editing, proofreading symbols, and abbreviations	Develop the basic vignettes of editing by using editing tools	K3
II	2.1 Lay Out of a Newspaper	Illustrate the basic elements and principles of design in newspaper layout and design	K2
	2.2. BroadSheet and Tabloid	Inspect how tabloid newspapers differ from broadsheet newspapers	K4
	2.3. Yellow Journalism & Gutter Press	Learn and Adapt the skill of writing yellow journalism	K3
	2.4 Writing News story, Inverted Pyramid style, Headlines, Types of Lead	Adapt the techniques in identifying potential Newspaper, radio, TV news stories and Inverter Pyramid style of writing	K6

III	3.1 Writing TV and Radio Scripts	Adapt the skill of formal elements of effective writing for radio, television, film and new media.	K3
	3.2 Art of Interviewing	Understand the purpose of professional interviews. Identify the different types of professional interviews.	K2
	3.3 Introduction to short film and documentary making Appreciation and Semiotics	Develop a general knowledge of the history of short film, Understand the key concepts and debates through the short film and documentary making,	K6
IV	4.1. Advertising – Principles, and Practice	Develop and understand the applications of communication theories, research in the fields of advertising, corporate communication, electronic media, print and new media.	K3
	4.2. Psychological and Social Factors in Advertising -	Analyze the modern-day Advertising scenario in association with psychological and socio- political environment in the world	K4
	4.3 Kinds of Advertisements, Creating Advertisement using CAI	Understand the development of advertising and basic concepts.	K2
	4.4 Ethics in Advertisement	Inspect the sensitivity of prospective advertising experts to the social influences of their work and develop a sense of professional ethics.	K4
V	5.1 Classroom Newspaper, Designing a Journal Reviews	Classroom Newspaper help students to improve their skills in reading, writing the power of vocabulary. It will enhance many critical thinking skills.	K1
	5.2 Photojournalism	A Brief understanding of photojournalism and sources	K2
	5.3 Online Journalism (Blogs, Web Pages) MoJo	Improve comprehensive knowledge to create and design emerging media contents/platforms such as blogs, social media, MoJo, and multimedia.	K3

Mapping (CO, PO, PSO)

L-Low

M-Moderate

H- High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	-	-	L	-	M	M	-	H	H	-	-	H	H
CO2	M	-	L	-	M	-	H	M	-	-	M	-	-
CO3	M	-	M	-	-	L	H	M	-	-	H	-	-
CO4	-	-	M	-	-	M	-	H	M	H	-	H	H
CO5	-	-	-	-	M	M	H	-	-	-	H	-	-
CO6	M	L	-	-	-	-	H	M	-	L	-	-	M

COURSE ASSESSMENT METHODS**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Name of the Coordinator : Mr. J. PREMKUMAR

ALLIED VI : MYTHOLOGIES AND LEGENDS OF THE WORLD

Semester : IV
Hours/Week: 4

Course Code : U19EG4Y6
Credits : 3

COURSE OUTCOMES

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Level	Unit
CO1	Identify and remember the prime mythological characters, legends, heroes and Gods in Greek and Roman literature.	K1	I
CO2	Differentiate and critically understand the myth behind the story of Midas and Pandora.	K2	II
CO3	Analyse a broad familiarity among Celtic, Egyptian and Christian legends with reference to the myth of Osiris and Holy Grail.	K4	III
CO4	Apply and connect with the significance and different creation mythologies of Norse, African and Christian Legends.	K3	IV
CO5	Evaluate and assess the modern lifestyle with the Indian mythologies and legends.	K5	V
CO6	Create literary works (Short stories, poems...) based on the mythologies and legends thereby connecting with the present life scenarios.	K6	I to V

SYLLABUS:**UNIT 1:**

Classical Characters of Mythologies and Legends: Greek and Roman

12 Hours

1. Introduction to Myths
2. Introduction to Legends
1. A D Hope: Prometheus Unbound – Poem
2. William Carlos Williams: Landscape with the Fall of Icarus – poem
3. Characters:
 - a) The Olympians: (Gods and Goddess): Zeus, Hera, Phoebus, Apollo, Aphrodite, Hermes, Pallas, Athena, Artemis, Hephaestus, Ares
 - b) Other Gods, Deities & Supernatural Beings: Earth, Heaven, Cronus, Persephone, Prometheus, Damocles, The Muses, The Furies, Oracle at Delphi
 - c) Famous Heroes & Heroines: Odysseus, Hercules, Theseus, Oedipus, Tiresias
 - d) Other Characters: Pandora, Orpheus, Medea,
 - e) Monsters: Medusa, The Minotaur, The Sphinx, The Cyclopes

UNIT 2:**Classical Mythologies and Legends: Greek and Roman****12 Hours**

A Wonder-Book for Girls and Boys by Nathaniel Hawthorne covers the myths of –

1. The Golden Touch - recounts the story of King Midas and his "Golden Touch".
2. The Paradise of Children - recounts the story of Pandora opening the box filled with all of mankind's Troubles.

UNIT 3:**Celtic and Egyptian Mythologies and Christian Legends:****12 Hours**

1. Jesse L(aidlay) Weston (1850-1928): From Ritual to Romance:CHAPTER X - THE SECRET OF THE GRAIL (I) - THE MYSTERIES - The story of the Holy Grail looking at Celtic and Christian legends
2. Sir James George Frazer (1854–1941): The Golden Bough (1922): Chapter XXXVIII. The Myth of Osiris (The story of Osiris)

UNIT 4:**Norse Creation Mythologies, African Creation Mythology and Christian Creation Legends:****12 Hours**

1. The Bible: Job 41: 1- 34- Creation myth – Leviathan
2. Lord Tennyson: "The Kraken" (1830), a sonnet – Poem
3. The Bible: Genesis 1-5 (New International Version): Creation and the first humans (Adam and Eve)
4. NgugiwaThiong'o: Excerpts from Weep Not, Child - first man and woman (Gikuyu and Mumbi)

UNIT 5:**Indian Mythologies and Legends****12 Hours**

1. The Stories on the Panchkanyas - five ladies - Sita, Tara, Kunti, Draupadi , Mandodari (From C. Rajagoplachari's: The Mahabharatha and The Ramayana - Character selections)

TOPICS FOR SELF-STUDY:

S.No.	Topics	Web Links
1	Myth and Science	https://www.cs.unc.edu/~taylorr/Essays/myths_about_science/myths_about_science.html
2	Myth, Religion and Philosophy	https://makeupandbreakup.com/2014/02/02/mythology-vs-philosophy/
3	Myth and Literature	http://ignited.in/I/a/210981
4	Myth and Society	https://anthrosource.onlinelibrary.wiley.com/doi/pdf/10.1525/aa.1952.54.4.02a00070

TEXT BOOK(S):

1. *A Hand-Book of Mythology: The Myths and legends Of Ancient Greece and Rome* by E. M. Berens, New York: Maynard, Merrill & Co., 43, 45 and 47 East Tenth Street.
2. Hawthorne, Nathaniel. *A Wonder-Book for Girls and Boys*. The Riverside Press, 1851.
3. Weston, Jesse Laidlay. *From Ritual to Romance*. Global Grey Publication, 2019.
4. Frazer, Sir James George. *The Golden Bough*. Macmillan Publication, 1912.
5. *The Bible*- (NIV). Print/ E-book
6. Thiong'o, Ngugiwa. *Weep Not, Child*. East African Educational Publishers, 1976.
7. C. Rajagoplachari's: *The Mahabharatha and The Ramayana, 1957*.
8. <https://www.poetrylibrary.edu.au/poets/hope-a-d/poems/prometheus-unbound-0146055>
9. <https://poets.org/poem/landscape-fall-icarus>
10. <https://poets.org/poem/kraken>

REFERENCE BOOKS:

1. Berens, E. M. *A Hand-Book of Mythology: The Myths and Legends of Ancient Greece and Rome*. New York, 1886.
2. Rose, H J. *A Hand Book of Greek Mythology*. New York: Routledge, 2005. E-book / Print
3. *The Bible* (NIV) Zondervan Publishing Company, 2006. Print/ E-book
4. Bascara, Linda R. *World Literature*. Philippines: Rex Book Store, 2003. Print
5. Knappert, Jan. *An Encyclopedia of Myth and Legend: Indian Mythology*. Print.
6. www.englishonline.tki.org.nz › ... › English Units: Level 3 › Myths and Legends.
7. Hadas, Moses. *Greek Drama*. New York: Bantam Books, 1965.
8. Hamilton, Edith. *Mythology*. Massachusetts: Little Brown and Company, 2011.
9. Segal, Robert A. *Myth: A Very Short Introduction (1st edn)* Oxford University Press, Jul 2004.

WEB LINKS:

1. www.starsai.com/panchakanya-ahalyadrapadikuntitara-mandodari-five-virgin
2. <https://www.coursera.org/learn/mythology?action=enroll>

SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning outcomes	Blooms Taxonomy Level of Transaction
I	Classical Mythologies and Legends: Greek and Roman		
1.1	Introduction to Myths	Define and recall the key terms	K1
1.2	Introduction to Legends	Name and find the different legends	K1
1.3	A D Hope: "Prometheus Unbound"	Compare and inspect form and themes	K3
1.4	William Carlos Williams: "Landscape with the Fall of Icarus"	Analyse and Discover forms and themes.	K3
1.5	The Olympians: (Gods and Goddess)	Demonstrate and illustrate Olympians	K2
1.6	Other Gods, Deities & Supernatural Beings	Distinguish among Gods, deities and Supernatural beings	K4
1.7	Famous Heroes & Heroines	Compare and Contrast the Protagonists	K2
1.8	Other Characters	Outline the characteristics	K2
1.9	Monsters	Recall the various types	K1
II	Classical Mythologies and Legends: Greek and Roman		
2.1	The Golden Touch	Measure the modern day scenario with Midas.	K5
2.2	The Paradise of Children	Judge and evaluate the deeds of Pandora	K5
III	Celtic and Egyptian Mythologies and Christain Legends:		
3.1	The Secret of The Grail (I) - The Mysteries	Evaluate and justify the mystery behind the Grail literature.	K5
3.2	The Myth of Osiris	Interpret Egyptian myths by measuring the myth of Osiris.	K5

IV	Norse Creation Mythologies, African Creation Mythology and Christian Creation Legends		
4.1	<i>The Bible: Job 41: 1- 34</i>	Compare and distinguish God's power and mankind's power.	K3
4.2	Lord Tennyson: "The Kraken"	Assess the relevance of mythological themes	K5
4.3	<i>The Bible: Genesis 1-5 : Creation and the first humans</i>	Demonstrate the creation of land, animals and mankind.	K2
4.4	NgugiwaThiong'o: Excerpts from <i>Weep Not, Child</i> - first man and woman	Apply and construct the creation myth.	K3
V	Indian Mythologies and Legends		
5.1	The Stories on the Panchkanyas - Five Ladies	Thematically analyse the characteristic traits.	K4

MAPPING SCHEME for the POs, PSOs and COs for Mythology and Legends of the World
(L-Low, M-Moderate, H- High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	-	L	H	M	-	-	L	L	M	-	M	-	M
CO2	-	-	H	H	-	M	M	-	H	H	-	-	H
CO3	L	-	H	M	-	-	M	-	H	M	-	-	M
CO4	-	M	H	L	-	-	-	-	L	M	-	-	M
CO5	-	H	H	M	-	L	M	-	H	M	-	-	H
CO6	H	L	-	-	-	L	H	L	M	-	M	-	M

COURSE ASSESSMENT METHODS

DIRECT:

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Project Report, Field Visit Report, Paper Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Name of the Course Coordinator : Dr. S. Melwin

Verified and Approved : Dr. T. Esther Selvarani

SBEC II : PUBLIC SPEAKING SKILLS

Semester : IV
Hours/Week: 2

Course Code : U19EG4S2
Credits : 2

COURSE OUTCOMES

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Level	Unit
CO1	Define the significance of speaking and agree that speaking is a skill.	K1	I
CO2	Demonstrate practical usage of English in day to day life with clear articulation.	K2	II
CO3	Develop finer speaking skill by integrating verbal and non-verbal communication for effective delivery.	K4	II
CO4	Build positivity and self-confidence to face the audience and get rid of stage fear.	K6	III
CO5	Evaluate and assess different types of speech and interpret the various language texts pertaining to cultural aspects	K5	IV
CO6	Create awareness about the social and moral issues through powerful speeches.	K6	V

UNIT I – Organizing Speech**6 Hours**

Planning and Preparation – Setting the Main Body (chronological directional, logical, problem – solution, topical and psychological patterns); Developing Main Points-Supporting ideas (definitions, examples, analogies, testimonies, statistics) Beginning and Ending of Speech

UNIT II – Modes of Delivery**6 Hours**

Reading the Manuscript - Speaking Extemporaneously - Impromptu - Speaking from memory; Speaker's Voice – volume, pitch, rate, pauses and pronunciation Non-verbal Communication – personal appearance, posture, gestures, eye contact

UNIT III – Public Speaking: Do's and Don'ts**6 Hours**

Avoiding Bad Habits: Self-Importance, Apologizing, Facts and Figures, Jargon, Talking Down, Obscenity, Snide Comments, Put- downs, Public Criticism

Developing Good Ones: Personal Pronouns, Empathy, Relating Truth, Keeping to Time, Accent

UNIT IV – Speeches for Special Occasions**6 Hours**

Welcome Speeches - Introduction Speeches - Felicitation Speeches – Farewell Speeches - Vote of Thanks Commemorative

UNIT V – Speeches that Changed the World**6 Hours**

“Ask What You Can Do For Your Country” - John F. Kennedy
 “Gettysburg Address” – Abraham Lincoln
 Mark Antony’s funeral oration in W. Shakespeare’s Julius Caesar

TOPICS FOR SELF-STUDY:

S.No.	Topics	Web Links
1	Presentation Slides	https://managementhelp.org/communicationsskills/public-speaking.htm
2	Speech Evaluation	https://franticallyspeaking.com/the-skill-of-crafting-the-perfect-speech-evaluation/
3	Analysing Audience	https://www.comm.pitt.edu/oral-comm-lab/audience-analysis#:~:text=Audience%20analysis%20involves%20identifying%20the,delivered%20in%20an%20appropriate%20manner.
4	Persuasive Strategies	https://courses.lumenlearning.com/suny-publicspeakingprinciples/chapter/chapter-16-persuasive-strategies/

TEXT BOOK(S):**UNIT I:**

1. Krishna Mohan & NP Singh – Speaking English Effectively. New Delhi: Macmillan, 1995. (Pages 35 – 44)

UNIT II:

1. Stephen E. Lucas – The Art of Public Speaking. Chennai: McGraw Hill. (Pages 230 – 245)

REFERENCE BOOKS:

1. Richard Denny – Speak for Yourself. New Delhi: UBS, 1995.
2. O'Hair, Dan - A Pocket Guide to Public Speaking. Boston :Bedford/St. Martin's, 2013.

WEB LINKS:

1. <https://nptel.ac.in/courses/109/105/109105117/>

SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning outcomes	Blooms Taxonomy Level of Transaction
I	Organizing Speech		
1.1	Planning and Preparing	Define how to plan and prepare for a speech	K1
1.2	Setting the Main Body	Choose the main idea	K1
1.3	Developing Main Points	Explain and illustrate the main points	K3
1.4	Supporting Ideas	List and relate to the main idea	K2
1.5	Beginning and End of Speech	Construct a good beginning and end for a speech	K5
II	Modes of Delivery		
2.1	Reading the Manuscript	Make use of manuscripts and read from it	K3
2.2	Speaking Extemporaneously	Create speech from their knowledge and understanding	K5
2.3	Impromptu	Formulate speech without preparation	K5
2.4	Speaking from memory	Recall from what is been already prepared	K1
2.5	Speaker's Voice	Modify volume, pitch and pronunciation	K6
2.6	Non-verbal Communication	Improve personal appearance, gesture, posture and eye contact	K6
III	Public Speaking: Do's and Don'ts		
3.1	Avoiding Bad Habits	Omit habits like self-importance, obscenity and Public criticism	K5
3.2	Developing Good Ones	Build good habits like empathy, relating to truth and keeping to time	K5
IV	Speech for Special Occasions		
4.1	Welcome Speeches	Analyse the characteristics	K4
4.2	Introduction Speeches	Distinguish Welcome and Introductory speeches	K4
4.3	Felicitation Speeches	Deduct the achievements of the individual and justify it	K5

4.4	Farewell Speeches	List topic to be covered and deliver an impressive speech	K1
4.5	Vote of Thanks Commemorative	Propose a simple and short speech expressing gratitude	K6
V	Speeches that Changed the World		
5.1	“Ask What You Do For Your Country” – John F. Kennedy	Examine the cultural difference and address the audience	K4
5.2	“Gettysburg Address” – Abraham Lincoln	Create a lasting impression on the audience by a powerful opening	K6
5.3	Mark Antony’s funeral oration in W. Shakespeare’s <i>Julius Caesar</i>	Develop self-confidence to face the audience and win their favour.	K3

MAPPING (CO, PO, PSO)**L-Low****M-Moderate****H- High**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	-		-	H	-	-	-	-	-	H	M	-
CO2	H	-	-	-	M	-	-	-	-	-	H	M	-
CO3	H	-	-	-	M	-	-	-	-	-	M	L	-
CO4	M	-	-	-	-	-	M	-	-	-	H	-	-
CO5	M	-	M	-	-	-	M	-	-	-	M	L	-
CO6	M	-	-	-	-	-	M	-	H	-	L	-	H

COURSE ASSESSMENT METHODS**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Name of Course Coordinator : Shiny Myola

NMEC II : FUNCTIONAL ENGLISH

Semester : IV
Hours/Week: 2

Course Code : U19EG4E2
Credits : 2

COURSE OUTCOMES

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Level	Unit
CO1	Analyse different types of communication skills and its significance in day-to-day context.	K4	I
CO2	Provide models of conversational messages for making acquaintance with others formally.	K3	II
CO3	Interpret different elements of interpersonal skills for attending interviews and group discussions successfully.	K2	III
CO4	Recommend proper writing skills for a successful career	K5	IV
CO5	Choose the correct way of presenting oneself in an interview	K1	V
CO6	Develop speaking of English language through situational conversations	K6	VI

UNIT I**Definition and Types of Communications****6 Hours**

Definition of Communication – Written Communication- Oral Communication-Face to Face communication - Audio Visual Communication – Silence.

UNIT II**Conversational Messages****6 Hours**

Greeting- Introducing-Inviting a Person -Thanking – Seeking Permission Offering suggestions-Giving Advice-Asking Questions- Praising and Complimenting- Complaining and Apologizing – Giving Instructions.

UNIT III**Elements of Interpersonal Skills****6 Hours**

Non Verbal Communication- Body Language – Facing an Interview-Group Discussion-Note making and Summarizing

UNIT IV**Writing Skills for Career Development****6 Hours**

Designing a Resume -Writing Paragraphs-Writing Letters.

UNIT V
Basic Interview Skills

6 Hours

Interviews- Different ways of presenting and expressing oneself.

TOPICS FOR SELF-STUDY:

S.No.	Topics	Web Links
1	Debate and Group Discussions	https://targetstudy.com/articles/importance-of-group-discussion.html
2	Extempore Speech	https://handmadewriting.com/blog/guides/extemporaneous-speech-topics/
3	Mock Interviews	https://corporatefinanceinstitute.com/resources/careers/interviews/mock-interview-guide/
4	Situational Conversations	https://english.eagetutor.com/component/k2/itemlist/category/37-situational-conversation

TEXT BOOKS:

1. Seely, John. *The Oxford Guide to Writing and Speaking*. UK:OUP, 2013

REFERENCE BOOKS:

1. Champa, Tickoo and Jaya Sasikumar. *Writing with a Purpose*. Oxford University Press, 1997
2. Singh, M.P and Mohan. *Speaking English Effectively*. Laxmi Publications, 2009
3. Mohan, Krishna and Meera Banerjee. *Developing Communication Skills*. @nd edition. New Delhi : Laxmi Publication, 2017

WEB LINKS:

1. <https://nptel.ac.in/courses/109/107/109107155/>
2. https://onlinecourses.nptel.ac.in/noc20_hs15/preview

SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning outcomes	Blooms Taxonomy Level of Transaction
I	Definition and Types of Communications		
1.1	Definition of Communication	Discuss the basic concepts of Communication.	K6

1.2	Written Communication	Identify written communication skills	K3
1.3	Oral Communication	Discover the nuances of oral communication	K4
1.4	Face to Face communication	Spell out the need for face to face communication	K1
1.5	Audio Visual Communication	Show the significance of Audio Visual Communication	K2
1.6	Silence	Justify the necessity of silence on certain occasions.	K5
II	Conversational Messages		
2.1	Greeting	List out the expressions for greeting others	K1
2.2	Introducing	Illustrate the expression for introducing someone	K2
2.3	Inviting a Person	Make use of basic expressions to introduce a person	K3
2.4	Thanking, Seeking Permission Offering suggestions-Giving Advice-Asking Questions- Praising and Complimenting-Complaining and Apologizing – Giving Instructions	Analyse the expressions for while communicating	K4
III	Elements of Interpersonal Skills		
3.1	Non Verbal Communication	Appraise different types of Non Verbal Communication	K5
3.2	Body Language	Develop and improve body language	K6
3.3	Facing an Interview	Experiment with strategies of facing interviews	K3
3.4	Group Discussion	Explain techniques related to group discussion	K2

3.5	Note making and Summarizing	Find methods involved in Note-making and Summarizing	K1
IV	Writing Skills for Career Development		
4.1	Designing a Resume	Design resume for specific purposes	K6
4.2	Writing Paragraphs	Determine the correct way of writing paragraphs	K5
4.3	Writing Letters	Summarise different parts of letter	K2
V	Basic Interview Skills		
5.1	Interviews	Choose the appropriate way of attending interviews.	K5
5.2	Different ways of presenting and expressing oneself.	Categorize the ways of presenting a content	K4

MAPPING (CO, PO, PSO)**L-Low****M-Moderate****H- High**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	-	-	-	L	L	-	M	L	-	M	-	-
CO2	L	-	-	-	L	M	-	M	L	-	H	-	-
CO3	M	-	-	-	L	H	-	L	M	-	L	-	-
CO4	L	-	-	-	L	M	-	L	L	-	H	-	-
CO5	L	-	-	-	L	H	-	L	M	-	M	-	-
CO6	L	-	-	-	L	M	-	L	M	-	H	-	-

COURSE ASSESSMENT METHODS**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
2. Open Book Test.
3. Assignment, Group Presentation, Group Discussion, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

Name of the Course Coordinator : Mr. A. Yacob

CORE VII: INDIAN WRITING IN ENGLISH

Semester : V
Hours/Week: 6

Course Code : U19EG507
Credits : 5

Course Outcomes:

After the successful completion of this Course the students will be able to

CO NO	Course Outcomes	Level	Unit
CO1	Analyze how the sociological, historical, cultural and political context impacted the texts selected for study	K4	I, II, IV, VI
CO2	Develop a literary sensibility and cultivate a sense of appreciation for them	K6/K3	I, III, IV, V
CO3	Evaluate the thoughts, beliefs, customs, struggles and visions of writers in Indian English	K5	III, V, VI
CO4	Gain knowledge of 'Indianness' through the works of Indian writing in English		
CO5	Demonstrate the role of Indian Writing in English in bringing social awareness and transformation	K5	III, V, VI
CO6	Understand the historical trajectory of various genres of Indian Writing in English across the ages	K2	I, III, IV

Syllabus**Unit I: Poetry****16 Hours**

Rabindranath Tagore	: Heaven of Freedom
Sri Aurobindo	: The Tiger and the Deer
A.K.Ramanujan	: Small Scale Reflections on a Great House
R.Parthasarthy	: Under Another Sky
Kamala Das	: An Introduction
Mamta Kalia	: Tribute to Papa

Unit II: Drama**16 Hours**

Vijay Tendulkar	: Silence! The Court is in Session
Girish Karnad	: Hayavadana

Unit III: Prose**16 Hours**

Mahatma Gandhi	: Voluntary Poverty
Jawaharlal Nehru	: The Six Systems of Philosophy
Dr. S.Radhakrishnan	: An Ideal Before Youth
N.C.Choudhuri	: Our Behaviour

Unit IV: Short Stories**16 Hours**

R. K. Narayan	: An Astrologer's Day
Khwaja Ahmad Abbaz	: Sparrows
Ruskin Bond	: The Thief
Shashi Deshpande	: My Beloved charioteer
Amitav Ghosh	: The Town by the Sea
Jhumpa Lahiri	: A Temporary Matter

Unit V: Fiction**16 Hours**

Arundhati Roy	: The God of Small Things
Anita Desai	: Cry, the Peacock
Ashokamitran	: Today

Unit VI: (Further topics)

Manju Kapur	: Difficult Daughters
Aravind Adiga	: The White Tiger

Topics for Self-Study:

1.	An Background Indian Writing in English – Srinivasa Iyengar.	https://kupdf.net/download/srinivasa-iyengar-k-r-indian-contribution-to-english-literature_59f2febfe2b6f53063b94a79_pdf
2.	An Introduction to contemporary Indian Literature	https://theculturetrip.com/asia/india/articles/an-introduction-to-contemporary-indian-literature-in-10-writers/
3.	Indian culture and Literature	https://www.indiavideo.org/text/india-literature-language-19.php
4.	Feminism and contemporary Indian's Women's writing	https://www.tandfonline.com/doi/abs/10.1080/09574042.2012.644492?journalCode=rwcr20
5.	Gender discrimination in Indian Literature	https://womennow.in/the-important-part-of-indian-women-in-literature/

Text Books for Study

- T1 : *Silence! The Court is in Session*, Vijay Tendulkar, Indian Book view, India, 2013
- T2 : *Hayavadana*, Girish Karnad , Oxford university press, 2008
- T3 : *Voluntary Poverty*, section – II, Extracts from Letters, Chapter 22.
- T4 : *The Six Systems of Indian Philosophy*, F. Max Muller, Neha Publishers, India. 2016.
- T5 : *An Astrologer's Day*, Malagudi Days short story collections, Indian Thought publications, India .1943
- T6 : *A Temporary Matter*, Interpreter of Maladies. The New Yorker, Publishers, 1999
- T7 : *The God of Small Things*, Arundhati Roy, Penguin Books India. 2002
- T8 : *Cry, the Peacock*, Orient Paperbacks, India 2015
- T9 : *Today*, Indian Writing Publisher, 2008
- T10: *Difficult Daughters*. Manju Kapur, New Delhi: Penguin Books 1999
- T11: **The White Tiger**. Aravind Adiga Free Press, 2008

Books for Reference:

- R1** : Peerdina, Saleem. Contemporary Indian Poetry in English – An Assessment and Selection, Macmillan Co of India, 1972.
- R2** : De Souza, Eunice ed. Nine Indian Women Poets – An Anthology. OUP, 1997.

Web links:

- https://www.newworldencyclopedia.org/entry/Indian_philosophy.
- <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095925443?result=6&rskey=4Q26y7>
- <https://swarnavasayanbhadra.wordpress.com/2015/07/09/short-story-analysis-an-astrologers-day/>
- <https://ddd.uab.cat/pub/lal/11337397n4/11337397n4p124.pdf>
- <https://www.encyclopedia.com/arts/educational-magazines/god-small-things>
- <https://literariness.org/tag/summary-of-anita-desais-novel-cry-the-peacock/>

Specific Learning Outcomes

Unit	Course Content	Learning Outcomes	Taxonomy Level
I	POETRY 1. Heaven of Freedom – Rabindranath Tagore	List and define the qualities of Freedom expressed by the poet in order for a nation to usher in an ideal and truly liberated nationhood.	K1
	2. Sri Aurobindo – The Tiger and the Deer	Relate the mystical and metaphysical elements in the poem and its underlying theme of creative duality.	K1
	3. A.K.Ramanujan – Small scale Reflections on a Great House.	Discuss the poet's treatment of themes of human identity and dignity.	K2
	4. R.Parthasarthy – Under Another Sky	Examine the postcolonial elements in the poem with an eye to the cultural and linguistic deterioration which the poet essentially views as the impact of colonial rule in India.	K3
	5. Kamala Das – An Introduction	Explore the poet's articulation of her feminine and feminist sensibilities in her quest for identity and authentic existence in the poem.	K4
	6. Mamta Kalia – Tribute to Papa.	Evaluate the dominance of men in the society over women.	K2
II	DRAMA 1. Vijay Tendulkar – Silence! the Court is in Session	Invents critique of gender discrimination in patriarchy and the women's fight against the injustice done to her.	K4
	2. Girish Karnad – Hayavadana	Analyzing the essential ambiguity of human personality which is shattered by worldly pleasures.	K4
III	PROSE 1. Mahatma Gandhi – Voluntary Poverty	Interprets the value and sacredness of poverty through the teachings of Hindu ideology and Christian	K2
	2. Jawaharlal Nehru – The Six systems of Philosophy.	Propose the philosophies, world views and teachings that emerged in ancient India.	K5
	3. Dr. S. Radhakrishnan – An Ideal Before Youth	Formulate the importance of right kind of education to the young men and women of the country.	K6

	4. N.C. Choudhuri – Our Behaviour	Describe the behaviour of Indians, their customs and tradition in the home.	K1
IV	Short Stories 1. R.K. Narayan – An Astrologer’s Day	Discuss the morality of human life and guilt, fear of life.	K2
	2. Khwaja Ahmed Abbaz – Sparrows	To inculcate the importance of displaying the sense of love and affection to our fellow human beings.	K4
	3. Ruskin Bond – The Thief	Describing love and affection in the family through the story.	K2
	4. Shashi Deshpande – My Beloved Charioteer	Interpret frustration of women and explicit the relationships in the family at various phases.	K6
	5. Amitav Ghosh – The Town by the sea	Assess the inability of human beings against the power of nature.	K3
	6. Jhumpa Lahiri – A Temporary Matter	Show problem of family secrets.	K3
V	Fiction 1. Arundhati Roy – The God of small Things	Distinguish complicated relationships between family and social obligation.	K5
	2. Anita Desai – Cry, the Peacock	Exposes an impression of marital incongruity and unhappy conjugal life.	K5
	3. Ashokamitran - Today	Investigate the validity of value system of life in a complex world.	K6
VI	Further topics Manju Kapur – Difficult Daughters	Explain the struggle of women to achieve equality with men.	K4
	Aravind Adiga – The White Tiger	Propose the freedom of darkness and social obstacles of family.	K5

Mapping schemes for the POs, PSOs and Cos for Indian Writing in English

L : Low M : Moderate H : High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	H	M	H	H	M	H	H	H	M	H	H
CO2	H	M	H	H	M	M	H	H	L	M	M	H	M
CO3	M	H	M	H	M	L	M	M	H	M	H	M	H
CO4	L	M	H	M	M	L	H	L	H	H	M	M	M
CO5	H	M	M	H	H	L	M	M	H	M	H	M	H
CO6	H	H	M	H	M	L	M	L	M	H	H	M	H
CO7	L	M	H	M	M	M	M	L	M	H	M	H	H
CO8	L	M	L	M	M	H	H	M	H	H	H	H	H

Evaluation Scheme

EC No.	Evaluation Component	Duration	Weightage	Date and Time	Remarks
1	Internal Test I (30%)	2 Hrs	25	Will be announced	Closed book
2	Internal Test II (30%)	2 Hrs			Closed book
3	Seminar and Assignments (20%)				Open Book
4	Attendance (20%)				Online Entry
5	End Semester Exam	3 Hrs	75		Closed Book

Chamber Consultation Hours : Will be announced by the individual Instructors

Notices : All notices regarding the course will be displayed on the Department Notice Boards, through group mail or Whatsapp group

Make-up Policy : Retest will be given only for first internal test for student with genuine reasons and on medical grounds

No Re-Test for Second Internal Tests

NEW EVALUATION SCHEME:

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1 i	Unit Test-1 ((20%)	2 hours each	25	will be announced	Closed Book
ii	Unit –Test II (20 %)				Closed Book
iii	Unit –Test III (20%)				
iv	Unit –Test IV (20%)				
v	Unit Test V (20%)				
2	Assignments (20 %)	-			Open Book
4	Attendance (20 %)	-			On-line Entry
5	End Semester Exam	3 hr	75		Closed Book

CHAMBER CONSULTATION HOURS: Will be announced by the individual Instructors.

NOTICES: All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or WhatsApp group

MAKE-UP POLICY: Retest will be given only for students with genuine reasons and on medical grounds. Best three of the five unit tests will be taken for calculation.

Name of the Course Coordinator : **Dr. R. MAGDALINE DYANA**

Signature :

Date : **21.10.2020**

CORE VIII – SHAKESPEARE

SEMESTER: V
HOURS/WEEK: 6

CODE: U19EG508
CREDIT: 5

COURSE OUTCOMES:

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Level	Unit
CO1	Define the basic structure of a sonnet and the perfect poetic style for elaboration or Expression	(K1)	I
CO2	Outline Shakespearean plays and sonnets, lime lighting themes such as the passage of time, love, infidelity, jealousy, beauty and mortality	(K2)	II
CO3	Demonstrate the blend of the old morality drama with classical theory to produce a new secular form.	(K3)	III, IV & V
CO4	Analyse the use of rich artistic language, imagery focused on every Act and scene making the plot interesting and exciting.	(K4)	III, IV & V
CO5	Evaluate the Situations, characters, memorable lines in the plays with that of the realistic world and also the combination of the two genres (Comedy & Tragedy) into a new hybrid of genre.	(K5)	III, IV & V
CO6	Discuss Shakespeare's themes and techniques in his plays and poems, reinvent by incorporate the recent theories and works from his adaptations.	(K6)	I - V

Unit I: 18 Hours

1. Importance of Opening Scenes and Soliloquies of Shakespeare's Plays
2. Characteristics of Shakespeare's Comedies
3. Characteristics of Shakespeare's Tragedies and Histories
4. Shakespeare's Woman Characters and his Fools
5. Songs and Music in Shakespearean Plays

Unit II: 18 Hours

1. Introduction to Elizabethan Sonneteers
2. Shakespeare's Sonnet Form
3. Introduction to Major Themes in Shakespeare's Sonnets
4. Sonnets – 18, 65, 116 & 121

Unit III: Julius Caesar 18 Hours**Unit IV: Twelfth Night 18 Hours****Unit V: Hamlet 18 Hours**

Unit VI : For Further Discussion:

(Recent advancement in the course - only for discussion – Unit 6 will not be included for examination)

1. As You Like it
2. Macbeth
3. Richard II

Topics for Self-Study:

S.No.	Topics	Web Links
1	Shakespeare's Plays	https://shakespearefactsblog.wordpress.com/2016/04/17/shakespeares-opening-scenes/
2	Shakespeare's Sonnet Form	http://triggs.djvu.org/djvu-editions.com/SHAKESPEARE/SONNETS/Download.pdf
3	Shakespeare's Tragedies and comedies	https://www.rsc.org.uk/shakespeares-plays/tragedies-comedies-histories
4	Shakespeare's Characters	http://www.houseofideas.com/mscornelius/resource/hamlet/shakespeares-clowns-and-fools-introduction-277211-.pdf
5	Complete works of Shakespeare	http://shakespeare.mit.edu/

Text Book(s):

1. Shakespeare, William. Hamlet: New Clarendon Shakespeare. London: OUP, 1947.
2. Shakespeare, William. Twelfth Night. New Clarendon Shakespeare London: OUP, 2008
3. Shakespeare, William. Julius Caesar. New Clarendon Shakespeare London: OUP, 2014.
4. Shakespeare, William. William Shakespeare Complete Works. Jonathan Bate and Eric Rasmussen. Ed. Modern Library, 2007

Reference Books:

1. Barnet, Sylvan. A Short Guide to Shakespeare. NY: Harcourt Brace. 1972.
2. Bradley, A.C. Shakespearean Tragedies. New Delhi: Atlantic, 2000. Reprint.
3. Bradley, A.C. Shakespearean Comedies. New Delhi: Atlantic, 2000. Reprint.
4. Murry, j. Middleton. The Essential Shakespeare. London: CUP, 1964
5. Iyengar, K.R.Srinivasa. Shakespeare: His World and His Art. New Delhi: Sterling, 1964.

Web links:

<http://cw.routledge.com/textbooks/shaughnessy/weblinks.asp>

SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
I	Importance of Opening Scenes and Soliloquies of Shakespeare's Plays	Relating the literary device Soliloquy and its usage in drama and also contrasting with that of monologues. Identifying the location of the play in its first scene strives the attention of the audience.	K1 K4
	Characteristics of Shakespeare's Comedies	The focus attention on what ails the world, as comedy is critical. It is also impersonal and polite.	K5
	Characteristics of Shakespeare's Tragedies and Histories	Understanding that events are inevitable or inescapable.	K2
	Shakespeare's Woman Characters and his Fools	Shakespeare's plays demonstrate man and woman are equal and should be treated that way. Critical analysis of the characters played by clowns and fools depict the thematic function of satirical elements.	K2 K5
	Songs and Music in Shakespearean Plays	Plays thrust upon songs to establish the character or mental state of the singer. In addition evoking the mood of the audience.	K6
II	Introduction to Elizabethan Sonneteers	The socio-political life of the time was revitalized by the exploits of Renaissance and poetry also reflected that. The Elizabethan sonnets imitated the classical texts, relying on for inspiration and thematic representation.	K2 K5
	Shakespeare's Sonnet Form	Examine the Literary Devices in Shakespearean sonnets; a variation on the Italian sonnet tradition embracing high poetic style.	K4
	Introduction to Major Themes in Shakespeare's Sonnets	Although love is the overarching theme of the sonnets, on close evaluation themes like: (1) the brevity of life, (2) the transience of beauty, and (3) the trappings of desire can also be noted.	K2 & K5

	Sonnets – 18, 65, 116 & 121	Each of the Sonnets transmits different feelings. Analyzing a love triangle between the ‘poet’ and two figures often called the ‘Young Man’ and the ‘Dark Lady’.	K4
III	Julius Caesar	List the elements of drama and labelling the true events from Roman history.	K1
IV	Twelfth Night	Build knowledge on romantic comedy, and romantic love. Identifying the Intricacies of the sudden twist and turns in the play.	K3
V	Hamlet	Organize playwright’s capability of handling ghosts, witches and craftsmanship of dealing with the Characters.	K3
N.B: Unit VI Not to be included for examination			
VI	1. As You Like it	List the literary techniques used by Shakespeare. (Ex). Alliteration, antithesis metaphor, Onomatopoeia, oxymoron ...etc	K1
	2. Macbeth	Analyzing Research background information about the play. Historical context, social attitudes and political culture play important roles in Shakespeare's plot developments.	K4
	3. Richard II	Enacting plays of Shakespeare will be explored through a pedagogy entailing an active, embodied participatory and critical approach.	K6

Year of Revision: 2017-18

MAPPING (CO, PO, PSO)

L-Low M-Moderate H- High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	M	L	H	L	H	L	H	L	H	L	L	L
CO2	L	L	H	L	M	L	M	L	L	L	L	H
CO3	L	L	L	L	L	L	M	L	H	L	H	M
CO4	H	L	M	L	H	L	M	L	L	L	H	M
CO5	L	L	M	M	L	H	H	L	L	M	M	H
CO6	H	L	M	M	M	L	H	L	H	L	M	H

EVALUATION SCHEME:

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-I (30 %)	2 hr	25 marks	Tentative declaration	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
5.	Attendance (20 %)	-			On-line Entry
6.	End Semester Exam	3 hr			75 marks

CHAMBER CONSULTATION HOURS: Will be announced by the individual Instructors.

NOTICES: All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or Whatsapp group

MAKE-UP POLICY: Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

NO RE-TEST FOR SECOND INTERNAL TESTS.

Name of the Course-coordinator: Dr. R.S.A.Susikaran

Signature with date:

Date:

CORE IX – POETRY II

SEMESTER: V
HOURS/WEEK: 6

CODE: U19EG4509
CREDIT: 5

COURSE OUTCOMES:

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Level	Unit
CO1	Label different elements of prosody and find the elements in the poems from different ages of English Literature.	(K1 - Remember)	I - V
CO2	Classify analytical, emotional or impressionistic aspects of poetic texts.	(K2– Understand)	II,III,IV,V
CO3	Apply various terms connected to poetry such as rhyme, alliteration, refrain, content, tone and texture	(K3 – Apply)	II,III, IV &V
CO4	Analyse the poetic language and the prosody of different poets such as Keats, Milton, Coleridge, Tennyson and different kinds of poem such as ode, epic etc.	(K4 - Analysis)	II,III, IV &V
CO5	Evaluate poems with better understanding and analyze the various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme and various other poetical devices.	(K5 - Evaluate)	II,III, IV &V
CO6	Maximize the poetic genre by composing verses using the knowledge gained about all the aspects of poetry	(K6 - Create)	I - V

Unit I: Rudiments of Poetry**18 Hours**

Prosody - Form: Foot and Meter; Iambic, Trochaic, Anapaestic, Pentameter, Hexameter, Alexandrine, Assonance, Consonance, Alliteration, Refrain, Rhyme, Imagery, Blank Verse, Free Verse; Content: Texture, Theme, and Tone.

Unit II: Renaissance Poetry: 1485-1660**18 Hours**

Donne: A Valediction: Forbidding Mourning
 George Herbert: Love
 Milton: Paradise Lost Book IV (First 171 lines).

Unit III: Romantic Poetry: 1798-1832**18 Hours**

Keats: Ode to a Nightingale
 S.T. Coleridge: Kubla Khan
 Shelley: Prometheus Unbound (lines 555-578)
 Thomas Gray: Elegy Written in a Country Churchyard

Unit IV: Victorian Poetry: 1832-1901**18 Hours**

Tennyson: Tithonus
 Browning: My Last Duchess
 D. H. Lawrence: Work
 Walter de la Mare: The Listeners
 Rudyard Kipling: If
 Wilfred Owen: The Parable of the Old Man and the Young
 Ted Hughes: The Seven Sorrows
 Andrew Motion: A Glass of Wine
 Alan Jacobs: I am the One
 JRR Tolkien: All that is Gold
 (From Book 10 of The Lord of the Rings)

Unit V: Twentieth Century Poetry: 1901 onwards**18 Hours**

Hopkins: God's Grandeur
 Yeats: Sailing to Byzantium
 Dylan Thomas: Do not go Gentle unto that Good Night
 T.S. Eliot: Journey of the Magi

Unit VI: For Further Discussion:

(Recent advancements in the course - only for discussion – Unit 6 will not be included for examination)

1. The Oxford Book of Twentieth Century English Verse
2. Blue Poems
3. Aubade and Alba Poems
4. Haiku and Sijo Poems
5. The Blitz Poems
6. Abecedarian Poems
7. Acrostic Poems
8. Black out and Erasure Poems
9. Found Poems

Topics for Self-Study:

S.No.	Topics	Web Links
1	Ode to Evening	www.poetryfoundation.org
2	Odes of Keats	www.poetryfoundation.org
3	Idylls of the King	www.poetryfoundation.org
4	Dramatic Monologues of Browning	Powerpoetry.org
5	Rubaiyat	www.poemhunter.com
6	Ballads and Sonnets of D.G.Rossetti	www.poemhunter.com
7	Goblin Market and Other Poems	www.poemhunter.com
8	Leaves of Grass	www.poets.org

9	Anatomy of Poetry	www.poets.org
10	Imagist Anthology	www.poets.org

Text Book(s):

1. Chellappan, K. *The Silver Cascade: English Verse from Wyatt to Auden*. Calcutta: OUP, 1986.
2. Green, Dravid. *The Winged Word*. Visakhapatnam: Macmillan, 2007
3. M.H. Abrams. *A Glossary of Literary Terms*. Boston: Thomson, 2003.

Reference Books:

1. Booth, Roy. *The Collected Poems of John Donne*. Wordsworth Edition Ltd, 1994.
2. Wilcox, Helen. *The English Poems of George Herbert*. Cambridge University Press. 2007.
3. Milton, John. *Paradise Lost*. The Floating Press. 1674.
4. Coleridge, Samuel Taylor. *The Complete Poems of Samuel Taylor Coleridge*. Penguin Books Limited. 1997.
5. Tomalin, Claire. *Poems of John Keats*. Penguin Classics. 2009
6. Shelly, Percy Bysshe. *Prometheus Unbound*. Book Jungle. 2007
7. Mare, Walter de la. *The Complete Poems of Walter de la Mare*. Faber. 1969
8. Jon, Stallworthy. *The Poems of Wilfred Owen*. Penguin. 1990.

Web links:

1. <http://www.bartleby.com/196/85.html>
2. www.projectgutenberg.com

SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
I	Introduction to Prosody	Define and recall the key terms	K1
	Introduction to Form and Meter, Iambic, Trochaic, Anapaestic, Pentameter, Hexameter, Alexandrine	Name and find the different forms and metres	K1
		Create a verse with appropriate Form and metre.	K6
	Assonance, Consonance, Alliteration, Refrain, Rhyme	Compare and inspect different rhymes	K2
	Imagery, Blank Verse, Free Verse	Analyse and Discover different Verse Forms	K4
Texture, Theme and Tone	Analyse Texture, themes and tones of Poetry.	K4	

		Synthesize a poem with an apt tone, theme and texture.	K6
II	Donne: A Valediction: Forbidding Mourning	Definition and finding out the metaphysical conceits	K1
	George Herbert: Love	Interpretation of the theme of Love	K2
	Milton: Paradise Lost Book IV (First 171 lines)	Identifying the plot of Satan	K3
III	Keats: Ode to a Nightingale	Analyse the structure of an Ode	K4
	S.T. Coleridge: Kubla Khan	Perceive the supernatural and the fragmentation of Coleridge	K5
	Shelley: Prometheus Unbound (lines 555-578)	Categorize and distinguish the features of a closet drama	K4
	Thomas Gray: Elegy Written in a Country Churchyard	Compare and contrast the theme of Elegy	K4
IV	Tennyson: Tithonus	Interpretation of the Victorian character	K2
	Browning: My Last Duchess	Identify and solve the mystery behind the Poem	K3
	D.H. Lawrence: Work	Explain and relate to the concept of work	K2
	Walter de la Mare: The Listeners	Identify the key elements in gothic genre	K3
	Rudyard Kipling: If	Examine the instructions on 'Manliness'	K4
	Wilfred Owen: The Parable of the Old Man and the Young	Compare and contrast the parable in the light of WWI	K4
	Ted Hughes: The Seven Sorrows	Analyse and compare the theme of 'Tempus Fugit'	K4
	Andrew Motion: A Glass of Wine	Analysis and examination of A Glass of Wine	K4
	Alan Jacobs: I am the One	Interpret and summarise	K2
JRR Tolkien: All that is Gold	Compare and contrast "All the glitters are not gold"	K4	

	(From Book 10 of The Lord of the Rings)		
V	Hopkins: God's Grandeur	Illustrate and Interpret the Journey to the spiritual	K2
	Yeats: Sailing to Byzantium		
	Dylan Thomas: Do not go Gentle unto that Good Night	Determine and justify the importance of fighting till the end	K5
	T.S. Eliot: Journey of the Magi	Analyse and inspect the tenets of modern poetry	K4
Create Verses with reference to the values of Modernity.		K6	
N.B: Unit VI Not to be included for examination			
VI	The Oxford Book of Twentieth Century English Verse	List the literary techniques used by twentieth century writers (Ex). Imagism, Surrealism, Post modernism ...etc	K1
	Blue Poems	Analyse the background information about the themes of Blue poems such as despair and struggle.	K4
	Aubade and Alba Poems	Compare and contrast the elements used in the poems dealing with dawn and dusk and there by constructing a new way to bring out verses.	K2
	Haiku and Sijo Poems	Choose vocabulary that is conducive to write concise poems and imagine content which suits the given situation	K6
	The Blitz Poems	Construct the rhyme in a form that flows continuously using wordplay	K6
	Abecedarian Poems	Design verses which will help critical thinking to bring verses from A –Z in the fashion of an acronym	K6
	Acrostic Poems		
	Black out and Erasure Poems	Blacking out, erasing and finding words in any piece of work as to design a new poem out of it.	K6
	Found Poems		

Year of Revision: 2017-18

MAPPING (CO, PO, PSO)

	L-Low			M-Moderate			H- High				PSO1	PSO2	PSO3	PSO4
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	
CO1	L	M	L	H	H	H	M	L	H	L	L	M	M	
CO2	L	L	L	L	L	L	M	L	L	H	L	L	L	
CO3	H	M	M	L	L	L	L	L	H	M	L	L	H	
CO4	H	L	L	M	H	L	L	L	L	M	L	M	L	
CO5	L	L	L	L	L	M	M	L	L	M	L	L	M	
CO6	L	L	M	L	L	L	L	L	L	L	M	L	L	

EVALUATION SCHEME:

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25 marks	Tentative declaration	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
5.	Attendance (20 %)	-			On-line Entry
6.	End Semester Exam	3 hr	75 marks		Closed Book

CHAMBER CONSULTATION HOURS: Will be announced by the individual Instructors.

NOTICES: All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or Whatsapp group

MAKE-UP POLICY: Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

NO RE-TEST FOR SECOND INTERNAL TESTS.

Name of the Course-coordinator: Dr. P. Suresh Kumar

Signature with date:

Date:

INTRODUCTION TO LITERARY CRITICISM

Semester : V
Hours/Week: 5

Course Code : U19EG5:1
Credits : 5

COURSE OUTCOMES (06 OUTCOMES)

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Level	Unit
CO1	Relate the classic and contemporary criticism	(K1-Remember)	I - V
CO2	Apply practically the critical methodology thought through key concepts and arguments	K3	II, V
CO3	Discuss the philosophy and contextual development of literary studies	K6	II, III, IV
CO4	Analyse the poems prescribed for study as a part of critical praxis	K4	V
CO5	Identify various poetic forms	K2	V, IV
CO6	Explain the development of literary criticism	K5	I

SYLLABUS**UNIT I: (16 Hours)**

1. Criticism – Definition, Nature and Function
2. The Phases of Literary Criticism (Classicism to New Criticism)
3. Author Centred, Text Centred and Reader Centred Approaches

UNIT II: (16 Hours)

1. Plato - His attack on Poetry ; The Function of Poetry
2. Aristotle – His observation on Poetry, His observation on Tragedy

UNIT III (16 Hours)

1. Longinus : Sublimity in literature, The Sources of the Sublime
2. William Wordsworth : Concept of poetic diction, concept of poetry
3. Matthew Arnold: His criticism on poetry, The touchstone method

UNIT IV (16 Hours)

1. Sigmund Freud : Id, Ego and Superego, Repression, Art and Neurosis
2. Wimsatt and Beardsley : Affective fallacy and Intentional fallacy

UNIT V: (16 Hours)

1. Practical Criticism of an unseen poetic text
2. Analysis of form, theme and technique

S.No	Topics	Web Links
1	T.S. Eliot: Tradition and the Individual Talent	https://interestingliterature.com/2017/02/a-short-analysis-of-t-s-eliot-tradition-and-the-individual-talent/
2	I.A. Richards: Principles of Literary Criticism	https://www.academia.edu/41923961/The_Principles_of_Literary_Criticism_I_A_Richards
3	P.B. Shelley: A Defense of Poetry	https://www.poetryfoundation.org/articles/69388/a-defence-of-poetry
4	Matthew Arnold: Culture and Anarchy	https://study.com/academy/lesson/culture-and-anarchy-by-matthew-arnold-summary-analysis.html
5	T.S. Eliot: The Metaphysical Poets	https://literariness.org/2020/07/05/analysis-of-t-s-eliot-s-metaphysical-poets/

Text Books:

- T1: Prasad, Birjadish. *An introduction to English Criticism*. Macmillan, 1965.
 T2: Peck, John and Martin Coyle. *Literary Terms and Criticism*. London: Palgrave, 2002.
 T3: Chickera, Ernest de. *Literary Criticism*. London: Palgrave, 2005.

Reference Books:

- R1: Abrams, M.H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 9thed, Wadsworth: Cengage, 2009.
 R2: Abrams, M.H. "Orientation of Critical Theories". *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. New York: Oxford University Press, 1953, pp 3-29.

Web Links:

https://www.google.co.in/books/edition/The_Dynamics_of_Criticism_in_T_S_Eliot/6aJQHs_u1CN8C?hl=en&gbpv=0
https://www.google.co.in/books/edition/Principles_of_Literary_Criticism/xZtuDns73s4C?hl=en&gbpv=1

SPECIFIC LEARNING OUTCOMES:

Unit	Course Content	Learning outcomes	Blooms Taxonomy Highest Level Transaction
I	1.1 Criticism - Definition Nature and Function	Critique the nature and function of criticism. Develop the critical mind of the learners.	K2 K3
	1.2 The Phases of Literary Criticism	Identify the various phases of criticism	K2
	1.3 Approaches	Discuss the various approaches of criticism. Analyze the various approaches of criticism.	K2 K4
II	2.1 Plato - His attack on Poetry; The Function of Poetry	Summarize Plato's views on poetry. Critique Plato's attack on poetry with reference to its political and social context. Analyze the function of poetry.	K2 K4
	2.2 Aristotle - His observation on Poetry, His observation on Tragedy	Summarize Aristotle's views on poetry. Apply Aristotle's observations on tragedy through praxis and personal experiences.	K2 K3
III	3.1 Longinus : Sublimity in literature, The Sources of the Sublime	Outline the principal sources of sublimity. Critique the excellence of literature. Apply to literary praxis.	K2 K3 and K4
III	3.2 William Wordsworth : Concept of poetic diction, concept of poetry	Summarize the life and works of Wordsworth. Discuss Wordsworth's concept of poetry. Apply Wordsworth's concept of poetic diction in poetic praxis.	K2 K3 and K4

III	3.3 Matthew Arnold: His criticism on poetry, The touchstone method	Summarize the life and works of Arnold. Discuss Arnold's theory of poetry. Evaluate literary works using the touchstone method.	K2 K3 K4 and K5
IV	4.1 Sigmund Freud : Id, Ego and Superego, Repression, Art and Neurosis	Summarize the life and works of Sigmund Freud. Discuss Sigmund Freud's contributions to the field of psychology. Apply specific psychological principles of Freud to the study of literature.	K2 K3 K4 K5
IV	4.2 Wimsatt and Beardsley : Affective fallacy and Intentional fallacy	Summarize the life and works of Wimsatt and Beardsley. Discuss the importance of author's intentions. Critique a text based on the emotional effects.	K2 K3 K4 K5
V	Practical Criticism of an unseen poetic text; Analysis of form, theme and technique	Identify the themes, forms and techniques in the poems. Analyze the form and techniques used in the poems.	K2 K3 K4

Year of Revision: 2017- 2018

MAPPING (PO, PSO and Co) for Literary Criticism.
(L-Low, M-Moderate, H- High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	H	L	H	-	M	H	-	-	H	H	-	M
CO2	H	-	M	H	-	L	M	M	L	L	M	-	M
CO3	M	-	H	H	-	L	L	-	L	L	M	-	M
CO4	H	-	M	-	H	-	-	-	-	L	M	L	-
CO5	L	L	M	M	-	-	-	-	-	H	H	M	-
CO6	M	M	M	H	-	-	M	-	-	L	M	-	M

COURSE ASSESSMENT METHODS**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory): Closed Book.
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

INDIRECT:

1. Course end survey (Feedback)

SBEC III: WRITING SKILLS

Semester : V
Hours/Week: 2

Course Code : U19EG5S3
Credits : 2

Course Outcomes:

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Level	Unit
CO1	Cultivate the habit of maintaining writer's note book	K3	I
CO2	Organize information in a proper sequence	K3	II
CO3	Examine the content of written document	K5	II
CO4	Determine and formulate the four modes of writing	K4	III
CO5	Compile essays, advertisements and content for presentation	K6	IV
CO6	Prepare the works cited list in an appropriate way	K3	V

Syllabus**Unit I : Prewriting****5 Hours**

Identifying the purpose of writing
 Knowing the Audience
 Gathering information
 Brainstorming
 Clustering
 Asking questions
 Changing points of view

UNIT II: The Process of Writing**5 Hours**

Organizing information
 Writing a First Draft
 Proof Reading (from John Warner)

UNIT III: Modes of Writing**5 Hours**

Description
 Narration
 Exposition
 Persuasion

UNIT IV: Forms of Writing**5 Hours**

The Essay
 The Paragraph
 The Précis
 The Abstract
 Communication within the Office
 Writing for Publicity / Advertisements
 The Presentation (from Nilanjana Gupta)

UNIT V: Mechanics of Research Presentation**5 Hours**

How to quote
 Works Cited and Bibliography
 Typesetting a project report

Topics for Self-Study:

S.No.	Topics	Web Links
1	Effective Writing	https://onlinecourses.nptel.ac.in/noc20_hs06/preview
2	Creative Writing	https://www.creative-writing-now.com/free-online-writing-courses.html
3	Academic Writing	https://onlinecourses.swayam2.ac.in/ugc19_ge03/preview
4	Screen Writing	https://www.classcentral.com/course/screenwriting-4550

Texts Books:

1. Gupta, Nilanjana. *English for All*. Chennai: Macmillan India Ltd, 2000.
2. *MLA Handbook: Eighth Edition*. The Modern Language Association of America, 2016.

Books for Reference

1. Gilad, Suzanne. *Copyediting and Proofreading for Dummies*. Wiley Publishing, Inc, 2007.
2. Wariner, John E. *English Composition and Grammar (First Course)*. Chicago : Harcourt Brace Jovanovich Publishers, 1988.
3. *501 Writing Prompts*. Learning Express, 2003.

Web Links

1. <https://gpatindia.com/swayam-mooc-course-on-academic-writing-at-h-n-b-garhwal-university-a-central-university-srinagar-garhwal/>
2. <https://learnenglish.britishcouncil.org/skills/writing>

Specific Learning Outcomes (SLO)

Unit/ Section	Course Content	Learning outcomes	Blooms Taxonomy Level of Transaction
I	Prewriting		
1.1	Identifying the purpose of writing	Understand the main purpose of writing	K2
1.2	Knowing the Audience	Know about the difference in caliber of the audience	K1
1.3	Gathering the information	Maintain Writer's notebook	K3
1.4	Brainstorming	Know how to do brainstorming for a particular topic	K1
1.5	Clustering	Attempt clustering and classify different ideas related to a particular topic as clusters	K3
1.6	Asking questions	Frame meaningful questions	K3
1.7	Changing points of view	Involve in writing from different perspectives	K3
II	The Process of Writing		
2.1	Process of Writing	Exercise the nuances involved in the process of writing	K3
2.2	Writing a First Draft	Know how to write first draft	K1

2.3	Proof Reading	Analyse and evaluate errors in the draft	K4, K5
III	Modes of Writing		
3.1	Description	Create interesting description of a person/ place /object	K6
3.2	Narration	Create stories and Narrate an event/ incident in chronological order	K3, K5
3.3	Exposition	Explain the process of an action, features related to a topic	K3
3.4	Persuasion	Analyse the pros and cons and convince through writing	K5
IV	Forms of Writing		
4.1	The Essay	Apply the strategies required for appropriate essay and write meaningful essay	K3, K6
4.2	The Paragraph	Apply the essential features of a good paragraph and write coherent	K3, K6
4.3	The Precis	Understand and apply the rules for precis –writing	K2, K3
4.4	The Abstract	Write apt abstract	K3
4.5	Communication within the office	Know how to communicate within office	K1
4.6	Writing for Publicity/ Advertisements	Design creative advertisements	K6
4.7	The Presentation	Prepare emphatic power-point presentation	K3

V	Mechanics of Research Presentation		
5.1	How to quote	Quote according to MLA Style in thesis writing	K3
5.2	Works cited and bibliography	Know the difference between works cited and bibliography and prepare works cited list	K1, K3
5.3	Typesetting a project	Know the nuances involved in typing a project	K1

MAPPING SCHEME for the POs, PSOs and COs for Writing Skills.

(L-Low, M-Moderate, H- High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	-	-	-	-	-	-	H	-	-	-	M	-	
CO2	-	-	-	L	-	L	H	-	-		M	-	-
CO3	-	-	-	L	-	L	H	-	-	-	M	-	
CO4	-	-	-	L	-	L	H	-	-	-	M	-	-
CO5	-	-	-	L	-	L	H	-	-		M		
CO6	-	-	-	-	-	L	-	-	-	-	L	-	-

EVALUATION SCHEME:

COURSE ASSESSMENT METHODS

DIRECT:

5. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
6. Open Book Test.
7. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Project Report, Field Visit Report, Paper Presentation, Seminar, Quiz (written).
8. Pre-Semester & End Semester Theory Examination

INDIRECT:

2. Course end survey (Feedback)

Name of the Course Coordinator: R.Annie Karunya Bagyam

Core XI : MODERN DRAMA**SEMESTER: VI**
HOURS/WEEK: 6**CODE: U19EG610**
CREDIT: 5**Course Outcomes:**

At the end of the course students will be able to:

CO No.	Course Outcome	Level	Unit
CO1	Understand and define the movements, trends and the elements of modern drama.	(K1 and K2)	I
CO2	Apply various movements, trends and elements of drama in various plays.	(K3)	I
CO3	Relate to the modern concepts in the twentieth century, analyse and identify various elements in the text.	(K4)	IV & V
CO4	Discuss emerging themes across the range of plays and the significance of those themes for all audience.	(K2)	II, III, V
CO5	Evaluate how great modern plays remain relevant to the contemporary world.	(K5)	II,III,IV& V
CO6	Enhance their creativity in dramatic performance and develop critical overview of the text.	(K6)	I -V

SYLLABUS**Unit I:****18 Hours**

Elements of Drama- Plot, Character, Dialogue- Prose drama – Revival of verse drama- Movements and Trends in Modern Drama: Realism- Naturalism- Symbolism- Surrealism- Expressionism- Theatre of the Absurd- Drama of Protest: Angry Young Man Movement- Problem Plays.

Unit II: *Murder in the Cathedral* – T.S. Eliot**18 Hours****Unit III:** *Pygmalion* – Bernard Shaw**18 Hours****Unit IV:** *The Playboy of the Western World* – J.M. Synge**18 Hours****Unit V:** *Look Back in Anger* – John Osborne**18 Hours**

Topics for Self-Study

S.No	Topics	Web Links
1.	An introduction to <i>Waiting for Godot</i>	https://www.bl.uk/20th-century-literature/articles/an-introduction-to-waiting-for-godot
2.	Reflecting Human Alienation in Elmer Rice's <i>The Adding Machine</i>	https://www.researchgate.net/publication/328277729_Reflecting_Human_Alienation_in_Elmer_Rice's_The_Adding_Machine/link/5bc37f2892851c88fd6a12f5/download
3.	Samuel Beckett's <i>Waiting for Godot</i> as an absurd play	http://www.literary-articles.com/2009/03/samuel-becketts-waiting-for-godot-as.html
4.	Elmer Rice's <i>The Adding Machine</i> : An Expressionistic Picture of a Worker's Oppression	https://www.researchgate.net/publication/333210023_Elmer_Rice's_The_Adding_Machine_An_Expressionistic_Picture_of_a_Worker's_Oppression

Textbooks:

1. Eliot, T S. *Murder in the Cathedral*. New York: Faber and Faber, 1938. Print.
2. Shaw, Bernard. *Pygmalion*. New York: Brentano, 1916. Print.
3. Synge, J M. *Playboy of the Western World: A Comedy in Three Acts*. London: Allen & Unwin, 1929. Print.
4. Osborne, John. *Look Back in Anger: The Play in Three Acts*. New Delhi: Oxford University Press, Faber and Faber Ltd., 1992. Print.

Reference Books:

- R1: G.J. Watson. *Drama: An Introduction*. London: Macmillan, 1983.
- R2: Lynn Altenbernd and Leslie L. Lewis. *A Handbook for the Study of Drama*. New York: Macmillan Co., 1966.
- R3: Styan, J.L., *Modern Drama: Theory and Practice 1&2*. CUP, 1981.
- R4: Abram, M.H. *A Glossary of Literary Terms*. United Kingdom: Earl McPeck, 2008.
- R5: Beckett, Samuel. *Waiting for Godot*. New York: Grove Press, 1954.

Web links: (Swayam/nptel/...)

1. <https://www.sparknotes.com/lit/pygmalion/summary/>
2. <https://www.britannica.com/topic/Murder-in-the-Cathedral>

SPECIFIC LEARNING OUTCOMES

Unit	Course Content	Learning outcomes	Taxonomy Level
I	Introduction to Modern Drama		
I	Elements of Drama: Plot, Character, Dialogue- Prose drama – Revival of verse drama	Classify different elements and genres of Modern drama	K2
		Combine elements of drama in their performance	K6
	Movements and Trends in Modern Drama: Realism, Naturalism, Symbolism, Surrealism, Expressionism, Theatre of Absurd, Drama of Protest- Angry Young Man Movement	Define the movements and trends in Modern drama	K1
		Explain Angry Young Man Movement	K2
		Compare and contrast realism and naturalism	K4
II	Poetic drama		
II	<i>Murder in the Cathedral</i> – T.S. Eliot	Recall the assassination of Archbishop of Canterbury Thomas Becket in Canterbury Cathedral during the reign of Henry II in 1170	K1
		Examine the role played by chorus and other characters in the play	K4
		Justify the theme of Martyrdom	K5
		Revise the historical elements in the play	K6
III	Problem Play		
III	<i>Pygmalion</i> – Bernard Shaw	Recall Pygmalion in Greek Mythology	K1
		Compare and Contrast Eliza with the statue in the original Pygmalion myth	K4
		Generate different varieties of dialects used by people from different background	K6
		Examine different social class and manners	K4

IV	Social Satire of Irish life		
IV	<i>The Playboy of the Western World</i> – J.M. Synge	Specify author's close observation of the inhabitants of the Aran Islands	K6
		Examine realistic yet poetic depiction of incidents, manners and mores of Irish life	K4
		Evaluate the effects of social conventions and celebrate the power of imagination	K5
V	Kitchen sink drama		
V	<i>Look Back in Anger</i> – John Osborne	Construct the theme of alienation, loneliness, identity crisis and class conflict	K6
		Justify the anger and immediacy in post-war youth	K5
		Demonstrate Kitchen sink drama	K3
		Relate to the literature of twentieth century with harsh realism	K4
VI	Absurd drama and Expressionistic drama		
VI	1. <i>Waiting for Godot</i> – Samuel Beckett	Identify the nuances of absurdity in the play <i>Waiting for Godot</i>	K2
	2. <i>The Adding Machine</i> - Elmer Rice	Critically analyse expressionistic technique used in the text	K5
		Create a dramatic performance	K6

Mapping**L- Low****M – Medium****H – High**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	-	M	H	L	M	M	M	L	H	M	M	H
CO2	H	-	M	H	L	M	M	M	M	H	H	L	H
CO3	H	-	H	H	M	H	H	M	H	H	M	L	H
CO4	H	-	M	H	L	H	H	M	H	H	M	L	H
CO5	H	-	H	H	L	M	H	M	M	H	M	L	H
CO6	H	-	H	H	M	H	H	H	H	H	H	M	H

EVALUATION SCHEME:

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
5.	Attendance (20 %)	-			On-line Entry
6.	End Semester Exam	3 hr			75

CHAMBER CONSULTATION HOURS: Will be announced by the individual Instructors.

NOTICES: All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or WhatsApp group

MAKE-UP POLICY: Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

NO RE-TEST FOR SECOND INTERNAL TESTS.

Name of the Course-coordinator: Ms. A. ESTHER PREETHI

Signature with date:

Date: 20 September 2020

AMERICAN LITERATURE

Semester: VI
Hours/Week: 6

Course Code: U19EG611
Credit: 5

COURSE OUTCOMES:

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Level	Unit Covered
CO-1	Relate and reminisce the cultural documentation of “the Americanised Blacks” as a part of world literature.	K1 (Remember)	I & II
CO-2	Contrast the writings of the British and the American by interpreting their heterogeneous histories, cultures, and texts together.	K2 (Understand)	II&III
CO-3	Identify the multiple genres (i.e. poetry, drama, novel, short story and novella) that have been the part of American tradition.	K3 (Apply)	I, IV & V
CO-4	Discover the subliminal narration expressed by the African American writers who nurse the cultural equilibrium between the Black and the White.	K4 (Analysis)	I,II, &III
CO-5	Influence people by internalising the concept of “Multicultural Versatility” thrived in autobiographies and novellas.	K5 (Evaluate)	III&V
CO-6	Make up and create the new American concept based on the history of American Literature in tune with the present climate of opinions. (Refrigeration of the American dream)	K6 (Create)	III,IV&V

SYLLABUS**UNIT I: POETRY****18 hours**

1. Laurence Ferlinghetti : Bird with Two Right Wings
2. Langston Hughes : The Negro Mother
3. Walt Whitman : Out of the Cradle Endlessly Rocking
4. Wallace Stevens : The Emperor of Ice Cream
5. Maya Angelou : Caged Bird

UNIT II: SHORT STORY**18 hours**

1. Edgar Allan Poe : The Cask of Amontillado
2. Kate Chopin : Regret
3. Washington Irving: The Legend of Sleepy Hollow
4. Willa Cather : Her Boss

UNIT III : PROSE**18 hours**

1. Thoreau : Where I Lived and What I Lived for
2. Martin Luther King Jr. : I have a Dream
3. Langston Hughes : The Negro Artist and the Racial Mountain

UNIT IV: DRAMA**18 hours**

1. Arthur Miller: All My Sons

UNIT V: NOVEL**18 hours**

1. Nathaniel Hawthorne: The Scarlet Letter
2. Ernest Hemingway: The Old Man and the sea

UNIT-VI: Content for further reading and discussion

1. Harrison T. Meserole: American Literature: Tradition and Innovation
2. Richard Walsh: Reading novel Innovative arguments in American Fiction
3. Janice Campbell: American Literature

2. A. Topics for Self-Study:

S NO	TOPICS	WEB LINKS
1	Introduction to American Literature	https://www.kcl.ac.uk/abroad/module-options/module?id=487212af-aec7-4829-a7ac-863872dc632e
2.	Introduction to Native American Literature	https://www.humanitiesmontana.org/native-american-lit-study-guides/

3.	African American Literature	https://blog.bookstellyouwhy.com/a-brief-history-of-african-american-literature
4	The Contemporary American Literature	https://study.com/academy/lesson/contemporary-american-literature-authors-and-major-works.html
5.	A Short Introduction to American Criticism	https://www.persee.fr/doc/rfea_0397-7870_1983_num_16_1_1121
6.	Iconic American writers	https://americanprofile.com/articles/list-of-americas-top-20-authors/

2. B. Text Books

1. Oliver, Egbert S. *American Literature, 1890-1965: an Anthology*. 1994.
2. Miller, Arthur. *All My Sons*. Oxford University Press, 2019.
3. Hemingway, Ernest. *Old Man and the Sea*: Spark Publishing, 2014.
4. Hawthorne, Nathaniel. *The Scarlet Letter*. Oxford University Press, 2008.
5. Thoreau, Henry David. *Walden*. Dent, 1910.

2. C. Reference Books

1. Meserole, Harrison T, et al. *American Literature*: Heath, 1974.
2. *Novel Arguments Reading Innovative American Fiction*. Cambridge, 2009.
3. Oliver, Egbert S. *American Literature, 1890-1965: an Anthology*. 1994.
4. Radhakrishnan, N. *Memorable Stories from Many Countries*, New Delhi.
5. Panikkar, K. N. Vasudeva. *Eight Short Stories*. Orient Longman, 1972.

2. D Web Links

1. <https://www.britannica.com/list/periods-of-american-literature>
2. <https://www.youtube.com/watch?v=sH2sDjHc3Hc>
3. <https://americanliterature.com/>

3. SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning outcomes	Bloom's Taxonomic Levels of Transaction
I	1.1 Laurence Ferlinghetti : Bird with Two Right Wings	Match the cultural representation of America with the metaphorical bird of two lives.	K1
	1.2. Langston Hughes: The Negro Mother	Relate the plight of Black Americans by contrasting the Negro Mother as a metonymy.	K2
	1.3. Walt Whitman : Out of the Cradle Endlessly Rocking	Explain Death as a universal genre.	K3

	1.4. Wallace Stevens : The Emperor of Ice Cream	Reconstruct the Radical style in tune with sensuousness and sensual images employed in American Poetry.	K3
	1.5 Maya Angelou : Caged Bird	Examine the paradoxical existence of the coloured humans and their subliminal narrations.	K4
II	2.1. Edgar Allan Poe: The Cask of Amontillado	Make up a lot of literary serendipities obtained from multicultural elements echoed in thrilling and travel narrations.	K6
	2.2. Kate Chopin : Regret	Justify the hard times of Negroes who are coloured, living in the colourless society.	K4
	2.3. Washington Irving: The Legend of Sleepy Hollow	Adapt to the willing suspension of disbelief while creating contemporaneous short stories on a par with fictionalised classics.	K6
	2.4 Willa Cather : Her Boss	Inspect the precarious conscience of Black Yankees who are insidiously deprived by the Whites.	K4
III	3.1. Thoreau : Where I Lived and What I Lived for	Interpret autobiographical elements as the collective conscious of the past.	K5
	3.2. Martin Luther King Jr : I have a Dream	Interpret and translate the cherished dreams into coloured and social consciousness.	K5
	3.3. Langston Hughes: The Negro Artist and the Racial Mountain	Simplify the concept of Harlem Renaissance by using a simple narrative technique.	K4
IV	4.1 Arthur Miller: All My Sons	Define the American dream as a part of Americanised literature.	K1
V	5.1 Nathaniel Hawthorne: The Scarlet Letter	Compare the Puritanism followed in England during 1640s, with the 'twisted Puritanism' followed by the present Yankees through the mode of Historical Fiction.	K2

	5.2 Ernest Hemingway: The Old Man and the sea	Modify the age-old fact- Destiny is predestined as “A man can be destroyed but not defeated.” Discuss and formulate man is the ablest animal despite failures.	K6
--	---	---	----

Year of Revision: 2017-18

4. MAPPING SCHEME for the POs, PSOs and COs for American Literature.
(L-Low, M-Moderate, H- High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	L	M	L	L	L	M	L	M	M	L	L	M
CO2	M	M	L	H	M	L	H	L	M	M	M	L	H
CO3	M	H	L	M	L	M	M	L	H	H	M	M	M
CO4	-	M	M	M	L	L	M	L	M	M	M	-L	M
CO5	-	H	H	H	L	L	M	L	M	M	L	L	H
CO6	M	M	M	L	M	H	H	M	M	L	H	L	M

EVALUATION SCHEME:

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced later	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
5.	Attendance (20 %)	-			On-line Entry
6.	End Semester Exam	3 hr	75		Closed Book

CHAMBER CONSULTATION HOURS: Will be announced by the individual Instructors.

NOTICES: All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or WhatsApp group

MAKE-UP POLICY: Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

NO RE-TEST FOR SECOND INTERNAL TEST

Name of the Course-coordinator: M.Dhanasekaran

Signature with date:

Date:

CORE XIII – NEW LITERATURES

SEMESTER: VI
HOURS/WEEK: 6

CODE:U19EG612
CREDIT: 4

COURSE OUTCOMES:

After the successful completion of this course the students will be able to

CO No.	COURSE OUTCOMES	LEVEL	UNIT
CO1	Recall the important authors of commonwealth countries. Students can identify the role of colonized people authored by the colonizer.	K1	II & IV
CO2	Infer the thin line between the superior and the inferior by cognizing the zeitgeist of the people.	K2	I
CO3	Discover the etched memories of inferior people from various works.	K3	IV
CO4	Analyze vocabulary such as Pidgin, Patois, Elvish, Eye dialect from commonwealth texts.	K4	I, II, III & V
CO5	Compare and contrast different texts produced by colonized people. Perceive values and ethics in tune with commonwealth countries.	K5	I, II, IV & V
CO6	Create awareness in the multilingual society in relation with socio-economic political and cultural aspects	K6	III, V

UNIT I**15 Hours**

A.D. Hope : Australia
 Charles Harpur : An Aboriginal Mother's Lament
 F.R. Scott : Canadian Authors Meet
 Oodgeroo Noonuccal : No More Boomerang

UNIT II**15 Hours**

David Diop : Africa
 Gabriel Okara : Once Upon a Time
 Derek Walcott : A Far Cry from Africa
 Chinua Achebe : Refugee Mother and Child

UNIT III**20 Hours**

Wole Soyinka : The Lion and the Jewel

UNIT IV**20 Hours**

Katherine Mansfield : A Doll's House
 Margaret Laurence : Godman's Master
 Henry Lawson : That there my Dog
 Nadine Gordimer : Six Feet of the Country

UNIT V**20 Hours**

Alan Paton : Cry, the Beloved Country
 V.S. Naipaul : A House for Mr. Biswas

Topics for self-study

S. No.	Topics	Web Links
1.	Colonies of the British Empire	https://www.britishempire.co.uk/timeline/colonies.htm
2.	African Literature: An Outline	https://www.infoplease.com/encyclopedia/arts/world-lit/misc/african-literature#:~:text=African%20literature%2C%20literary%20works%20of,African%20languages%3B%20South%20African%20literature.
3.	Notable Canadian Authors	https://theculturetrip.com/north-america/canada/articles/10-brilliant-canadian-authors-who-arent-margaret-atwood/
4.	An Introduction On Australian Literature	https://www.slideshare.net/amilaendeno/australian-literature

Text Books:

T1: V.S. Naipaul : A House for Mr. Biswas ., England: penguin, 2000
 T2: Alan Paton : Cry, the Beloved Country., England: penguin 1978
 T3: Wole Soyinka : The Lion and the Jewel Oxford University press, 1963

Reference Books:

1. An Anthology of Commonwealth Poetry by Ed C D Narasimhaiah (Madras: Macmillan India Limited, 2000)
2. While the Billy Boils. by Henry Lawson (UK: Dodo Press. 2007)
3. Vignettes – Ed. P.N. Ramani (New Century Book House)

Web Links:

1. <https://www.britannica.com/place/British-Empire>
2. <https://blog.bookstellyouwhy.com/a-brief-history-of-postcolonial-literature-part-i#:~:text=One%20of%20the%20most%20significant,when%20it%20first%20was%20published.>

3. <https://www.infoplease.com/encyclopedia/arts/world-lit/misc/african-literature#:~:text=African%20literature%2C%20literary%20works%20of,African%20languages%3B%20South%20African%20literature.>

Specific Learning Outcomes

Unit	Course Content	Learning Outcomes	Bloom's Taxonomic Highest Level of Transaction
I	A.D. Hope : Australia	Criticize the wilderness of Australia	K5
	Charles Harpur : An Aboriginal Mother's Lament	Explain the predicament of aboriginal mother	K4
	F.R. Scott : Canadian Authors Meet	Discuss the satirical analysis on the pseudo-Canadian poets	K2
	Oodgeroo Noonuccal : No More Boomerang	Compare and contrast the past and present life of aboriginal people	K2
II	David Diop : Africa	Appraise the patriotic feelings of the narrator for Africa	K5
	Gabriel Okara: Once Upon a Time	Examine the artificial manners in a relationship	K4
	Derek Walcott: A Far Cry from Africa	Describe the ambivalent feelings of the narrator for both English and African heritage	K1
	Chinua Achebe: Refugee Mother and Childa	Analyze the harsh reality of the helpless refugee mother	K4
III	Wole Soyinka: The Lion and the Jewel	Confirm the birth of modernity and the death of tradition	K6
IV	Katherine Mansfield : A Doll's House	Discover the hierarchy order among children	K3
	Margaret Laurence : Godman's Master	Cite the abolition of slavery in Africa	K1
	Henry Lawson: That there my Dog	Capture the sense of humanity and consideration for others	K3

	Nadine Gordimer : Six Feet of the Country	Justify the futility in mortality	K5
V	Alan Paton : Cry, the Beloved Country	Illustrate the fear and insecurity	K6
	V.S. Naipaul : A House for Mr. Biswas	Evaluate the theme of alienation and isolation	K5

MAPPING (CO, PO, PSO)**L-Low****M-Moderate****H- High**

	Programme Outcome									Programme Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	-	L	M	L	-	-	M	-	L	L	L	L	-
CO2	M	L	M	H	M	M	L	-	M	M	L	-	H
CO3	H	L	L	M	H	M	M	-	-	L	M	H	M
CO4	L	H	H	H	-	L	L	M	H	L	-	M	H
CO5	-	M	M	L	L	-	L	M	H	M	L	M	M
CO6	L	L	L	-	-	-	H	M	M	L	-	L	M

COURSE ASSESSMENT METHODS**DIRECT:**

9. Continuous Assessment Test: T1, T2 (Theory & Practical Components): Closed Book
10. Open Book Test.
11. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
12. Pre-Semester & End Semester Theory Examination

INDIRECT:

3. Course end survey (Feedback)

Name of the Course-coordinator: Mrs. S. Sangeetha**Signature with date:****Date:**

ELECTIVE II – English Language Teaching**SEMESTER: VI**
HOURS/WEEK: 6**CODE: U19EG6:2**
CREDIT: 5**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to

CO No.	Course Outcomes	Level	Unit
CO1	Appraise the gained knowledge of the structure of the language.	(K2 - Understand)	I
CO2	Delineate the skills and the aspects of the language effectively.	(K2– Understand)	II
CO3	Execute the function of the language by means of social and cultural background in teaching language.	(K3 – Apply)	III, IV & V
CO4	Scrutinize the various sources of English and inhere the ability to relate English as skill-based subject.	(K4 - Analysis)	III, IV & V
CO5	Determine to teach English for larger groups and be able to take part in group discussions without fear	(K5 - Evaluate)	III, IV & V
CO6	Demonstrate good teaching skills with a heightened awareness of accurate usage of grammar, pronunciation, vocabulary along with mastery over LSRW skills .	(K6 - Create)	I - V

UNIT I**Issues Concerning English Language Teaching****18 Hours**

- a) English as a Global Language
- b) History of English Studies in India
- c) Learning versus Acquisition of Language
- d) Syllabus and Curriculum of English Language Learning

UNIT II**Issues Concerning English Language Teaching (Continued)****18 Hours**

- a) English as a Skill Subject
- b) Testing of Language Skills
- c) Content of English Language Teaching
- d) Teaching English in Large Classes

UNIT III**Teaching Methods****18 Hours**

- a) Grammar – Translation method
- b) Direct method
- c) Structural approach
- d) Situational approach
- e) Communicative approach

UNIT IV**Content of Teaching English****18 Hours**

- a) Teaching Prose
- b) Teaching Poetry
- c) Teaching Vocabulary
- d) Teaching Grammar
- e) Teaching Composition (Writing)
- f) Teaching Reading

UNIT V**Testing and Evaluation of English****18 Hours**

- a) Types of Tests in English
- b) Testing Grammar

UNIT VI**For Further Discussion:****18 Hours**

(Recent advancement in the course - only for discussion – Unit 6 will not be included for examination)

- a. Research on Developing New Methodologies
- b. Effective Strategies for Teaching Vocabulary to Young Learners
- c. Practical Solutions to Real Teaching Challenges
- d. Task-Based Language Teaching
- e. The Benefits of Digital Tools in the Primary Classroom

Topics for Self-Study:

S.No.	Topics	Web Links
1	Research on Developing New Methodologies	https://www.ukessays.com/essays/english-language/methods-and-approaches-of-english-language-teaching-english-language-essay.php
2	Effective Strategies for Teaching Vocabulary to Young Learners	https://www.teachhub.com/teaching-strategies/2019/10/teaching-strategies-5-ideas-for-instructing-vocabulary/
3	Practical Solutions to Real Teaching Challenges	https://www.teachervision.com/blog/morning-announcements/solutions-to-your-biggest-classroom-challenges

4	Task-Based Language Teaching	https://www.languages.dk/archive/pools-m/manuals/final/taskuk.pdf
5	The Benefits of Digital Tools in the Primary Classroom	https://www.medium.com/illumnus/6-advantages-of-digital-learning-5a27c17f97ef

Text Books:

Since the resources for the topics mentioned above are various and sundry the books/ articles have been listed under 'Books for Study'. The discussion cannot be limited to a specific list of book as 'Text Books'. The books listed under 'Books for Study' are chosen on the basis of their content relevance and their availability.

Books for Study:

- Bright, Mc Gregor. *Teaching English as a Second Language* London: Longman ELBS, 2000.
- Gosh, Shastri Das. *Introduction to Language Teaching* Hyderabad: OUP, 2002.
- Richards, Jack C. & Theodore S. Rodgers. *Approaches and Methods in Teaching English Language Teaching*. Cambridge University Press.2001.
- Lado, Robert. *Language Teaching: A Scientific Approach*. New Delhi: Tata McGraw Hill.
- - -. *Linguistics across Cultures: Applied Linguistics for Language Teachers*. University of Michigan Press
- Gass, Susan.M& Larry Selinker. *Second Language Acquisition: An Introductory Course*. Taylor & Francis e-Library, 2008.
- Diane Larsen – Freeman. *Techniques and Principles in Language Teaching*. UK: OUP, 2000.
- Brown,H. Douglas. *Principles of Language Learning and Teaching*. Prentice Hall Regents, 1994.
- Bergmann, Anouschka, Kathleen Currie Hall, Sharon Miriam Ross. *Language Files: Materials for an Introduction to Language and Linguistics*. Ohio: Ohio State Press, 2007.
- Corder, Pit. *Introducing Applied Linguistics*. Penguin Books Ltd.
- Krishnaswamy,N. and T.Sriraman. *English Teaching in India*. Chennai: T.R.Publications.
- Krishnaswamy,N, S.K. Verma and M. Nagarajan. *Modern Applied linguistics*. Chennai: Macmillan India Limited, 2006.
- Ellis, Rod. *Second Language Acquisition*. Oxford: Oxford University Press, 2002.

Web links: (Swayam/nptel/...)

- <https://www.researchgate.net/.../281399312-TEACHING-ENGLISH-AS-SECOND-LANGUAGE>
- <https://www.researchgate.net/.../325930749-Teaching-English-as-a-Foreign-Language>
- <https://www.fluentu.com/blog/educator-english/methodology-of-teaching-english/>
- <https://www.henryharvin.com/blog/different-methods-of-teaching-english/>

SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
I	1.1 English as a Global Language	* Discuss the concerns of teachers of English about the professional challenges which they face, and experience the need for guidance or help.	K2
		* Identify the various factors that are involved in English Language Teaching	K3
	1.2 History of English studies in India	* Interpret the development of English education in India with the help of English Teaching in India since Independence and the ELT Movement in India.	K2
		* Categorize the movements in India and various experiments with truth	K4
	1.3 Learning versus acquisition of language	* Identify the different ways of acquisition of language	K3
	1.4 Syllabus and Curriculum of English Language Learning	* Examine and classify the different levels of learners	K2
* Analyze the syllabus design by focusing on the components of the syllabus.			
II	2.1. English as a skill subject	* Explain the language skills and their uses.	K2
		* Analyze the teaching of language skills in classes.	K4
	2.2 Testing of language skills	* Critically analyse the testing of language skills integrally.	K5
		* Examine the learners to use English in different situations where they need to use English	K4
	2.3. The Content of English Language Teaching	* Assess the second language teaching in which organized around the content that students should acquire.	K5
		* Estimate the acquisition and learning second language when languages is used as a means of acquiring information.	K6

	2.4. Teaching English in large classes	* Define Teaching English in large classes along with the challenges of teaching English as a second language in large classes.	K1
		* Estimate the possible solution for teaching English in large classes through examples, case studies, et.al..	K6
III	3.1 Grammar - Translation Method	* Demonstrate their understanding of the Bilingual language into target language.	K2
	3.2 Direct Method	* Discover their own understanding and their performance.	K4
		* Discuss the importance of Target language and its uses.	K2
		* Examine the doubts of being influenced by the target language.	K4
	3.3 Structural Approach	* Recognize how phonetics is applied to create sentence structure in English.	K1
		* Evaluate how the pronunciation of English is essential for reading in English.	K4
	3.4 Situational approach	* Acquire new vocabulary and gain effective practice in using English in varied situations and contexts	K5
	3.5 Communicative approach	* Discover their level of imagination with objects and new situation.	K4
		* Explore the communication with the help of role play , mime and games.	K4
		* Critically analyse the competence level of the students through their communication.	K5
IV	4.1 Teaching Prose	* Analyse the sentences in a coherent way by focusing on the prose pieces.	K4
		* Discuss the various levels of prose pieces along with the different style of the writers.	K2
	4.2 Teaching Poetry	* Recognize how the spontaneous over flow of words express their feelings.	K1
	4.3 Teaching Vocabulary	* Discuss how to read and understand the poem with imagination and comparison.	K2

		* Demonstrate their understanding of various levels of vocabulary – passive, active and in land vocabulary.	K2
		* Examine how to use the vocabulary and to know the meaning of vocabulary.	K4
	4.4 Teaching Grammar	* Analyze the two different views on grammar and approaches to the teaching of grammar in English classes.	K4
		* Discuss the approaches of teaching grammar.	K6
	4.5 Teaching Composition	* Analyze the procedures in teaching of composition with the exercises of lower and higher classes.	K4
		* Discuss the various methods of teaching composition and different topics for composition.	K2
	4.6 Teaching Reading	* Explain different methods and stages of teaching reading	K5
		* Examine the defects in Reading aloud and in silent reading.	K4
N.B: Unit VI Not to be included for examination			
V	5.1 Types of Tests in English	* Critically analyze as a teacher how to evaluate the learners.	K5
		* Estimate the variety of test along with exercises to test the intellectual level of the learners.	K6
	5.2 Testing Grammar	* Explain the importance of Grammar and its value	K2
		* Explore the different usage of language in line with appropriate grammatical usage.	K4
VI	6.1 Research on Developing New Methodologies	* Explain the different teaching methodologies and theories through illustrations, different strategies to apply curriculum and teaching vocabulary to young learners.	K5 & K6
	6.2 Effective Strategies for teaching vocabulary to young learners		

	6.3 Practical Solutions to Real Teaching Challenges	* Assess the practical solutions for teaching challenges and the use of technology in the classroom.	
	6.4 Task- Based Language Teaching	* Prepare a project / paper on the critical appraisal of preparing lesson plan, benefits of Digital Tools and task-based language teaching.	
	6.5 The Benefits of Digital Tools in the Primary Classroom.		

Year of Revision: 2017-18
MAPPING (CO, PO, PSO)

L-Low

M-Moderate

H- High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	L	M	M	H	L	M	L	M	L	H	M	L
CO2	H	M	M	H	H	H	L	M	L	H	H	M	L
CO3	L	M	H	M	M	L	M	L	M	M	M	H	H
CO4	H	M	M	H	M	H	M	L	M	M	H	L	M
CO5	H	L	M	H	M	L	L	M	L	M	H	M	M
CO6	H	H	M	H	M	H	L	M	M	H	H	M	M

EVALUATION SCHEME:

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25 marks	Tentative declaration	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
4	Attendance (20 %)	-			On-line Entry
5	End Semester Exam	3 hr	75 marks		Closed Book

CHAMBER CONSULTATION HOURS : Will be announced by the individual Instructors.

NOTICES : All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or Whatsapp group

MAKE-UP POLICY : Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

NO RE-TEST FOR SECOND INTERNAL TESTS.

Name of the Course-coordinator : **R.GEETHA**

Signature with date :

Date : **1 December 2020**

ELECTIVE III: INDIAN AND EUROPEAN CLASSICS IN TRANSLATION

Semester: VI
Hours/Week: 6

Course Code : U19EG6:3
Credit: 5

Course Outcomes:

At the end of the course the student will be able to

CO NO.	COURSE OUTCOME	LEVEL	UNIT
CO 1	Discover important concepts, themes and traditions through the study of influential classical texts chosen across the world and apply them to the present contexts and compare and interpret the cultural and philosophical ideologies they find in the world classics to their own culture and tradition.	K4	I
CO 2	Interpret the significance of how translation bridges cultures across the world - ancient and modern.	K2	II & V
CO 3	Find the best of the ethical, ideological and cultural elements from the wide gamut of classical texts from across cultures.	K1	II & III
CO 4	Develop the knowledge of inflections grammatical constructions, and vocabularies found on the pages of classical literary texts.	K3	IV
CO 5	Influence the vernacular language texts and interpret in a common language	K5	I, II, & V
CO 6	Adapt and apply the moral values and life lessons they learn by reading literary classics of the world.	K6	I & II

SYLLABUS:**UNIT I****18 Hours**

Following chapters from G.U. Pope's translation of *Thirukkural*

1. Possession of Love
2. Possession of Self-restraint
3. Veracity

UNIT II**18 Hours**

The Bible : Gospel according to St. John (KJV)
 The Ramayana : Chapter 61 – Anxiety in Lanka
 (Trans. C.Rajagopalachari) : Chapter 65 – The Doctrine of Grace and Surrender

UNIT III**18 Hours**

Henrik Ibsen : A Doll's House (Translated by Mc Fariare– OUP)

Miguel de Cervantes : Don Quixote

UNIT IV**18 Hours**

Anton Chekov : The Confession

Munshi Premchand : Resignation

Maxim Gorky : The Traitor's Mother

Guy de Maupassant : The Diamond Necklace

UNIT V**18 Hours**

Franz Kafka : The Judgment

Sivasankaran Pillai : Chemeen

Topics for Self-Study:

S. No	Topics	Web Links
1.	The Lais of Marie de France - Marie de France	https://www.csub.edu/~cmacquarrie/isle_of_man/documents/texts/marie_de_france.pdf https://www.gutenberg.org/files/11417/11417-h/11417-h.htm
2.	The Inferno- Dante Alighieri	https://www.paskvil.com/file/files-books/dante-01-inferno.pdf
3.	The Sorrows of Young Werther – Johann Wolfgang Von Gothe	https://www.gutenberg.org/files/2527/2527-h/2527-h.htm
4.	Voyage Around My Room – Xavier de Maistre	https://almabooks.com/wp-content/uploads/2016/10/Journey-around-My-Room-Excerpt.pdf
5.	Crime and Punishment – Fyodor Dostoevsky	https://www.planetebook.com/free-ebooks/crime-and-punishment.pdf
6.	The Home and The World – Rabindranath Tagore	https://research.gold.ac.uk/20908/24/RABINDRA_NATH_TAGORE-THE_HOME_AND_THE_WORLD_mobile.pdf

Text Books:

1. G U Pope. Thirukkural: English Translation and Commentary. Create Space Independent Publishing Platform. 2017
2. The Bible. King James Version
3. Rajagopalachari. Ramayana. Bharatiya Vidya Bhavan. 2015
4. Ibsen, Hendrik. A Doll's House. Oxford University Press. 1997.
5. Chekhov, Anton. Selected Stories. Penguin Classics.
6. Sasikumar, Jaya and Paul Gunsekar. Spectrum: An Anthology of Short Stories. Orient Longman PVT LTD. 1977
7. Kafka, Frank. The Collection. ATOZ Classics. 2018.
8. Nair Anita Pillai. Chemmeen: The Enduring Classic. Harper Perennial. 2011

Reference Books:

1. Marudanayagam,P . Ed. *Soul Animating Stories*. Madras : New Century Book House,1994
2. Sundararaju, R. Ed. *Reflections:A Collection of Short Stories*. Madras: Emerald Publishers,1997.
3. *Robin Classics of the World Literature . The Best Short Stories of Franz Kafka . New Delhi: Robin Books,2007,*
4. Rajagopalachari.C . *Ramayana* . Bombay : Bharatiya Vidya Bhavan,1989.

Web links: (Swayam/nptel/...)

1. <https://web.usd475.org/school/jchs/staff/artley/SiteAssets/SitePages/Home/The%20Judgment.pdf>
2. https://en.wikisource.org/wiki/The_Complete_Short_Stories_of_Guy_de_Maupassant/The_Diamond_Necklace

SPECIFIC LEARNING OUTCOMES:

Unit	Course Content	Learning outcomes	Taxonomy Level
	G.U. Pope's translation of <i>Thirukkural</i>		
I	1.1. Possession of Love	Explain the theme of love	K2
	1.2. Possession of Self-restraint	Appraise the moral consciousness	K5

	1.3. Veracity	Support the adage - Truth always triumphs	K5
II	Doctrine of Principles		
	2.1. The Bible - Gospel according to St. John (KJV)	Classify the theme of Morality, love and Sacrifice of Jesus Christ	K2
	2.2. The Ramayana- Chapter 61 – Anxiety in Lanka (Trans. C.Rajagopalachari) : Chapter 65 – The Doctrine of Grace and Surrender	Define the concept of Dharma	K1
III	Realistic Drama		
	3.1. Henrik Ibsen – A Doll’s House (Translated by Mc Fariare– OUP)	Interpret the importance of Women Empowerment.	K5
	3.2 Miguel de Cervantes - Don Quixote	Interpret the concept of Realism.	K5
IV	Short Stories		
	4.1. Anton Chekov - The Confession	Compare and contrast the theme of repentance and guilt.	K2
	4.2. Munshi Premchand - Resignation	Support the expectation of dignity in work place	K5
	4.3. Maxim Gorky - The Traitor’s Mother	Explain the mother and son relationship and also patriotism.	
	4.4. Guy de Maupassant - The Diamond Necklace	Make use of the adage – covet all lose all.	K3
V	Post-Colonial Translations		
	5.1. Franz Kafka - The Judgment	Discuss the mental anguish between father and son relationship	K6
	5.2. Sivasankaran Pillai - Chemeen	Elaborate the traditional life of a fisherman.	K6

MAPPING (CO, PO, PSO)**L-Low****M-Moderate****H- High**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	L	M	-	-	-	M	L	M	M	L	L	M
CO2	H	H	H	M	-	-	M	L	H	M	M	L	H
CO3	M	-	M	M	-	-	L	L	H	M	-	-	M
CO4	M	M	L	L	-	-	L	M	M	M	L	-	M
CO5	-	-	H	M	-	-	M	M	H	L	-	L	H
CO6	M	L	M	L	-	-	M	M	H	M	L	M	H

Name of the Course Coordinator: Dr. A.GEETHANJALI**Signature with date : 28/11/2020**

ELECTIVE III: HUMAN RIGHTS AND LITERATURE: AN INTRODUCTION

Semester: VI
Hours/Week: 6

Course Code: U19EG6:3
Credit: 5

COURSE OBJECTIVES:

- O1. To make the learners to know the basics of human rights and literature.
- O2. To get a fundamental knowledge about the interdisciplinary nature of human rights and literature.
- O3. To understand and evaluate the various functionalities and commonalities in the society through the lens of literature.
- O4. To analyse the root cause of the non-humanitarian factors such as war, violence and other factors related to human rights violations.
- O5. To create awareness and educate the learners with reference to literature and literary genres.

COURSE OUTCOMES:

After the successful completion of this course the students will be able to:

CO No.	Course Outcomes	Level	Unit
CO1	Estimate the contribution of writers of Human Rights and Literatures.	K6	I
CO2	Understand the fundamentals of human rights and literature.	K2	II
CO3	Identify the need of creating awareness and educating others in the establishing the human rights.	K3	III
CO4	Get a fundamental knowledge about the interdisciplinary nature of human rights and literature.	K4	IV
CO5	Analyse the root cause of the non-humanitarian factors such as war, violence and other factors related to human rights violations.	K5	V
CO6	Carry out projects that will demonstrate their deeper understanding of the various functionalities and commonalities in the society through the lens of literature.	K6	V

SYLLABUS:**Unit 1: Human Rights and Literature**

The Concept of Rights , Meaning and Nature and definition , Origin and Development of Human Rights, Classification of rights
 Lynn Hunt: *Inventing Human Rights: A History*

Unit 2: Civil and Political rights (Poem)

Jean Arasanayagam: *Eye Witness*- Nawalapitiya
 Kath Walker: All One Race

Unit 3: Social and cultural Rights (Poem)

Derek Walcott: A Far cry from Africa

Paul L. Dunbar: Sympathy

Unit 4: Women and Child Rights (Poem)

William Blake: The Chimney Sweeper

Ariel Dorfman: Hope

Unit 5: Novel

J.M. Coetzee : *Disgrace*.

Unit 6: For Further Discussion & Self Study

(Not to be included for Internal or External examination)

Arthur Miller : The Crucible

REFERENCES:

1. Coetzee, JM, *Disgrace*, Penguin Books, 2000
2. Hunt, Lynn. *Inventing Human Rights: A History*. New York: W.W. Norton & Company. 2007.
3. McClennen, Sophia A, Moore, Schultheis Alexandra. *The Routledge Companion to Literature and Human Rights*. New York: Routledge. 2016.
4. Nayar, Pramod K. *Human Rights and Literature*. New York: Springer Nature. 2016.
5. Jermy, Waldrom, *Theories of Rights* Oxfords University Press, NewDelhi, 1984.
6. Pramod K. Nayar *Human Rights and Literature: Writing Rights*

WEB LINKS:

1. https://www.ohchr.org/en/ohchr_homepag
2. <https://www.equalityhumanrights.com › human-rights>
3. <https://www.hrw.org/>

SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning outcomes	Blooms Taxonomy Level of Transaction
I			
1.1	The Concept of Rights	Identify how the awareness of human rights influences and modifies the culture, values, traditions, moral values and elevates the lifestyle.	K3
		Relate the basic concepts in Literature to instances of Human Rights violation.	K2
1.2	Meaning and Nature and definition	Analyse the basis and inherent concepts in Human Rights	K4
		Define the idea and nature of Human Rights and match them with real life situations	K1
1.3	Origin and Development of Human Rights	Examine the need for Human Rights and the necessity of it in the current scenario	K4
1.4	Classification of rights	Distinguish the organization of Human Rights and compare it with Literature.	K4
		Demonstrate the Land Rights of Aborigines	K3
1.5	Lynn Hunt: <i>Inventing Human Rights: A History</i>	Justify the importance of understanding the history of Human Rights and defend the basic rights of every Human being	K5
II			
2.1	Jean Arasanayagam : <i>Eye Witness- Nawalapitiya</i>	Elaborate the dire need to build a strong concept of human value in the society by analyzing and observing the narratives of Human Right violations.	K6
2.2	Kath Walker: All One Race	Develop the concept of oneness of Humanity	K6
		Describe the spiritual poverty and degradation of human values.	K2
III			
3.1	Derek Walcott: A Far cry from Africa	Understand the strong undercurrents of racial slur and torment.	K6
		Determine the need to reclaim Human Rights.	K5

3.2	Paul L. Dunbar: Sympathy	Prioritize the value of Human life comparing it with real life narratives.	K5
IV			
4.1	William Blake: The Chimney Sweeper	Infer the motive behind the suppression of a certain sects of the society.	K2
		Choose to identify the problems of the underprivileged.	K3
4.2	Ariel Dorfman: Hope	Identify the current changes in the social order and construct a society of Hope	K3
		Propose to make a change in the society by formulating an action plan to assist the underprivileged.	K6
V			
5.1	J.M. Coetzee: <i>Disgrace</i>	Investigate the psychological and spiritual nature of the women characters in context to the denial of their Human Rights.	K6
		Criticize and defend the status of woman	K5
5.2	Arthur Miller: The Crucible	Assess the marginalizing of the natives and the denial of their basic rights.	K2
		Examine the quest for identity and quest for survival as a Human Right Perception.	K4

MAPPING SCHEME:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	L	M	L	M	M	M	M	H	M	M	M	M
CO2	M	H	M	L	M	H	M	H	H	M	M	H	H
CO3	M	M	H	L	M	H	H	M	H	M	H	H	H
CO4	M	L	H	M	M	M	H	M	M	M	H	H	M
CO5	M	H	M	M	M	H	H	M	M	M	H	M	H
CO6	M	H	M	L	M	M	H	M	H	M	M	M	H

L-Low, M-Moderate, H- High

COURSE ASSESSMENT METHODS

DIRECT:

1. Continuous Assessment Test: T1, T2 : Closed Book
2. Assignments: Open Book Test.
3. Seminar
4. End Semester Examination

INDIRECT:

1. Course end survey (Feedback)

Name of the Course Coordinator: Dr. S. AZARIAH KIRUBAKARAN

Signature