

MA ENGLISH

Syllabus

Program Code: PEN

2023-2024 onwards



MANNAR THIRUMALAI NAICKER

COLLEGE(AUTONOMOUS)

Re-accredited with "A" Grade by NAAC

PASUMALAI, MADURAI – 625 004

**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS),
MADURAI – 625 004
MA ENGLISH., CURRICULUM**

(For the student admitted during the academic year 2023-2024 onwards)

Course Code	Title of the Course	Hrs	Credits	Maximum Marks		
				Int	Ext	Total
FIRST SEMESTER						
23PENCC11	Core- I- English Poetry	6	5	25	75	100
23PENCC12	Core II – English Drama	6	5	25	75	100
23PENCC13	Core III- English Fiction	6	4	25	75	100
23PENECE11	Elective I-Indian Writing In English	6	3	25	75	100
23PENECE12	Elective II- Theatre Art	6	3	25	75	100
Total		30	20	125	375	500
SECOND SEMESTER						
23PENCC21	Core – IV American Literature	6	5	25	75	100
23PENCC22	Core – V Shakespeare Studies	6	5	25	75	100
23PENCC23	Core – VI Post-colonial Theory and Literature	6	4	25	75	100
23PENECE21	Elective – III Approaches to English Language Teaching	4	3	25	75	100
23PENECE22	Elective – IV A Glimpse of Nobel Laureates	4	3	25	75	100
23PENSC21	Skill Enhancement Course [SEC I] – Technology In Teaching English	2	2	25	75	100
Total		28	22	150	450	600

23PENIN31	Internship* Industrial Activity	-	-	-	-	-
-----------	---------------------------------	---	---	---	---	---

Semester	Sub Code	List of Elective Courses
I	23PENEL11	Indian Writing in English
I	23PENEL12	Theatre Art
II	23PENEL21	Approaches to English Language Teaching
II	23PENEL22	A Glimpse of Nobel Laureates

FIRST SEMESTER



MANNAR THIRUMALAI NAICKER COLLEGE
(AUTONOMOUS)
DEPARTMENT OF ENGLISH
For those who joined in 2023-2024 and after

Course Name	English Poetry			
Course Code	23PENCC11	L	P	C
Category	Core	6	-	5
COURSE OBJECTIVES:				
<ul style="list-style-type: none"> ➤ To familiarize students with English Poetry starting from Medieval England to 17th Century. ➤ To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc. ➤ A good comprehension of History of English literature is enabled. ➤ Differentiation among the various stages of English could be identified by students. ➤ Critical approaches towards various literary forms can be learnt. 				
UNIT - I	Middle English Poetry	15		
Chaucer: "The General Prologue": Pardoner, The Nun, Additional Reading: Doctor, Friar				
UNIT - II	Elizabethan Poetry	15		
Spenser: "Epithalamion"				
John Donne: "A Valediction: Forbidden Mourning", "The Canonization"				
UNIT - III	Seventeenth Century Poetry	15		
John Milton – Paradise Lost- Book IX, Andrew Marwell: "To His Coy Mistress"				
UNIT - IV	Eighteenth Century Poetry	15		
Eighteenth Century Poetry – Dryden "Absalom and Achitophel" Lines 150 – 476 Gray "Elegy"/"The Bard"/"On a Favourite Cat Drowned in a tub of Goldfishes" Burns "Holy Willie's Prayer", "Auld Lang Syne"				
UNIT - V	Modern Poetry	15		
Rupert Brooke: "The Soldier" Wilfred Owen: "Anthem for Doomed Youth" W.H. Auden: "Elegy on the Death of W. B. Yeats" & "Musee des Beaux Arts" Dylan Thomas: "Do Not Go Gentle Into That Good Night" & "Poem in October" Philip Larkin: "Whitsun Weddings" Ted Hughes: "Hawk Roosting" & "Life After Death" Seamus Heaney: "Digging" Carol Ann Duffy: "Standing Female Nude" Eavan Boland: "Achilles Woman"				
Total Lecture Hours				90

BOOKS FOR STUDY:

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

BOOKS FOR REFERENCES:

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

WEB SOURCES:

<http://www.english.org.uk/chaucer/htm>

<https://www.britannica.com/topic/The-Canonization>

https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton

<https://www.britannica.com/topic/Absalom-and-Achitophel>

https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm

Nature of Course	EMPLOYABILITY		SKILL ORIENTED		✓	ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL		GLOBAL	✓
Changes Made in the Course	Percentage of Change		No Changes Made			New Course		✓

* Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.

COURSE OUTCOMES:	K LEVEL
-------------------------	----------------

After studying this course, the students will be able to:

CO1	Students will gain ideas about the old English writing style.	K1 to K5
CO2	The knowledge about various forms of poetry during different centuries can be well comprehended.	K1 to K5
CO3	Evaluate various poets as representatives of their periods	K1 to K5
CO4	Trace the evolution of various literary movements	K1 to K5
CO5	Justify British Poetry as an aesthetic record of the societies concerned	K1 to K5

MAPPING WITH PROGRAM OUTCOMES:									
---------------------------------------	--	--	--	--	--	--	--	--	--

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6				
CO1	S	S	S	S	S	M				
CO2	M	S	S	M	M	S				
CO3	S	S	M	M	S	M				
CO4	S	S	M	M	S	M				
CO5	S	S	S	S	M	S				

S- STRONG

M – MEDIUM

L - LOW

CO / PO MAPPING:					
-------------------------	--	--	--	--	--

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	2	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
WEIGHTAGE	15	15	15	14	15
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	30	30	30	28	30

LESSON PLAN:			
---------------------	--	--	--

UNIT	English Poetry: From Chaucer to 20 th Century.	HRS	PEDAGOGY
I	Canterbury Tales- Prologue, Additional Reading, Pardoner, Doctor of Physic, Nun, Friar	18	Lecture, PPT
II	Background of Elizabethan Age, Spenser - Epithalamion, Metaphysical Poetry, and John Donne – Biography, A Valediction: Forbidden Mourning, The Canonization.	18	Lecture, PPT
III	John Milton – Paradise Lost- Book IX, Andrew Marwell: “To His Coy Mistress”	18	Lecture, PPT

IV	18 th Century Poetry -Dryden "Absalom andAchitophel" Lines 150 - 476 Gray "Elegy"/"The Bard", "On a Favourite Cat Drowned in a tub of Goldfishes" Burns"HolyWillie's Prayer"AuldLang Syne"	18	Lecture, PPT
V	An Introduction to Modern Poetry. Rupert Brooke: "The Soldier" Wilfred Owen:"Anthem for Doomed Youth" W.H.Auden:"Elegy on the Death of W. B. Yeats" & "Musee des Beaux Arts" Dylan Thomas:"Do Not Go Gentle Into That Good Night" & "Poem in October" Philip Larkin:"Whitsun Weddings" Ted Hughes: "Hawk Roosting" &"Life After Death" Seamus Heaney:"Digging" Carol Ann Duffy:"Standing Female Nude" Eavan Boland:"Achilles Woman"	18	Lecture

Learning Outcome Based Education & Assessment (LOBE)						
Formative Examination - Blue Print						
Articulation Mapping – K Levels with Course Outcomes (COs)						
Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K5	2	K1,K2	2(K3,K3)	1(K4,K4)
AI	CO2	K1 – K5	2	K1,K2	2(K4,K4)	1(K5,K5)
CI	CO3	K1 – K5	2	K1,K2	2(K4,K4)	1(K4,K4)
AII	CO4	K1 – K5	2	K1,K2	2(K3,K3)	1(K5,K5)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	2	3.57	7.14
	K2	2	-	-	2	3.57	
	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	
	K5			16	16	28.57	
	Marks	4	20	32	56	100	100
CIA II	K1	2	-	-	2	3.57	7.14
	K2	2	-	-	2	3.57	
	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	
	K5			16	16	28.57	
	Marks	4	20	32	56	100	100

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)

S.No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K5	2	K1 ,K2	2(K3)	2(K4)
2	CO2	K1-K5	2	K1 ,K2	2(K4)	2(K5)
3	CO3	K1-K5	2	K1 ,K2	2(K3)	2(K4)
4	CO4	K1-K5	2	K1 ,K2	2(K4)	2(K5)
5	CO5	K1-K5	2	K1 ,K2	2(K3)	2(K4)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(Figures in parenthesis denotes, questions should be asked with the given K level)						

Distribution of Marks with K Level

K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	5	3.5	7
K2	5	-	-	5	3.5	
K3	-	30	-	30	21.42	93
K4	-	20	48	68	48.57	
K5	-	-	32	32	23	
Marks	10	50	80	140	100	100

NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.

Summative Examinations - Question Paper – Format

Q.No.	Unit	CO	K-level		
Answer ALL the questions				PART – A	
				(10 x 1 = 10 Marks)	
1.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
2.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
3.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
4.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
5.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
6.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
7.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
8.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
9.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
10.	Unit - V	CO5	K1		
				a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
OR					
15. b)	Unit - V	CO5	K4		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K4		
OR					
17. b)	Unit - II	CO2	K4		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K3		
OR					
20. b)	Unit - V	CO5	K3		



MANNAR THIRUMALAI NAICKER COLLEGE
(AUTONOMOUS)
DEPARTMENT OF ENGLISH
For those who joined in 2023-2024 and after

Course Name	ENGLISH DRAMA			
Course Code	23PENCC12	L	P	C
Category	Core	6	-	5

COURSE OBJECTIVES:

1. To acquaint the students with the origin of drama in Britain
2. Different stages of British Drama and its evolution in the context of theatre can be understood by the students.
3. Socio-cultural scenario can be well comprehended through a study of representative texts from the Elizabethan age to 20th century.
4. Evaluating different forms of drama from the historical background could be learnt.
5. Understanding dramatic techniques implied by the pioneers of English drama

UNIT - I Beginnings of Drama 18

Miracle and Morality Plays –Everyman
The Senecan and Revenge Tragedy – Thomas Kyd-The Spanish Tragedy

UNIT - II Elizabethan Theatre 18

Theatres, Theatre groups, audience, actors and conventions
Tragedy and Comedy
Christopher Marlowe –The Jew of Malta
Ben Jonson – Volpone

UNIT - II] Jacobean Drama 18

John Webster –The White Devil

UNIT - IV Restoration 18

William Congreve - The Way of the World
Irish Dramatic Movement
J.M Synge – The Playboy of the Western World

UNIT - V Epic Theatre 18

Bertolt Brecht Mother Courage and her Children
Comedy of Menace
Harold Pinter :Birthday Party
Post-Modern Drama
Samuel Beckett :Waiting for Godot

Total Lecture Hours	90 Hrs
----------------------------	---------------

BOOKS FOR STUDY:

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

BOOKS FOR REFERENCES:

- Una Ellis-Fermor, 1965, *The Jacobean Drama: An Interpretation*, Methuen & Co., London.
- Allardyce Nicoll, 1973, *British Drama*, Harrap, London.
- Bradbrook, M.C., 1979, *Themes and Conventions of Elizabethan Tragedy*, Vikas Publishing House Pvt., Ltd., (6th ed) New Delhi.
- Michael Hathaway, 1982, *Elizabethan Popular Theatre: Plays in Performance*, Routledge, London.
- Kinney, Arthur F., 2004, *A Companion to Renaissance Drama*, Oxford: Blackwell Publishing. <https://www.britannica.com/art/epic-theatre>

WEB RESOURCES:

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

Nature of Course	EMPLOYABILITY		SKILL ORIENTED		√	ENTREPRENEURSHIP	
Curriculum Relevance	LOCAL	REGIONAL		NATIONAL		GLOBAL	√
Changes Made in the Course	Percentage of Change		No Changes Made		New Course		√

*** Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.**

COURSE OUTCOMES:**K LEVEL**

After studying this course, the students will be able to:

CO1	Appraise various aspects of drama and theatre	K1 to K5
CO2	Identify drama and performance as a cultural process and an artistic discourse	K1 to K5
CO3	Evaluate plot structure, characterization and dialogue	K1 to K5
CO4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages	K1 to K5
CO5	Examine the sequential course dealing with Modern and Postmodern British Drama	K1 to K5

MAPPING WITH PROGRAM OUTCOMES:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S				
CO2	M	S	S	S	M	S				
CO3	S	S	S	M	S	S				
CO4	S	S	S	S	S	S				
CO5	S	M	S	S	S	S				

S- STRONG**M – MEDIUM****L - LOW****CO / PO MAPPING:**

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
WEIGHTAGE	15	15	15	15	15
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3.0	3.0	3.0	3.0	3.0

LESSON PLAN:

UNIT	BRITISH DRAMA	HRS	PEDAGOGY
I	Beginnings of Drama Miracle and Morality Plays –Everyman The Senecan and Revenge Tragedy-Thomas Kyd-The Spanish Tragedy	18 hrs	Lecture and Discussion
II	Elizabethan Theatre Theatres, Theatre groups, audience, actors and conventions Tragedy and Comedy Christopher Marlowe –The Jew of Malta Ben Jonson - Volpone	18 hrs	Lecture and Discussion
III	Jacobean Drama - John Webster – The White Devil	18 hrs	Lecture and Discussion
IV	Restoration - William Congreve – The Way of the World Irish Dramatic Movement	18 hrs	Lecture and Discussion

	J.M Synge – The Playboy of the Western World		
V	Epic Theatre Bertolt Brecht - Mother Courage and her Children Comedy of Menace Harold Pinter - Birthday Party Post-Modern Drama Samuel Beckett - Waiting for Godot	18 hrs	Lecture and Discussion

Learning Outcome Based Education & Assessment (LOBE)						
Formative Examination - Blue Print						
Articulation Mapping – K Levels with Course Outcomes (COs)						
Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K5	2	K1,K2	2(K3,K3)	1(K4,K4)
AI	CO2	K1 – K5	2	K1,K2	2(K4,K4)	1(K5,K5)
CI	CO3	K1 – K5	2	K1,K2	2(K4,K4)	1(K4,K4)
AII	CO4	K1 – K5	2	K1,K2	2(K3,K3)	1(K5,K5)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	2	3.57	7.14
	K2	2		-	2	3.57	
	K3	-	10	-	10	17.8	
	K4	-	10	16	26	46.42	92.79
	K5	-	-	16	16	28.57	
	Marks	4	20	32	56	100	100
CIA II	K1	2	-	-	2	3.57	7.14
	K2	2		-	2	3.57	
	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	

	K5	-	-	16	16	28.57	
	Marks	4	20	32	56	100	100

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)						
S.No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
2	CO2	K1-K5	2	K1 ,K2	2 (K4,K4)	2(K5,K5)
3	CO3	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
4	CO4	K1-K5	2	K1 ,K2	2 (K4,K4)	2(K5,K5)
5	CO5	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(Figures in parenthesis denotes, questions should be asked with the given K level)						

Distribution of Marks with K Level						
K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	5	3.5	7
K2	5	-	-	5	3.5	
K3	-	30	-	30	21.42	93
K4	-	20	48	68	48.57	
K5	-	-	32	32	23	
Marks	10	50	80	140	100	100
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.						

Summative Examinations - Question Paper – Format

Q.No.	Unit	CO	K-level		
Answer ALL the questions				PART – A	(10 x 1 = 10 Marks)
1.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
2.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
3.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
4.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
5.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
6.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
7.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
8.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
9.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
10.	Unit - V	CO5	K1		
				a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
OR					
15. b)	Unit - V	CO5	K4		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K4		
OR					
17. b)	Unit - II	CO2	K4		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K3		
OR					
20. b)	Unit - V	CO5	K3		



MANNAR THIRUMALAI NAICKER COLLEGE
(AUTONOMOUS)
DEPARTMENT OF ENGLISH
For those who joined in 2023-2024 and after

Course Name	ENGLISH FICTION			
Course Code	23PENCC13	L	P	C
Category	Core-III	6	-	4

COURSE OBJECTIVES:

- To familiarize the students with the origin and development of the British Novel up to the 20th Century.
- The contents of the paper are meant to throw light on various concepts and theories of the novel.
- To understand the social background base on the prescribed novels.
- Identifying and differentiating various forms of novels.
- Trying hands in writing a piece of work on their own.

UNIT - I Novel as a Form 18

Concepts and Theories about the Novel;
 Poetics of the Novel – definition, types, narrative modes: omniscient narration.
 Allegorical Novel and Satire
 John Bunyan –The Pilgrim’s Progress
 Jonathan Swift - Gulliver’s Travels

UNIT - II The New World Novel 18

Picaresque Novel
 Daniel Defoe Robinson Crusoe
 Laurence Stern: Tristram Shandy

UNIT - III Middle Class Novel of Manners 18

Jane Austen-Emma

UNIT - IV Women’s Issues 18

Charlotte Bronte-Jane Eyre

UNIT - V Liberal Humanism, Individual Environment and Class Issues 18

Lawrence-The Rainbow ,
 James Joyce- Portrait of the Artist as a Young Man

Total Lecture Hours	90
----------------------------	-----------

BOOKS FOR STUDY:

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

BOOKS FOR REFERENCES:

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

WEB RESOURCES:

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

Nature of Course	EMPLOYABILITY		SKILL ORIENTED		✓	ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL		GLOBAL	✓
Changes Made in the Course	Percentage of Change		No Changes Made			New Course		✓
* Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.								

COURSE OUTCOMES:**K LEVEL**

After studying this course, the students will be able to:

CO1	A wide knowledge about different types of novels can be mastered by the students	K1 to K5
CO2	Students can learn the art of writing different forms of novel with the learned notions.	K1 to K5
CO3	Evaluate Social, domestic and gothic novels.	K1 to K5
CO4	Assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic movement.	K1 to K5
CO5	Infer themes relating to the turn of the century events through close reading of text.	K1 to K6

MAPPING WITH PROGRAM OUTCOMES:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6				
CO1	S	S	S	S	S	S				
CO2	M	S	S	S	M	S				
CO3	S	S	S	M	S	S				
CO4	S	S	S	S	S	S				
CO5	S	M	S	S	S	S				

S- STRONG

M – MEDIUM

L - LOW

CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	2	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
WEIGHTAGE	15	15	15	14	15
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3.0	3.0	3.0	2.8	3.0

LESSON PLAN:

UNIT	British Fiction	HRS	PEDAGOGY
I	Novel as a Form, Concepts and Theories about the Novel; Poetics of the Novel – definition, types, narrative modes: omniscient narration. Allegorical Novel and Satire John Bunyan The Pilgrim’s Progress Jonathan Swift Gulliver’s Travels	18	Chalk and Talk, PowerPoint presentations, video lectures Tutorial activities for Gulliver’s Travels: Debates, role play and peer team quiz
II	The New World Novel: Daniel Defoe : Robinson Crusoe Picaresque Novel Laurence Stern : Tristram Shandy.	18	Chalk and Talk, PowerPoint presentations, video lectures Tutorial activities for Robinson Crusoe: Travel writing essay competition, role play
III	Middle Class Novel of Manners : Jane Austen Emma	18	Chalk and Talk, Seminars, Assignments, PowerPoint presentations, video lectures Tutorial activities for Emma: Debate on the role of women in society, creating short videos based on specific scenes from the novel

IV	Women's Issues: Charlotte Bronte ,Jane Eyre	18	Seminars, Assignments, PowerPoint presentations, video lectures, guest lectures Tutorial activities for Jane Eyre: Debate on the role of women in society, creating short videos based on specific scenes from the novel
V	Liberal Humanism, Individual Environment and Class Issues -Lawrence :The Rainbow, James Joyce Portrait of the Artist as a Young Man	18	Seminars, Assignments, PowerPoint presentations, video lectures, guest lectures Tutorial activities for The Rainbow: Debate on the contemporary society, creating short videos based on specific scenes from the novel

Learning Outcome Based Education & Assessment (LOBE)						
Formative Examination - Blue Print						
Articulation Mapping – K Levels with Course Outcomes (COs)						
Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K5	2	K1,K2	2(K3,K3)	1(K4,K4)
AI	CO2	K1 – K5	2	K1,K2	2(K4,K4)	1(K5,K5)
CI	CO3	K1 – K5	2	K1,K2	2(K4,K4)	1(K4,K4)
AII	CO4	K1 – K5	2	K1,K2	2(K3,K3)	1(K5,K5)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	2	3.57	7.14
	K2	2		-	2	3.57	
	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	
	K5	-		16	16	28.57	
	Marks	4	20	32	56	100	100
CIA II	K1	2	-	-	2	3.57	7.14
	K2	2		-	2	3.57	
	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	
	K5	-	-	16	16	28.57	
	Marks	4	20	32	56	100	100

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)						
S.No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K5	2	K1 ,K2	2(K3,k3)	2(K4,K4)
2	CO2	K1-K5	2	K1 ,K2	2(K4,K4)	2(K5,K5)
3	CO3	K1-K5	2	K1 ,K2	2(K3,K3)	2(K4,K4)
4	CO4	K1-K5	2	K1 ,K2	2(K4,K4)	2(K5,K5)
5	CO5	K1-K5	2	K1 ,K2	2(K3,K3)	2(K4,K4)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(Figures in parenthesis denotes, questions should be asked with the given K level)						

Distribution of Marks with K Level						
K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	5	3.5	7
K2	5	-	-	5	3.5	
K3	-	30	-	30	21.42	93
K4	-	20	48	68	48.57	
K5	-	-	32	32	23	
Marks	10	25	80	140	100	100

NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.

Summative Examinations - Question Paper – Format

Q.No.	Unit	CO	K-level		
Answer ALL the questions				PART – A	
				(10 x 1 = 10 Marks)	
1.	Unit - I	CO1	K1	a)	b)
				c)	d)
2.	Unit - I	CO1	K1	a)	b)
				c)	d)
3.	Unit - II	CO2	K2	a)	b)
				c)	d)
4.	Unit - II	CO2	K2	a)	b)
				c)	d)
5.	Unit - III	CO3	K1	a)	b)
				c)	d)
6.	Unit - III	CO3	K1	a)	b)
				c)	d)
7.	Unit - IV	CO4	K2	a)	b)
				c)	d)
8.	Unit - IV	CO4	K2	a)	b)
				c)	d)
9.	Unit - V	CO5	K1	a)	b)
				c)	d)
10.	Unit - V	CO5	K1	a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
OR					
15. b)	Unit - V	CO5	K4		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K4		
OR					
17. b)	Unit - II	CO2	K4		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K3		
OR					
20. b)	Unit - V	CO5	K3		



MANNAR THIRUMALAI NAICKER COLLEGE
(AUTONOMOUS)
DEPARTMENT OF ENGLISH
For those who joined in 2023-2024 and after

Course Name	INDIAN WRITING IN ENGLISH			
Course Code	23PENEC11	L	P	C
Category	Core	6	-	3

COURSE OBJECTIVES:

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

UNIT - I POETRY **15**

Sri Aurobindo:	<i>Tiger and the Deer, Rose of God</i>
Toru Dutt:	<i>The Lotus, Our Casuarina Tree</i>
Sarojini Naidu:	<i>Palanquin Bearers, Coromandel Fishers</i>

UNIT - II POETRY **15**

Kamala Das:	<i>Looking Glass, An Introduction to</i>
R.Parthasarathy:	<i>A River Once, Under the Sky</i>
Nissim Ezekiel:	<i>Morning Prayer, Enterprise.</i>

UNIT - III DRAMA **15**

Girish Karnad:	<i>Nagamandala.</i>
Asif Currimbhoy:	<i>Inquilab</i>

UNIT - IV PROSE **15**

Sri Aurobindo:	<i>The Essence of poetry, Style and Substance (from 'The Future Poetry')</i>
Dr. S. Radhakrishnan :	<i>Emerging World Society</i>
Dr. A. P. J. Abdul Kalam :	<i>Orientation (Wings of Fire).</i>

UNIT - V FICTION **15**

Anita Desai:	<i>Where Shall we go this Summer?</i>
Shashi Deshpande:	<i>Roots and Shadows</i>

Total Lecture Hours **75**

BOOKS FOR STUDY:

- Ramamurti, K.S. (ed.). *Twentyfive Indian Poets in English* Macmillan. 1995.

BOOKS FOR REFERENCES:

- K.R. Srinivasalyengar, 1962, –History of Indian Writing in English, Sterling Publishers, New Delhi.
- Herbert H. Gowen, 1975, *A History of Indian Literature*, Seema Publications, Delhi.
- K. Satchidanandan, 2003, *Authors, Texts, Issues: Essays on Indian literature*, Pencraft International, New Delhi.
- Amit Chandri, 2001, *The Picador Book of Modern Indian Literature*, Macmillan, London.
-

WEB RESOURCES:

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

Nature of Course	EMPLOYABILITY		√	SKILL ORIENTED		√	ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL	√	REGIONAL	√	NATIONAL	√	GLOBAL		
Changes Made in the Course	Percentage of Change		100	No Changes Made			New Course		
* Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.									

COURSE OUTCOMES:		K LEVEL
After studying this course, the students will be able to:		
CO1	Understand the themes of Indian Writing in English.	K1 to K5
CO2	Identify the major trends in Indian Writing in English.	K1 to K5
CO3	Examine the background and settings of the prescribed texts.	K1 to K5
CO4	Evaluate the cultural significance of Indian English Literature.	K1 to K5
CO5	The exposure to diverse culture and literature will further enlighten them about socio-cultural scenario in the contemporary era.	K1 to K5

MAPPING WITH PROGRAM OUTCOMES:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6				
CO1	S	S	S	S	S	M				
CO2	M	S	S	M	M	S				
CO3	S	S	M	M	S	M				
CO4	S	S	S	S	M	S				
CO5	S	M	S	S	S	S				

S- STRONG**M – MEDIUM****L – LOW****CO / PO MAPPING:**

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	2	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
WEIGHTAGE	15	15	15	14	15
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3.0	3.0	3.0	2.8	3.0

LESSON PLAN:

UNIT	INDIAN WRITING IN ENGLISH	HRS	PEDAGOGY
I	Introduction to Indian Literature, Pre and Post-Independence writers. Poetry Sri Aurobindo: <i>Tiger and the Deer, Rose of God</i> Toru Dutt: <i>The Lotus, Our Casuarina Tree</i> Sarojini Naidu: <i>Palanquin Bearers, Coromandel Fishers</i>	15	Lecture, Discussion
II	Exploring Modern Indian poets and poetry. Kamala Das: <i>Looking Glass, An Introduction to</i> R.Parthasarathy: <i>A River Once, Under the Sky</i> Nissim Ezekiel: <i>Morning Prayer, Enterprise.</i>	15	Lecture and Discussion
III	Introduction to various Indian theaters. Girish Karnad: <i>Nagamandala.</i> Asif Currimbhoy: <i>Inquilab</i>	15	Lecture, Discussion

IV	Prose Sri Aurobindo: <i>The Essence of poetry, Style and Substance</i> (from 'The Future Poetry') Dr. S. Radhakrishnan : <i>Emerging World Society</i> Dr. A. P. J. Abdul Kalam : <i>Orientation</i> (Wings of Fire).	15	Lecture and Discussion
V	Introduction to Indian Feminism and Novels Anita Desai: <i>Where Shall we go this Summer?</i> Shashi Deshpande: <i>Roots and Shadows</i>	15	Lecture, Discussion

Learning Outcome Based Education & Assessment (LOBE) Formative Examination - Blue Print Articulation Mapping – K Levels with Course Outcomes (COs)						
Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K5	2	K1,K2	2(K3,K3)	1(K4,K4)
AI	CO2	K1 – K5	2	K1,K2	2(K4,K4)	1(K5,K5)
CI	CO3	K1 – K5	2	K1,K2	2(K4,K4)	1(K4,K4)
AII	CO4	K1 – K5	2	K1,K2	2(K3,K3)	1(K5,K5)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	2	3.57	7.14
	K2	2	-	-	2	3.57	
	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	
	K5		-	16	16	28.57	
	Marks	4	20	32	56	100	100
K5 CIA II	K1	2	-	-	2	3.57	7.14
	K2	2	-	-	2	3.57	
	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	
	K5		-	16	16	28.57	
	Marks	4	20	32	56	100	100

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)

S.No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K5	2	K1 ,K2	2(K3,K3)	2(K4,K4)
2	CO2	K1-K5	2	K1 ,K2	2(K4,K4)	2(K5,K5)
3	CO3	K1-K5	2	K1 ,K2	2(K3,K3)	2(K4,K4)
4	CO4	K1-K5	2	K1 ,K2	2(K4,K4)	2(K5,K5)
5	CO5	K1-K5	2	K1 ,K2	2(K3,K3)	2(K4,K4)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(Figures in parenthesis denotes, questions should be asked with the given K level)						

Distribution of Marks with K Level

K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	5	3.5	7
K2	5	-	-	5	3.5	
K3	-	30	-	30	21.42	93
K4	-	20	48	68	48.57	
K5	-	-	32	32	23	
Marks	10	50	80	140	100	100
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.						

Summative Examinations - Question Paper – Format

Q.No.	Unit	CO	K-level		
Answer ALL the questions				PART – A	
				(10 x 1 = 10 Marks)	
1.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
2.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
3.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
4.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
5.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
6.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
7.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
8.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
9.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
10.	Unit - V	CO5	K1		
				a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
OR					
15. b)	Unit - V	CO5	K4		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K4		
OR					
17. b)	Unit - II	CO2	K4		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K3		
OR					
20. b)	Unit - V	CO5	K3		



MANNAR THIRUMALAI NAICKER COLLEGE
(AUTONOMOUS)
DEPARTMENT OF ENGLISH
For those who joined in 2023-2024 and after

Course Name	THEATRE ART			
Course Code	23PENEC12	L	P	C
Category	Ex: Core	6	-	3

COURSE OBJECTIVES:

- To introduce the learners to the literary aspect of dramas.
- To familiarize Theatre as an art form.
- To introduce the concepts of directing and stage management.
- To inculcate in the students the role of Theatre in society.
- To familiarize the students with the components of acting.

UNIT - I **15**

Drama as a performing art, Relation between drama and theatre The role of theatre The need for permanent theatres.

UNIT - II **15**

Greek theatre Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre Designing for a particular theatre, The Eastern theatre-conventional and the non-conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.

UNIT - III **15**

Fundamentals of Play directing: Concept, technique, physical balance, demonstration The director and the stage

UNIT - IV **15**

Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.

UNIT - V **15**

Reactions against the theatre of illusion Expressionism and dramatic symbolism Stage design in the modern world Lighting in the modern world Word versus spectacles

Total Lecture Hours	75
----------------------------	-----------

BOOKS FOR STUDY:

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

BOOKS FOR REFERENCES:

➤ Balme, Christopher B. *The Cambridge Introduction to Theatre Studies*. Cambridge University Press, 2008

- Leach, Robert. *Theatre Studies: The Basics*. Routledge, 2013.

WEB RESOURCES:

https://paradisevalley.libguides.com/the111/theatre_history_websites

<https://www.britannica.com/place/England/Performing-arts>

https://www.worldhistory.org/Greek_Theatre/

https://archive.org/details/fundamentalsofpl0000dean_y3x3

<http://scriptclickcreate.weebly.com/acting.html>

<https://www.britannica.com/art/theater-building/Production-aspects-of-Expressionist-theatre>

Nature of Course	EMPLOYABILITY		SKILL ORIENTED		√	ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL		GLOBAL	√
Changes Made in the Course	Percentage of Change		No Changes Made			New Course		√
* Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.								

COURSE OUTCOMES:**K LEVEL**

After studying this course, the students will be able to:

CO1	Understand a broad range of theatrical disciplines and Experiences	K1 to K4
CO2	Identify the diversity of theatrical experiences and the role of theatre in society	K1 to K4
CO3	Discover the relationships among the various facets of Theatre	K1 to K4
CO4	Estimate drama as a performing art and the aspects of Stagecraft	K1 to K4
CO5	The exposure to diverse components of acting and techniques	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6				
CO1	S	S	S	S	S	S				
CO2	M	S	S	S	M	S				
CO3	S	S	S	M	S	S				
CO4	S	S	S	S	S	S				
O5	S	M	S	S	S	S				
S- STRONG			M - MEDIUM				L - LOW			

CO / PO MAPPING:					
CO / PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
WEIGHTAGE	15	15	15	15	15
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3.0	3.0	3.0	3.0	3.0

LESSON PLAN:

UNIT	THEATRE ART	HRS	PEDAGOGY
I	Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres.	15	Lecture, Discussion
II	Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre, Designing for a particular theatre, The Eastern theatre-conventional and the non-conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.	15	Lecture and Discussion
III	Fundamentals of Play directing: Concept, technique, physical balance, demonstration, The director and the stage	15	Lecture, Discussion
IV	Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.	15	Lecture and Discussion
V	Reactions against the theatre of illusion, Expressionism and dramatic symbolism, Stagedesign in the modern world, Lighting in the modern world, Word versus spectacles	15	Lecture, Discussion

**Learning Outcome Based Education & Assessment (LOBE)
Formative Examination - Blue Print
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K5	2	K1,K2	2(K3,K3)	1(K4,K4)
AI	CO2	K1 – K5	2	K1,K2	2(K4,K4)	1(K5,K5)
CI	CO3	K1 – K5	2	K1,K2	2(K4,K4)	1(K4,K4)
AII	CO4	K1 – K5	2	K1,K2	2(K3,K3)	1(K5,K5)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II

	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	5	-	-	5	3.5	7
	K2	5	-	-	5	3.3	
	K3	-	30	-	30	21.42	93
	K4	-	20	48	68	48.57	
	K5	-	-	32	32	23	
	Marks	10	50	50	140	100	100
CIA II	K1	5	-	-	5	3.5	7
	K2	5	-	-	5	3.3	
	K3	-	30	-	30	21.42	93
	K4	-	20	48	68	48.57	
	K5	-	-	32	32	23	
	Marks	10	50	50	140	100	100

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)

S.No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K5	2	K1, K2	2 (K3,K3)	2(K4,K4)
2	CO2	K1-K5	2	K1, K2	2 (K4,K4)	2(K5,K5)
3	CO3	K1-K5	2	K1, K2	2 (K3,K3)	2(K4,K4)
4	CO4	K1-K5	2	K1, K2	2 (K4,K4)	2(K5,K5)
5	CO5	K1-K5	2	K1, K2	2 (K3,K3)	2(K4,K4)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(Figures in parenthesis denotes, questions should be asked with the given K level)						

Distribution of Marks with K Level

K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	5	3.5	7
K2	5	-	-	5	3.5	
K3	-	30	-	30	21.42	93
K4	-	20	48	68	48.57	
K5	-	-	32	32	23	
Marks	10	50	80	140	100	100

NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.

Summative Examinations - Question Paper – Format

Q.No.	Unit	CO	K-level		
Answer ALL the questions				PART – A	(10 x 1 = 10 Marks)
1.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
2.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
3.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
4.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
5.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
6.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
7.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
8.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
9.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
10.	Unit - V	CO5	K1		
				a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
OR					
15. b)	Unit - V	CO5	K4		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K4		
OR					
17. b)	Unit - II	CO2	K4		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K3		
OR					
20. b)	Unit - V	CO5	K3		

SECOND SEMESTER

Total Lecture Hours	75
BOOKS FOR STUDY:	
➤ Willis Wagner : American Literature - A World View	
BOOKS FOR REFERENCES:	
➤ Marcus Cunliffe: Sphere History of Literature -American Literature to 1900.	
➤ BorisFord: the New PelicanGuidetoEnglishLiterature-Vol.9.AmericanLiterature.	
WEB RESOURCES:	
https://www.thoughtco.com/american-literary-periods-741872	
https://www.poetryfoundation.org/poets/walt-whitman	
https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/	
https://www.britannica.com/art/American-literature	
https://ivypanada.com/essays/edgar-allan-poes-and-herman-melville- comparison/	

Nature of Course	EMPLOYABILITY		SKILL ORIENTED		√	ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL		GLOBAL	√
Changes Made in the Course	Percentage of Change		No Changes Made			New Course		√
*Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.								

COURSE OUTCOMES:		K LEVEL
After studying this course, the students will be able to:		
CO1	Analyze the movements and trends that shaped American literature	K1 to K4
CO2	Estimate various speeches and concepts of living which changed American history	K1 to K4
CO3	Evaluate the relation between aesthetics and racism in fiction	K1 to K4
CO4	Validate representative socio-political, cultural, racial and gender perspectives in theatrical works	K1 to K4
CO5	Gain exposure to the different literary genres and its evolution in American Literature	K1 to K4

MAPPING WITH PROGRAM OUTCOMES:									
CO/PO	PO1	PO3	PO4	PO5	PO6				
CO1	S	S	S	S	S				
CO2	M	S	S	S	M	S			

CO3	S	S	S	M	S	S				
CO4	S	S	S	S	S	S				
CO5	S	M	S	S	S	S				

S- STRONG

M – MEDIUM

L - LOW

CO / PO MAPPING:

CO /PO	PS O1	PS O2	PSO3	PSO 4	PSO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	2	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Weightage	15	15	15	14	15
Weighted percentage of Course Contribution to POs	3.0	3.0	3.0	2.8	3.0

LESSON PLAN:

UNIT	AMERICAN LITERATURE	HRS	PEDAGOGY
I	Walt Whitman “Out of the Cradle Endlessly Rocking” Emily Dickinson “The Last Night That She Lived” “The Soul Selects Her Own Society” Robert Frost “After Apple Picking” E. E. Cummings “Cambridge Ladies” Wallace Stevens “Anecdote of the Jar” Denis Levertor “Scenario”, “Thinking of EL Salvador” Robert Lowell “Skunk Hour” Sylvia Plath “Lady Lazarus” Anne Sexton “Wanting to Die” Adrienne Rich “Snapshots of a Daughter-in-law”	15	Chalk and Talk, PowerPoint Presentations, Video lectures
II	Ralph Waldo Emerson The American Scholar Amy Tan Mother Tongue Thoreau Walden (Chapter “Pond”)	15	Chalk and Talk, PowerPoint Presentations, Video lectures
III	Arthur Miller <i>Death of a Salesman</i> Tennessee Williams <i>A Streetcar Named Desire</i> Marsha Norman <i>Night Mother</i> Ntozake Shange <i>For Colored Girls</i>	15	Chalk and Talk, PowerPoint Presentations, Video lectures
IV	Edgar Allan Poe “The Cask of Amontillado” Herman Melville “Bartleby the Scrivener” N. Scott Momaday <i>The House Made of Dawn</i>	15	Chalk and Talk, PowerPoint Presentations,

	Toni Morrison <i>Beloved</i> Kate Chopin <i>The Awakening</i>		Video lectures
V	Excerpts from <i>Malcolm X</i> <i>Hispanic Women Writing</i> Cherrie Moraga <i>Getting Home Alive</i>	15	Chalk and Talk, Assignments & Seminars

Learning Outcome Based Education & Assessment (LOBE)
Formative Examination - Blue Print
Articulation Mapping – K Levels with Course Outcomes (COs)

Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K5	2	K1,K2	2(K3,K3)	1(K4,K4)
AI	CO2	K1 – K5	2	K1,K2	2(K4,K4)	1(K5,K5)
CI	CO3	K1 – K5	2	K1,K2	2(K4,K4)	1(K4,K4)
AII	CO4	K1 – K5	2	K1,K2	2(K3,K3)	1(K5,K5)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II

	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
K5	K1	2	-	-	2	3.57	7.14
	K2	2		-	2	3.57	
CIA I	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	
		-	-	16	16	28.57	
	Marks	4	20	32	56	100	
K5 CIA II	K1	2	-	-	2	3.57	7.14
	K2	2		-	2	3.57	
	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	
		-	-	16	16	28.57	
	Marks	4	20	32	56	100	

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)

S.No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
2	CO2	K1-K5	2	K1 ,K2	2 (K4,K4)	2(K5,K5)
3	CO3	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
4	CO4	K1-K5	2	K1 ,K2	2 (K4,K4)	2(K5,K5)
5	CO5	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(Figures in parenthesis denotes, questions should be asked with the given K level)						

Distribution of Marks with K Level

K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	5	3.5	7
K2	5	-	-	5	3.5	
K3	-	30	-	30	21.42	93
K4	-	20	48	68	48.57	
K5	-	-	32	32	23	
Marks	10	50	80	140	100	100

NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.

Summative Examinations - Question Paper – Format

Q.No.	Unit	CO	K-level		
Answer ALL the questions				PART – A	(10 x 1 = 10 Marks)
1.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
2.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
3.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
4.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
5.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
6.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
7.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
8.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
9.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
10.	Unit - V	CO5	K1		
				a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
OR					
15. b)	Unit - V	CO5	K4		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K4		
OR					
17. b)	Unit - II	CO2	K4		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K3		
OR					
20. b)	Unit - V	CO5	K3		



MANNAR THIRUMALAI NAICKER COLLEGE
(AUTONOMOUS)
DEPARTMENT OF ENGLISH
For those who joined in 2023-2024 and after

Course Name	SHAKESPEARE STUDIES			
Course Code	23PENCC22	L	P	C
Category	Core	6	-	5
COURSE OBJECTIVES:				
<ul style="list-style-type: none">➤ To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.➤ Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages➤ Undertake textual analysis of Shakespeare's Plays and Sonnets➤ Appraise Shakespeare's contribution to English language and literature➤ Critically understanding the appreciations by critics on Shakespeare				
UNIT - I Shakespeare Theatre				15
Shakespearean Theatre & Audience, Theatre Conventions, Shakespearean Audience, Famous actors; Shakespeare into film & play production				
UNIT - II Sonnets & Comedies				30
Sonnets – 12, 65, 86, 130, Comedies - Much Ado About Nothing, The Winter's Tale.				
UNIT - III Tragedy				15
Othello				
UNIT - IV History				15
Henry IV Part I				
UNIT - V Shakespeare Criticism				15
A.C. Bradley : Shakespearean Tragedy (Chapter V & VI) T. S. Eliot : Hamlet and His Problems Stephen Greenblatt : Invisible Bullets: Renaissance Authority and its Subversion				
Total Lecture Hours				90
BOOKS FOR STUDY:				
<ul style="list-style-type: none">➤ Chapter V & VI and the New Introduction by John Russell Brown in Shakespearean Tragedy by A.C. Bradley, London, Macmillan, Third Edition, 1992.➤ Granville Baker - From Prefaces to Shakespeare➤ Stephen Greenblatt- Invisible Bullets: Renaissance Authority and its Subversion, Henry IV & Henry V, in Shakespearean Negotiations. New York: Oxford University Press, 1988➤ T. S. Eliot, Hamlet and His Problems from The Sacred Wood: Essays on Poetry and Criticism,				

BOOKS FOR REFERENCES:

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

WEB RESOURCES:

- <http://www.shakespeare.bham.ac.uk/resources>
- <https://www.folger.edu/shakespeares-theater>
- <https://www.britannica.com/art/sonnet>
- <https://www.sparknotes.com/shakespeare/othello/genre/>
- https://www.historytoday.com/archive/british_english_monarchs/henry-iv

Nature of Course	EMPLOYABILITY		SKILL ORIENTED		✓	ENTREPRENEURSHIP	
Curriculum Relevance	LOCAL	REGIONAL	NATIONAL			GLOBAL	✓
Changes Made in the Course	Percentage of Change		5%	No Changes Made		New Course	

***Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.**

COURSE OUTCOMES:

K LEVEL

After studying this course, the students will be able to:

CO1	Critically understanding the appreciations by critics on Shakespeare	K1 to K5
CO2	Understand Elizabethan theatre and the theatre's development.	K1 to K5
CO3	Critical perspectives on Shakespeare's Plays and Sonnets	K1 to K5
CO4	Understand the trends in Shakespeare studies	K1 to K5
CO5	Modern Approaches in Shakespearean criticism	K1 to K5

MAPPING WITH PROGRAM OUTCOMES:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S				
CO2	M	S	S	S	M	S				
CO3	S	S	S	M	S	S				
CO4	S	S	S	S	S	S				
CO5	S	M	S	S	S	S				

S- STRONG

M - MEDIUM

L - LOW

CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
WEIGHTAGE	15	15	15	15	15
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3.0	3.0	3.0	3.0	3.0

LESSON PLAN:

UNIT	Shakespeare Studies	HRS	PEDAGOGY
I	Shakespeare Theatre -Shakespearean Theatre, Theatre Conventions, Sources, Sonnets, Famous actors; Shakespeare into film & play production	15	Chalk and Talk PPT VIDEO
II	Sonnets -12,65,86,130, Comedies -Much Ado About Nothing, Winter's Tale.	30	Chalk and Talk PPT VIDEO
III	Tragedy : Othello	15	Chalk and Talk PPT VIDEO
IV	History : Henry IV Part I	15	Chalk and Talk PPT VIDEO
V	Shakespeare Criticism A.C. Bradley : Shakespearean Tragedy (Chapter V & VI) T. S. Eliot : Hamlet and His Problems Stephen Greenblatt : Invisible Bullets: Renaissance Authority and its Subversion	15	Chalk and Talk PPT VIDEO

**Learning Outcome Based Education & Assessment (LOBE)
Formative Examination - Blue Print
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K5	2	K1,K2	2(K3,K3)	1(K4,K4)
AI	CO2	K1 – K5	2	K1,K2	2(K4,K4)	1(K5,K5)
CI	CO3	K1 – K5	2	K1,K2	2(K4,K4)	1(K4,K4)
AII	CO4	K1 – K5	2	K1,K2	2(K3,K3)	1(K5,K5)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II

	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	2	3.57	7.14
	K2	2	-	-	2	3.57	
	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	
	K5	-	-	16	16	28.57	
	Marks	4	20	32	56	100	100
K5 CIA II	K1	2	-	-	2	3.57	7.14
	K2	2	-	-	2	3.57	
	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	
	K5	-	-	16	16	28.57	
	Marks	4	20	32	56	100	100

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)

S.No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
2	CO2	K1-K5	2	K1 ,K2	2 (K4,K4)	2(K5,K5)
3	CO3	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
4	CO4	K1-K5	2	K1 ,K2	2 (K4,K4)	2(K5,K5)
5	CO5	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(Figures in parenthesis denotes, questions should be asked with the given K level)						

Distribution of Marks with K Level

K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	5	3.5	7
K2	5	-	-	5	3.5	
K3	-	30	-	30	21.42	93
K4	-	20	48	68	48.57	
K5	-	-	32	32	23	
Marks	10	50	80	140	100	100

NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.

Summative Examinations - Question Paper – Format

Q.No.	Unit	CO	K-level		
Answer ALL the questions				PART – A	
				(10 x 1 = 10 Marks)	
1.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
2.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
3.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
4.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
5.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
6.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
7.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
8.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
9.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
10.	Unit - V	CO5	K1		
				a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
OR					
15. b)	Unit - V	CO5	K4		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K4		
OR					
17. b)	Unit - II	CO2	K4		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K3		
OR					
20. b)	Unit - V	CO5	K3		

George Bowering : *Grand Father*

Total Lecture Hour: 90

BOOKS FOR STUDY:

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

BOOKS FOR REFERENCES:

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

WEB RESOURCES:

- https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature
- <https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/>
- <https://www.britannica.com/biography/Chinua-Achebe>
- <https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532>
- https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A_1A

Nature of Course	EMPLOYABILITY		SKILL ORIENTED		✓	ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL		GLOBAL	✓
Changes Made in the Course	Percentage of Change		No Changes Made			New Course		✓

***Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.**

COURSE OUTCOMES:

K LEVEL

After studying this course, the students will be able to:

CO1	Critically understanding the political and social background of the third world nations	K1 to K5
CO2	Understand the emerging trends in Post-Colonial Literature	K1 to K5
CO3	Problems and consequences of the decolonization of a country.	K1 to K5
CO4	Examine the ethnocentric perspective of different colonial cultures with respect to post colonial literature.	K1 to K5
CO5	Interpret the postcolonial concepts found in different literary genres.	K1 to K5

MAPPING WITH PROGRAM OUTCOMES:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S				
CO2	M	S	S	S	M	S				
CO3	S	S	S	M	S	S				

CO4	S	S	S	S	S	S			
CO5	S	M	S	S	S	S			

S- STRONG

M – MEDIUM

L - LOW

CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	2	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
WEIGHTAGE	15	15	15	14	15
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3.0	3.0	3.0	2.8	3.0

LESSON PLAN:

UNIT	POST-COLONIAL THEORY AND LITERATURE	HRS	PEDAGOGY
I	Introduction to Post-colonial theories, introduction to Joseph Conrad, EM Forster. Joseph Conrad's <i>Heart of Darkness</i> EM Forster' <i>A Passage to India</i>	18	Lecture, PPT
II	Introduction to Nigerian literature, Canadian Literature, Post-Independence literature, Impact of colonizers on colonized, introduction to magic realism. Chinua Achebe: <i>Things Fall Apart</i> . Salman Rushdie: <i>Midnight's Children</i> .	18	Lecture, Discussion
III	Exploring Post-Independence literature, exploring creolized language through Sam Selvon. Samuel Selvon : <i>The Lonely Londoners</i> . BapsiSidhwa : <i>Ice Candy Man</i>	18	Lecture, Discussion
IV	Viewing the post-colonial poetic perspective from Indian and Ghana poets. ArunKolatkhar : <i>The Priest, A Low Temple</i> . Yeshwant Rao: <i>Scratch</i> . A.K. Ramanujan. : <i>Returning, No Fifth Man</i> . Kofi Awonoor : <i>Easter Dawn, The Weaver Bird, Songs of Sorrow, Song of War</i> .	18	Lecture, Discussion
V	Poetry Leopold Senghor. : <i>In Memoriam, Night of Sine</i> . Grace Nichols : <i>In My Name, Of course when they ask for poems about the 'realities' of black women, Praise Song for my Mother</i> . James Reaney : <i>Maps</i>	18	Lecture, Discussion

**Learning Outcome Based Education & Assessment (LOBE)
Formative Examination - Blue Print
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of. Questions	K - Level		
CI	CO1	K1 – K5	2	K1,K2	2(K3,K3)	1(K4,K4)
AI	CO2	K1 – K5	2	K1,K2	2(K4,K4)	1(K5,K5)
CI	CO3	K1 – K5	2	K1,K2	2(K4,K4)	1(K4,K4)
AII	CO4	K1 – K5	2	K1,K2	2(K3,K3)	1(K5,K5)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	2	3.57	7.14
	K2	2		-	2	3.57	
	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	
	K5	-	-	16	16	28.57	
	Marks	4	20	32	56	100	100
CIA II	K1	2	-	-	2	3.57	7.14
	K2	2		-	2	3.57	
	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	
	K5	-	-	16	16	28.57	
	Marks	4	20	32	56	100	100

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)

S.No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
2	CO2	K1-K5	2	K1 ,K2	2 (K4,K4)	2(K5,K5)
3	CO3	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
4	CO4	K1-K5	2	K1 ,K2	2 (K4,K4)	2(K5,K5)
5	CO5	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(Figures in parenthesis denotes, questions should be asked with the given K level)						

Distribution of Marks with K Level

K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	5	3.5	7
K2	5	-	-	5	3.5	
K3	-	30	-	30	21.42	93
K4	-	20	48	68	48.57	
K5	-	-	32	32	23	
Marks	10	50	80	140	100	100

NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.

Summative Examinations - Question Paper – Format

Q.No.	Unit	CO	K-level		
Answer ALL the questions				PART – A	
				(10 x 1 = 10 Marks)	
1.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
2.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
3.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
4.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
5.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
6.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
7.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
8.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
9.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
10.	Unit - V	CO5	K1		
				a)	b)
				c)	d)

Answer ALL the questions				PART – B	
				(5 x 5 = 25 Marks)	
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		

14. a)	Unit - IV	CO4	K3	
OR				
14. b)	Unit - IV	CO4	K3	
15. a)	Unit - V	CO5	K4	
OR				
15. b)	Unit - V	CO5	K4	

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K4		
OR					
17. b)	Unit - II	CO2	K4		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K3		
OR					
20. b)	Unit - V	CO5	K3		



MANNAR THIRUMALAI NAICKER COLLEGE
(AUTONOMOUS)
DEPARTMENT OF ENGLISH
For those who joined in 2023-2024 and after

Course Name	Approaches To English Language Teaching			
Course Code	23PENEC21	L	P	C
Category	Elective- III	4	-	3
COURSE OBJECTIVES: (TANSCHÉ)				
<ul style="list-style-type: none"> ➤ To enhance the learning and teaching skills of English ➤ To familiarize students about the basic concepts and theories related to English ➤ To focus on the problems and consequences on language teaching ➤ Emphasis will be laid on tracing the development of language teaching skills ➤ Understanding the teaching aspects 				
UNIT - I	A Brief history of Language Teaching	12		
The Grammar – Translation method, The Direct method, The Audio lingual method, Language teaching innovations in the nineteenth century,				
UNIT - II	Nature of approaches and methods in Language Teaching	12		
1. Definition of Approach and method 2. Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: <ul style="list-style-type: none"> • Oral approach and Situational Language Teaching • The Silent Way • Community Language Learning • Suggestopedia • Competency based Language teaching 				
UNIT - III	Current Communicative Approaches	12		
The Natural Approach Cooperative language learning Content based instruction Task-based language teaching				
UNIT - IV	Teaching Aspects	12		
Teaching Prose Teaching Poetry Teaching Grammar Teaching of Non-Detailed Text				
UNIT - V	Use of Media in ELT	12		
The integration of elements in multi- media language learning systems BBC English by Radio and Television - an outline history Using BBC English by Radio and Television in the classroom				
Total Lecture Hours				60

BOOKS FOR STUDY:

- Richards, Jack., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press, 2015.

- The Use of Media in ELT. The British Council 1979 Produced in England by the British Council Printing and Publishing Department, London.

BOOKS FOR REFERENCES:

- Dr. Shaikh Mowla Method of Teaching English.
- Dr. Gurav H.K. Teaching Aspects of English Language.

WEB RESOURCES:

http://www.ehow.com/way-5557572_effective-teaching-strategies-prose.htm/

<https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/>

<https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/>

<https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17>

1504138AF17

[https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-](https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf)

[48%20The%20Use%20of%20the%20Media%20in%20English%20Language](https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf)

[%20Teaching_v3.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/F044%20ELT-48%20The%20Use%20of%20the%20Media%20in%20English%20Language%20Teaching_v3.pdf)

COURSE OUTCOME:		K LEVEL
CO1	Know the brief history of language teaching methods	K1 to K5
CO2	Understand the difference between the terms, methods, approaches and techniques used in teaching	K1 to K5
CO3	Identify the objectives, active role of learners, teachers and materials of different approaches in teaching	K1 to K5
CO4	Analyse the steps of teaching prose, poetry, grammar, non detailed text etc and develop it.	K1 to K5
CO5	Perceive the use of radio and television in language learning	K1 to K6

MAPPING WITH PROGRAM OUTCOMES:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	M				
CO2	M	S	S	M	M	S				
CO3	S	S	M	M	S	M				
CO4	S	S	S	S	M	S				
CO5	S	M	S	S	S	S				

S- STRONG

M – MEDIUM

S - SMALL

CO / PO MAPPING:

COS	PSO1	PSO2	PSO3	PSO4	PSO5
-----	------	------	------	------	------

CO 1	3	3	3	3	3
CO 2	3	3	3	2	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
WEITAGE	15	15	15	14	15
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3.0	3.0	3.0	2.8	3.0

LESSON PLAN:

UNIT	Approaches To English Language Teaching	HRS	PEDAGOGY
I	The Grammar – Translation method The Direct method, The Audio lingual method Language teaching innovations in the nineteenth century	12	Chalk and Talk, PowerPoint presentations, video lectures
II	1. Definition of Approach and method 2. Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: Oral approach and Situational Language Teaching The Silent Way Community Language Learning Suggestopedia Competency based Language teaching	12	Chalk and Talk, PowerPoint presentations, video demonstration, role play task based practice
III	The Natural Approach Cooperative language learning Content based instruction Task-based language teaching	12	Chalk and Talk, Seminars, Assignments, PowerPoint presentations, video lectures Peer learning Interactive tasks
IV	Teaching Prose Teaching Poetry Teaching Grammar Teaching of Non-Detailed Text	12	Seminars, Assignments, PowerPoint presentations, video demonstrations micro- teaching

V	<p>The integration of elements in multi- media language learning systems</p> <p>BBC English by Radio and Television - an outline history</p> <p>Using BBC English by Radio and Television in the classroom</p>	12	<p>Seminars, Assignments, PowerPoint presentations, video and audio demonstrations, role play</p>
----------	--	-----------	---

Learning Outcome Based Education & Assessment (LOBE) Formative Examination - Blue Print Articulation Mapping – K Levels with Course Outcomes (COs)						
Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K5	2	K1,K2	2(K3,K3)	1(K4,K4)
AI	CO2	K1 – K5	2	K1,K2	2(K4,K4)	1(K5,K5)
CI	CO3	K1 – K5	2	K1,K2	2(K4,K4)	1(K4,K4)
AII	CO4	K1 – K5	2	K1,K2	2(K3,K3)	1(K5,K5)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	2	3.57	7.14
	K2	2		-	2	3.57	
	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	
	K5	-	-	16	16	28.57	
	Marks	4	20	32	56	100	100
CIA II	K1	2	-	-	2	3.57	7.14
	K2	2		-	2	3.57	
	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	
	K5	-	-	16	16	28.57	
	Marks	4	20	32	56	100	100

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)

S.No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
2	CO2	K1-K5	2	K1 ,K2	2 (K4,K4)	2(K5,K5)
3	CO3	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
4	CO4	K1-K5	2	K1 ,K2	2 (K4,K4)	2(K5,K5)
5	CO5	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40
(Figures in parenthesis denotes, questions should be asked with the given K level)						

Distribution of Marks with K Level

K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	5	3.5	7
K2	5	-	-	5	3.5	
K3	-	30	-	30	21.42	93
K4	-	20	48	68	48.57	
K5	-	-	32	32	23	
Marks	10	50	80	140	100	100

NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.

Summative Examinations - Question Paper – Format

Q.No.	Unit	CO	K-level		
Answer ALL the questions				PART – A	
				(10 x 1 = 10 Marks)	
1.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
2.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
3.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
4.	Unit - II	CO2	K2		
				a)	b)
				c)	d)
5.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
6.	Unit - III	CO3	K1		
				a)	b)
				c)	d)
7.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
8.	Unit - IV	CO4	K2		
				a)	b)
				c)	d)
9.	Unit - V	CO5	K1		
				a)	b)
				c)	d)
10.	Unit - V	CO5	K1		
				a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
OR					
15. b)	Unit - V	CO5	K4		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K4		
OR					
17. b)	Unit - II	CO2	K4		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K3		
OR					
20. b)	Unit - V	CO5	K3		



MANNAR THIRUMALAI NAICKER COLLEGE
(AUTONOMOUS)
DEPARTMENT OF ENGLISH
For those who joined in 2023-2024 and after

Course Name	A Glimpse of Nobel Laureates				
Course Code	23PENEC22	L	P	C	
Category	Elective IV	4	-	3	
Nature of course	EMPLOYABILITY		SKILL ORIENTED	✓	ENTREPRENEURSHIP
Curriculum Relevance	REGIONAL		NATIONAL		INTERNATIONAL
COURSE OBJECTIVES:					
<ul style="list-style-type: none"> ➤ To introduce the learners to the Nobel Laureates of various genres of Literature ➤ To familiarize students on various Nobel Laureates ➤ To focus on interpreting the works of various Nobel Laureates ➤ Focus on evaluate critically and aesthetically the prescribed texts ➤ Understanding the Nobel Laureates contribution to the society 					
UNIT - I	POETRY				12
<p>DETAILEDPOETRY</p> <p>Pablo Neruda: If You Forget, A Song of Despair, Ode to the Onion, Your Laughter</p> <p>NON-DETAILEDPOETRY</p> <p>The Street - Octavio Paz</p> <p>The Power of the Dog-RudyardKipling</p> <p>Oracle-Seamus Heaney</p>					
UNIT - II	PROSE				12
<p>DETAILEDPROSE</p> <p>Disorder and Early Sorrow -Thomas Mann He Comes Round the Corner</p> <p>NON-DETAILEDPROSE</p> <p>Excerpts from Disgrace-J.M. Coetzee</p> <p>Excerpt from Sula- Toni Morrison</p>					
UNIT - III	DRAMA				12
<p>DETAILEDDRAMA</p> <p>The Caretaker - Harold Pinter</p> <p>NON-DETAILEDDRAMA</p> <p>ManandSuperman- GeorgeBernardShaw</p>					
UNIT - IV	SHORTSTORIES				12
Alice Munro					

The Turkey Season Differently Runaway
 The Bear Came Over the Mountain Boys and Girls

UNIT - V	NOVELS	12
-----------------	---------------	-----------

The Pearl - John Steinbeck
 One Hundred Years of Solitude-Gabriel Garcia Marquez

Total Lecture Hours	60
----------------------------	-----------

BOOKS FOR STUDY:

- Nine Nobel Laureates in English Literature. Omega Publications, 2012.
-

BOOKS FOR REFERENCES:

- Nine Nobel Laureates in English Literature. Omega Publications, 2012.

WEB RESOURCES:

- <https://www.britannica.com/biography/Pablo-Nerud>
- <https://www.britannica.com/topic/Nobel-Prize>
- <https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summary-analysis/amp/>
- <https://www.britannica.com/biography/Alice-Munro>

COURSE OUTCOME:		K LEVEL
CO1	Relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	K1 to K5
CO2	Interpret the works of various Nobel Laureates	K1 to K5
CO3	Analyse the different themes with regard to social, political and cultural aspects.	K1 to K5
CO4	Evaluate critically and aesthetically the prescribed texts.	K1 to K5
CO5	Perceive the influence of Nobel Laureates in Literature	K1 to K6

MAPPING WITH PROGRAM OUTCOMES:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S				
CO2	M	S	S	S	M	S				
CO3	S	S	S	M	S	S				
CO4	S	S	S	S	S	S				
CO5	S	M	S	S	S	S				

S- STRONG	M – MEDIUM			S - SMALL	
CO / PO MAPPING:					
COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
WEIGHTAGE	15	15	15	15	15
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3.0	3.0	3.0	3.0	3.0

LESSON PLAN:			
UNIT	A Glimpse of Nobel Laureates	HRS	PEDAGOGY
I	DETAILED POETRY Pablo Neruda If You Forget A Song of Despair Ode to the Onion Your Laughter NON-DETAILED POETRY The Street - Octavio Paz The Power of the Dog - Rudyard Kipling Oracle - Seamus Heaney	12	Chalk and Talk, PowerPoint presentations, video lectures Tutorial activities for Poems: Debates, role play and peer team quiz
II	DETAILED PROSE Disorder and Early Sorrow - Thomas Mann He Comes Round the Corner NON-DETAILED PROSE Excerpts from Disgrace - J.M. Coetzee Excerpt from Sula - Toni Morrison	12	Chalk and Talk, PowerPoint presentations, video lectures Tutorial activities for essays: essay competition, role play
III	DETAILED DRAMA The Caretaker - Harold Pinter NON – DETAILED DRAMA Man and Superman - George Bernard Shaw	12	Chalk and Talk, Seminars, Assignments, PowerPoint presentations, video lectures Tutorial activities for drama: Debate on the role of human

			beings in society, creating short videos based on specific scenes from the drama
IV	SHORT STORIES Alice Munro The Turkey Season Differently Runaway	12	Seminars, Assignments, PowerPoint presentations, video lectures, guest lectures Tutorial activities for stories: Debate on the role of women in society, creating short videos based on specific scenes from the short story
V	NOVELS The Pearl - John Steinbeck One Hundred Years of Solitude - Gabriel Garcia Marquez	12	Seminars, Assignments, PowerPoint presentations, video lectures, guest lectures Tutorial activities for fiction: Debate on the contemporary society, creating short videos based on specific scenes from the novel

**Learning Outcome Based Education & Assessment (LOBE)
Formative Examination - Blue Print
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K5	2	K1,K2	2(K3,K3)	1(K4,K4)
AI	CO2	K1 – K5	2	K1,K2	2(K4,K4)	1(K5,K5)
CI	CO3	K1 – K5	2	K1,K2	2(K4,K4)	1(K4,K4)
AII	CO4	K1 – K5	2	K1,K2	2(K3,K3)	1(K5,K5)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

Distribution of Marks with K Level CIA I & CIA II							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	2	3.57	7.14
	K2	2		-	2	3.57	
	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	
	K5	-	-	16	16	28.57	
	Marks	4	20	32	56	100	
CIA II	K1	2	-	-	2	3.57	7.14
	K2	2		-	2	3.57	
	K3	-	10	-	10	17.8	92.79
	K4	-	10	16	26	46.42	
	K5	-	-	16	16	28.57	
	Marks	4	20	32	56	100	

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)						
S.No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
2	CO2	K1-K5	2	K1 ,K2	2 (K4,K4)	2(K5,K5)
3	CO3	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
4	CO4	K1-K5	2	K1 ,K2	2 (K4,K4)	2(K5,K5)
5	CO5	K1-K5	2	K1 ,K2	2 (K3,K3)	2(K4,K4)
No. of Questions to be Asked			10		10	10
No. of Questions to be answered			10		5	5
Marks for each question			1		5	8
Total Marks for each section			10		25	40

(Figures in parenthesis denotes, questions should be asked with the given K level)

Distribution of Marks with K Level						
K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	5	3.5	7
K2	5	-	-	5	3.5	
K3	-	30	-	30	21.42	93
K4	-	20	48	68	48.57	
K5	-	-	32	32	23	
Marks	10	50	80	140	100	100

NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.

Summative Examinations - Question Paper – Format

Q.No.	Unit	CO	K-level			
Answer ALL the questions				PART – A	(10 x 1 = 10 Marks)	
1.	Unit - I	CO1	K1			
				a)	b)	
				c)	d)	
2.	Unit - I	CO1	K1			
				a)	b)	
				c)	d)	
3.	Unit - II	CO2	K2			
				a)	b)	
				c)	d)	
4.	Unit - II	CO2	K2			
				a)	b)	
				c)	d)	
5.	Unit - III	CO3	K1			
				a)	b)	
				c)	d)	
6.	Unit - III	CO3	K1			
				a)	b)	
				c)	d)	
7.	Unit - IV	CO4	K2			
				a)	b)	
				c)	d)	
8.	Unit - IV	CO4	K2			
				a)	b)	
				c)	d)	
9.	Unit - V	CO5	K1			
				a)	b)	
				c)	d)	

10.	Unit - V	CO5	K1		
				a)	b)
				c)	d)

Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
11. a)	Unit - I	CO1	K2		
OR					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
OR					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
OR					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
OR					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
OR					
15. b)	Unit - V	CO5	K4		

Answer ALL the questions				PART – C	(5 x 8 = 40 Marks)
16. a)	Unit - I	CO1	K3		
OR					
16. b)	Unit - I	CO1	K3		
17. a)	Unit - II	CO2	K4		
OR					
17. b)	Unit - II	CO2	K4		
18. a)	Unit - III	CO3	K3		
OR					
18. b)	Unit - III	CO3	K3		
19. a)	Unit - IV	CO4	K4		
OR					
19. b)	Unit - IV	CO4	K4		
20. a)	Unit - V	CO5	K3		
OR					
20. b)	Unit - V	CO5	K3		



**MANNAR THIRUMALAI NAICKER COLLEGE
(AUTONOMOUS)
DEPARTMENT OF ENGLISH
For those who joined in 2023-2024 and after**

Course Name	TECHNOLOGY IN TEACHING ENGLISH			
Course Code	23PENSC21	L	P	C
Category	SKILL	2	-	2

COURSE OBJECTIVES:

- Acquaint participants with technology tools, learn to implement network-related programs with concepts of Web Developing.
- Integrate these tools into their English language teaching.
- Enhance English language teaching professionals around the world acquire and maintain basic knowledge and skills in technology for professional purposes.
- Help participants utilize technology in lesson planning, materials development, feedback, and assessment. Practice different phases of software/system development.
- Facilitate professional communication, collaboration, and efficiency improvement by participating in online discussions .Students will be able to demonstrate adequate skills in oral and written communication for technical English language, actively participate in group discussions and interviews and exhibit evidence of vocabulary building

UNIT - I Definition – Virtual – Learning Environment 06

1. Meaning- Web-Based Learning Environment
2. Virtual- Learning Environment
3. Web Tools
4. Effective Web Tools in Teaching
5. Classroom Tools.

UNIT - II Webpage Development 06

How to develop a webpage, Hosting A Webpage, Meta Data Development. Content Writing, Creating Ads, Wikipedia Development: How to develop and edit Wikipedia.

UNIT - III Computational Linguistics 06

Introduction to speech recognition (SR) systems, text-to-speech (TTS) synthesizers, Interactive voice response (IVR) systems, search engines, text editors and language instruction materials.

UNIT - IV Lexicography 06

Introduction to Lexicography, Dictionary Development (e-Dictionary), WorldNet, Thesaurus. Language Teaching: First Language and Second Language Teaching, Various methods of Language Teaching.

UNIT - V E-Learning 06

Asynchronous E-Learning Vs Synchronous E-Learning of Language E-Learning Challenges and Solutions. Application: Machine Translation.

Total Lecture Hours	30 Hrs
BOOKS FOR STUDY:	
<ul style="list-style-type: none"> ➤ Anderson, T. (ed.) The Theory and Practice of Online Learning Athabasca AB: Athabasca University Press, 2008. ➤ Bates, A. and Sangrà, A. Managing Technology in Higher Education San Francisco: Jossey-Bass/John Wiley and Co, 2011. 	
BOOKS FOR REFERENCES:	
<ul style="list-style-type: none"> ➤ Butcher, N. and Wilson-Strydom, M. A Guide to Quality in Online Learning Dallas TX: Academic Partnerships, 2013 ➤ Batson, T., & Bass, R. Teaching and learning in the computer age. Change, Mar-Apr., 1996. 	
WEB RESOURCES:	
<ul style="list-style-type: none"> ➤ https://englishpost.org/tools-teach-english-technology/ ➤ https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers-series ➤ https://www.techtarget.com/whatis/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE?amp=1 ➤ https://en.m.wikipedia.org/wiki/Web_development ➤ https://plato.stanford.edu/entries/computational-linguistics/ ➤ https://en.m.wikipedia.org/wiki/Lexicography 	

Nature of Course	EMPLOYABILITY		SKILL ORIENTED		✓	ENTREPRENEURSHIP		
Curriculum Relevance	LOCAL		REGIONAL		NATIONAL		GLOBAL	✓
Changes Made in the Course	Percentage of Change		No Changes Made			New Course		✓
*Treat 20% as each unit (20*5=100%) and calculate the percentage of change for the course.								

COURSE OUTCOMES: (TANSCHÉ)		K LEVEL
After studying this course, the students will be able to:		
CO1	Understand the digital system, its organization and architecture	K1 to K5
CO2	Identify needs and aspirations on a broader spectrum, Able to recognize the evolving role of Digital Technologies.	K1 to K5
CO3	Discuss how technology affects language learning and teaching today	K1 to K5
CO4	Use strategies to teach vocabulary growth through social media.	K1 to K5
CO5	Identify appropriate grammar activities that include opportunities for learners to discover, analyze, and produce	K1 to K5

English grammar during language interactions.

MAPPING WITH PROGRAM OUTCOMES: (TANSICHE)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S				
CO2	M	S	S	S	M	S				
CO3	S	S	S	M	S	S				
CO4	S	S	S	S	S	S				
CO5	S	M	S	S	S	S				

S- STRONG

M - MEDIUM

L - LOW

CO / PO MAPPING: (TANSICHE)

COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	2	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
WEIGHTAGE	15	15	15	14	15
WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS	3.0	3.0	3.0	2.8	3.0

LESSON PLAN:

UNIT	COURSE NAME	HRS	PEDAGOGY
I	Definition -Virtual- Learning Environment: 1.Meaning- Web-Based Learning Environment 2.Virtual-Learning Environment Web Tools Effective Web Tools in Teaching 5.ClassroomTools.	06hrs	Lecture and Discussion
II	WebpageDevelopment: Howtodevelopawebpage,HostingAWebpage,MetaDataDevelopment.Content Writing,CreatingAds,WikipediaDevelopment:HowtodevelopandeditWikipedia.	06hrs	Lecture and Discussion
III	Computational Linguistics: Introduction to speech recognition (SR) systems, text-to-speech(TTS) synthesizers, Interactive voice response (IVR) systems, search engines, text editors and language instruction materials.	06hrs	Lecture and Discussion
IV	Lexicography Introduction to Lexicography, Dictionary Development (e-Dictionary), World Net, Thesaurus. Language Teaching: First Language and Second Language Teaching, Various methods of Language Teaching.	06hrs	Lecture and Discussion

V	E-Learning AsynchronousE-LearningVsSynchronousE-LearningofLanguageE-LearningChallengesandSolutions.Application:MachineTranslation.	06hrs	Lecture and Discussion
----------	--	--------------	-------------------------------

Learning Outcome Based Education & Assessment (LOBE)						
Formative Examination - Blue Print						
Articulation Mapping – K Levels with Course Outcomes (COs)						
Internal	Cos	K Level	Section A		Section B Either or Choice	Section C Either or Choice
			MCQs			
			No. of Questions	K - Level		
CI	CO1	K1 – K4	25	K1		
AI	CO2	K1 – K4	25	K2		
CI	CO3	K1 – K4	25	K1		
AII	CO4	K1 – K4	25	K2		
Question Pattern CIA I & II		No. of Questions to be asked	50			
		No. of Questions to be answered	50			
		Marks for each question	1			
		Total Marks for each section	50			

Distribution of Marks with K Level CIA I & CIA II							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	25	-	-	25	50	100
	K2	25	-	-	25	50	
	K3	-	-	-	-	-	-
	K4	-	-	-	-	-	-
	Marks	50	-	-	50	100	100
CIA II	K1	25	-	-	25	50	100
	K2	25	-	-	25	50	
	K3	-	-	-	-	-	-
	K4	-	-	-	-	-	-
	Marks	50	-	-	50	100	100

K1- Remembering and recalling facts with specific answers

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

K3- Application oriented- Solving Problems

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

CO_ will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)

S.No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-K2	15	K1		
2	CO2	K1-K2	15	K2		
3	CO3	K1-K2	15	K1		
4	CO4	K1-K2	15	K2		
5	CO5	K1-K2	15	K1		
No. of Questions to be Asked			75			
No. of Questions to be answered			75			
Marks for each question			1			
Total Marks for each section			75			

(Figures in parenthesis denotes, questions should be asked with the given K level)

Distribution of Marks with K Level

K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	45	-	-	45	60	60
K2	30	-	-	30	40	40
K3	-	-	-	-	-	-
K4	-	-	-	-	-	-
Marks	75	-	-	75	100	100

NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.