

# B.A., ENGLISH

## Syllabus

Program Code: UEN

2021-2022 onwards



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**

**Re-accredited with “A” Grade by NAAC**

**PASUMALAI, MADURAI – 625 004**

### Eligibility for Admission

Candidates who have passed +2 Examination conducted by the Board of Higher Secondary Education, Government of Tamil Nadu, with English as a subject components OR any other examination accepted by the syndicate of the Madurai Kamaraj University as equivalent are eligible to join this course.

### Duration of the course

The duration of the course shall be three academic years comprising six semesters with two semesters in each academic year.

### Subjects of Study

The main subjects of study offered for B.A (English Literature) Degree Course shall consist of following:

- Part I : Tamil  
 Part II : English  
 Part III :  
 1. Core Subjects  
 2. Allied Subjects  
 3. Electives  
 Part IV :  
 1. Non Major Electives (II Year)  
 2. Skill Based Subjects  
 3. Environmental Studies - Mandatory Subject  
 4. Value Education - Mandatory Subject  
 Part V :  
 Extension Activities

### Pattern of the question paper for the Continuous Internal Assessment

**Note: Duration – 1 hour 30 minutes**

**(For Part I, Part II & Part III)**

The components for continuous internal assessment are:

#### Part –A

Four multiple choice questions (answer all) 4 x 01= 04 Marks

#### Part –B

Three short answers questions (answer all) 3 x 02= 06 Marks

#### Part –C

Two questions ('either .... or 'type) 2 x 05=10 Marks

#### Part –D

Two questions out of three 2 x 10 =20 Marks

Total 40 Marks

**The scheme of Examination for Part-I, II & III**

The components for continuous internal assessment are:

(40 Marks of two continuous internal assessments will be converted to 15 marks)

Two tests and their average --15 marks

Seminar /Group discussion --5 marks

Assignment --5 marks

-----  
Total 25 Marks  
-----

**Pattern of the question paper for the Summative Examinations:**

**Note: Duration- 3 hours**

**Part –A**

Ten multiple choice questions 10 x 01 = 10 Marks

No Unit shall be omitted: not more than two questions from each unit.)

**Part –B**

Short answer questions (one question from each unit) 5 x 02 = 10 Marks

**Part –C**

Five Paragraph questions ('either .... or 'type) 5 x 05 = 25 Marks

(One question from each Unit)

**Part –D**

Three Essay questions out of five 3 x 10 =30 Marks

(One question from each Unit)

-----  
Total 75 Marks  
-----

**Part-IV- Skill Based Papers:****The Scheme of Examination for Skill Based Papers: (Except Practical Lab Subjects)****Pattern of the questions paper for the continuous Internal Assessment**

**45 MCQs will be asked for two internal assessment tests (45 x 1=45 Marks) and converted for 15 marks**

The components for continuous internal assessment are:

Two tests and their average --15 marks

Seminar /Group discussion --5 marks

Assignment --5 marks

-----  
Total 25 Marks  
-----

### Summative Examination Pattern

#### Pattern of the Question Paper for Skill Based Papers (External)

**75 Multiple choice questions will be asked from five units (75 x 1=75 Marks)**

**(15MCQ's from each unit)**

### Part-IV- Environmental Studies and Value Education

#### The Scheme of Examination (Environmental Studies and Value Education)

Two tests and their average	--15 marks
Project Report	--10 marks*
Total	--25 marks

\* The students as Individual or Group must visit a local area to document environmental assets – river / forest / grassland / hill / mountain – visit a local polluted site – urban / rural / industrial / agricultural – study of common plants, insects, birds – study of simple ecosystem – pond, river, hill slopes, etc.

#### Question Paper Pattern

(Internal Assessment)

#### Pattern of the Question Paper for Environmental Studies & Value Education only) (Internal)

**45 MCQs will be asked for two internal assessment tests (45 x 1=45 Marks) and converted for 15 marks**

Two tests and their average	--	15 marks
Project	--	10 marks
Total		25 Marks

### Summative Examination Pattern

#### Pattern of the Question Paper for Environmental Studies & Value Education only) (External)

**75 Multiple choice questions will be asked from five units (75 x 1=75 Marks)**

**(15MCQ's from each unit)**

### Minimum Marks for a Pass

40% of the aggregate (Internal +Summative Examinations).

No separate pass minimum for the Internal Examinations.

27 marks out of 75 is the pass minimum for the Summative Examinations.



### VISION

To use the learners' language skills and exposure for their career advancement for an effective and ethical interaction in their Society.

### MISSION

To foster aesthetic appreciation of English literature and to impact life skills for empowerment

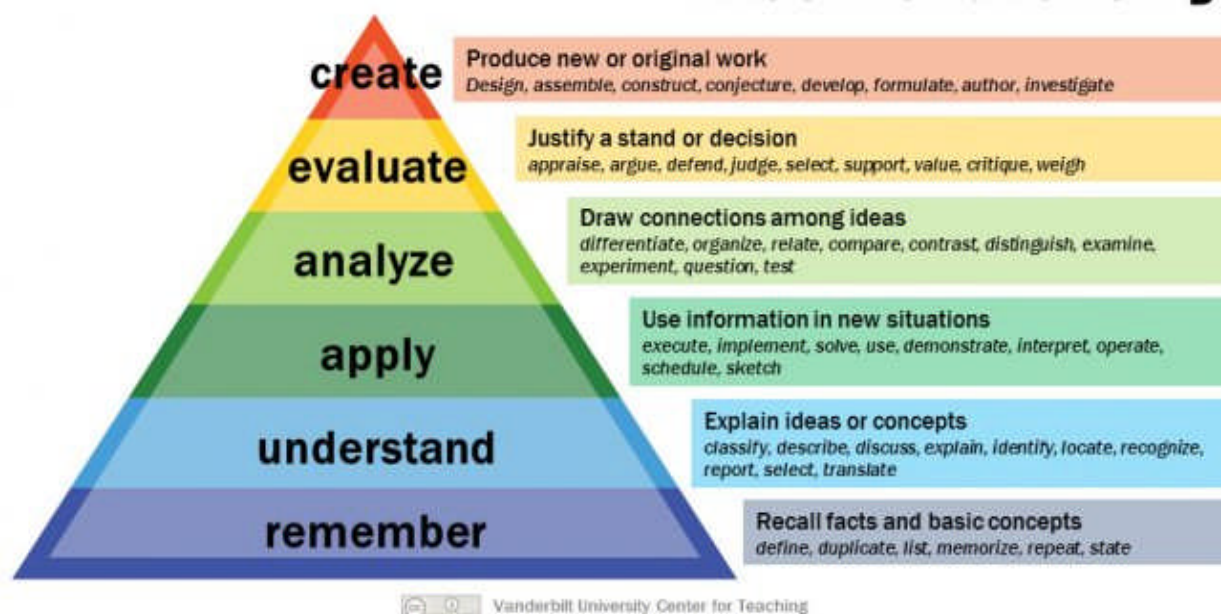
The 12 Graduate Attributes\*:

1. (KB) A knowledge base for engineering: Demonstrated competence in university level mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge appropriate to the program.
2. (PA) Problem analysis: An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex engineering problems in order to reach substantiated conclusions
3. (Inv.) Investigation: An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid conclusions.
4. (Des.) Design: An ability to design solutions for complex, open-ended engineering problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, and economic, environmental, cultural and societal considerations.
5. (Tools) Use of engineering tools: An ability to create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to a range of engineering activities, from simple to complex, with an understanding of the associated limitations.
6. (Team) Individual and teamwork: An ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.
7. (Comm.) Communication skills: An ability to communicate complex engineering concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions.
8. (Prof.) Professionalism: An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest.
9. (Impacts) Impact of engineering on society and the environment: An ability to analyze social and environmental aspects of engineering activities. Such ability includes an understanding of the interactions that engineering has with the economic, social, health, safety, legal, and cultural aspects of society, the uncertainties in the prediction of such interactions; and the concepts of sustainable design and development and environmental stewardship.
10. (Ethics) Ethics and equity: An ability to apply professional ethics, accountability, and equity.

11. (Econ.) Economics and project management: An ability to appropriately incorporate economics and business practices including project, risk, and change management into the practice of engineering and to understand their limitations.
12. (LL) Life-long learning: An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge

WA	Graduate Attributes	Caption as
WA 1	<b>A knowledge base for engineering:</b> Demonstrated competence in university level mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge appropriate to the program.	<b>Knowledge Base</b>
WA 2	<b>Problem analysis:</b> An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex engineering problems in order to reach substantiated conclusions	<b>Problem Analysis &amp; Investigation</b>
WA 4	<b>Investigation:</b> An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid conclusions.	
WA 10	<b>Communication skills:</b> An ability to communicate complex engineering concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions.	<b>Communication Skills &amp; Design</b>
WA3	<b>Design:</b> An ability to design solutions for complex, open-ended engineering problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, and economic, environmental, cultural and societal considerations.	
WA 9	<b>Individual and teamwork:</b> An ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.	<b>Individual and Team Work</b>
WA 6	<b>Professionalism:</b> An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest.	<b>Professionalism, Ethics and equity</b>
WA 8	<b>Ethics and equity:</b> An ability to apply professional ethics, accountability, and equity.	
WA 12	<b>(LL) Life-long learning:</b> An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge	<b>Lifelong learning</b>

# Bloom's Taxonomy



PROGRAM EDUCATIONAL OBJECTIVE (PEOs)	
PEO1:	Acquire a strong foundation on English Language and Literature
PEO2:	Develop problem solving skill.
PEO3:	Identify and define aspects or attributes of English Language and Literature.
PEO4:	Communicate effectively with LSRW Skills
PEO5:	Improve their technical skills through career and professional learning
PEO6	Acquire skills on management, leadership and team building among the group, enhanced with social responsibility and ethical values for shaping them as better citizens and professionals.

**PROGRAMME OUTCOMES (POs)**

At the end of the programme the students will be able to

<b>PO1</b>	Integrate the academic abilities and expertise gained from the study of humanities and arts and other similar fields, and gains requisite scope and breadth for a transdisciplinary context.	<b>Knowledge Base</b>
<b>PO2</b>	Demonstrate proficiency in the use of effective disciplinary techniques in research, critical study, artistic work and professional performance.	<b>Problem Analysis &amp; Investigation</b>
<b>PO3</b>	Communicate observations, recommendations and suggestions effectively, concisely and accurately, both verbally and in writing, to various types of audiences.	<b>Communication Skills &amp; Design</b>
<b>PO4</b>	Articulate and apply principles, concepts, ethics and ideals resulting from an integrated view of their fields of research and to show knowledge and resolution of existing social and environmental issues.	<b>Individual and Team Work</b>
<b>PO5</b>	Apply professional ethics, accountability and equity in all their endeavours.	<b>Professionalism, Ethics and Equity</b>
<b>PO6</b>	Use new tools, resources and technology to keep abreast with current developments in their discipline and practice life-long learning.	<b>Lifelong learning</b>

**PROGRAM SPECIFIC OUTCOME (PSOs)**

<b>PSO1:</b>	Exhibit a range of basic literary communication skills and a concise overview of literary practices and functions
<b>PSO2:</b>	Assess the numerous literary genres and stylistic developments and compose objectively and imaginatively.
<b>PSO3:</b>	Interpret literary texts as an area of research and as part of a larger network of local and global culture.
<b>PSO4:</b>	Methodically evaluate existing scholarships and extend important problems and knowledge base in the area of English studies through digital tools and resources.
<b>PSO5:</b>	Nurture greater conceptions of principles – both the literary values that help us in literary evaluation and the values of life at all times, and apply them properly.
<b>PSO6</b>	Channelize the passions of students in a constructive way to make more applied job preferences after the graduation.



**MANNAR THIRUMALAI NAICKER COLLEGE (Autonomous), Pasumalai**  
**B.A., ENGLISH, Curriculum**

*(For the student admitted during the academic year 2021-2022 onwards)*

Course Code	Title of the Course	Hours	Credits	Maximum Marks		
				Int	Ext	Total
FIRST SEMESTER						
Part – I	Tamil / Alternative Course					
21UTAG11	இக்காலக் கவிதையும் நாடகமும்	6	3	25	75	100
Part – II	English					
21UENG11	Communicative English-I	6	3	25	75	100
Part - III	Core Courses					
21UENC11	British Poetry	5	5	25	75	100
21UENC12	Modern English Grammar and Usage	4	4	25	75	100
Part III	Allied Course					
21UENA11	Literary Genres and Terms	5	4	25	75	100
Part IV	Skill Based Course					
21UENS11	Interpretation of Poetry	2	2	25	75	100
Part IV	Mandatory Course					
21UEVG11	Environmental Studies	2	2	25	75	100
	Total	30	23	175	525	700
SECOND SEMESTER						
Part – I	Tamil / Alternative Course					
21UTAG21	இடைக்கால இலக்கியமும் சிறுகதையும்	6	3	25	75	100
Part – II	English					
21UENG21	Communicative English -II	6	3	25	75	100
Part - III	Core Courses					
21UENC21	Indian Writing in English	5	5	25	75	100
21UENC22	British Prose	4	4	25	75	100
Part III	Allied Courses					
21UENA21	Social History of England	5	4	25	75	100
Part IV	Skill Based Course					
21UENS21	English for e-Writing	2	2	25	75	100
21UVLG21	Value Education	2	2	25	75	100
	Total	30	23	175	525	700
THIRD SEMESTER						
Part – I	Tamil / Alternate Course					
21UTAG31	காப்பிய இலக்கியமும் உரைநடையும்	6	3	25	75	100
Part – II	English					
21UENG31	Communicative English-III	6	3	25	75	100
Part - III	Core Courses					
21UENC31	British Drama	5	5	25	75	100
21UENC32	Introduction to English Language and Linguistics	4	4	25	75	100
Part III	Allied Course					



<b>21UENA31</b>	History of English Literature	5	4	25	75	100
<b>Part IV</b>	<b>Skill Based Course</b>					
<b>21UENS31</b>	Digital Literature	2	2	25	75	100
<b>Part IV</b>	<b>Non Major Elective Course</b>					
<b>21UENN31</b>	English for Competitive Examinations-I	2	2	25	75	100
	<b>Total</b>	30	23	175	525	700
<b>FOURTH SEMESTER</b>						
<b>Part – I</b>	<b>Tamil / Alternate Subject</b>					
<b>21UTAG41</b>	பண்டைய இலக்கியமும் புதினமும்	6	3	25	75	100
<b>Part – II</b>	<b>English</b>					
<b>21UENG41</b>	Communicative English-IV	6	3	25	75	100
<b>Part - III</b>	<b>Core Courses</b>					
<b>21UENC41</b>	British Fiction	5	4	25	75	100
<b>21UENC42</b>	Indian Literature in English Translation	4	4	25	75	100
<b>Part III</b>	<b>Allied Course</b>					
<b>21UENA41</b>	Myth and Literature	5	4	25	75	100
<b>Part IV</b>	<b>Skill Based Course</b>					
<b>21UENS41</b>	Mass Communication and Journalism	2	2	25	75	100
<b>Part IV</b>	<b>Non Major Elective Course</b>					
<b>21UENN41</b>	English for Competitive Examinations-II	2	2	25	75	100
<b>Part V</b>	<b>Extension Activities</b>					
<b>21UEAG40-21UEAG49</b>	NSS, NCC, YRC		1	-	100	100
	<b>Total</b>	30	24	175	525	800
<b>FIFTH SEMESTER</b>						
<b>Part - III</b>	<b>Core Courses</b>					
<b>21UENC51</b>	American Literature	6	4	25	75	100
<b>21UENC52</b>	Women's Writing in English	6	4	25	75	100
<b>21UENC53</b>	Literary Criticism and Literary Theory	6	4	25	75	100
<b>Part III</b>	<b>Core Elective</b>					
<b>21UENE51-21UENE53</b>	Elective-I	5	5	25	75	100
<b>21UENE54-21UENE56</b>	Elective-II	5	5	25	75	100
<b>Part IV</b>	<b>Skill Based Course</b>					
<b>21UENS51</b>	Disability Literature	2	2	25	75	100
	<b>Total</b>	30	24	150	450	600
<b>SIXTH SEMESTER</b>						
<b>Part - III</b>	<b>Core Courses</b>					
<b>21UENC61</b>	Shakespeare	6	4	25	75	100
<b>21UENC62</b>	English Language Teaching	6	4	25	75	100

<b>21UENPR1</b>	Project	6	4	40	60	100
<b>Part III</b>	<b>Core Elective Course</b>					
<b>21UENE61- 21UENE63</b>	Elective-I	5	5	25	75	100
<b>21UENE64- 21UENE66</b>	Elective-II	5	5	25	75	100
<b>Part IV</b>	<b>Skill Based Course</b>					
<b>21UENS61</b>	Life writings	2	2	25	75	100
	<b>Total</b>	<b>30</b>	<b>24</b>	<b>165</b>	<b>435</b>	<b>600</b>
	<b>Grand Total</b>	<b>180</b>	<b>141</b>	<b>1015</b>	<b>3085</b>	<b>4100</b>

<b>Semester</b>	<b>Sub Code</b>	<b>List of Elective Courses</b>
<b>Semester V</b>	<b>Elective-I (a)</b>	21UENE51- New Literatures in English
	<b>Elective-I (b)</b>	21UENE52- Literature of the Marginalized
	<b>Elective-I (c)</b>	21UENE53- Diasporic Literature
<b>Semester V</b>	<b>Elective-II (a)</b>	21UENE54- Canadian Literature
	<b>Elective-II (b)</b>	21UENE55- Australian Literature
	<b>Elective-II (c)</b>	21UENE56- Caribbean Literature
<b>Semester VI</b>	<b>Elective-I (a)</b>	21UENE61- Children's Literature
	<b>Elective-I (b)</b>	21UENE62- Eco Literature
	<b>Elective-I (c)</b>	21UENE63- Pandemic Literature
<b>Semester VI</b>	<b>Elective-II (a)</b>	21UENE64- Travel Literature
	<b>Elective-II (b)</b>	21UENE65- Refugee Literature
	<b>Elective-II (c)</b>	21UENE66- Prison Literature



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who joined in 2021-2022 and after)

Course Name	BRITISH POETRY					
Course Code	21UENC11			L	P	C
Category	Core			5		5
Nature of course:	EMPLOYABILITY	✓	SKILL ORIENTED	✓	ENTREPRENURSHIP	
Course Objectives:						
<ul style="list-style-type: none"><li>● To provide a historical perspective of British poetry.</li><li>● To interpret and appreciate the selected texts from the genre of poetry.</li><li>● To teach different genres of poetry.</li><li>● To make them admire poetry as a literary art.</li><li>● To apprehend various elements of poetry.</li></ul>						
Unit: I						15
Geoffrey Chaucer - To Rosemounde: A Balade Edmund Spenser- One day I wrote her name upon the strand (Sonnet No.75 from The Amoretti) William Shakespeare – My mistress’ eyes are nothing like the sun (Sonnet No.130)						
Unit: II						15
John Milton –Paradise Lost Book IV ( Excerpts Lines- 131 to 287) Andrew Marvell- To His Coy Mistress Alexander Pope - Elegy to the Memory of an Unfortunate Lady						
Unit: III						15
William Collins - Ode to Evening William Wordsworth- Three Years She Grew Samuel Taylor Coleridge- Kubla Khan Lord Byron- When We Two Parted						
Unit: IV						15
Elizabeth Barrett Browning- How Do I love Thee? Let me count the ways Alfred Lord Tennyson - The Lady of Shalott Robert Browning- A Grammarian's Funeral						
Unit: V						15
T.S.Eliot- Portrait of a Lady W.B.Yeats- A Prayer for my Daughter Dylan Thomas- The Almanac of Time Ted Hughes - Work and Play						
	Total Lecture Hours					75

**Book for Study:**

Green David. *The Winged Word*. Macmillan, New Delhi, 1974.

**Books for References:**

1. Abrams, M.H. et al. *The Norton Anthology of English Literature*, Vol.2. New York: Norton and Co., 1962

**Web Resources**

<https://www.poetryfoundation.org/poetrymagazine/browse?contentId=26803>

Course Outcomes		K Level
On successful completion of the course, the students will be able to		
CO1:	Recognize poetry from variety of cultures, languages and historic periods	Up to K3
CO2:	Understand and appreciate poetry as a literary art form	Up to K2
CO3:	Learn rhythms, metrics and other musical aspects of poetry	Up to K2
CO4:	Identify variety of forms and genres of poetry from diverse cultures and historic periods	Up to K4
CO5:	Analyze various elements of poetry	Up to K4

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	2	3	1	2	3
CO 2	2	3	3	3	2	3
CO 3	3	3	2	3	3	3
CO 4	3	3	3	3	2	3
CO5	3	3	3	3	3	2
Weightage	14	14	14	13	12	14

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

UNIT	British Poetry	Hrs	Pedagogy
I	Geoffrey Chaucer - To Rosemunde: A Balade Edmund Spenser- One day I wrote her name upon the strand (Sonnet No.75 from The Amoretti) William Shakespeare – My mistress’ eyes are nothing like the sun (Sonnet No.130)	15	Lecture, PPT
II	John Milton –Paradise Lost Book IV ( Excerpts Lines- 131 to 287) Andrew Marvell- To His Coy Mistress Alexander Pope - Elegy to the Memory of an Unfortunate Lady	15	Lecture, PPT
III	William Collins- Ode to Evening William Wordsworth- Three Years She Grew Samuel Taylor Coleridge- Kubla Khan	15	Lecture, PPT

<b>IV</b>	Elizabeth Barrett Browning- How Do I love Thee? Let me count the ways Alfred Lord Tennyson - The Lady of Shalott Robert Browning- A Grammarian's Funeral	<b>15</b>	Lecture, PPT, Assignment
<b>V</b>	T.S.Eliot- Portrait of a Lady W.B.Yeats- A Prayer for my daughter Dylan Thomas- The Almanac of Time Ted Hughes - Work and Play	<b>15</b>	Lecture, PPT, Exercise

Course Designed by: **1. Prof. D. Vimala & 2. Dr. R. Dhanalakshmi**

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		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of. Questions	K - Level	No. of. Questions	K - Level		
CI AI	CO1	Up to K3	2	K1&K2	2	K1	2(K3&K3)	2(K2&K3)
	CO2	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)
CI AII	CO4	Up to K4	2	K1&K2	2	K2	2(K3&K3)	2(K3&K2)
	CO5	Up to K4	2	K1&K2	1	K1	2(K4&K4)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20



Distribution of Marks with K Level CIA I & CIA II								
	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	4	-	-	6	10	67
	K2	2	2	10	20	34	57	
	K3	-	-	10	10	20	33	33
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	4	-	-	6	10	33.3
	K2	2	2	-	10	14	23.3	
	K3	-	-	10	10	20	33.3	33.3
	K4	-	-	10	10	20	33.3	33.3
	Marks	4	6	20	30	60	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

**CO3 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	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K3	2	K1&K2	1	K2	2(K2&K2)	1(K3)
2	CO2	Up to K2	2	K1&K2	1	K1	2(K1&K1)	1(K2)
3	CO3	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)
4	CO4	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2(K4&K4)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	35
(Figures in parenthesis denote, questions should be asked with the given K level)								

**Distribution of Marks with K Level**

K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	2	10	-	17	14.1	58
K2	5	8	20	20	53	44.1	
K3	-	-	10	10	20	16.6	17
K4	-	-	10	20	30	25	25
Marks	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>

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

**Summative Examinations - Question Paper – Format**

Section A (Multiple Choice Questions)			
Answer All Questions (10x1=10 marks)			
Q.No	CO	K Level	Questions
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
Section B (Short Answers)			
Answer All Questions (5x2=10 marks)			
Q.No	CO	K Level	Questions
11	CO1	K2	1
12	CO2	K1	1
13	CO3	K2	1
14	CO4	K2	1
15	CO5	K2	1
Section C (Either/Or Type)			
Answer All Questions (5 x 5 = 25 marks)			
Q.No	CO	K Level	Questions
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K1	1
17) b	CO2	K1	1
18) a	CO3	K2	1
18) b	CO3	K2	1

19) a	CO4	K3	1
19) b	CO4	K3	1
20) a	CO5	K4	1
20) b	CO5	K4	1

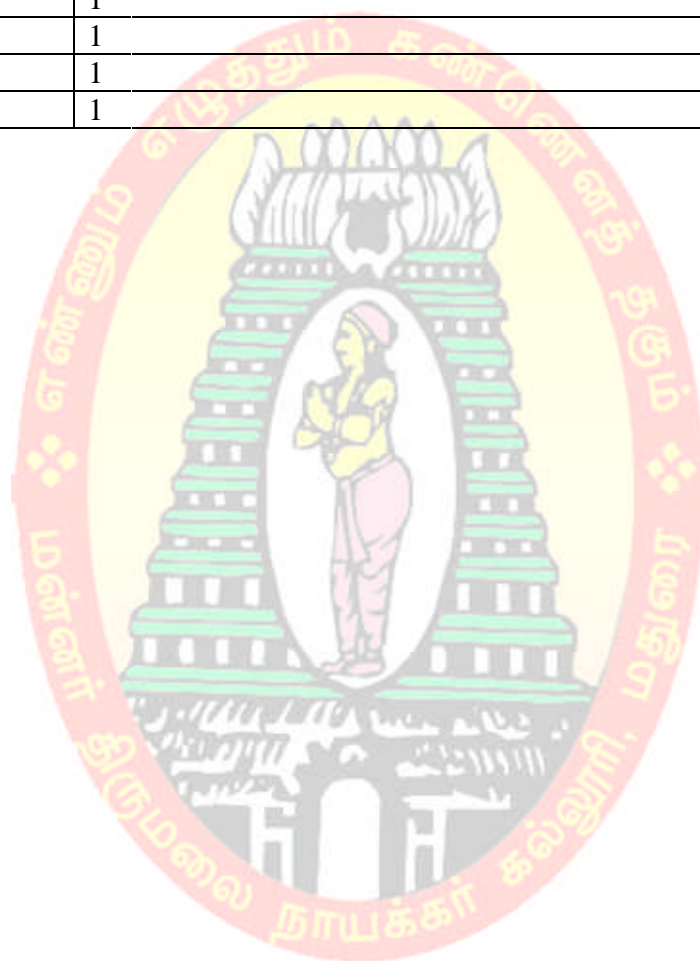
**NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels**

**Section D (Open Choice)**

**Answer Any Three questions**

**(3x10=30 marks)**

Q.No	CO	K Level	Questions
21	CO1	K3	1
22	CO2	K2	1
23	CO3	K2	1
24	CO4	K4	1
25	CO5	K4	1





**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who joined in 2021-2022 and after)

Course Name	MODERN ENGLISH GRAMMAR AND USAGE							
Course Code	21UENC12					L	P	C
Category	Core					4	-	4
Nature of course:	EMPLOYABILITY	✓	SKILL ORIENTED	✓	ENTREPRENURSHIP			
<b>Course Objectives:</b> <ul style="list-style-type: none"><li>● To understand the basics of English grammar</li><li>● To learn the structure of sentences</li><li>● To transform sentences from one form to another</li><li>● To avoid common errors</li><li>● To use grammar properly</li></ul>								
Unit: I	Parts of Speech							12
Noun Pronoun Adjective Verb Adverb Preposition Conjunction Interjection								
Unit: II	Tense, Sentence & Patterns							12
Tense Kinds of Sentence Sentence Structure								
Unit: III	Transformation of Sentences							12
Active and Passive Voice Direct and Indirect Speech Degrees of Comparison Simple, Compound, Complex Sentences								
Unit: IV	Vocabulary & Idioms							12
Enrichment of Vocabulary Confused and Misused Words Formation of Words Idioms and Phrasal Verbs								

Current Phrases		
<b>Unit: V</b>	<b>Practice</b>	12
Common Errors and Modern English Usage		
	<b>Total Lecture Hours</b>	<b>60 Hrs</b>
<b>Books for Study:</b>		
1. Nesfield, J C. <i>English Grammar Composition &amp; Usage</i> . Macmillan, 2000.		
2. Radhakrishnapillai, G. <i>English Grammar and Composition</i> . Chennai: Emerald Publishers, 2002		
<b>Books for References:</b>		
1. Raymond, Murphy. <i>Intermediate English Grammar</i> . New Delhi: Foundation Books, 2005.		
Xavier, Maria Joseph G. <i>A Book of English Grammar for All</i> . Madura: Pax Cottage		
<b>Web Resources</b>		
<a href="https://www.examfear.com/free-video-lesson/English/Grammar.htm">https://www.examfear.com/free-video-lesson/English/Grammar.htm</a>		
<a href="https://learnenglish.britishcouncil.org/grammar">https://learnenglish.britishcouncil.org/grammar</a>		
<a href="https://www.myenglishpages.com/site_php_files/grammar.php">https://www.myenglishpages.com/site_php_files/grammar.php</a>		
<b>COURSE OUTCOMES</b>		<b>K Level</b>
On successful completion of the course, the students will be able to		
<b>CO1:</b>	Make use of parts of speech in sentences	<b>Up to K3</b>
<b>CO2:</b>	Apply the grammatical rules in sentences	<b>Up to K3</b>
<b>CO3:</b>	Construct sentences from one form to another	<b>Up to K3</b>
<b>CO4:</b>	Distinguish misused and confused words and phrases	<b>Up to K4</b>
<b>CO5:</b>	Write sentences avoiding common errors	<b>Up to K2</b>

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	3	3	2	2	3
CO 2	3	3	3	2	3	3
CO 3	3	3	2	3	3	3
CO 4	1	3	3	2	3	3
CO5	3	2	3	3	3	2
<b>Weightage</b>	<b>13</b>	<b>14</b>	<b>14</b>	<b>12</b>	<b>14</b>	<b>14</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level



**LESSON PLAN**

UNIT	MODERN ENGLISH GRAMMAR AND USAGE	Hrs	Pedagogy
<b>I</b>	Noun Pronoun Adjective Verb Adverb Preposition Conjunction Interjection	<b>12</b>	<b>Chalk &amp; Talk Exercise</b>
<b>II</b>	Tense Kinds of Sentence Sentence Structure	<b>12</b>	<b>Chalk &amp; Talk Exercise</b>
<b>III</b>	Active and Passive Voice Direct and Indirect Speech Degrees of Comparison Simple, Compound, Complex	<b>12</b>	<b>Chalk &amp; Talk Exercise</b>
<b>IV</b>	Enlargement of Vocabulary Confused and Misused Words Formation of Words Idioms and Phrasal Verbs Current Phrases	<b>12</b>	<b>Chalk &amp; Talk Exercise</b>
<b>V</b>	Common Errors and Modern English Usage	<b>12</b>	<b>Chalk &amp; Talk Exercise</b>

Course Designed by: **1. Dr. S. Lingeswari** & **2. Dr. R. Kothaikani**

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		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of. Questions	K - Level	No. of. Questions	K - Level		
CI AI	CO1	Up to K3	2	K1& K2	2	K1	2(K2&K2)	1 (K2)
	CO2	Up to K3	2	K1& K2	1	K2	2(K3&K3)	2(K2&K3)
CI AII	CO4	Up to K4	2	K1& K2	2	K2	2(K4&K4)	2 (K3&K4)
	CO5	Up to K2	2	K1& K2	1	K2	2(K2&K2)	1 (K2)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be	4		2		2	2

	answered						
	Marks for each question	1		2		5	10
	Total Marks for each section	4		6		10	20

Distribution of Marks with K Level CIA I & CIA II								
	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	4		10	16	26.67	67
	K2	2	2	10	10	24	40	
	K3	-	-	10	10	20	33.33	33
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	-	-	-	2	3.33	50
	K2	2	6	10	10	28	46.67	17
	K3	-	-	-	10	10	16.67	
	K4	-	-	10	10	20	33.33	33
	Marks	4	6	20	30	60	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

**CO3 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	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K3	2	K1&K2	1	K1	2 (K1&K1)	1 (K2)
2	CO2	Up to K3	2	K1&K2	1	K2	2 (K3&K3)	1 (K3)
3	CO3	Up to K3	2	K1&K2	1	K1	2 (K3&K3)	1 (K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2 (K4&K4)	1 (K4)
5	CO5	Up to K2	2	K1&K2	1	K1	2 (K2&K2)	1 (K2)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30

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

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	6	10	-	21	17.5	50
K2	5	4	10	20	39	32.5	
K3	-	-	20	20	40	33.33	33
K4	-	-	10	10	20	16.67	17
<b>Marks</b>	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>
<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

Section A (Multiple Choice Questions)			
Answer All Questions (10x1=10 marks)			
Q.No	CO	K Level	Questions
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
Section B (Short Answers)			
Answer All Questions (5x2=10 marks)			
Q.No	CO	K Level	Questions
11	CO1	K1	1
12	CO2	K2	1
13	CO3	K1	1
14	CO4	K2	1
15	CO5	K1	1
Section C (Either/Or Type)			
Answer All Questions (5 x 5 = 25 marks)			
Q.No	CO	K Level	Questions
16) a	CO1	K1	1

16) b	CO1	K1	1
17) a	CO2	K3	1
17) b	CO2	K3	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K4	1
19) b	CO4	K4	1
20) a	CO5	K2	1
20) b	CO5	K2	1

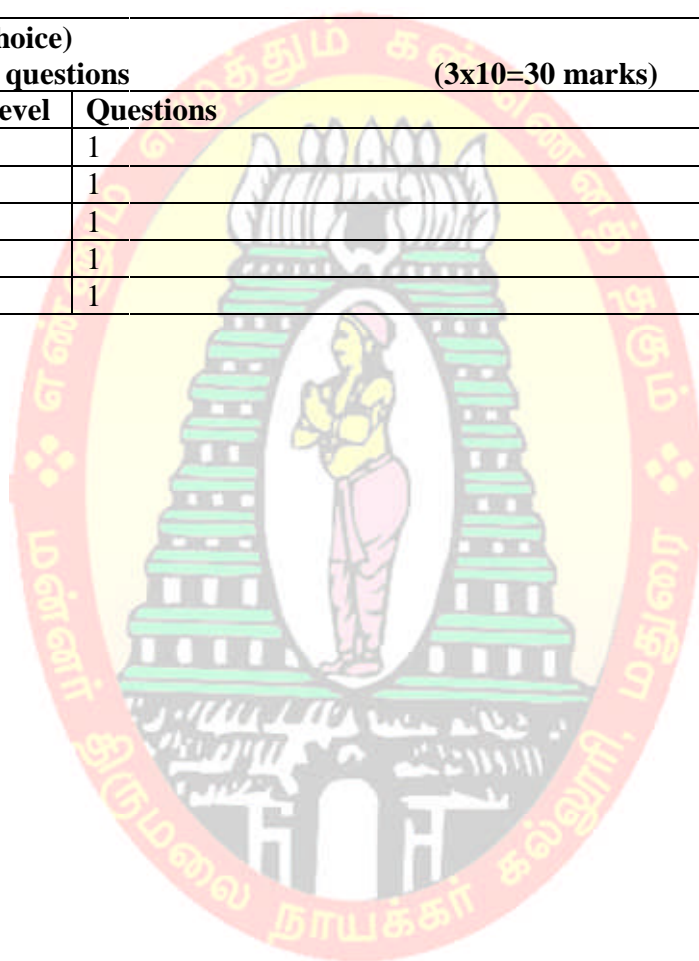
**NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels**

**Section D (Open Choice)**

**Answer Any Three questions**

**(3x10=30 marks)**

Q.No	CO	K Level	Questions
21	CO1	K2	1
22	CO2	K3	1
23	CO3	K3	1
24	CO4	K4	1
25	CO5	K2	1





**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who joined in 2021-2022 and after)

Course Name	LITERARY GENRES AND TERMS					
Course Code	21UENA11			L	P	C
Category	Allied			5		4
Nature of course:	EMPLOYABILITY	✓	SKILL ORIENTED	✓	ENTREPRENURSHIP	
COURSE OBJECTIVES:						
<ul style="list-style-type: none"><li>To equip the students with various literary genres</li><li>To empower the students to identify different figures of speech</li><li>To widen the perspective of students in analysing literary text</li><li>To introduce the students to major movements in literary arena</li><li>To acquaint the students with the differentiation of prose, poetry and other genres</li></ul>						
Unit: I	Literary Terms					15
Alliteration, Aside, Allegory, Allusion, Apostrophe, Assonance, Anaphora, Blank Verse, Euphemism, Farce, Fable, Heroic Couplet, Hyperbole, Irony, Melodrama, Metaphor, Metonymy, Oxymoron, Onomatopoeia, Personification, Paradox, Rhythm, Rhyme, Symbol, Simile, Soliloquy, Satire, Synecdoche						
Unit: II	Poetry and its Classifications					15
Ballad- Epic – Mock Epic - Lyric- Sonnet– Ode – Idyll and Elegy						
Unit: III	Prose					15
Essay and Its Types Biography and Autobiography Novel and Short story						
Unit: IV	Dramatic Art					15
Tragedy, Comedy, Tragicomedy, One-Act Play and Dramatic Monologue						
Unit: V	Schools and Movements					15



The Metaphysical School	
The Classical Movements	
The Romantic Period	
The Pre - Raphaelites	
Postmodern Poetry	
	<b>Total Lecture Hours</b> 75
<b>Books for Study:</b>	
1. Rees, RJ. <i>English Literature: An Introduction for Foreign Readers</i> . New Delhi: Macmillan India Ltd., 1973.	
<b>Books for References</b>	
1. Abrams, M. H. <i>A Glossary of Literary Terms</i> . USA: Thomson Learning Inc., 1999.	
2. Prasad, B. <i>A Background to the Study of English Literature</i> . New Delhi: Macmillan India Ltd., 1999	
<b>Web Resources:</b>	
<a href="https://literarydevices.net/genre/">https://literarydevices.net/genre/</a>	
<a href="https://www.ultius.com/glossary/literature/genres.html">https://www.ultius.com/glossary/literature/genres.html</a>	

COURSE OUTCOMES		K Level
On successful completion of the course, the students will be able to		
CO1:	Understand various literary terms and literary genres in relevance with structure and form	Up to K2
CO2:	Determine the classifications of poetry	Up to K2
CO3:	Analyse literary texts and classify them according to the type of essays	Up to K4
CO4:	Distinguish different genres of drama	Up to K4
CO5:	Examine the ideology of major schools and movements	Up to K4

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	3	1	3	2	3
CO 2	3	3	2	3	3	3
CO 3	2	2	3	3	3	3
CO 4	2	3	3	2	3	3
CO5	3	3	3	3	3	3
<b>Weightage</b>	<b>13</b>	<b>14</b>	<b>12</b>	<b>14</b>	<b>14</b>	<b>14</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

UNIT	LITERARY GENRES AND TERMS	Hrs	Pedagogy
<b>I</b>	<b>Literary Terms</b> Alliteration, Aside, Allegory, Allusion, Apostrophe, Assonance, Anaphora, Blank Verse, Euphemism, Farce, Fable, Heroic Couplet, Hyperbole, Irony, Melodrama, Metaphor, Metonymy, Oxymoron, Onomatopoeia, Personification, Paradox, Rhythm, Rhyme, Symbol, Simile, Soliloquy, Satire, Synecdoche	<b>15</b>	Lecture, PPT
<b>II</b>	<b>Poetry and its Classifications</b> Ballad- Epic – Mock Epic - Lyric- Sonnet– Ode – Idyll – Elegy	<b>15</b>	Lecture, PPT
<b>III</b>	<b>Prose</b> Essay and its Types Biography and Autobiography Novel and Short story	<b>15</b>	Lecture, PPT
<b>IV</b>	<b>Dramatic Art</b> Tragedy, Comedy, Tragicomedy and One-Act Play	<b>15</b>	Lecture, PPT, Assignment
<b>V</b>	<b>Schools and Movements</b> The Metaphysical school The Classical movements The Romantic period The Pre – Raphaelites Postmodern Poetry	<b>15</b>	Lecture, PPT, Exercise

Course Designed by: **1. Dr. A.Ramasubbiah** & **2. Prof.D.Vimala**

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		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of. Questions	K - Level	No. of. Questions	K - Level		
CI AI	CO1	Up to K2	2	K1&K2	2	K1	2 (K3&K3)	2 (K2&K4)
	CO3	Up to K4	2	K1&K2	1	K2	2 (K4&K4)	1 (K4)
CI AII	CO4	Up to K4	2	K1&K2	1	K1	2 (K2&K2)	2(K3&K4)
	CO5	Up to K4	2	K1&K2	2	K2	2 (K4&K4)	1 (K4)
Question Pattern CIA I & II	No. of Questions to be asked		4		3		4	3
	No. of Questions to be answered		4		3		2	2
	Marks for each question		1		2		5	10
	Total Marks for each section		4		6		10	20

Distribution of Marks with K Level CIA I & CIA II								
	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	4	-	-	6	10	33
	K2	2	2	-	10	14	23.3	
	K3	-	-	10	-	10	16.7	17
	K4	-	-	10	20	30	50	50
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2	-	-	4	6.7	
	K2	2	4	10	-	16	26.7	33
	K3	-	-	-	10	10	16.7	17
	K4	-	-	10	20	30	50	50
	Marks	4	6	20	30	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

**CO2 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	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2 (K1&K1)	1 (K2)
2	CO2	Up to K2	2	K1&K2	1	K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K4	2	K1&K2	1	K2	2 (K2& K2)	1 (K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2 (K3&K3)	1 (K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2 (K4&K4)	1 (K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
(Figures in parenthesis denote, questions should be asked with the given K level)								

**Distribution of Marks with K Level**

K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	2	10		17	14.7	58.9
K2	5	8	20	20	53	44.2	
K3			10	10	20	16.7	16.7
K4			10	20	30	25	25
Marks	10	10	50	50	120	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****Section A (Multiple Choice Questions)****Answer All Questions****(10x1=10 marks)**

Q.No	CO	K Level	Questions
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1

**Section B (Short Answers)****Answer All Questions****(5x2=10 marks)**

Q.No	CO	K Level	Questions
11	CO1	K1	1
12	CO2	K2	1
13	CO3	K2	1
14	CO4	K2	1
15	CO5	K2	1

**Section C (Either/Or Type)****Answer All Questions****(5 x 5 = 25 marks)**

Q.No	CO	K Level	Questions
16) a	CO1	K1	1
16) b	CO1	K1	1
17) a	CO2	K2	1
17) b	CO2	K2	1
18) a	CO3	K2	1

18) b	CO3	K2	1
19) a	CO4	K3	1
19) b	CO4	K3	1
20) a	CO5	K4	1
20) b	CO5	K4	1

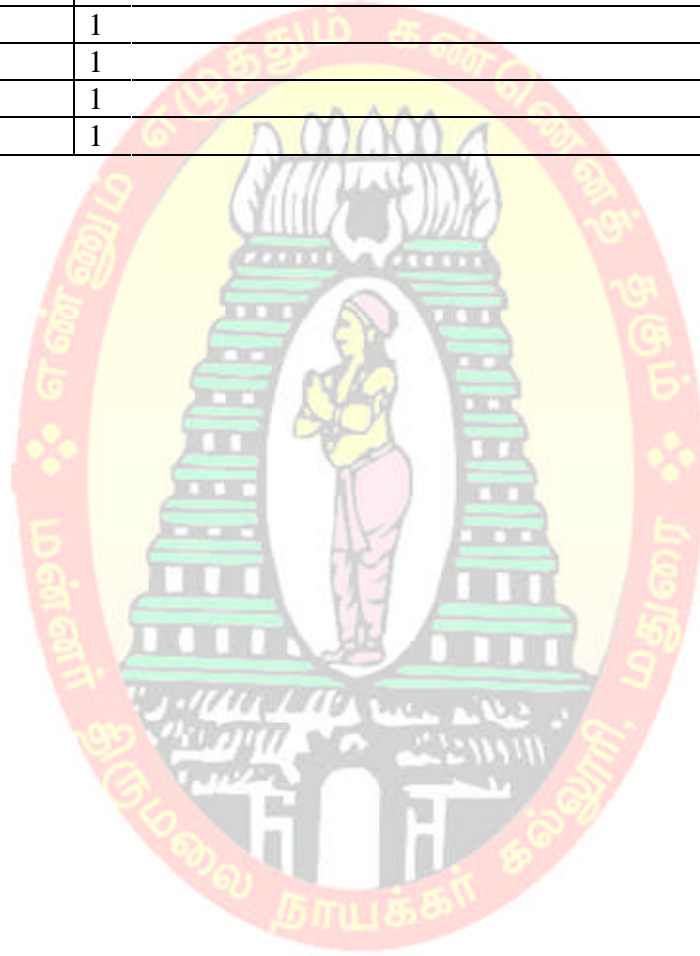
**NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels**

**Section D (Open Choice)**

**Answer Any Three questions**

**(3x10=30 marks)**

Q.No	CO	K Level	Questions
21	CO1	K2	1
22	CO2	K2	1
23	CO3	K3	1
24	CO4	K4	1
25	CO5	K4	1







**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who joined in 2021-2022 and after)

Course Name		Interpretation of Poetry					
Course Code		21UENS11			L	P	C
Category		Skill			2		2
Nature of course:		EMPLOYABILITY		SKILL ORIENTED	✓	ENTREPRENURSHIP	
<b>Course Objectives:</b> <ul style="list-style-type: none"><li>• To enlighten the students about language, form, subject and structure of poetry.</li><li>• To cultivate a sense of passion for reading poems.</li><li>• To guide them on various approaches towards interpreting poetry.</li><li>• To encourage the students to create new poems.</li><li>• To enable the students to understand and appreciate poetry.</li></ul>							
Unit: I		Reading, Thinking and Writing					15
The poem on the page-Two ways of talking about poetry, Reading poetry, thinking about words, What the poem is about, Getting it clear- Puzzlement, interest and pleasure- Tone- Enactment							
Unit: II		Words and Meaning					15
Looking at words, Metaphor and simile, Conceit, Personification - Symbol- Images and imagery- Paradox and ambiguity							
Unit: III		Line and Rhythm					15
Lines: end-stopped and run-on, Caesura- Movement- listening to rhythms- Why rhythms matter- Metres- Cadence							
Unit: IV		Sound, Rhyme and Form					15
Listening to sounds, Alliteration, Consonance, Assonance, Onomatopoeia- Half-rhyme – Rhymes and rhyme schemes- Stanza Forms- Sonnets							
Unit: V		Practical Criticism					15
Poems that tell stories- Poems based on arguments, observations, changes in emotion- Poems as games- Persona- Repetition of words- Use of contrast- Beginnings and ends- Central Images- Practical Criticism- The whole work of a poet							
							75

**Book for Study:** Gill, Richard. *Mastering English Literature*, Second Edition, New York, 1995.

**Books for Reference :**

1. Eagleton, Terry. *How to Read a Poem*. Blackwell Publishing, 2007.
2. Wolosky, Shira. *The Art of Poetry: How to Read a Poe*. Oxford UP, 2001.
3. Wainright, Jeffrey. *Poetry: The Basics*. Routledge, 2004.

**Web Resources**

<https://writingcenter.unc.edu/tips-and-tools/poetry-explications/>  
[https://owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/writing\\_about\\_poetry.html](https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/writing_about_poetry.html)  
<https://www.bkacontent.com/poetic-devices-defined/>

Course Outcomes		K Level
On successful completion of the course, the students will be able to		
CO1:	Identify the theme and elements of poetry such as tone, diction, choice of words in a poem	Up to K3
CO2:	Discover the components of poetry like figures of speech employed in the poem	Up to K4
CO3:	Examine the usage of rhythm, metre and lines in a poem	Up to K4
CO4:	Categorize the figures of speech based on sounds and analyze the rhyme schemes	Up to K4
CO5:	Analyze, interpret and appreciate a poem critically	Up to K4

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	3	3	3	2	3
CO 2	3	2	2	3	2	3
CO 3	2	3	3	3	3	3
CO 4	2	3	3	2	2	3
CO5	3	3	3	3	3	3
Weightage	13	14	14	14	12	14

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>UNIT</b>	<b>Interpretation of Poetry</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	The poem on the page-Two ways of talking about poetry, Reading poetry, thinking about words, What the poem is about, Getting it clear- Puzzlement, interest and pleasure- Tone- Enactment	6	Lecture, PPT
<b>II</b>	Looking at words, Metaphor and simile, Conceit, Personification - Symbol- Images and imagery- Paradox and ambiguity	6	Lecture, PPT
<b>III</b>	Lines: end-stopped and run-on, Caesura- Movement- listening to rhythms- Why rhythms matter- Metres- Cadence	6	Lecture, Chalk and Talk, PPT
<b>IV</b>	Listening to sounds, Alliteration, Consonance, Assonance, Onomatopoeia- Half-rhyme – Rhymes and rhyme schemes- Stanza Forms- Sonnets	6	Lecture, Chalk and Talk, PPT
<b>V</b>	Poems that tell stories- Poems based on arguments, observations, changes in emotion- Poems as games- Persona- Repetition of words- Use of contrast- Beginnings and ends- Central Images- Practical Criticism- The whole work of a poet	6	Lecture, Seminar, PPT

Course Designed by: **1. Prof. P.R. Muthumeena** & **2. Prof. SarojaaV.Kumar**





**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who joined in 2021-2022 and after)

Course Name	INDIAN WRITING IN ENGLISH					
Course Code	21UENC21			L	P	C
Category	Core			5		5
Nature of course:	EMPLOYABILITY		SKILL ORIENTED	✓	ENTREPRENURSHIP	
Course Objectives:						
<ul style="list-style-type: none"><li>To empower students with Indian writers in the literary arena</li><li>To emphasise students with Indianness in literatures before and after partition</li><li>To explore students with critical appreciation of the literary text</li><li>To widen socio-cultural approach of students, while examining a text</li><li>To sensitize students with issues pertaining to multiculturalism, gender bias, social realism</li></ul>						
Unit: I	Poetry					15
Jayanta Mahapatra - Hunger						
Dilip Chitre - Father Returning Home						
Mamta Kalia - Tribute to Papa						
Kamala Das - An Introduction						
Sarojini Naidu - Indian Weavers						
AK.Ramanujan - A River						
Nissim Ezekiel - Goodbye Party for Miss Pushpa T.S						
Unit: II	Prose					15
Netaji Subhash Chandra Bose - Give Me Blood I Shall Give You Freedom						
V.S.Srinivasa Sastri - The Joy of Freedom						
Nayantara Sahgal - India's Identity is a Mistaken Identity						
Unit: III	Drama					15
Mahesh Dattani - Seven Steps around the Fire						
Unit: IV	Fiction					15
Amish Tripathi - Sita: Warrior of Mithila						



Unit: V	Short Story	15
R.K.Narayan	- An Astrologer's Day	
Munshi Premchand	- The Resignation	
Mulk Raj Anand	- The Lost Child	
Chitra Banerjee Divakaruni	- Clothes	
	<b>Total Lecture Hours</b>	75
<b>Books for Study:</b>		
1. Dattani, Mahesh. "Seven Steps Around the Fire." Collected Plays Vol. I. New Delhi: Penguin, 2005. 3- 42. Print.		
2. Tripathi, Amish. <i>Sita Warrior of Mithila</i> . Westland Publications. 2017. Print		
<b>Books for Reference :</b>		
1. Kumar, Gajendra and Uday Shankar Ojha. The Post Modern Agony and Ecstasy of Indian English Literature, New Delhi: Sarup Book Publishers, 2009.		
2. Mehrotra, Arvind Krishna (Ed.) A Concise History of Indian Literature in English, Ranikhet: Permanent Black, 2010.		
<b>Web Resources</b>		
Hunger (Jayanta Mahapatra) - Lyrikline.org <a href="http://www.lyrikline.org">www.lyrikline.org</a> > poems > hunger-4849		
<b>Course Outcomes</b>		<b>K Level</b>
On successful completion of the course, the students will be able to		
<b>CO1:</b>	Trace the beginnings of Indian writing in English down the ages	<b>Upto K2</b>
<b>CO2:</b>	Interpret the artistic and innovative use of language employed by the writers	<b>Upto K4</b>
<b>CO3:</b>	Understand Indian sensibilities in the works prescribed	<b>Upto K2</b>
<b>CO4:</b>	Recognize the distinctive features of literariness and Indianness of the artistic value	<b>Upto K4</b>
<b>CO5:</b>	Determine the eccentric culture and language of the people from different parts of the nation	<b>Upto K4</b>

**CO & PO Mappings:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	3	3	3	2	3
CO 2	3	3	2	2	2	3
CO 3	3	3	2	3	3	2
CO 4	3	2	3	2	3	3
CO5	2	3	3	3	2	3
<b>Weightage</b>	14	14	13	13	12	14

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

## LESSON PLAN

<b>UNIT</b>	<b>INDIAN WRITING IN ENGLISH</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	<b>Poetry</b> Jayanta Mahapatra - Hunger Dilip Chitre - Father Returning Home Mamta Kalia - Tribute to Papa Kamala Das - An Introduction Sarojini Naidu - Indian Weavers AK.Ramanujan - A River Nissim Ezekiel - Goodbye Party for Miss Pushpa T.S	15	Lecture, PPT
<b>II</b>	<b>Prose</b> Netaji Subhash Chandra Bose- Give me blood I shall give you Freedom V.S.Srinivasa Sastri - The Joy of Freedom Nayantara Sahgal - India's identity is a mistaken identity	15	Lecture, PPT
<b>III</b>	<b>Drama</b> Mahesh Dattani - <i>Seven Steps around the Fire</i>	15	Lecture, PPT
<b>IV</b>	<b>Fiction</b> Amish Tripathi - <i>Sita: Warrior of Mithila</i>	15	Lecture, PPT
<b>V</b>	<b>Short Story</b> R.K.Narayan - An Astrologer's Day Munshi Premchand - The Resignation Mulk Raj Anand - The Lost Child Chitra Banerjee Divakaruni - Clothes	15	Lecture, PPT

Course Designed by: **1. Dr. A. Ramasubbiah & 2. Dr. R. Dhanalakshmi**

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		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of. Questions	K - Level	No. of. Questions	K - Level		
CI AI	CO1	Up to K2	2	K1&K2	2	K1	2 (K2&K2)	2(K2&K2)
	CO2	Up to K4	2	K1&K2	1	K2	2 (K4&K4)	1 (K4)
CI AII	CO3	Up to K2	2	K1&K2	1	K1	2 (K2&K2)	2(K2&K2)
	CO4	Up to K4	2	K1&K2	2	K2	2 (K4&K4)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

Distribution of Marks with K Level CIA I & CIA II								
	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	4	-	-	6	10	67
	K2	2	2	10	20	34	56.7	
	K3	-	-	-	-	-	-	
	K4	-	-	10	10	20	33.3	33
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2	-	-	4	6.7	67
	K2	2	4	10	20	36	60	
	K3	-	-	-	-	-	-	
	K4	-	-	10	10	20	33.3	33
	Marks	4	6	20	30	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

**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	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2 (K1&K1)	1 (K2)
2	CO2	Up to K2	2	K1&K2	1	K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K4	2	K1&K2	1	K2	2 (K2&K2)	1 (K3)
4	CO4	Up to K4	2	K1&K2	1	K2	2 (K3&K3)	1 (K4)
5	CO5	Up to K4	2	K1&K2	1	K2	2 (K4&K4)	1 (K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denote, 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 (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	2	10		17	14.2	58
K2	5	8	20	20	53	44.2	
K3			10	10	20	16.7	17
K4			10	20	30	25	25
Marks	10	10	50	50	120	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

Section A (Multiple Choice Questions)			
Answer All Questions			(10x1=10 marks)
Q.No	CO	K Level	Questions
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
Section B (Short Answers)			
Answer All Questions			(5x2=10 marks)
Q.No	CO	K Level	Questions
11	CO1	K1	1
12	CO2	K2	1
13	CO3	K2	1
14	CO4	K2	1
15	CO5	K2	1
Section C (Either/Or Type)			
Answer All Questions			(5 x 5 = 25 marks)
Q.No	CO	K Level	Questions
16) a	CO1	K1	1
16) b	CO1	K1	1
17) a	CO2	K2	1
17) b	CO2	K2	1
18) a	CO3	K2	1
18) b	CO3	K2	1
19) a	CO4	K3	1
19) b	CO4	K3	1
20) a	CO5	K4	1
20) b	CO5	K4	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
Section D (Open Choice)			
Answer Any Three questions			(3x10=30 marks)
Q.No	CO	K Level	Questions
21	CO1	K2	1
22	CO2	K2	1
23	CO3	K3	1
24	CO4	K4	1
25	CO5	K4	1



<b>Course Name</b>	<b>BRITISH PROSE</b>				
<b>Course Code</b>	<b>21UENC22</b>		<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core</b>		4		4
<b>Nature of course:</b>	EMPLOYABILITY	SKILL ORIENTED	✓	ENTREPRENURSHIP	
<b>Course Objectives:</b>					
<ul style="list-style-type: none"> <li>● To familiarize the phases of British Prose</li> <li>● To inculcate a sense of appreciation for British Prose.</li> <li>● To make the students enjoy the flair of literature through classical prose works.</li> <li>● To introduce the possibilities of different prose style</li> <li>● To criticize and enjoy the text prescribed</li> </ul>					
<b>Unit: I</b>					15
Francis Bacon : Of Great Place Of Parents and Children Of Goodness and goodness of nature					
<b>Unit: II</b>					12
Joseph Addison : Sir Roger at the Theatre Female Orators Sir Richard Steele : The Spectator Club					
<b>Unit: III</b>					12
Charles Lamb : The Praise of Chimney Sweeper's William Hazlitt : On Going a Journey E.M. Foster : What I Believe					
<b>Unit: IV</b>					12
Bertrand Russell : The Happy Man John Henry Newman : Literature Oliver Goldsmith : A City Night-Piece					
<b>Unit: V</b>					12
A.G. Gardiner : On Habits George Orwell : The Sporting Spirit J.B.Priestley : First Snow					
<b>Total Lecture Hours</b>					60
<b>Books for Study:</b>					
1. Woolf, Virginia. A Room of one's own. The Hogarth Press Ltd, Britian, 1929.					
2. Sethuraman V.S., Indra C.T Victorian Prose A Selection, Trinity Press, New Delhi, 1994.					
3. Mutatkar Shashikala, Sharma S.S. From Renaissance To Modern Anthology of Prose and Poetry, Macmillan India Limited, 1993.					
<b>Books for Reference:</b>					
1. Menon K.P.K. Selected Prose , Trinity Press, New Delhi, 1973.					
2. Sheppard, Nathan. The Essays of George Eliot. Funk & Wagnalls publishers. Washington, 1883					

**Web Resources:**

<https://sites.udel.edu/britlitwiki/matthew-arnold/>  
<https://anannyauberoi.medium.com/the-happy-man-by-bertrand-russell-a-critical-analysis-37cc077b5887>  
<https://litpriest.com/essays/of-great-place-summary-analysis/>  
<https://www.nytimes.com/2010/05/30/books/excerpt-introduction-second-sex.html>

**Course Outcomes**

**K Level**

On successful completion of the course, the students will be able to

<b>CO1:</b>	Understand the structure and style adopted by British writers	<b>Up to K2</b>
<b>CO2:</b>	Appreciate the specific features of the particular period	<b>Up to K3</b>
<b>CO3:</b>	Interpret the style used by the British writers	<b>Up to K2</b>
<b>CO4:</b>	Analyze the various themes used by the writers	<b>Up to K4</b>
<b>CO5:</b>	Gain a foundational understanding of British Prose.	<b>Up to K2</b>

**CO & PO Mappings:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	3	3	3	2	3
CO 2	3	3	2	2	2	3
CO 3	3	3	2	3	3	2
CO 4	3	2	3	2	3	3
CO5	2	3	3	3	2	3
<b>Weightage</b>	<b>14</b>	<b>14</b>	<b>13</b>	<b>13</b>	<b>12</b>	<b>14</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

UNIT	British Prose	Hrs	Pedagogy
<b>I</b>	Francis Bacon : of Parents and children of Goodness and goodness of nature of Great Place	12	Lecture PPT Seminar
<b>II</b>	Addison : Sir Roger at the Theatre Female Orators Sir Richard Steele : The Spectator Club	12	Lecture PPT Seminar
<b>III</b>	CharlesLamb : The Praise of Chimney Sweepers William Hazlitt : On Going a Journey E.M. Foster : What I Believe	12	PPT Lecture Seminar
<b>IV</b>	Bertrand Russell : The Happy Man John Henry Newman : Literature Oliver Goldsmith : A City Night-Piece	12	Lecture PPT Seminar
<b>V</b>	A.G. Gardiner : On Habits George Orwell : The Sporting Spirit J.B. Priestly : First Snow	12	Lecture PPT Seminar

Course Designed by: **1. Dr. R. Kothaikani & 2. Prof. Sarojaa V.Kumar**

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

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of. Questions	K - Level	No. of. Questions	K - Level		
CIA I	CO1	Up to K2	2	K1&K2	2	K3	2(K2&K2)	2(K2&K2)
	CO5	Up to K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
CIA II	CO3	Up to K3	2	K1&K2	1	K2	2(K3&K3)	2(K3&K3)
	CO4	Up to K4	2	K1&K2	2	K3	2(K4&K4)	1(K4)
Question Pattern CIA I & II	No. of Questions to be asked		4		3		4	3
	No. of Questions to be answered		4		3		2	2
	Marks for each question		1		2		5	10
	Total Marks for each section		4		6		10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2	-	-	4	6.67	62
	K2	1	2	10	20	33	55	
	K3	1	2	10	10	23	38.3	38
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	2	-	-	4	6.67	14
	K2	2	2	-	-	4	6.67	
	K3	-	2	10	20	32	53.3	53
	K4	-	-	10	10	20	33.3	33
	Marks	4	6	20	30	60	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

**CO2 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	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K2	2( K1&K1)	1 (K2)
2	CO2	Up to K3	2	K1&K2	1	K2	2( K3&K3)	1 (K3)
3	CO3	Up to K3	2	K1&K2	1	K2	2 (K3&K3)	1(K3)
4	CO4	Up to K3	2	K1&K2	1	K2	2( K2&K2)	1(K3)
5	CO5	Up to K4	2	K1&K2	1	K2	2(K4& K4)	1(K3)
No. of Questions to be Asked			10		5		10	3
No. of Questions to be answered			10		5		5	3
Marks for each question			1	2			5	10
Total Marks for each section			10	10			25	30

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

**Distribution of Marks with K Level**

K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	3	10	-	18	15	42
K2	5	7	10	10	32	26.6	
K3	-	-	20	40	60	50	50
K4	-	-	10	-	10	8.3	8
Marks	10	10	50	50	120	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****Section A (Multiple Choice Questions)****Answer All Questions****(10x1=10 marks)**

Q.No	CO	K Level	Questions
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1

6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1

**Section B (Short Answers)**

**Answer All Questions**

**(5x2=10 marks)**

Q.No	CO	K Level	Questions
11	CO1	K2	1
12	CO2	K2	1
13	CO3	K2	1
14	CO4	K2	1
15	CO5	K2	1

**Section C (Either/Or Type)**

**Answer All Questions**

**(5 x 5 = 25 marks)**

Q.No	CO	K Level	Questions
16) a	CO1	K1	1
16) b	CO1	K1	1
17) a	CO2	K3	1
17) b	CO2	K3	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K2	1
19) b	CO4	K2	1
20) a	CO5	K4	1
20) b	CO5	K4	1

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

**Section D (Open Choice)**

**Answer Any Three questions**

**(3x10=30 marks)**

Q.No	CO	K Level	Questions
21	CO1	K2	1
22	CO2	K3	1
23	CO3	K3	1
24	CO4	K3	1
25	CO5	K3	1





**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who joined in 2021-2022 and after)

<b>Course Name</b>	<b>SOCIAL HISTORY OF ENGLAND</b>				
<b>Course Code</b>	<b>21UENA21</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>Allied</b>	5		4	
<b>Nature of course:</b>	EMPLOYABILITY		SKILL ORIENTED	✓	ENTREPRENURSHIP
<b>Course Objectives:</b>					
<ul style="list-style-type: none"> <li>To prepare the students with a basic knowledge of the political and social history of England with the special reference to important incidents and movements in English history.</li> <li>To understand politics, diplomacy and intellectual aspects.</li> <li>To develop a passion for literature and language</li> <li>To motivate the learners interpret English Literature in its native context and background.</li> <li>To provide the learners a suitable perspective about the inventions and transportations of England.</li> </ul>					
<b>Unit: I</b>					15
	i) Early History of England ii) Renaissance iii) Reformation iv) The Golden Age of Queen Elizabeth				
<b>Unit: II</b>					15
	i) The Civil War ii) The Social Conditions in Restoration England iii) The Social Conditions in Queen Anne's England iv) Coffee-house life in London				
<b>Unit: III</b>					15
	i) The Agrarian Revolution ii) The Glorious Revolution iii) The Industrial Revolution iv) Other Humanitarian Movements				
<b>Unit: IV</b>					15
	i) The Social Conditions in Eighteenth Century England ii) Impact of the French Revolution on England iii) The American War of Independence iv) The Reform Bills				
<b>Unit: V</b>					15

i)	Trade Unionism in England	
ii)	Scientific, Industrial, Political changes in Queen Victoria's England	
iii)	The Impact of the First World War and the Second World war	
iv)	Social Conditions in Post-War England	
		<b>Total Lecture Hours</b> 75
<b>Books for Study:</b>		
Xavier, A.G. <b>An Introduction to the Social History of England</b> . Chennai: Viswanathan Printers and Publishers, 2009.		
<b>Books for Reference:</b>		
1. Trevelyan, G.M. <b>English Social History: A Survey of Six Centuries, Chaucer to Queen Victoria</b> . London: Book Club Associates for Longman, 1973.		
2. Long, William J. <b>English Literature: Its History and its Significance for the life of the English Speaking World</b> , Ginn and Company, Boston, 1909.		
<b>Web Resources:</b>		
<a href="https://www.amazon.in/Introduction-Social-History-England/dp/8187156112">https://www.amazon.in/Introduction-Social-History-England/dp/8187156112</a>		
<a href="https://www.english-heritage.org.uk/learn/story-of-england/">https://www.english-heritage.org.uk/learn/story-of-england/</a>		
<b>Course Outcomes</b>		<b>K Level</b>
On successful completion of the course, the students will be able to		
<b>CO1:</b>	Understand the impact of society on Literature.	<b>Up to K2</b>
<b>CO2:</b>	Interlink the history of England with British English Literature.	<b>Up to K3</b>
<b>CO3:</b>	Analyse the socio- cultural aspects of the society on Literature.	<b>Up to K4</b>
<b>CO4:</b>	Learn and appreciate English Literature in its native context and background.	<b>Up to K2</b>
<b>CO5:</b>	Evaluate the Literary work by considering its historical aspects.	<b>Up to K4</b>

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	3	3	3	3	3	3
<b>CO 2</b>	2	3	3	3	3	3
<b>CO 3</b>	3	3	2	3	3	2
<b>CO 4</b>	3	2	3	1	3	3
<b>CO5</b>	2	3	3	2	2	3
<b>Weightage</b>	13	14	14	12	14	14

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

UNIT	Social History of England	Hrs	Pedagogy
<b>I</b>	i) Early History of England ii) Renaissance iii) Reformation iv) The Golden Age of Queen Elizabeth	<b>15</b>	<b>Lecture, PPT</b>
<b>II</b>	i) The Civil War ii) The Social Conditions in Restoration England iii) The Social Conditions in Queen Anne's England iv) Coffee-house life in London	<b>15</b>	<b>Lecture, PPT</b>
<b>III</b>	i) The Agrarian Revolution ii) The Glorious Revolution iii) The Industrial Revolution iv) Other Humanitarian Movements	<b>15</b>	<b>Lecture, PPT</b>
<b>IV</b>	i) The Social Conditions in Eighteenth Century England ii) Impact of the French Revolution on England iii) The American War of Independence iv) The Reform Bills	<b>15</b>	<b>Lecture, PPT</b>
<b>V</b>	i) Trade Unionism in England ii) Scientific, Industrial, Political changes in Queen Victoria's England iii) The Impact of the First World War and the Second World war iv) Social Conditions in Post-War England	<b>15</b>	<b>Lecture, PPT</b>

Course Designed by: **1. Dr. N. Parimalanayagi & 2. Dr. A. Ramasubbiah**

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		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of. Question s	K - Level	No. of. Questions	K - Level		
CIAI	CO1	Up to K2	2	K1&K2	2	K1	2(K2&K2)	1(K2&K2)
	CO3	Up to K4	2	K1&K2	1	K2	2(K3&K3)	2(K3&K4)
CIAII	CO2	Up to K3	2	K1&K2	2	K2	2(K2&K2)	1(K3)
	CO5	Up to K4	2	K1	1	K1	2(K4&K4)	2(K3&K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2

	Marks for each question	1		2		5	10
	Total Marks for each section	4		6		10	20

Distribution of Marks with K Level CIA I & CIA II								
	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	4	-	-	6	10	50
	K2	2	2	10	10	24	40	
	K3	-	-	10	10	20	33.33	33
	K4	-	-	-	10	10	16.67	17
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	4	-	-	6	10	33.33
	K2	2	2	10	-	14	23.33	
	K3	-	-	-	20	20	33.33	33.33
	K4	-	-	10	10	20	33.33	33.33
	Marks	4	6	20	30	60	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	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K1	2 (K1&K1)	1 (K2)
2	CO2	Up to K3	2	K1&K2	1	K2	2 (K3&K3)	1 (K3)
3	CO3	Up to K4	2	K1&K2	1	K2	2 (K4&K4)	1 (K3)
4	CO4	Up to K2	2	K1&K2	1	K2	2 (K2&K2)	1 (K2)
5	CO5	Up to K4	2	K1&K2	1	K1	2 (K4 & K4)	1 (K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
(Figures in parenthesis denote, questions should be asked with the given K level)								



**Distribution of Marks with K Level**

K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4	10	-	19	15.83	50
K2	5	6	10	20	41	34.17	
K3	-	-	10	10	20	16.67	17
K4	-	-	20	20	40	33.33	33
Marks	10	10	50	50	120	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****Section A (Multiple Choice Questions)****Answer All Questions****(10x1=10 marks)**

Q.No	CO	K Level	Questions
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1

**Section B (Short Answers)****Answer All Questions****(5x2=10 marks)**

Q.No	CO	K Level	Questions
11	CO1	K1	1
12	CO2	K2	1
13	CO3	K2	1
14	CO4	K2	1
15	CO5	K1	1

**Section C (Either/Or Type)****Answer All Questions****(5 x 5 = 25 marks)**

Q.No	CO	K Level	Questions
16) a	CO1	K1	1
16) b	CO1	K1	1
17) a	CO2	K3	1
17) b	CO2	K3	1
18) a	CO3	K4	1



18) b	CO3	K4	1
19) a	CO4	K2	1
19) b	CO4	K2	1
20) a	CO5	K4	1
20) b	CO5	K4	1

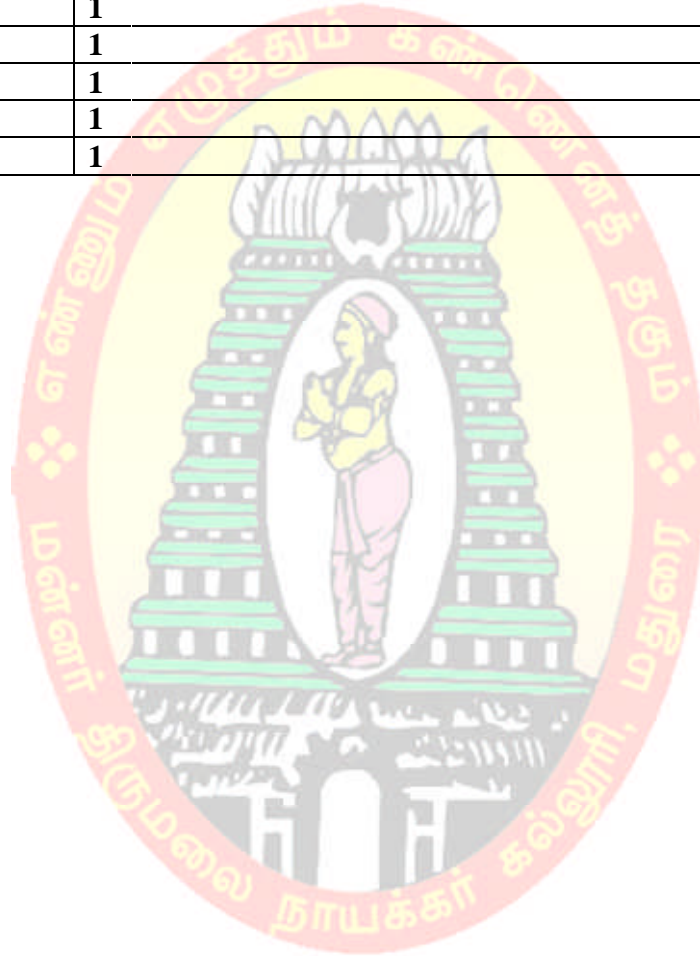
**NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels**

**Section D (Open Choice)**

**Answer Any Three questions**

**(3x10=30 marks)**

Q.No	CO	K Level	Questions
21	CO1	K2	1
22	CO2	K3	1
23	CO3	K3	1
24	CO4	K2	1
25	CO5	K4	1





**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who joined in 2021-2022 and after)

Course Name	ENGLISH FOR E-WRITING					
Course Code	21UENS21			L	P	C
Category	Skill			2		2
Nature of course:	EMPLOYABILITY	✓	SKILL ORIENTED	✓	ENTREPRENEURSHIP	
<b>Course Objectives:</b> <ul style="list-style-type: none"><li>● To enhance the quality of communication digitally.</li><li>● To impart knowledge about the various forms of electronic media.</li><li>● To facilitate learning about the online platforms and online content writing.</li><li>● To educate on the importance of emerging new media.</li><li>● To harness the potential of students to create e-writing.</li></ul>						
Unit: I	New Media				6	
Definition- Emergence of New Media- Significance- Media Ethics  Different Kinds: E-Newspapers, E-books, E-magazines, E-journals						
Unit: II	Blogs				6	
Types of blogs –Personal blogs, Collaborative or Group blogs, Corporate or Organisational blogs, Aggregated blogs, Reverse blogs, Vlog, Photo blog– Micro blogging						
Unit: III	Digital Correspondence				6	
E-mails, Instant messaging– SMS text– Language and Grammar of SMS– Emoticons – Picture Messages- Social Networking, Digital Editing						
Unit: IV	Web Writing				6	
Writing for the Web- Introduction to Profile Writing – Caption Writing – Copywriting  Content Writing – Story Structure and Planning - Inverted Pyramid - Headline, Blurb, Lead						
Unit: V	Practice				6	
Medium, Tumblr, LinkedIn, Quora, Blogger, Instagram, Twitter, Podcasts  (Writing and posting articles/ stories/ poems/ anecdotes/ answering questions/ commenting/ creating professional profile/ book or film reviews)						
	Total Lecture Hours					30

**Book for Study:**

Book will be compiled by the department.

**Books for Reference**

1. Caramella, Nick & Elizabeth Lee. *Cambridge English for the Media*. Ed. Jeremy Day, Cambridge UP, 2008.
2. Felder, Linda. *Writing for the Web: Creating Compelling Web Content Using Words, Pictures and Sound*. New Riders, 2012.
3. Penn, Joanna. *How to Make a Living With Your Writing: Books, Blogging and More*. Curl Up Press via PublishDrive, 2018.
4. Porto, Heather Wright. *Creative Blogging: Your First Steps to a Successful Blog*. Apress, 2011.

**Web Resources**

<https://www.snhu.edu/about-us/newsroom/2020/02/what-is-new-media>  
<https://dataflog.com/read/5-types-of-new-media/3353>  
<https://www.tutor2u.net/sociology/reference/what-are-the-new-media>  
<https://hellboundbloggers.com/types-of-blogs/18634/>  
<https://firstsiteguide.com/blogging-types-revealed/>  
<https://www.toppr.com/guides/business-communication-and-ethics/e-correspondence/concept-of-e-correspondence/>  
<https://thewritelife.com/writing-a-profile-story/>  
<https://www.indeed.com/career-advice/resumes-cover-letters/how-to-write-a-professional-profile>  
<https://backlinko.com/hub/content/writing>

**Course Outcomes**

**K Level**

On successful completion of the course, the students will be able to

<b>CO1:</b>	Relate to the recent trends in the digital media	<b>Up to K2</b>
<b>CO2:</b>	Connect digitally to the audience, the writing is intended to and engage in healthy online critiques through blogs	<b>Up to K4</b>
<b>CO3:</b>	Analyze the different strategies to improve digital correspondence and enhance viewability and quality of content	<b>Up to K4</b>
<b>CO4:</b>	Discover the evolutionary practices in the digital arena and create new content for the web	<b>Up to K4</b>
<b>CO5:</b>	Examine the issues of the society and create relevant digital content through social networking platforms	<b>Up to K4</b>

**CO & PO Mappings:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	3	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3	3
<b>CO 3</b>	2	3	3	3	3	2
<b>CO 4</b>	3	2	2	2	3	3
<b>CO5</b>	3	3	3	1	1	3
<b>Weightage</b>	14	14	14	12	13	14

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

UNIT	ENGLISH FOR E-WRITING	Hrs	Pedagogy
<b>I</b>	<b>New Media</b> Definition- Emergence of New Media- Significance- Media Ethics Different Kinds: E-Newspapers, E-books, E-magazines, E-journals	<b>6</b>	<b>Lecture, PPT</b>
<b>II</b>	<b>Blogs</b> Types of blogs –Personal blogs, Collaborative or Group blogs, Corporate or Organisational blogs, Aggregated blogs, Reverse blogs, Vlog, Photo blog– Micro blogging	<b>6</b>	<b>Lecture, Seminar, PPT</b>
<b>III</b>	<b>Digital Correspondence</b> E-mails, Instant messaging– SMS text– Language and Grammar of SMS– Emoticons – Picture Messages- Social Networking, Digital Editing	<b>6</b>	<b>Lecture, Seminar, PPT</b>
<b>IV</b>	<b>Web Writing</b> Writing for the Web- Introduction to Profile Writing – Caption Writing – Copywriting Content Writing – Story Structure and Planning - Inverted Pyramid - Headline, Blurb, Lead	<b>6</b>	<b>Lecture, Assignment, PPT</b>
<b>V</b>	<b>For Practice</b> Medium, Tumblr, LinkedIn, Quora, Blogger, Instagram, Twitter, Podcasts (Writing and posting articles/ stories/ poems/ anecdotes/ answering questions/ commenting/ creating professional profile/ book or film reviews)	<b>6</b>	<b>Lecture, Assignment, PPT</b>

Course Designed by: **1. Prof. P.R. Muthumeena & 2. Prof.D. Vimala**