

# BA ENGLISH

# Syllabus

## Program Code: UEN

**2023-2024 onwards**

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**MANNAR THIRUMALAI NAICKER COLLEGE**

(AUTONOMOUS)

**Re-accredited with "A" Grade by NAAC**

**PASUMALAI, MADURAI – 625 004**

**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS),****MADURAI – 625 004****B.A. 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
<b>FIRST SEMESTER</b>						
23UTAGT11 23UHIGH11	Tamil Illakiya Varalaru-I Hindi Ka Samanya Gyan aur Nibandh	6	3	25	75	100
23UENGE11	General English - I	6	3	25	75	100
23UENCC11	Introduction To Literature	5	5	25	75	100
23UENCC12	Indian Writing In English	5	5	25	75	100
23UENEC11	Social History Of England	4	3	25	75	100
23UENNM11	Popular Literature	2	2	25	75	100
23UENFC11	Reading And Writing Skills	2	2	25	75	100
<b>Total</b>		30	23	175	525	700
<b>SECOND SEMESTER</b>						
23UTAGT21 23UHIGH21	Tamil Illakiya Varalaru-II Katha Sahitya aur Vyakaran	6	3	25	75	100
23UENGE21	General English - II	6	3	25	75	100
23UENCC21	British Literature I	5	5	25	75	100
23UENCC22	American Literature-I	5	5	25	75	100
23UENEC21	History Of English Literature	4	3	25	75	100
23UENNM21	Philosophy For Literature	2	2	25	75	100
23UENSC21	English For Communication	2	2	25	75	100
<b>Total</b>		30	23	175	525	700

<b>Semester</b>	<b>Sub Code</b>	<b>List of Elective Courses</b>
I	23UENEC11	SOCIAL HISTORY OF ENGLAND
II	23UENEC21	HISTORY OF ENGLISH LITERATURE

**FIRST SEMESTER**



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

<b>Course Name</b>	<b>INTRODUCTION TO LITERATURE</b>			
<b>Course Code</b>	<b>23UENCC11</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core</b>	<b>5</b>	<b>-</b>	<b>5</b>

**COURSE OBJECTIVES:**

- To introduce the different forms of literature
- To provide learners with the background knowledge of literature
- To enable learners to understand the different genres of writing
- To examine the various themes and methodologies present in literature
- To create the ability of critically examining a text

**UNIT - I Introduction 15**

Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad.  
 Prose-Short Story, Novella, Novel.  
 Drama- Comedy, Tragedy, Tragi- Comedy.

**UNIT - II Poetry 15**

Michael Drayton	The Parting
William Shakespeare	Sonnet 18, Sonnet 116
John Milton	When I Consider How My Light is Spent
William Wordsworth	Daffodils
John Keats	Ode to a Nightingale
Thomas Gray	Elegy Written in a Country Churchyard.
Robert Frost	Mending Wall
Theodore Roethke	The Meadow Mouse

**UNIT - III Drama 15**

J.M. Barrie	The Admirable
Crichton Lady Gregory	The Rising of the Moon

**UNIT - IV Novel 15**

Manohar Malgonkar	Spy in Amber
Don Quixote	Tilting at the Windmills.

A Dill Pickle, The Escape from Katherine Mansfield Bliss and other stories.

**UNIT - V Short Story 15**

Saki-The Open Window  
 Robert Lynd-Sweet  
 Jerome K. Jerome -excerpt from-Three Menina Boat-(Packing Episode)

**Total Lecture Hours**

**75**

**BOOKS FOR STUDY:**

- Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing X.J.Kennedy, by Pearson, 2016.
- Portable Literature: Reading, Reacting, Writing - 9th edition—Laurie Kirszner by Cengage Learning, 2016.

**BOOKS FOR REFERENCES:**

- Henny Herawati et al. *Introduction to Literature*, Sanata Dharma University Press, October 2021.
- Michael Meyer, D. Quentin Miller, *The Compact Bedford Introduction to Literature* with 2021 MLA Update, Bedford/St.Martin's, August 2021.
- Janice Campbell. *Introduction to Literature: Excellence in Literature English 1*, 4<sup>th</sup> Ed, Everyday Education, LLC, January 2021.
- Subhendu Mund. *The Making of Indian English Literature*, Taylor & Francis Ltd., 2021.
- Adamson H.D. *Linguistics and English Literature: An Introduction*, Cambridge University Press, 2019.
- Felicity Titjen et al. (ed), *Teaching English Language and Literature*, Taylor & Francis, 2020.

**WEB RESOURCES:**

- ❖ [Asiatic: IIUM Journal of English Language and Literature](#)
- ❖ TheEnglishHistoricalReview(EHR)

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

**COURSE OUTCOMES:**

**K LEVEL**

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

<b>CO1</b>	To introduce different forms of literature	<b>K1 to K4</b>
<b>CO2</b>	To provide learners with the background knowledge of literature	<b>K1 to K4</b>
<b>CO3</b>	To enable learners to understand the different genres of writing	<b>K1 to K4</b>
<b>CO4</b>	To examine the various themes and methodologies present in literature	<b>K1 to K4</b>
<b>CO5</b>	To create the ability of critically examining a text	<b>K1 to K4</b>

**MAPPING WITH PROGRAM OUTCOMES:**

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

**S- STRONG**

**M - MEDIUM**

**L - LOW**

**CO / PO MAPPING:**

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

**LESSON PLAN:**

<b>UNIT</b>	<b>INTRODUCTION TO LITERATURE</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	Poetry - Different forms of Poetry, Sonnet, Ode, Elegy, Lyric and Ballad Prose - Short Story, Novella, Novel Drama - Comedy, Tragedy, Tragi-Comedy	<b>15</b>	Chalk and Talk, PPT, Video lectures
<b>II</b>	Michael Drayton                      The Parting William Shakespeare              Sonnet 18, Sonnet 116 John Milton                              When I Consider How My Light is Spent William Wordsworth                  Daffodils John Keats                                Ode to a Nightingale Thomas Gray                              Elegy Written in a Country Churchyard. Robert Frost                              Mending Wall Theodore Roethke                        The Meadow Mouse	<b>15</b>	Chalk and Talk, PPT, Video lectures, Activities,
<b>III</b>	J.M. Barrie <i>The Admirable</i> Crichton Lady Gregory <i>The Rising of the Moon</i>	<b>15</b>	Chalk and Talk, PPT, Video lectures
<b>IV</b>	Manohar Malgonkar                      Spy in Amber Don Quixote                                Tilting at the Windmills A Dill Pickle, The Escape from Katherine Mansfield Bliss and other	<b>15</b>	Chalk and Talk, PPT Video lectures & Assignment

	stories.		
<b>V</b>	Saki-The Open Window Robert Lynd-Sweet Jerome K. Jerome -excerpt from-Three Menina Boat-(Packing Episode)	<b>15</b>	Chalk and Talk, PPT, Video lectures, Activities,

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	2	K1,K2	2(K2,K2)	1(K3,K3)
AI	CO2	K1 – K4	2	K1,K2	2(K3,K3)	1(K4,K4)
CI	CO3	K1 – K4	2	K1,K2	2(K2,K2)	1(K3,K3)
AII	CO4	K1 – K4	2	K1,K2	2(K3,K3)	1(K4,K4)
<b>Question Pattern CIA I &amp; II</b>		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 %
<b>CIA I</b>	K1	2	-	-	2	3.5	<b>25</b>
	K2	2	10	-	12	21.42	
	K3	-	10	16	26	46.42	<b>75</b>
	K4	-	-	16	16	28.57	
	<b>Marks</b>	<b>4</b>	<b>20</b>	<b>16</b>	<b>56</b>	<b>100</b>	<b>100</b>
<b>CIA II</b>	K1	2	-	-	2	3.5	<b>25</b>
	K2	2	10	-	12	21.42	
	K3	-	10	16	26	46.42	<b>75</b>
	K4	-	-	16	16	28.57	
	<b>Marks</b>	<b>4</b>	<b>20</b>	<b>16</b>	<b>56</b>	<b>100</b>	<b>100</b>



**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-K4	2	K1 ,K2	2(K2)	2(K3)
2	CO2	K1-K4	2	K1 ,K2	2(K3)	2(K4)
3	CO3	K1-K4	2	K1 ,K2	2(K2)	2(K3)
4	CO4	K1-K4	2	K1 ,K2	2(K3)	2(K4)
5	CO5	K1-K4	2	K1 ,K2	2(K4)	2(K3)
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	
K2	5	20	-	25	18	
K3	-	20	48	68	48.5	78.5
K4	-	10	32	42	30	
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 <b>ALL</b> the questions			<b>PART – A</b>		<b>(10 x 1 = 10 Marks)</b>
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 <b>ALL</b> the questions				<b>PART – B</b>	<b>(5 x 5 = 25 Marks)</b>
11. a)	Unit - I	<b>CO1</b>	<b>K2</b>		
<b>OR</b>					
11. b)	Unit - I	<b>CO1</b>	<b>K2</b>		
12. a)	Unit - II	<b>CO2</b>	<b>K3</b>		
<b>OR</b>					
12. b)	Unit - II	<b>CO2</b>	<b>K3</b>		
13. a)	Unit - III	<b>CO3</b>	<b>K2</b>		
<b>OR</b>					
13. b)	Unit - III	<b>CO3</b>	<b>K2</b>		
14. a)	Unit - IV	<b>CO4</b>	<b>K3</b>		
<b>OR</b>					
14. b)	Unit - IV	<b>CO4</b>	<b>K3</b>		
15. a)	Unit - V	<b>CO5</b>	<b>K4</b>		
<b>OR</b>					
15. b)	Unit - V	<b>CO5</b>	<b>K4</b>		

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



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

<b>Course Name</b>	<b>INDIAN WRITING IN ENGLISH</b>			
<b>Course Code</b>	<b>23UENCC12</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core II</b>	<b>5</b>	<b>-</b>	<b>5</b>

**COURSE OBJECTIVES:**

- To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
- To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (Post)national and gender politics, cross-cultural transformations
- To enable learners to appreciate Nation- Nationalism; Counter Discourse; Subalternity; Identity Movements
- To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English
- To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts

**UNIT - I STORY 15**

Vishnu Sharma - Winning of Friends (Panchathantra)  
 (there are four stories to choose from)  
 Pamela S.Turner - Hachiko  
 A.K. Ramanujan - Brother's Day from Folktales  
 Ruskin Bond - Handful of Nuts, Night Train to Deoli  
 K.A. Abbas - Sparrows

**UNIT - II PROSE 15**

Rabindranath Tagore - Khabhuliwala.  
 Pearl S Buck - India through a Traveller's Eye excerpt from My Several Worlds-.  
 Ruskin Bond - The School Among the Pines, Boy Scouts Forever, Uncle Ken's Rumble in the Jungle from School Days  
 M.K. Gandhi - Inspection Episode- Examination- from Part I Childhood Autobiography Science, Humanities and Religion

**UNIT - III POEM 15**

Toru Dutt - The Lotus  
 Sri Aurobindo - The Tiger and the Deer

**UNIT - IV POEM 15**

Sarojini Naidu - The Village Song  
 A.K.Ramanujam - Still Another View of Grace  
 Shiv K Kumar - Indian Women  
 Mirza Ghalib - It is not Love, it is Madness

**UNIT - V PLAY & NOVEL 15**

Rabindranath Tagore - Mukhthadhara.  
 Harindranath Chattopadhyay - The Window, Sentry's Lantern, Five Plays  
 Nissim Ezekiel - Nalini: A Comedy in Three Acts, Three Plays

Joginder Paul	- Sleepwalkers.
<b>Total Lecture Hours</b>	
<b>75</b>	
<b>BOOKS FOR STUDY:</b>	
<ul style="list-style-type: none"> <li>➤ Tagore, Rabindranath. <i>Mukhthahara</i>. India: Lakshmi Narain Agarwal, 2020.</li> <li>➤ Ezekiel, Nissim. <i>Three Plays</i>. US, Flamingo books, 1969.</li> <li>➤ Chattopadhyay, Harindranath. <i>Five Plays</i>. London: Flower Wright, 1945.</li> <li>➤</li> </ul>	
<b>BOOKS FOR REFERENCES:</b>	
<ul style="list-style-type: none"> <li>➤ K.R. Srinivasa Iyengar. <i>Indian Writing in English</i></li> <li>➤</li> </ul>	
<b>WEB RESOURCES:</b>	
<ul style="list-style-type: none"> <li>❖ <a href="https://www.goodreads.com/en/book/show/71023">https://www.goodreads.com/en/book/show/71023</a> - Haciko</li> <li>❖ <a href="https://allpoetry.com/book">https://allpoetry.com/book</a> - The Village Song</li> <li>❖ <a href="https://www.taylorfrancis.com/chapters/edit/10.4324/9781003092674-11/sleepwalkers-sukrita-paul-kumar-sunil-trivedi">https://www.taylorfrancis.com/chapters/edit/10.4324/9781003092674-11/sleepwalkers-sukrita-paul-kumar-sunil-trivedi</a> - Sleepwalkers</li> </ul>	

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

<b>COURSE OUTCOMES:</b>							<b>K LEVEL</b>
<b>After studying this course, the students will be able to:</b>							
<b>CO1</b>	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.						<b>K1 to K4</b>
<b>CO2</b>	To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (Post)national and gender politics, cross-cultural transformations.						<b>K1 to K4</b>
<b>CO3</b>	To enable learners to appreciate Nation- Nationalism; Counter Discourse; Subalternity; Identity Movements.						<b>K1 to K4</b>
<b>CO4</b>	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.						<b>K1 to K4</b>
<b>CO5</b>	To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts						<b>K1 to K4</b>
<b>MAPPING WITH PROGRAM OUTCOMES:</b>							
<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	
<b>CO1</b>	S	S	S	S	S	S	
<b>CO2</b>	M	S	S	S	M	S	
<b>CO3</b>	S	S	S	M	S	S	
<b>CO4</b>	S	S	S	S	S	S	
<b>CO5</b>	S	M	S	S	S	S	

<b>S- STRONG</b>		<b>M – MEDIUM</b>			<b>L - LOW</b>	
<b>CO / PO MAPPING:</b>						
<b>COS</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO 1</b>	3	3	3	3	3	
<b>CO 2</b>	3	3	3	2	3	
<b>CO 3</b>	3	3	3	3	3	
<b>CO 4</b>	3	3	3	3	3	
<b>CO 5</b>	3	3	3	3	3	
<b>WEIGHTAGE</b>	15	15	15	14	15	
<b>WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>2.8</b>	<b>3.0</b>	

**LESSON PLAN:**

<b>UNIT</b>	<b>INDIAN WRITING IN ENGLISH</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	Vishnu Sharma- Winning of Friends (Panchathantra) (there are four stories to choose from) Pamela S.Turner- Hachiko A.K. Ramanujan- Brother's Day from Folktales Ruskin Bond- Handful of Nuts, Night Train to Deoli K.A. Abbas- Sparrows	<b>15</b>	Chalk and Talk, PPT, video demonstration, role play
<b>II</b>	Rabindranath Tagore- Khabhuliwala. Pearl S Buck- India through a Traveller's Eye excerpt from My Several Worlds Ruskin Bond - The School Among the Pines, Boy Scouts Forever, Uncle Ken's Rumble in the Jungle from School Days M.K. Gandhi- Inspection Episode- Examination- from Part I Childhood Autobiography Science, Humanities and Religion	<b>15</b>	Chalk and Talk, PPT, video demonstration, role play
<b>III</b>	Toru Dutt- The Lotus Sri Aurobindo- The Tiger and the Deer	<b>15</b>	PPT, video Seminar, peer learning
<b>IV</b>	Sarojini Naidu - The Village Song A.K.Ramanujam- Still Another View of Grace Shiv K Kumar- Indian Women Mirza Ghalib- It is not Love, it is Madness	<b>15</b>	Chalk and Talk, PPT, video demonstration, role play
<b>V</b>	Rabindranath Tagore- Mukhthadhara. Harindranath Chattopadhyay – The Window, Sentry's Lantern, Five Plays Nissim Ezekiel- Nalini: A Comedy in Three Acts, Three Plays Joginder Paul- Sleepwalkers	<b>15</b>	Chalk and Talk, PPT, video role play

**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	2	K1,K2	2(K2,K2)	1(K3,K3)
AI	CO2	K1 – K4	2	K1,K2	2(K3,K3)	1(K4,K4)
CI	CO3	K1 – K4	2	K1,K2	2(K2,K2)	1(K3,K3)
AII	CO4	K1 – K4	2	K1,K2	2(K3,K3)	1(K4,K4)
<b>Question Pattern CIA I &amp; II</b>		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 %
<b>CIA I</b>	K1	2	-	-	2	3.5	<b>25</b>
	K2	2	10	-	12	21.42	
	K3	-	10	16	26	46.42	<b>75</b>
	K4	-	-	16	16	28.57	
	<b>Marks</b>	<b>4</b>	<b>20</b>	<b>32</b>	<b>56</b>	<b>100</b>	<b>100</b>
<b>CIA II</b>	K1	2	-	-	2	3.5	<b>25</b>
	K2	2	10	-	12	21.42	
	K3	-	10	16	26	46.42	<b>75</b>
	K4	-	-	16	16	28.57	
	<b>Marks</b>	<b>4</b>	<b>20</b>	<b>32</b>	<b>56</b>	<b>100</b>	<b>100</b>

**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.

<b>Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)</b>						
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-K4	2	K1 ,K2	2(K2)	2(K3)
2	CO2	K1-K4	2	K1 ,K2	2(K3)	2(K4)
3	CO3	K1-K4	2	K1 ,K2	2(K2)	2(K3)
4	CO4	K1-K4	2	K1 ,K2	2(K3)	2(K4)
5	CO5	K1-K4	2	K1 ,K2	2(K4)	2(K3)
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)						

<b>Distribution of Marks with K Level</b>						
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	21.5
K2	5	20	-	25	18	
K3	-	20	48	68	48.5	78.5
K4	-	10	32	42	30	
Marks	10	50	80	140	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>						



## Summative Examinations - Question Paper – Format

Q.No.	Unit	CO	K-level		
Answer <b>ALL</b> the questions				<b>PART – A</b>	
				<b>(10 x 1 = 10 Marks)</b>	
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 <b>ALL</b> the questions				<b>PART – B</b>	<b>(5 x 5 = 25 Marks)</b>
11. a)	Unit - I	CO1	K2		
<b>OR</b>					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
<b>OR</b>					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
<b>OR</b>					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
<b>OR</b>					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
<b>OR</b>					
15. b)	Unit - V	CO5	K4		

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



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

<b>Course Name</b>	<b>SOCIAL HISTORY OF ENGLAND</b>			
<b>Course Code</b>	<b>23UENEC11</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Elective</b>	<b>4</b>	<b>-</b>	<b>3</b>

**COURSE OBJECTIVES:**

- To provide students with comprehensive idea about the development of English literature and language over the ages.
- To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era
- To help them develop an understanding of the structural development of the English language
- To inform them about the various external linguistic influences that have contributed to the making of the language

**UNIT - I Renaissance and Reformation 12**

The Renaissance And Its Impact On England, The Reformation - Causes and Effects

**UNIT - II Restoration and its effects 12**

The Commonwealth Of Nations, The Restoration, Coffee-Houses and their Social Relevance

**UNIT - III Revolutions and Movements 12**

Impact of The Industrial, Agrarian and The French Revolutions on the English Society, Humanitarian Movements in England

**UNIT - IV Reforms and the World Wars 12**

The Reform Bills and The Spread of Education, Social Impact of the Two World Wars, The Labour Movement, The Welfare State

**UNIT - V Aftermath of World Wars 12**

The Cold War (1945-1991), The Falkland War (1982), The Gulf War (1990).

<b>Total Lecture Hours</b>	<b>60</b>
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**BOOKS FOR STUDY:**

- Ed. Keith Wrightson, A Social History of England, 1500- 1750, 2018, Norton Press.
- Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900-1200, 2012, Cambridge University Press.

**BOOKS FOR REFERENCES:**

- Ed. Rosemary Horrox, A Social History of England, 1200-1500, June 2012, Cambridge University Press

**WEB RESOURCES:**

- ❖ *A Social History of England: Briggs, Asa, 1921-: Free Download, Borrow, and Streaming: Internet Archive*

<b>Nature of Course</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>		<b>ENTREPRENEURSHIP</b>		
<b>Curriculum Relevance</b>	<b>LOCAL</b>		<b>REGIONAL</b>		<b>NATIONAL</b>	<b>GLOBAL</b>	✓
<b>Changes Made in the Course</b>	<b>Percentage of Change</b>	40%	<b>No Changes Made</b>		<b>New Course</b>		

**\* 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:

<b>CO1</b>	Gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	<b>K1 to K4</b>
<b>CO2</b>	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	<b>K1 to K4</b>
<b>CO3</b>	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	<b>K1 to K4</b>
<b>CO4</b>	Develop a nuanced appreciation of the literary stalwarts of those times.	<b>K1 to K4</b>
<b>CO5</b>	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	<b>K1 to K4</b>

**MAPPING WITH PROGRAM OUTCOMES:**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3				
<b>CO2</b>	2	3	3	3	2	3				
<b>CO3</b>	3	3	3	2	3	3				
<b>CO4</b>	3	3	3	3	3	3				
<b>CO5</b>	3	2	3	3	3	3				

**S- STRONG****M - MEDIUM****L - LOW****CO / PO MAPPING: (TANSICHE)**

<b>COS</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	3	2	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3

<b>WEIGHTAGE</b>	15	15	15	14	15
<b>WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS</b>	3.0	3.0	3.0	2.8	3.0

**LESSON PLAN:**

<b>UNIT</b>	<b>SOCIAL HISTORY OF ENGLAND</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	The Renaissance And Its Impact on England, The Reformation - Causes and Effects	<b>12</b>	Chalk and Talk, PPT, video
<b>II</b>	The Commonwealth Of Nations, The Restoration, Coffee-Houses and their Social Relevance	<b>12</b>	Chalk and Talk, PPT, video
<b>III</b>	Impact of The Industrial, Agrarian and The French Revolutions on the English Society, Humanitarian Movements in England	<b>12</b>	Chalk and Talk, PPT, video
<b>IV</b>	Impact of The Industrial, Agrarian and The French Revolutions on the English Society, Humanitarian Movements in England	<b>12</b>	Chalk and Talk, PPT, video
<b>V</b>	The Cold War (1985-1991), The Falkland War (1981), The Gulf War (1991).	<b>12</b>	Chalk and Talk, PPT, video

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

<b>Internal</b>	<b>Cos</b>	<b>K Level</b>	<b>Section A</b>		<b>Section B Either or Choice</b>	<b>Section C Either or Choice</b>
			<b>MCQs</b>			
			<b>No. of Questions</b>	<b>K - Level</b>		
<b>CI</b>	<b>CO1</b>	<b>K1 – K4</b>	<b>2</b>	<b>K1,K2</b>	<b>2(K2,K2)</b>	<b>1(K3,K3)</b>
<b>AI</b>	<b>CO2</b>	<b>K1 – K4</b>	<b>2</b>	<b>K1,K2</b>	<b>2(K3,K3)</b>	<b>1(K4,K4)</b>
<b>CI</b>	<b>CO3</b>	<b>K1 – K4</b>	<b>2</b>	<b>K1,K2</b>	<b>2(K2,K2)</b>	<b>1(K3,K3)</b>
<b>AII</b>	<b>CO4</b>	<b>K1 – K4</b>	<b>2</b>	<b>K1,K2</b>	<b>2(K3,K3)</b>	<b>1(K4,K4)</b>
<b>Question Pattern</b>		No. of Questions to be asked	<b>4</b>		<b>4</b>	<b>4</b>
<b>CIA I &amp; II</b>		No. of Questions to	<b>4</b>		<b>2</b>	<b>2</b>

	be answered				
	Marks for each question	<b>1</b>		<b>5</b>	<b>8</b>
	Total Marks for each section	<b>4</b>		<b>10</b>	<b>16</b>

**Distribution of Marks with K Level CIA I & CIA II**

	<b>K Level</b>	<b>Section A (Multiple Choice Questions)</b>	<b>Section B (Either / Or Choice)</b>	<b>Section C (Either / Or Choice)</b>	<b>Total Marks</b>	<b>% of (Marks without choice)</b>	<b>Consolidate of %</b>
<b>CIA I</b>	<b>K1</b>	2	-	-	2	3.5	<b>25</b>
	<b>K2</b>	2	10	-	12	21.42	
	<b>K3</b>	-	10	16	26	46.42	<b>75</b>
	<b>K4</b>	-	-	16	16	28.57	
	<b>Marks</b>	<b>4</b>	<b>20</b>	<b>32</b>	<b>56</b>	<b>100</b>	<b>100</b>
<b>CIA II</b>	<b>K1</b>	2	-	-	2	3.5	<b>25</b>
	<b>K2</b>	2	10	-	12	21.42	
	<b>K3</b>	-	10	16	26	46.42	<b>75</b>
	<b>K4</b>	-	-	16	16	28.57	
	<b>Marks</b>	<b>4</b>	<b>20</b>	<b>32</b>	<b>56</b>	<b>100</b>	<b>100</b>

**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-K4	2	K1 ,K2	2(K2)	2(K3)
2	CO2	K1-K4	2	K1 ,K2	2(K3)	2(K4)
3	CO3	K1-K4	2	K1 ,K2	2(K2)	2(K3)
4	CO4	K1-K4	2	K1 ,K2	2(K3)	2(K4)
5	CO5	K1-K4	2	K1 ,K2	2(K4)	2(K3)
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
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>						

**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 %
<b>K1</b>	5	-	-	5	3.5	
<b>K2</b>	5	20	-	25	18	
<b>K3</b>	-	20	48	68	48.5	78.5
<b>K4</b>	-	10	32	42	30	
<b>Marks</b>	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 <b>ALL</b> the questions				<b>PART – A</b>	
				<b>(10 x 1 = 10 Marks)</b>	
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 <b>ALL</b> the questions				<b>PART – B</b>	<b>(5 x 5 = 25 Marks)</b>
11. a)	Unit - I	CO1	K2		
<b>OR</b>					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
<b>OR</b>					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
<b>OR</b>					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
<b>OR</b>					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
<b>OR</b>					
15. b)	Unit - V	CO5	K4		

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



# MANNAR THIRUMALAI NAICKER COLLEGE

(AUTONOMOUS)

## DEPARTMENT OF ENGLISH

For those who joined in 2023-2024 and after

<b>Course Name</b>	POPULAR LITERATURE			
<b>Course Code</b>	23UENNM11	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	NME- I	2	-	2

### COURSE OBJECTIVES:

- To broaden the idea of literature and the concept of texts.
- To learn the difference between genre fiction and literary fiction.
- To make students gain an understanding of the folk roots of popular literature.
- To make students find a perspective into the debate between high and low culture  
To analyse the fantasy work that gains popularity.

### UNIT - I Introduction

06

David Glover and Scott MaCraken- *Introduction as an essay*

Felicity Huges- *Children's Literature: Theory and Practice* (English Lirerary History, Vol 45, 1978)

### UNIT - II Fairy Tales

06

Brothers Grimm- The Juniper Tree

Sir Arthur Conan Doyle- Adventure of the Speckled Band

Roald Dahl- Extracts from Charlie and The Chocolate Factory (Chapter 13 to 15)

### UNIT - III Short Story

06

Satyajit Ray- Professor Shonku and the UFO (From The Mystery of Munroe Island and Other Stories)

### UNIT - IV Comics and stories

06

Herge- Tintin in Tibet

Somdev Bhatt: The Story of Padmavati and the Prince VajVikram- Betaal Story)

### UNIT - V Novels

06

Anuja Chauhan: *The Zoya Factor*

J.K. Rowling: *Harry Potter and the Philosopher's Stone*

**Total Lecture Hours****30****BOOKS FOR STUDY:**

- Chute, Hillary. —Comics as Literature .Reading Graphic Narrative. *PMLA* – Publications of The Modern Language Association of America. 123. 452- 465.2008.
- Herge. *Tintin in Tibet*. Baker and Taylor, 2009.

**BOOKS FOR REFERENCES:**

- Chauhan, Anuja. *The Zoya Factor* Harper Collins, 2008
- Gill, Rosalind & Herdieckerhoff, Elena— *Rewriting the romance: new femininities In chick lit?*. *Feminist Media Studies* 6(4).2006.

**WEB RESOURCES:**

- <https://fdocuments.in/document/childrens-literature-55845ad6244ac.html>
- (<http://www.cambridgeblog.org/wp-content/uploads/2012/08/The-Cambridge-Companion-to-Popular-Fiction-Intro.pdf>)

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

**COURSE OUTCOMES:****K LEVEL****After studying this course, the students will be able to:**

<b>CO1</b>	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20 <sup>th</sup> century.	<b>K1 to K4</b>
<b>CO2</b>	Have an awareness of the major schools of thought in western philosophy	<b>K1 to K4</b>
<b>CO3</b>	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning	<b>K1 to K4</b>
<b>CO4</b>	Talk about some of the key figures in Philosophy.	<b>K1 to K4</b>
<b>CO5</b>	Analyze and appreciate texts critically, from different philosophical perspectives.	<b>K1 to K4</b>

**MAPPING WITH PROGRAM OUTCOMES:**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
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<b>CO1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>				
<b>CO2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>				
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>				
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>				
<b>CO5</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>				

**S- STRONG**

**M - MEDIUM**

**L - LOW**

**CO / PO MAPPING:**

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

**LESSON PLAN:**

<b>UNIT</b>	<b>POPULAR LITERATURE AND CULTURE</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	David Glover and Scott MaCraken- <i>Introduction as an essay</i> Felicity Huges- <i>Children's Literature: Theory and Practice</i> (English Lirerary History, Vol 45, 1978)	<b>06</b>	<b>Lecture and PPT</b>
<b>II</b>	Brothers Grimm- <i>The Juniper Tree</i> Sir Arthur Conan Doyle- <i>Adventure of the Speckled Band</i> Roald Dahl- <i>Extracts from Charlie and The Chocolate Factory</i> (Chapter 13 to 15)	<b>06</b>	<b>Lecture and PPT</b>
<b>III</b>	Satyajit Ray- <i>Professor Shonku and the UFO</i> (From <i>The Mystery of Munroe Island and Other Stories</i> )	<b>06</b>	<b>Lecture and videos</b>
<b>IV</b>	Herge- <i>Tintin in Tibet</i>	<b>06</b>	<b>Lecture and videos</b>

	Somdev Bhatt: The Story of Padmavati and the Prince VajVikram- Betaal Story)		
<b>V</b>	Anuja Chauhan: <i>The Zoya Factor</i> J.K. Rowling: <i>Harry Potter and the Philosopher's Stone</i>	<b>06</b>	<b>Lecture and PPT</b>

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		
<b>Question Pattern CIA I &amp; II</b>		No. of Questions to be asked	<b>50</b>			
		No. of Questions to be answered	<b>50</b>			
		Marks for each question	<b>1</b>			
		Total Marks for each section	<b>50</b>			

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 %
<b>CIA I</b>	K1	25	-	-	25	50	<b>100</b>
	K2	25	-	-	25	50	
	K3	-	-	-	-	-	-
	K4	-	-	-	-	-	-
	Marks	<b>50</b>	-	-	-	<b>50</b>	<b>100</b>
<b>CIA II</b>	K1	25	-	-	25	50	<b>100</b>
	K2	25	-	-	25	50	
	K3	-	-	-	-	-	-
	K4	-	-	-	-	-	-
	Marks	<b>50</b>	-	-	-	<b>50</b>	<b>100</b>

**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-K2	15	K1,K2		
2	CO2	K1-K2	15	K1,K2		
3	CO3	K1-K2	15	K1,K2		
4	CO4	K1-K2	15	K1,K2		
5	CO5	K1-K2	15	K1,K2		
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 %
<b>K1</b>	45	-	-	45	60	60
<b>K2</b>	30	-	-	30	40	40
<b>K3</b>	-	-	-	-	-	-
<b>K4</b>	-	-	-	-	-	-
<b>Marks</b>	75	-	-	75	100	100

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



# MANNAR THIRUMALAI NAICKER COLLEGE

(AUTONOMOUS)

DEPARTMENT OF ENGLISH

For those who joined in 2023-2024 and after

<b>Course Name</b>	<b>READING AND WRITING SKILLS</b>			
<b>Course Code</b>	23UENFC11	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	Skill	2	-	2

## **COURSE OBJECTIVES:**

- To make students to understand the importance of Reading and Writing in Language acquisition
- To facilitate learners to learn the technical nuances of reading a text
- To interpret and critically evaluate texts
- To help students explore the techniques of effective writing
- To hone the writing competencies leading to effective communication

## **UNIT - I The Reading Process 06**

Reading: A Comprehensive Process  
Reading with a Purpose  
Reading Different Kinds of Texts  
Active and Passive Reading

## **UNIT - II Reading Strategy 06**

Reading Skills  
Vocabulary Skills  
Scanning Skills  
Skimming Skills  
Intensive Reading Skills

## **UNIT - III Summarising and Paraphrasing 06**

Mechanics of Summarising  
Summarising Techniques  
Outlining and Paraphrasing  
Summary writing Practice

## **UNIT - IV Writing Effective Sentences 06**

Sentence Structure  
Sentence Coherence  
Paragraph Writing  
Paragraph Structure  
Principles of Paragraph Writing  
Paragraph Length  
Expanding Proverbs

## **UNIT - V E-mail Messages 06**



Principles and Fundamentals Formatting E-mail Messages Standard E-mail Practices E-mail Writing Practices	<b>Total Lecture Hours</b>	<b>30</b>
<b>BOOKS FOR STUDY:</b> Rizvi, M. Ashraf. <i>Effective Technical Communication</i> . New Delhi: Tata McGraw-Hill Publishing Company Limited. 2007..		
<b>BOOKS FOR REFERENCES:</b> Raman, Meenakshi and Sangeetha Rani. <i>Technical Communication</i> . USA: Oxford University Press, USA. 2015.		
<b>WEB RESOURCES:</b> <a href="https://ecampusontario.pressbooks.pub/communicationatwork/chapter/3-3-collecting-sources-by-reading-with-a-purpose/">https://ecampusontario.pressbooks.pub/communicationatwork/chapter/3-3-collecting-sources-by-reading-with-a-purpose/</a> <a href="https://www.mindtools.com/axggxkv/paraphrasing-and-summarizing">https://www.mindtools.com/axggxkv/paraphrasing-and-summarizing</a> <a href="https://www.wisestamp.com/blog/formal-email-writing-formats/">https://www.wisestamp.com/blog/formal-email-writing-formats/</a>		

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

COURSE OUTCOMES:								K LEVEL		
After studying this course, the students will be able to:										
<b>CO1</b>	Discover the basic concepts of reading and writing skills in language learning process.								<b>K1 to K4</b>	
<b>CO2</b>	Gaining knowledge about the subtle strategies involved in the process of approaching text								<b>K1 to K4</b>	
<b>CO3</b>	Reading to integrate information, reading to write and reading to analyse a text.								<b>K1 to K4</b>	
<b>CO4</b>	Applying various methods associated with effective writing skills								<b>K1 to K4</b>	
<b>CO5</b>	Sharpen the skills in writing proficiency in order to make communication effective.								<b>K1 to K4</b>	
MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>				
<b>CO2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>				

<b>CO3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>				
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>				
<b>CO5</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>				

**S- STRONG**

**M – MEDIUM**

**L - LOW**

**CO / PO MAPPING:**

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

**LESSON PLAN:**

<b>UNIT</b>	<b>FOUNDATION COURSE</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	Reading: A Comprehensive Process Reading with a Purpose Reading Different Kinds of Texts Active and Passive Reading	<b>06</b>	<b>Lecture and PPT</b>
<b>II</b>	Reading Skills Vocabulary Skills Scanning Skills Skimming Skills Intensive Reading Skills	<b>06</b>	<b>Lecture and PPT</b>
<b>III</b>	Mechanics of Summarising Summarising Techniques Outlining and Paraphrasing Summary writing Practice	<b>06</b>	<b>Lecture and videos</b>
<b>IV</b>	Sentence Structure Sentence Coherence Paragraph Writing Paragraph Structure Principles of Paragraph Writing Paragraph Length Expanding Proverbs	<b>06</b>	<b>Lecture and videos</b>

<b>V</b>	Principles and Fundamentals Formatting E-mail Messages Standard E-mail Practices E-mail Writing Practices	<b>06</b>	<b>Lecture and PPT</b>
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<b>Learning Outcome Based Education &amp; Assessment (LOBE) Formative Examination - Blue Print Articulation Mapping – K Levels with Course Outcomes (COs)</b>						
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		
<b>Question Pattern CIA I &amp; II</b>		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			

<b>Distribution of Marks with K Level CIA I &amp; CIA II</b>							
	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 %
<b>CIA I</b>	K1	25	-	-	25	50	<b>100</b>
	K2	25	-	-	25	50	
	K3	-	-	-	-	-	-
	K4	-	-	-	-	-	-
	Marks	<b>50</b>	-	-	<b>50</b>	<b>100</b>	<b>100</b>
<b>CIA II</b>	K1	25	-	-	25	50	<b>100</b>
	K2	25	-	-	25	50	
	K3	-	-	-	-	-	-
	K4	-	-	-	-	-	-
	Marks	<b>50</b>	-	-	<b>50</b>	<b>100</b>	<b>100</b>

**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	<b>K1-K2</b>	<b>15</b>	<b>K1</b>		
2	CO2	<b>K1-K2</b>	<b>15</b>	<b>K2</b>		
3	CO3	<b>K1-K2</b>	<b>15</b>	<b>K1</b>		
4	CO4	<b>K1-K2</b>	<b>15</b>	<b>K2</b>		
5	CO5	<b>K1-K2</b>	<b>15</b>	<b>K1</b>		
No. of Questions to be Asked			<b>75</b>			
No. of Questions to be answered			<b>75</b>			
Marks for each question			<b>1</b>			
Total Marks for each section			<b>75</b>			
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>						

**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 %
<b>K1</b>	45	-	-	45	60	60
<b>K2</b>	30	-	-	30	40	40
<b>K3</b>	-	-	-	-	-	-
<b>K4</b>	-	-	-	-	-	-
<b>Marks</b>	75	-	-	75	100	100

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

# SECOND SEMESTER



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

<b>Course Name</b>	<b>British Literature- I</b>			
<b>Course Code</b>	<b>23UENCC21</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core</b>	<b>5</b>	<b>-</b>	<b>5</b>

**COURSE OBJECTIVES:**

- methodologies present in British literature
- To create an aptitude of critically probing through the text. To introduce British Identity, Periods and other related forms.
- To increase the ability for students to intellectually assess the world and their place in it.
- To enable learners to understand that British literature is at the foundation of English- speaking peoples' culture.
- To closely examine the various themes

**UNIT - I Prose** **15**

Of Truth, Of Adversity – Francis Bacon  
 A City Night Piece- Oliver Goldsmith  
 The Spectator Club, On Giving Advice- Joseph Addison and Sir Richard Steele.

**UNIT - II Poetry** **15**

Robert Edgar Burns –The Potter  
 William Blake- The Chimney Sweeper  
 William Wordsworth - Tintern Abbey  
 John Keats – La Belle Dame Sans Merci  
 P.B.Shelley - Hymn to Intellectual Beauty.  
 Lord Byron-She Walks In Beauty

**UNIT - III Poetry** **15**

John Milton -Paradise Lost Book IV.

**UNIT - IV Drama** **15**

Christopher Marlowe- Dr.Faustus  
 Oliver Goldsmith-She Stoops to Conquer.

**UNIT - V Novel** **15**

Mary Shelly- Captain Walton’s Conclusion, Frankenstein  
 Jonathan Swift- Voyage to Lilliput/ Houyhnhnms - Gulliver’s Travels  
 Charles Dickens –Recalled to Life- A Tale of Two Cities.

**Total Lecture Hours** **90**

**BOOKS FOR STUDY:**

Rexroth, Kenneth. *The New British Poets : An Anthology*. Granger Books, 1976.

**BOOKS FOR REFERENCES:**

- Bacon,Francis,and Michel Leiris.*Francis Bacon*. Ediciones Poligrafa,2008.
- MARLOWE, Christopher. *Dr.Faustus*. BOOK ON DEMAND LTD,2021.
- Shelley,Mary Wollstonecraft. *Frankenstein*. Create Space, 2015.

➤ Swift, Jonathan, et al. *Gulliver's Travels*. Oxford University Press, 2019.

**WEB RESOURCES:**

Ranger, Paul. "Technical Features." *She Stoops to Conquer* by Oliver Goldsmith, 1985, pp. 51–68. [https://doi.org/10.1007/978-1-349-07664-2\\_5](https://doi.org/10.1007/978-1-349-07664-2_5).

Dickens, Charles. "Fifty-Two." *A Tale of Two Cities*, 2008, <https://doi.org/10.1093/owc/9780199536238.003.0047>.

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	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature	K1 to K4
CO2	Synthesize, integrate, and connect information by Writing essays using techniques of criticism and evaluation.	K1 to K4
CO3	Read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth-century.	K1 to K4
CO4	Distinguish between the characteristics of British Literary movements in discussing and writing about British literature.	K1 to K4
CO5	Write about literature using standard literary terminology and other literary conventions.	K1 to K4

**MAPPING WITH PROGRAM OUTCOMES:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3				
CO2	2	3	3	3	2	3				
CO3	3	3	3	2	3	3				
CO4	3	3	3	2	3	3				
CO5	3	2	3	3	3	3				

**S- STRONG**

**M – MEDIUM**

**L - LOW**

**CO / PO MAPPING:**

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

### LESSON PLAN:

<b>UNIT</b>	<b>BRITISH LITERATURE - I</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	<b>Introduction about development in British Literature,</b> <b>Prose :</b> Of Truth, Of Adversity - Francis Bacon, A City Night Piece – Oliver Goldsmith, The Spectator Club, On Gratitude, On Giving Advice- Joseph Addison and Sir Richard Steele.		
<b>II</b>	Poetry: Robert Edgar Burns –The Potter William Blake- The Chimney Sweeper William Wordsworth - Tintern Abbey John Keats – La Belle Dame Sans Merci P. B. Shelley - Hymn to Intellectual Beauty. Lord Byron-She Walks In Beauty		
<b>III</b>	Puritan Age Poetry: John Milton- Paradise -Lost Book IV		
<b>IV</b>	Drama: Christopher Marlowe- <i>Dr. Faustus</i> . Francis Beaumont and John Fletcher- Philaster. Oliver Goldsmith- <i>She Stoops to Conquer</i>		
<b>V</b>	Fiction: Mary Shelly-Captain Walton’s Conclusion-Frankenstein Jonathan Swift- Voyage to Lilliput/Houyhnhnms- Gulliver’s Travels Charles Dickens –Recalled to Life-A Tale of Two Cities.		

**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	2	K1, K2	2(K2,K2)	1(K3,K3)
AI	CO2	K1 – K4	2	K1, K2	2(K3,K3)	1(K4,K4)
CI	CO3	K1 – K4	2	K1, K2	2(K2,K2)	1(K3,K3)
AII	CO4	K1 – K4	2	K1, K2	2(K3,K3)	1(K4,K4)
<b>Question Pattern CIA I &amp; II</b>		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 %
<b>CIA I</b>	K1	2	-	-	2	3.5	<b>25</b>
	K2	2	10	-	12	21.42	
	K3	-	10	16	26	46.42	<b>75</b>
	K4	-	-	16	16	28.57	
	Marks	<b>4</b>	<b>20</b>	<b>32</b>	<b>56</b>	<b>100</b>	<b>100</b>
<b>CIA II</b>	K1	2	-	-	2	3.5	<b>25</b>
	K2	2	10	-	12	21.42	
	K3	-	10	16	26	46.42	<b>75</b>
	K4	-	-	16	16	28.57	
	Marks	<b>4</b>	<b>20</b>	<b>32</b>	<b>56</b>	<b>100</b>	<b>100</b>

**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-K4	2	K1 ,K2	2(K2)	2(K3)
2	CO2	K1-K4	2	K1 ,K2	2(K3)	2(K4)
3	CO3	K1-K4	2	K1 ,K2	2(K2)	2(K3)
4	CO4	K1-K4	2	K1 ,K2	2(K3)	2(K4)
5	CO5	K1-K4	2	K1 ,K2	2(K4)	2(K3)
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
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>						

**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 %
<b>K1</b>	5	-	-	5	3.5	
<b>K2</b>	5	20	-	25	18	
<b>K3</b>	-	20	48	68	48.5	78.5
<b>K4</b>	-	10	32	42	30	
<b>Marks</b>	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 <b>ALL</b> the questions				<b>PART – A</b>	
				<b>(10 x 1 = 10 Marks)</b>	
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 <b>ALL</b> the questions				<b>PART – B</b>	<b>(5 x 5 = 25 Marks)</b>
11. a)	Unit - I	CO1	K2		
<b>OR</b>					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
<b>OR</b>					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
<b>OR</b>					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
<b>OR</b>					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
<b>OR</b>					
15. b)	Unit - V	CO5	K4		

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



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

<b>Course Name</b>	<b>AMERICAN LITERATURE – I</b>			
<b>Course Code</b>	<b>23UENCC22</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>CORE – IV</b>	<b>4</b>	<b>-</b>	<b>5</b>

**COURSE OBJECTIVES:**

- To Understand the growth and development of American literature.
- To critically examine how various genres developed and progressed.
- Learn about prominent writers and famous works in American literature.
- To closely examine the various themes and methodologies present in British literature
- To create an aptitude of critically probing through the text

**UNIT - I POEM 15**

E.M. Foster- The Prologue  
Passage to India(Lines1-68)-Walt Whitman  
O! Captain, My Captain!-Walt Whitman

**UNIT - II POEM 15**

Sherman Alexie- Crow Testament, Evolution  
Edgar Allan Poe- The Raven  
Emily Dickinson- Because I Could Not Stop for Death

**UNIT - III PROSE 15**

Edgar Allan Poe- The Philosophy of Composition  
Martin Luther King Jr -I have a Dream  
Abraham Lincoln- Gettysburg Address

**UNIT - IV PLAY 15**

Tennessee Williams- The Glass Menagerie  
Eugene O'Neill- Emperor Jones

**UNIT - V NOVEL 15**

Harriet Beecher Stowe- Uncle Tom's Cabin  
Herman Melville- Billy Budd

**Total Lecture Hours 75**

**BOOKS FOR STUDY:** Text Books(Latest Editions)

Levine, Robert S., et al .The Norton Anthology of American Literature. W.W .Norton &Company, 2022.

**BOOKS FOR REFERENCES:**

Dickinson, Emily, and Johanna Brownell. Emily Dickinson: Poems. Chart well Books, 2015.

Gould, Jean. American Women Poets: Pioneers of Modern Poetry. DODD, ME AD,1980.

Poe, Edgar Allan, et al. Poetry for Young People: Edgar Allen Poe. Sterling Pub. Co., 1995.

Kallen, Stuart A., and Terry Boles .The Gettys burg Address. Abdo & Daughters, 1994.

**WEB RESOURCES:**

“Harriet Beecher Stowe's Uncle Tom's Cabin.”2003,<https://doi.org/10.4324/9781315812113>.

Mason, Ronald. “Herman Melville and ‘Billy Budd.’” Tempo, no. 21, 1951, pp. 6–8.,<https://doi.org/10.1017/s0040298200054863>

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

COURSE OUTCOMES:		K LEVEL
<b>After studying this course, the students will be able to:</b>		
<b>CO1</b>	Analyze and discuss works of American literature from arrangeof genres (e.g. poetry, nonfiction, slave narrative, captivity narrative, literary fiction, genre fiction, sermon, public proclamations, letters, etc.).	<b>K1 to K4</b>
<b>CO2</b>	Identify relationships between moments in American history, colonialism, and culture and their representation in works of American literature	<b>K1 to K4</b>
<b>CO3</b>	Articulate ways that American literature reflects complex historical and cultural experiences.	<b>K1 to K4</b>
<b>CO4</b>	Produce a mix of critical, creative, and/or reflectiveworks about American literature to 1865.	<b>K1 to K4</b>
<b>CO5</b>	Analyze and describe about American literature using standard literary terminology and other literary conventions.	<b>K1 to K4</b>

**MAPPING WITH PROGRAM OUTCOMES:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
<b>CO1</b>	3	3	3	3	3	3				
<b>CO2</b>	2	3	3	3	2	3				
<b>CO3</b>	3	3	3	2	3	3				
<b>CO4</b>	3	3	3	3	3	3				
<b>CO5</b>	3	2	3	3	3	3				

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

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

**LESSON PLAN:**

UNIT	AMERICAN LITERATURE- I	HRS	PEDAGOGY
<b>I</b>	Introduction to American literature E.M. Foster- The Prologue Passage to India (1-68) – Walt Whitman O! Captain, My Captain!-Walt Whitman	<b>15</b>	<b>Lecture, PPT</b>
<b>II</b>	Sherman Alexie- Crow, Testament, Evolution Edgar Allan Poe- The Raven Emily Dickinson- Because I Could Not Stop for Death	<b>15</b>	<b>Lecture, PPT</b>
<b>III</b>	Edgar Allan Poe- The Philosophy of Composition Martin Luther King Jr -I have a Dream Abraham Lincoln- Gettysburg Address	<b>15</b>	<b>Lecture, PPT</b>
<b>IV</b>	Tennessee Williams- The Glass Menagerie Eugene O'Neill- Emperor Jones	<b>15</b>	<b>Lecture, PPT</b>
<b>V</b>	Harriet Beecher Stowe- Uncle Tom's Cabin Herman Melville- Billy Budd Washington Irving-The Legend of the Sleepy Hollow ,Rip Van Winkle Leslie Marmon Silko -Ceremony	<b>15</b>	<b>Lecture, PPT</b>



**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	2	K1,K2	2(K2,K2)	1(K3,K3)
AI	CO2	K1 – K4	2	K1,K2	2(K3,K3)	1(K4,K4)
CI	CO3	K1 – K4	2	K1,K2	2(K2,K2)	1(K3,K3)
AII	CO4	K1 – K4	2	K1,K2	2(K3,K3)	1(K4,K4)
<b>Question Pattern CIA I &amp; II</b>		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

	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 %
<b>CIA I</b>	K1	2	-	-	2	3.5	<b>25</b>
	K2	2	10	-	12	21.42	
	K3	-	10	16	26	46.42	<b>75</b>
	K4	-	-	16	16	28.57	
	Marks	<b>4</b>	<b>20</b>	<b>32</b>	<b>56</b>	<b>100</b>	<b>100</b>
<b>CIA II</b>	K1	2	-	-	2	3.5	<b>25</b>
	K2	2	10	-	12	21.42	
	K3	-	10	16	26	46.42	<b>75</b>
	K4	-	-	16	16	28.57	
	Marks	<b>4</b>	<b>20</b>	<b>32</b>	<b>56</b>	<b>100</b>	<b>100</b>

**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-K4	2	K1, K2	2(K2)	2(K3)
2	CO2	K1-K4	2	K1, K2	2(K3)	2(K4)
3	CO3	K1-K4	2	K1, K2	2(K2)	2(K3)
4	CO4	K1-K4	2	K1, K2	2(K3)	2(K4)
5	CO5	K1-K4	2	K1, K2	2(K4)	2(K3)
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
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>						

**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 %
<b>K1</b>	5	-	-	5	3.5	
<b>K2</b>	5	20	-	25	18	
<b>K3</b>	-	20	48	68	48.5	78.5
<b>K4</b>	-	10	32	42	30	
<b>Marks</b>	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 <b>ALL</b> the questions				<b>PART – A</b>	
				<b>(10 x 1 = 10 Marks)</b>	
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 <b>ALL</b> the questions				<b>PART – B</b>	<b>(5 x 5 = 25 Marks)</b>
11. a)	Unit - I	CO1	K2		
<b>OR</b>					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
<b>OR</b>					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
<b>OR</b>					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
<b>OR</b>					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
<b>OR</b>					
15. b)	Unit - V	CO5	K4		

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



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

<b>Course Name</b>	<b>HISTORY OF ENGLISH LITERATURE</b>			
<b>Course Code</b>	23UENEC21	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	Elective -2	<b>4</b>	<b>-</b>	<b>4</b>
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"> <li>○ To help students with a survey of the history of English literature from Old English times to the modern period.</li> <li>○ Help them gain particular reference to the major literary movements and authors</li> <li>○ To help them with an overview of the major linguistic influences on the English language</li> <li>○ To provide them with a look at certain linguistic processes that have contributed to the development of the English language</li> <li>○ To create the ability of critically examining a text</li> </ul>				
<b>Unit –I Introduction</b>		<b>12</b>		
A General Introduction to Different Genres in English Literature: British Poetry, Prose, Drama and Fiction				
<b>UNIT - II The Renaissance Period (1350–1660)</b>		<b>12</b>		
Geoffrey Chaucer An Introduction to Bible Translation The University Wits Elizabethan and Jacobean Drama Comedy of Humors				
<b>UNIT - III 17<sup>th</sup> &amp; 18<sup>th</sup> Century (1660 – 1800)</b>		<b>12</b>		
Comedy of Manners Neo-Classicism Sentimental and Anti Sentimental Comedies Pre-Romantics				
<b>UNIT - IV Drama</b>		<b>12</b>		
Well Made Play (Drama of Ideas-Shaw and Ibsen), Existential Drama, Comedy of Menace, Kitchen-Sink Drama, Problem Play, Didactic Drama (Propaganda Play), One-Act Play				
<b>UNIT - V The Victorian Era (1832-1901)</b>		<b>12</b>		
Pre-Raphaelite Movement - D.G. Rossetti, Christina Rossetti Victorian Poets – Alfred Tennyson, Robert Browning Victorian Novelists - Charles Dickens, Thackeray Victorian Prose Writers- Thomas Carlyle, John Ruskin, Matthew Arnold				
<b>Total Lecture Hours</b>				<b>60</b>

**BOOKS FOR STUDY:**

1. Hamilton, I. (ed.). The Oxford Companion to Twentieth Century Poetry in English (Oxford: Oxford University Press, 1994)
2. Parker, P. (ed.). The Reader's Companion to Twentieth Century Writing (London: Helicon, 1995).
3. The Oxford Companion to Twentieth Century Literature in English (Oxford University Press, 1996).

**BOOKS FOR REFERENCES:**

1. Bergonzi, B. Heroes' Twilight: A Study of the Literature of the Great War, 2<sup>nd</sup> edn (London: Constable, 1980).
2. Fussell, P. The Great War and Modern Memory (Oxford: Oxford University Press, 1975)

**WEB RESOURCES:**

<https://www.manavata.org/able/wp-content/uploads/sites/10/2020/07/A-History-of-English-Literature.pdf>

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

<b>COURSE OUTCOMES:</b>		<b>K LEVEL</b>
<b>After studying this course, the students will be able to:</b>		
<b>C01</b>	Gain extensive insight into the history of English literature, while laying special emphasis on various Literary movements, genres and writers that are held to be the representatives of their times.	<b>K1 to K4</b>
<b>C02</b>	Evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	<b>K1 to K4</b>
<b>C03</b>	Familiarize themselves with the socio-cultural ambience and the discursive frameworks of various sages	<b>K1 to K4</b>
<b>C04</b>	Develop a nuanced appreciation of the literary stalwarts of those times.	<b>K1 to K4</b>
<b>C05</b>	Gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty gritty of the language.	<b>K1 to K4</b>

**MAPPING WITH PROGRAM OUTCOMES:**

CO/PO	PO 1	PO2	PO3	PO4	PO5	PO6			
CO1	3	3	3	3	3	3			
CO2	2	3	3	3	2	3			
CO3	3	3	3	2	3	3			
CO4	3	3	3	3	3	3			
CO5	3	2	3	3	3	3			

**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
<b>WEIGHTAGE</b>	15	15	15	15	15
<b>WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS</b>	3.0	3.0	3.0	3.0	3.0

**LESSON PLAN:**

UNIT	HISTORY OF ENGLISH LITERATURE	HRS	PEDAGOGY
I	A General Introduction to Different Genres in English Literature: British Poetry, Prose, Drama and Fiction	12	Chalk and Talk
II	Chaucer An Introduction to Bible Translation The University Wits Elizabethan and Jacobean Drama Comedy of Humors	12	Chalk and Talk, PPT
III	Comedy of Manners, Neo-Classicism Sentimental and Anti Sentimental Comedies Pre-Romantics	12	Chalk and Talk, PPT
IV	Well Made Play (Drama of Ideas-Shaw and Ibsen), Existential Drama, Comedy of Menace, Kitchen-Sink Drama, Problem Play, Didactic Drama (Propaganda Play), One-Act Play	12	Chalk and Talk, PPT
V	Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti Victorian Poets - Tennyson, Browning Victorian Novelists - Charles Dickens, Thackeray	12	Chalk and Talk, PPT

Victorian Writers- Carlyle, Ruskin, Impressionistic Writers Proust Joyce Symbolist Movement –Yeats						
<b>Learning Outcome Based Education &amp; Assessment (LOBE)</b> <b>Formative Examination - Blue Print</b> <b>Articulation Mapping – K Levels with Course Outcomes (COs)</b>						
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	2	K1,K2	2(K2,K2)	1(K3,K3)
AI	CO2	K1 – K4	2	K1,K2	2(K3,K3)	1(K4,K4)
CI	CO3	K1 – K4	2	K1,K2	2(K2,K2)	1(K3,K3)
AII	CO4	K1 – K4	2	K1,K2	2(K3,K3)	1(K4,K4)
<b>Question Pattern CIA I &amp; II</b>		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

<b>Distribution of Marks with K Level CIA I &amp; CIA II</b>							
	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 %
<b>CIA I</b>	K1	2	-	-	2	3.5	<b>25</b>
	K2	2	10	-	12	21.42	
	K3	-	10	16	26	46.42	<b>75</b>
	K4	-	-	16	16	28.57	
	<b>Marks</b>	<b>4</b>	<b>20</b>	<b>32</b>	<b>56</b>	<b>100</b>	<b>100</b>
<b>CIA II</b>	K1	2	-	-	2	3.5	<b>25</b>
	K2	2	10	-	12	21.42	
	K3	-	10	16	26	46.42	<b>75</b>
	K4	-	-	16	16	28.57	
	<b>Marks</b>	<b>4</b>	<b>20</b>	<b>32</b>	<b>56</b>	<b>100</b>	<b>100</b>

**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.**

<b>Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)</b>						
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-K4	2	K1 ,K2	2(K2)	2(K3)
2	CO2	K1-K4	2	K1 ,K2	2(K3)	2(K4)
3	CO3	K1-K4	2	K1 ,K2	2(K2)	2(K3)
4	CO4	K1-K4	2	K1 ,K2	2(K3)	2(K4)
5	CO5	K1-K4	2	K1 ,K2	2(K4)	2(K3)
No. of Questions to be Asked			<b>10</b>		<b>10</b>	<b>10</b>
No. of Questions to be answered			<b>10</b>		<b>5</b>	<b>5</b>
Marks for each question			<b>1</b>		<b>5</b>	<b>8</b>
Total Marks for each section			<b>10</b>		<b>25</b>	<b>40</b>
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>						

<b>Distribution of Marks with K Level</b>						
K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
<b>K1</b>	5			5	3.5	21.5
<b>K2</b>	5	20		25	18	
<b>K3</b>	-	20	48	68	48.5	78.5
<b>K4</b>	-	10	32	42	30	
<b>Marks</b>	10	50	80	140	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>						

## Summative Examinations - Question Paper – Format

Q.No.	Unit	CO	K-level		
Answer <b>ALL</b> the questions				<b>PART – A</b>	
				<b>(10 x 1 = 10 Marks)</b>	
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 <b>ALL</b> the questions				<b>PART – B</b>	<b>(5 x 5 = 25 Marks)</b>
11. a)	Unit - I	CO1	K2		
<b>OR</b>					
11. b)	Unit - I	CO1	K2		
12. a)	Unit - II	CO2	K3		
<b>OR</b>					
12. b)	Unit - II	CO2	K3		
13. a)	Unit - III	CO3	K2		
<b>OR</b>					
13. b)	Unit - III	CO3	K2		
14. a)	Unit - IV	CO4	K3		
<b>OR</b>					
14. b)	Unit - IV	CO4	K3		
15. a)	Unit - V	CO5	K4		
<b>OR</b>					
15. b)	Unit - V	CO5	K4		

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



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

<b>Course Name</b>	<b>PHILOSOPHY FOR LITERATURE</b>			
<b>Course Code</b>	<b>23UENNM21</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>NME- II</b>	<b>2</b>	<b>-</b>	<b>2</b>

**COURSE OBJECTIVES:**

- To engage with the philosophy of literary representations.
- To give the students a historical overview of the major figures in philosophy
- To introduce to them some of the significant schools of thought that has influenced human perception.
- To inform students how an understanding of philosophy is vital to the reading of literature
- To analyze the philosophical thought.

**UNIT - I Introduction 06**

The World of Greeks- Heraclitus— Flux and the unity of opposites— Socrates—  
 Nature of Poet and Rhapsode— Dialogue with Ion—Plato—Concept of Forms—  
 Ideal vs Physical—Aristotle—Concept of Soul—Beauty—Art—Nature

**UNIT - II Poetry 06**

Robert Frost - West-Running Brook  
 ST Coleridge - Kubla Khan  
 P B Shelley - Ozymandias  
 Keats - Endymion (First 33 lines) (Aristotle's idea of soul, beauty, art and nature)

**UNIT - III Theories and concepts 06**

John Locke— Liberalism- Empiricism  
 Immanuel Kant— Transcendental Idealism—  
 Karl Marx—Critique of Capitalist Society—Base and Superstructure

**UNIT - IV Poetry 06**

Emily Dickinson. —The Brain—is wider than the Sky|| (Debate the Cartesian mind Body or material immaterial dualism)  
 Walt Whitman. —On the Beach at Night Alone (Spinoza's pantheism),  
 William Ross Wallace. —The Liberty Bell (Locke's liberalism M and the turn of humanity),  
 D.H. Lawrence. —How Beastly the Bourgeois Is?|| (Marx's idea of social class)

**UNIT - V Theories and poetry 06**

Nihilism, Existentialism and Afterwards  
 Wallace Stevens - Sad Strains of a Gay Waltz,|| (Nietzsche's idea of nihilism and the death of god),  
 WH Auden - Who's Who? (Heidegger's idea of Dasein and Geworfenheit , -Being-thrown- in the World )  
 Ted Hughes - Hawk Roosting (ego that mediates the instinctual id and the critical super-ego)

Maya Angelou - When I think of myself,(Simone de Beauvoir's concept of becoming),	<b>Total Lecture Hours</b>	<b>30</b>
<b>BOOKS FOR STUDY:</b>		
1.Durrant, Will. <i>The Story of Philosophy</i> , Simon&Schuster,1991.		
2 Gaarder, Jostein. <i>Sophie's World: 20thAnniversaryEdition</i> .Orion, 2015.		
<b>BOOKS FOR REFERENCES:</b>		
1.Russell, Bertrand. <i>History of Western Philosophy</i> . Routledge, 2016.		
2.Gibson, John. <i>The Philosophy of Poetry</i> . Oxford UP, 2015.		
<b>WEB RESOURCES:</b>		
1. <a href="https://www.philosophybasics.com/general_what_is.html">https://www.philosophybasics.com/general_what_is.html</a>		
2. <a href="https://archive.org/details/SophiesWorld_989/page/n5/mode/2up">https://archive.org/details/SophiesWorld_989/page/n5/mode/2up</a>		

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

<b>COURSE OUTCOMES:</b>							<b>K LEVEL</b>		
<b>After studying this course, the students will be able to:</b>									
<b>CO1</b>	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20 <sup>th</sup> century.						<b>K1 to K4</b>		
<b>CO2</b>	Have an awareness of the major schools of thought in western philosophy						<b>K1 to K4</b>		
<b>CO3</b>	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning						<b>K1 to K4</b>		
<b>CO4</b>	Talk about some of the key figures in Philosophy.						<b>K1 to K4</b>		
<b>CO5</b>	Analyze and appreciate texts critically, from different philosophical perspectives.						<b>K1 to K4</b>		
<b>MAPPING WITH PROGRAM OUTCOMES:</b>									
<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>			
<b>CO1</b>	3	3	3	3	3	3			
<b>CO2</b>	2	3	3	3	2	3			
<b>CO3</b>	3	3	3	2	3	3			

<b>C04</b>	3	3	3	3	3	3			
<b>C05</b>	3	2	3	3	3	3			

**S- STRONG**

**M – MEDIUM**

**L - LOW**

**CO / PO MAPPING:**

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

**LESSON PLAN:**

<b>UNIT</b>	<b>PHILOSOPHY FOR LITERATURE</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	The World of Greeks- Heraclitus- Flux and the unity of opposites- Socrates-Nature of Poet and Rhapsode— Dialogue with Ion—Plato— Concept of Forms—Ideal vs Physical—Aristotle—Concept of Soul— Beauty—Art—Nature	<b>06</b>	<b>Lecture and PPT</b>
<b>II</b>	Robert Frost - West-Running Brook ST Coleridge - Kubla Khan P B Shelley - Ozymandias Keats - Endymion (First33lines) (Aristotle’s idea of soul, beauty, art and nature)	<b>06</b>	<b>Lecture and PPT</b>
<b>III</b>	Enlightenment and After Rene Descartes—Rationalism—Dualism Spinoza—idea of Nature and God Pantheism—concept of substance and modes Cartesian dualism vs Spinoza’s monism John Locke— Liberalism- Empiricism Immanuel Kant— Transcendental Idealism— Edmund Husserl— Phenomenology Karl Marx—Critique of Capitalist Society—Base and Superstructure	<b>06</b>	<b>Lecture and PPT</b>
<b>IV</b>	Emily Dickinson —The Brain—is wider than the Skyl (Debate the Cartesian mind Body or material immaterial dualism)	<b>06</b>	<b>Lecture and video</b>

	Walt Whitman—On the Beach at Night Alone (Spinoza’s pantheism), William Ross Wallace. —The Liberty Bell (Locke’s liberalism and the turn of humanity), D.H. Lawrence —How Beastly the Bourgeois Is? (Marx’s idea of social class)		
<b>V</b>	Nihilism, Existentialism and Afterwards Wallace Stevens - Sad Strains of a Gay Waltz, (Nietzsche’s idea of nihilism and the death of god), WH Auden - Who’s Who? (Heidegger’s idea of Dasein and Geworfenheit , —Being-thrown- in the-World ) Ted Hughes - Hawk Roosting (ego that mediates the instinctual id and the critical super-ego) Maya Angelou - When I think of myself, (de Beauvoir’s concept of becoming),	<b>06</b>	<b>Lecture and videos</b>

**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,K2		
AI	CO2	K1 – K4	25	K1,K2		
CI	CO3	K1 – K4	25	K1,K2		
AII	CO4	K1 – K4	25	K1,K2		
<b>Question Pattern CIA I &amp; II</b>		No. of Questions to be asked	<b>50</b>			
		No. of Questions to be answered	<b>50</b>			
		Marks for each question	<b>1</b>			
		Total Marks for each section	<b>50</b>			

**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 %

<b>CIA I</b>	<b>K1</b>	25	-	-	25	50	<b>100</b>
	<b>K2</b>	25	-	-	25	50	
	<b>K3</b>	-	-	-	-	-	-
	<b>K4</b>	-	-	-	-	-	-
	<b>Marks</b>	<b>50</b>	-	-	<b>50</b>	<b>100</b>	<b>100</b>
<b>CIA II</b>	<b>K1</b>	25	-	-	25	50	<b>100</b>
	<b>K2</b>	25	-	-	25	50	
	<b>K3</b>	-	-	-	-	-	-
	<b>K4</b>	-	-	-	-	-	-
	<b>Marks</b>	<b>50</b>	-	-	<b>50</b>	<b>100</b>	<b>100</b>

**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.**

<b>Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)</b>						
<b>S.No</b>	<b>COs</b>	<b>K - Level</b>	<b>Section A (MCQs)</b>		<b>Section B (Either / or Choice) With K - LEVEL</b>	<b>Section C (Either / or Choice) With K - LEVEL</b>
			<b>No. of Questions</b>	<b>K – Level</b>		
1	CO1	<b>K1-K2</b>	<b>15</b>	<b>K1,K2</b>		
2	CO2	<b>K1-K2</b>	<b>15</b>	<b>K1,K2</b>		
3	CO3	<b>K1-K2</b>	<b>15</b>	<b>K1,K2</b>		
4	CO4	<b>K1-K2</b>	<b>15</b>	<b>K1,K2</b>		
5	CO5	<b>K1-K2</b>	<b>15</b>	<b>K1,K2</b>		
No. of Questions to be Asked			<b>75</b>			
No. of Questions to be answered			<b>75</b>			
Marks for each question			<b>1</b>			
Total Marks for each section			<b>75</b>			
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>						



**Distribution of Marks with K Level**

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

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



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

<b>Course Name</b>	ENGLISH FOR COMMUNICATION			
<b>Course Code</b>	23UENSC21	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	SKILL (SEC-I)	2	-	2

**COURSE OBJECTIVES:**

- To enhance the level of literary and aesthetic experience of students and to help them respond creatively.
- To sensitize students to the major issues in the society and the world.
- To provide the students with an ability to build and enrich their communication skills.
- To equip students to utilize the digital knowledge resources effectively for their chosen fields of study
- To help them think and write imaginatively and critically

**UNIT - I**

**6**

Communication :Basic

Communication Styles - Passive, Aggressive, Assertive-

Significance of communication.

**UNIT - II**

**6**

Types of communication -

Verbal and Non-Verbal.

**UNIT - III**

**6**

Effective communication skills

Types of communication: Verbal and Non-Verbal.

**UNIT - IV**

**6**

Skills to be acquired in communication-Speaking/reading/writing/listening

**UNIT - V**

**6**

Application of learning

**Total Lecture Hours**

**30**

**BOOKS FOR STUDY:**

- Technical Communication: Principles and Practice, Second Edition by Meenakshi Raman and Sangeeta Sharma, Oxford Publications.
- Effective Technical Communication by M Ashraf Rizvi, The McGraw- Hill companies.
- Understanding Body Language by Alan Pease.

**BOOKS FOR REFERENCES:**

Communicative Grammar of English by Geoffrey Leech and Ian Svartik.

**WEB RESOURCES:**

ENGLISHCOMMUNICATIONSKILLS(THEORY) goigalajjuna- Academia.edu

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

**COURSE OUTCOMES:****K LEVEL**

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

<b>CO1</b>	Identify the basic principles of communication	<b>K1 to K4</b>
<b>CO2</b>	Analyze the various types of communication	<b>K1 to K4</b>
<b>CO3</b>	Make use of the essential principles of communication	<b>K1 to K4</b>
<b>CO4</b>	Identify the prominent methods and models of Communication.	<b>K1 to K4</b>
<b>CO5</b>	Learn about the four skills of language and get familiarized with them.	<b>K1 to K4</b>

**MAPPING WITH PROGRAM OUTCOMES:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6				
<b>CO1</b>	3	3	3	3	3	3				
<b>CO2</b>	2	3	3	3	2	3				
<b>CO3</b>	3	3	3	2	3	3				
<b>CO4</b>	3	3	3	3	3	3				
<b>CO5</b>	3	2	3	3	3	3				

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

COS	PSO1	PSO2	PSO3	PSO4	PSO5
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	3	2	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3

<b>WEIGHTAGE</b>	15	15	15	14	15
<b>WEIGHTED PERCENTAGE OF COURSE CONTRIBUTION TO POS</b>	3.0	3.0	3.0	2.8	3.0

**LESSON PLAN:**

<b>UNIT</b>	<b>ENGLISH FOR COMMUNICATION</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	Giving introduction to communication skills : What is communication skill?, definition and examples Communication :Basic Communication Styles - Passive, Aggressive, Assertive- Facilitating the Significance of communication skills	<b>6</b>	<b>Lecture ,PPT</b>
<b>II</b>	Types of communication - Verbal and Non-Verbal	<b>6</b>	<b>Lecture ,PPT</b>
<b>III</b>	Effective communication skills Types of communication: Verbal and Non-Verbal.	<b>6</b>	<b>Lecture ,PPT</b>
<b>IV</b>	Explaining how these four skills are important for jobs Skills to be acquired in communication- Speaking/reading/writing/listening Giving them listening activities to do Giving them an object to describe	<b>6</b>	<b>Lecture ,PPT</b>
<b>V</b>	Asking them new vocabulary , phrase and strategy that they learned Role play activities , writing reports Application of learning	<b>6</b>	<b>Lecture ,PPT</b>

**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,K2		
AI	CO2	K1 – K4	25	K1,K2		
CI	CO3	K1 – K4	25	K1,K2		
AII	CO4	K1 – K4	25	K1,K2		
<b>Question Pattern CIA I &amp; II</b>		No. of Questions to be asked	<b>50</b>			
		No. of Questions to be answered	<b>50</b>			
		Marks for each question	<b>1</b>			
		Total Marks for each section	<b>50</b>			

**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 %
<b>CIA I</b>	K1	25	-	-	25	50	<b>100</b>
	K2	25	-	-	25	50	
	K3	-	-	-	-	-	-
	K4	-	-	-	-	-	-
	Marks	<b>50</b>	-	-	<b>50</b>	<b>100</b>	<b>100</b>
<b>CIA II</b>	K1	25	-	-	25	50	<b>100</b>
	K2	25	-	-	25	50	
	K3	-	-	-	-	-	-
	K4	-	-	-	-	-	-
	Marks	<b>50</b>	-	-	<b>50</b>	<b>100</b>	<b>100</b>

**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.**

<b>Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)</b>						
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,K2		
2	CO2	K1-K2	15	K1,K2		
3	CO3	K1-K2	15	K1,K2		
4	CO4	K1-K2	15	K1,K2		
5	CO5	K1-K2	15	K1,K2		
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)						

<b>Distribution of Marks with K Level</b>						
K Level	Section A (Multiple Choice Questions)	Section B (Either or Choice)	Section C (Either/ or Choice)	Total Marks	% of (Marks without choice)	Consolidated %
<b>K1</b>	45	-	-	45	60	60
<b>K2</b>	30	-	-	30	40	40
<b>K3</b>	-	-	-	-	-	-
<b>K4</b>	-	-	-	-	-	-
<b>Marks</b>	75	-	-	75	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>						