

# B.A., ENGLISH

## Syllabus

Program Code: UEN

2023- Onwards



**MANNAR THIRUMALAI NAICKER COLLEGE**

(AUTONOMOUS)

Re-accredited with “A” Grade by NAAC

PASUMALAI, MADURAI – 625 004

**GUIDLINES FOR OUTCOME BASED EDUCATION WITH CHOICE BASED  
CREDIT SYSTEM**

**(FOR UG PROGRAM FROM 2023 -2024 ONWARDS)**

**ELIGIBILITY FOR ADMISSION**

Candidates seeking admission to the UG Degree program must have passed the Higher Secondary Education (respective groups – Arts / Science) of the Government of Tamil Nadu or any other state or its equivalent qualification.

**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**

Part I : Tamil / Hindi /

Part II : English

Part III:

- 1.Core Subjects
- 2.Allied Subjects
- 3.Electives

Part IV:

- 1.Non Major Electives (I Year)
- 2.Skill Based Subjects
- 3.Environmental Studies - Mandatory Subject
- 4.Value Education - Mandatory Subject

Part V :

Extension Activities

## ARTS & SCIENCE

### CBCS COURSE STRUCTURE FOR UG PROGRAMS

Sem I	Credit	Sem II	Credit	Sem III	Credit	Sem IV	Credit	Sem V	Credit	Sem VI	Credit
1.1. Language - Tamil	3	2.1. Language - Tamil	3	3.1. Language - Tamil	3	4.1. Language - Tamil	3	5.1 Core Course - \CC IX	4	6.1 Core Course - CC XIII	4
1.2 English	3	2.2 English	3	3.2 English	3	4.2 English	3	5.2 Core Course - CC X	4	6.2 Core Course - CC XIV	4
1.3 Core Course - CC I	4	2.3 Core Course - CC III	4	3.3 Core Course - CC V	4	4.3 Core Course - CC VII Core Industry Module	4	5.3. Core Course - CC -XI	4	6.3 Core Course - CC XV	4
1.4 Core Course - CC II	4	2.4 Core Course - CC IV	4	3.4 Core Course - CC VI	4	4.4 Core Course - CC VIII	4	5.3. Core Course - / Project with viva-voce CC - XII	4	6.4 Elective -VII Generic/ Discipline Specific	3
1.5 Elective I Generic/ Discipline Specific	3	2.5 Elective II Generic/ Discipline Specific	3	3.5 Elective III Generic/ Discipline Specific	3	4.5 Elective IV Generic/ Discipline Specific	3	5.4 Elective V Generic/ Discipline Specific	3	6.5 Elective VIII Generic/ Discipline Specific	3
1.6 Skill Enhancement Course SEC-1 (NME)	2	2.6 Skill Enhancement Course SEC-2 (NME)	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	4.6 Skill Enhancement Course SEC-6	2	5.5 Elective VI Generic/ Discipline Specific	3	6.6 Extension Activity	1
1.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-1	2	2.7 Skill Enhancement Course - SEC-3(NME)	2	3.7 Skill Enhancement Course SEC-5	2	4.7 Skill Enhancement Course SEC-7	2	5.6 Value Education	2	6.7 Professional Competency Skill	2
1.8 Skill Enhancement - (Foundation Course)	2	2.8 Ability Enhancement Compulsory Course (AECC) Soft Skill-2	2	3.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-3	2	4.7 Ability Enhancement Compulsory Course (AECC) Soft Skill-4	2	5.5 Summer Internship /Industrial Training	2		
				3.8 E.V.S	-	4.8 E.V.S	2				
	<b>23</b>		<b>23</b>		<b>22</b>		<b>25</b>		<b>26</b>		<b>21</b>
<b>Total Credit Points</b>											<b>140</b>

**QUESTION PAPER PATTERN FOR THE CONTINUOUS INTERNAL  
ASSESSMENT**

**Note: Duration – 1 hour**

**(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**

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

**Part –C**

Two questions ('either .... or 'type) 2 x 08=16 Marks

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**Total** 30 Marks

**THE COMPONENTS FOR CONTINUOUS INTERNAL ASSESSMENT ARE:**

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

Two tests and their average --15 marks

Seminar /Group discussion / Quiz Test --5 marks

Assignment --5 marks

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**Total** 25 Marks

## **QUESTION PAPER PATTERN 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**

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

(One question from each Unit)

### **Part –C**

Five Paragraph questions ('either .... or 'type) 5 x 08 = 40 Marks

(One question from each Unit)

Total

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75 Marks  
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## **PART-IV- SKILL BASED PAPERS / NME:**

The Scheme of Examination for Skill Based Papers: (Except Practical Lab Subjects)

## **QUESTION PAPER PATTERN FOR THE CONTINUOUS INTERNAL ASSESSMENT (SKILL BASED AND NME COURSES) DURATION – 1 HOUR**

- ❖ 50 MCQs will be asked for each internal assessment tests (50 x 1=50 Marks) and converted for 15 marks

## **THE COMPONENTS FOR CONTINUOUS INTERNAL ASSESSMENT ARE:**

Two tests and their average --15 marks

Seminar /Group discussion / Quiz Test -- 5 marks

Assignment -- 5 marks

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Total 25 Marks  
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**SUMMATIVE EXAMINATION PATTERN (SKILL BASED AND NME COURSES) DURATION – 3 HOURS**

Pattern of the Question Paper for Skill Based and Non-Major Elective courses  
(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**  
**QUESTION PAPER PATTERN (INTERNAL ASSESSMENT)**

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

50 MCQs will be asked for each internal assessment tests (50 x 1=50 Marks) and  
converted for 15 marks

Two tests and their average	--	15 marks
Project	--	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.

## **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)

## **PART V EXTENSION ACTIVITIES: (MAXIMUM MARKS: 100)**

1. NCC
2. NSS
3. Physical Education
4. YRC
5. RRC
6. Health & Fitness Club
7. Eco Club
8. Human Rights Club

Internal Examinations - - 25 Marks

Summative Examinations - - 75 Marks

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**100**

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## OUTCOME BASED EDUCATION:

OBE starts with the identification and articulation of clear and measurable learning outcomes for each course or program. These outcomes describe the skills, knowledge, and abilities that students are expected to acquire. The curriculum, instructional methods, and assessments are aligned with the defined learning outcomes. This ensures that everything taught and evaluated is directly related to what students are expected to learn.

The Learning Outcomes-Based Approach to curriculum planning and transaction in our institution ensures whether the teaching-learning processes are oriented towards enabling students to attain the defined learning outcomes relating to the courses within a programme. The outcome based approach, particularly in the context of undergraduate studies, requires a significant shift from teacher-centric to learner-centric pedagogies and from passive to active/participatory pedagogies.

**Assessment Method:** The students are assessed with 2 internal examination and the summative examination which includes problem based assignments; practical assignment laboratory reports; observation of practical skills; individual project reports ,case-study reports; team project reports; oral presentations, including seminar presentation; viva voce interviews; computerized adaptive testing; etc. and any other pedagogic approaches as per the context.





## **INSTITUTIONAL VISION**

To Mould the learners into accomplished individuals by providing them with a stimulus for social change through character, confidence and competence.

## **INSTITUTIONAL MISSION**

1. Enlightening the learners on the ethical and environmental issues.
2. Extending holistic training to shape the learners in to committed and competent citizens.
3. Equipping them with soft skills for facing the competitive world.
4. Enriching their employability through career oriented courses.
5. Ensuring accessibility and opportunity to make education affordable to the underprivileged.

## **HIGHLIGHTS OF THE REVAMPED CURRICULUM:**

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising statistical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced statistical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Statistics based problem solving skills are included as mandatory components in the 'Training for Competitive Examinations' course at the final semester, a first of its kind.
- The curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.

- The Statistical Quality Control course is included to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second year vacation will help the students gain valuable work experience that connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the industrial training, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics to the latest DBMS and Computer software for Analytics.

**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>						
<b>Part – I</b>	<b>Tamil / Hindi Course</b>					
23UTAGT11 / 23UHIGH11	தமிழ் இலக்கிய வரலாறு - I / HINDI KA SAMANYA GYAN AUR NIBANDH	<b>6</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part – II</b>	<b>English</b>					
23UENGE11	GENERAL ENGLISH - I	<b>6</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part - III</b>	<b>Core Courses</b>					
23UENCC11	INTRODUCTION TO LITERATURE	<b>5</b>	<b>5</b>	<b>25</b>	<b>75</b>	<b>100</b>
23UENCC12	INDIAN WRITING IN ENGLISH	<b>5</b>	<b>5</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part - III</b>	<b>Elective Course</b>					
23UENEC11	SOCIAL HISTORY OF ENGLAND	<b>4</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part IV</b>	<b>Non Major Elective</b>					
23UENNM11	POPULAR LITERATURE	<b>2</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part IV</b>	<b>Foundation Course</b>					
23UENFC11	READING AND WRITING SKILLS	<b>2</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Total</b>		<b>30</b>	<b>23</b>	<b>175</b>	<b>525</b>	<b>700</b>
<b>SECOND SEMESTER</b>						
<b>Part – I</b>	<b>Tamil / Hindi Course</b>					
23UTAGT21 / 23UHIGH21	தமிழ் இலக்கிய வரலாறு - II / KATHA SAHITYA AUR VYAKARAN	<b>6</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part – II</b>	<b>English</b>					
23UENGE21	GENERAL ENGLISH - II	<b>6</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part - III</b>	<b>Core Courses</b>					
23UENCC21	BRITISH LITERATURE – I	<b>5</b>	<b>5</b>	<b>25</b>	<b>75</b>	<b>100</b>
23UENCC22	AMERICAN LITERATURE - I	<b>5</b>	<b>5</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part - III</b>	<b>Elective Course</b>					
23UENEC21	HISTORY OF ENGLISH LITERATURE	<b>4</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part IV</b>	<b>Non Major Elective</b>					
23UENNM21	PHILOSOPHY FOR LITERATURE	<b>2</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part IV</b>	<b>Skill Enhancement course</b>					
23UENSC21	ENGLISH FOR COMMUNICATION	<b>2</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Total</b>		<b>30</b>	<b>23</b>	<b>175</b>	<b>525</b>	<b>700</b>

# FIRST SEMESTER

**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)****DEPARTMENT OF ENGLISH****FOR THOSE WHO JOINED IN 2023-2024 AND AFTER**

<b>Course Name</b>	INTRODUCTION TO LITERATURE			
<b>Course Code</b>	23UENCC11	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	CORE	5	-	5
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"> <li>➤ To introduce the different forms of literature</li> <li>➤ To provide learners with the background knowledge of literature</li> <li>➤ To enable learners to understand the different genres of writing</li> <li>➤ To examine the various themes and methodologies present in literature</li> <li>➤ To create the ability of critically examining a text</li> </ul>				
<b>UNIT - I Introduction</b>		<b>15</b>		
Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad.				
Prose-Short Story, Novella, Novel.				
Drama- Comedy, Tragedy, Tragi- Comedy.				
<b>UNIT - II Poetry</b>		<b>15</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>UNIT - III Drama</b>		<b>15</b>		
J.M. Barrie	The Admirable			
Crichton Lady Gregory	The Rising of the Moon			
<b>UNIT - IV Novel</b>		<b>15</b>		
Manohar Malgonkar	Spy in Amber			
Don Quixote	Tilting at the Windmills.			
A Dill Pickle, The Escape from Katherine Mansfield Bliss and other stories.				
<b>UNIT - V Short Story</b>		<b>15</b>		
Saki-The Open Window				
Robert Lynd-Sweet				
Jerome K. Jerome -excerpt from-Three Menina Boat-(Packing Episode)				
<b>Total Lecture Hours</b>				<b>75</b>

**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](#)
- ❖ [The English Historical Review \(EHR\)](#)

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

MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	S	S	S	S	S				
CO2	M	S	S	S	M	S				
CO3	S	S	S	M	S	S				
CO4	S	S	S	S	S	S				
CO5	S	M	S	S	S	S				
<b>S- STRONG</b>			<b>M – MEDIUM</b>				<b>L - LOW</b>			

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>	<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:				
UNIT	INTRODUCTION TO LITERATURE		HRS	PEDAGOGY
I	Poetry - Different forms of Poetry, Sonnet, Ode, Elegy, Lyric and Ballad		15	Chalk and Talk, PPT, Video lectures
	Prose - Short Story, Novella, Novel			
	Drama - Comedy, Tragedy, Tragi-Comedy			
II	Michael Drayton	The Parting	15	Chalk and Talk, PPT, Video lectures,
	William Shakespeare	Sonnet 18, Sonnet 116		
	John Milton	When I Consider How My Light is Spent		

	William Wordsworth John Keats Thomas Gray Robert Frost Theodore Roethke	Daffodils Ode to a Nightingale Elegy Written in a Country Churchyard. Mending Wall The Meadow Mouse		<b>Activities,</b>
<b>III</b>	J.M. Barrie Crichton Lady Gregory	<i>The Admirable</i> <i>The Rising of the Moon</i>	<b>15</b>	<b>Chalk and Talk, PPT, Video lectures</b>
<b>IV</b>	Manohar Malgonkar Don Quixote A Dill Pickle, The Escape from Katherine Mansfield Bliss and other stories.	Spy in Amber Tilting at the Windmills	<b>15</b>	<b>Chalk and Talk, PPT Video lectures &amp; Assignment</b>
<b>V</b>	Saki-The Open Window Robert Lynd–Sweet Jerome K. Jerome -excerpt from-Three Menina Boat–(Packing Episode)		<b>15</b>	<b>Chalk and Talk, PPT, Video lectures, Activities,</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)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16



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

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application oriented- Solving Problems

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

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)						
S. No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-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	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

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

### Summative Examinations - Question Paper – Format

Q. No.	Unit	CO	K-level		
Answer ALL the questions			<b>PART – A</b>		<b>(10 x 1 = 10 Marks)</b>
1.	Unit - I	CO1	K1		
				a)	b)
				c)	d)
2.	Unit - I	CO1	K2		
				a)	b)
				c)	d)
3.	Unit - II	CO2	K1		
				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	K2		
				a)	b)
				c)	d)
7.	Unit - IV	CO4	K1		
				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	K2		
				a)	b)
				c)	d)

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

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

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF ENGLISH

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

Course Name	INDIAN WRITING IN ENGLISH			
Course Code	23UENCC12	L	P	C
Category	CORE II	5	-	5
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.</li><li>➤ 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</li><li>➤ To enable learners to appreciate Nation- Nationalism; Counter Discourse; Subalternity; Identity Movements</li><li>➤ To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English</li><li>➤ To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts</li></ul>				
<b>UNIT - I STORY</b>				<b>15</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>UNIT - II PROSE</b>				<b>15</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>UNIT - III POEM</b>				<b>15</b>
Toru Dutt - The Lotus				
Sri Aurobindo - The Tiger and the Deer				
<b>UNIT - IV POEM</b>				<b>15</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>UNIT - V PLAY &amp; NOVEL</b>				<b>15</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>Total Lecture Hours</b>				<b>75</b>

**BOOKS FOR STUDY:**

- Tagore, Rabindranath. Mukhthahara. India: Lakshmi Narain Agarwal, 2020.
- Ezekiel, Nissim. *Three Plays*. US, Flamingo books, 1969.
- Chattopadhyay, Harindranath. *Five Plays*. London: Flower Wright, 1945.

**BOOKS FOR REFERENCES:**

- K.R. Srinivasa Iyengar. Indian Writing in English

**WEB RESOURCES:**

- ❖ <https://www.goodreads.com/en/book/show/71023> - Haciko
- ❖ <https://allpoetry.com/book> - The Village Song
- ❖ <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003092674-11/sleepwalkers-sukrita-paul-kumar-sunil-trivedi> - Sleepwalkers

<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		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>							

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

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

<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>

**MAPPING WITH PROGRAM OUTCOMES:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6			
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>			
<b>CO2</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>			
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>			
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>			
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>			
<b>S- STRONG</b>			<b>M - MEDIUM</b>			<b>L - LOW</b>			

**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>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</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>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>	<b>Chalk and Talk, PPT, video demonstration, role play</b>
<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>	<b>Chalk and Talk, PPT, video demonstration, role play</b>
<b>III</b>	Toru Dutt- The Lotus Sri Aurobindo- The Tiger and the Deer	<b>15</b>	<b>PPT, video Seminar, peer learning</b>
<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>	<b>Chalk and Talk, PPT, video demonstration, role play</b>
<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>	<b>Chalk and Talk, PPT, video role play</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)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

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

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

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application oriented- Solving Problems

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

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)						
S. No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-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	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
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.						



## Summative Examinations - Question Paper – Format

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

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

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

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF ENGLISH

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

<b>Course Name</b>	SOCIAL HISTORY OF ENGLAND			
<b>Course Code</b>	23UENEC11	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	ELECTIVE	4	-	3
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To provide students with comprehensive idea about the development of English literature and language over the ages.</li><li>➤ 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</li><li>➤ To help them develop an understanding of the structural development of the English language</li><li>➤ To inform them about the various external linguistic influences that have contributed to the making of the language</li></ul>				
<b>UNIT - I</b>	<b>Renaissance and Reformation</b>			<b>12</b>
The Renaissance And Its Impact On England, The Reformation - Causes and Effects				
<b>UNIT - II</b>	<b>Restoration and its effects</b>			<b>12</b>
The Commonwealth Of Nations, The Restoration, Coffee-Houses and their Social Relevance				
<b>UNIT - III</b>	<b>Revolutions and Movements</b>			<b>12</b>
Impact of The Industrial, Agrarian and The French Revolutions on the English Society, Humanitarian Movements in England				
<b>UNIT - IV</b>	<b>Reforms and the World Wars</b>			<b>12</b>
The Reform Bills and The Spread of Education, Social Impact of the Two World Wars, The Labour Movement, The Welfare State				
<b>UNIT - V</b>	<b>Aftermath of World Wars</b>			<b>12</b>
The Cold War (1945-1991), The Falkland War (1981), The Gulf War (1991).				
<b>Total Lecture Hours</b>				<b>60</b>
<b>BOOKS FOR STUDY:</b>				
<ul style="list-style-type: none"><li>➤ Ed. Keith Wrightson, A Social History of England, 1500- 1750, 2018, Norton Press.</li><li>➤ Ed. Julia Crick, Elisabeth Van Houts, A Social History of England, 900-1200, 2012, Cambridge University Press.</li></ul>				
<b>BOOKS FOR REFERENCES:</b>				
<ul style="list-style-type: none"><li>➤ Ed. Rosemary Horrox, A Social History of England, 1200-1500, June 2012, Cambridge University Press</li></ul>				
<b>WEB RESOURCES:</b>				
<ul style="list-style-type: none"><li>❖ <a href="#">A Social History of England: Briggs, Asa, 1921 - Free Download, Borrow, and Streaming: Internet Archive</a></li></ul>				

<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	40%	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
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<b>After studying this course, the students will be able to:</b>	
<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:										
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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	3	3	3				
CO5	3	2	3	3	3	3				

**S- STRONG**

**M – MEDIUM**

**L - LOW**

CO / PO MAPPING:					
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COS	PSO1	PSO2	PSO3	PSO4	PSO5
CO 1	3	3	3	3	3
CO 2	3	3	3	2	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>15</b>
<b>WEIGHTED PERCENTAGE</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>	<b>2.8</b>	<b>3.0</b>

OF COURSE CONTRIBUTION TO POS					
LESSON PLAN:					
UNIT	SOCIAL HISTORY OF ENGLAND			HRS	PEDAGOGY
I	The Renaissance And Its Impact on England, The Reformation - Causes and Effects			<b>12</b>	<b>Chalk and Talk, PPT, video</b>
II	The Commonwealth Of Nations, The Restoration, Coffee-Houses and their Social Relevance			<b>12</b>	<b>Chalk and Talk, PPT, video</b>
III	Impact of The Industrial, Agrarian and The French Revolutions on the English Society, Humanitarian Movements in England			<b>12</b>	<b>Chalk and Talk, PPT, video</b>
IV	Impact of The Industrial, Agrarian and The French Revolutions on the English Society, Humanitarian Movements in England			<b>12</b>	<b>Chalk and Talk, PPT, video</b>
V	The Cold War (1985-1991), The Falkland War (1981), The Gulf War (1991).			<b>12</b>	<b>Chalk and Talk, PPT, video</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)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

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

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

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application oriented- Solving Problems

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

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)						
S. No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-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	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
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.						

## Summative Examinations - Question Paper – Format

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



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

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

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF ENGLISH

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

<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
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To broaden the idea of literature and the concept of texts.</li><li>➤ To learn the difference between genre fiction and literary fiction.</li><li>➤ To make students gain an understanding of the folk roots of popular literature.</li><li>➤ To make students find a perspective into the debate between high and low culture</li><li>➤ To analyse the fantasy work that gains popularity.</li></ul>				
<b>UNIT - I</b>	<b>Introduction</b>			<b>06</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>UNIT - II</b>	<b>Fairy Tales</b>			<b>06</b>
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)				
<b>UNIT - III</b>	<b>Short Story</b>			<b>06</b>
Satyajit Ray- Professor Shonku and the UFO (From The Mystery of Munroe Island and Other Stories)				
<b>UNIT - IV</b>	<b>Comics and stories</b>			<b>06</b>
Herge- Tintin in Tibet Somdev Bhatt: The Story of Padmavati and the Prince VajVikram- Betaal Story)				
<b>UNIT - V</b>	<b>Novels</b>			<b>06</b>
Anuja Chauhan: <i>The Zoya Factor</i> J.K. Rowling: <i>Harry Potter and the Philosopher's Stone</i>				
<b>Total Lecture Hours</b>				<b>30</b>

**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>	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		✓

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

<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 K2</b>
<b>CO2</b>	Have an awareness of the major schools of thought in western philosophy									<b>K1 to K2</b>
<b>CO3</b>	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning									<b>K1 to K2</b>
<b>CO4</b>	Talk about some of the key figures in Philosophy.									<b>K1 to K2</b>
<b>CO5</b>	Analyze and appreciate texts critically, from different philosophical perspectives.									<b>K1 to K2</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>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<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>				
<b>S- STRONG</b>			<b>M – MEDIUM</b>				<b>L - LOW</b>			

**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>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</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>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> Somdev Bhatt: <i>The Story of Padmavati and the Prince VajVikram- Betaal Story</i> )	<b>06</b>	<b>Lecture and videos</b>
<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	
			MCQs	
			No. of. Questions	K - Level
CI AI	CO1	K1 – K2	25	K1,K2
	CO2	K1 – K2	25	K1,K2
CI AII	CO3	K1 – K2	25	K1,K2
	CO4	K1 – K2	25	K1,K2
Question Pattern CIA I & II		No. of Questions to be asked	50	
		No. of Questions to be answered	50	
		Marks for each question	1	
		Total Marks for each section	50	

\* Two Formative examinations will be conducted as a part of Continuous Internal Assessment under which, 50 MCQ's will be asked [50X1=50 marks] from any 4 CO's. (I<sup>st</sup> Test-2 CO's & II<sup>nd</sup> Test-2 CO's) in equal weightage

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

	K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100
CIA II	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application oriented- Solving Problems

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

**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)	
			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)				

In summative examinations, 75 MCQ's will be asked [75X1=75 marks] from all 5 CO's in equal weightage.

Distribution of Marks with K Level				
K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidated %
K1	40	40	53	100
K2	35	35	47	
K3				
K4				
Marks		75	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>				

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF ENGLISH

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

<b>Course Name</b>	READING AND WRITING SKILLS			
<b>Course Code</b>	23UENFC11	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	SKILL	2	-	2
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To make students to understand the importance of Reading and Writing in Language acquisition</li><li>➤ To facilitate learners to learn the technical nuances of reading a text</li><li>➤ To interpret and critically evaluate texts</li><li>➤ To help students explore the techniques of effective writing</li><li>➤ To hone the writing competencies leading to effective communication</li></ul>				
<b>UNIT - I</b>	<b>The Reading Process</b>			<b>06</b>
Reading: A Comprehensive Process Reading with a Purpose Reading Different Kinds of Texts Active and Passive Reading				
<b>UNIT - II</b>	<b>Reading Strategy</b>			<b>06</b>
Reading Skills Vocabulary Skills Scanning Skills Skimming Skills Intensive Reading Skills				
<b>UNIT - III</b>	<b>Summarising and Paraphrasing</b>			<b>06</b>
Mechanics of Summarising Summarising Techniques Outlining and Paraphrasing Summary writing Practice				
<b>UNIT - IV</b>	<b>Writing Effective Sentences</b>			<b>06</b>
Sentence Structure Sentence Coherence Paragraph Writing Paragraph Structure Principles of Paragraph Writing Paragraph Length Expanding Proverbs				
<b>UNIT - V</b>	<b>E-mail Messages</b>			<b>06</b>
Principles and Fundamentals Formatting E-mail Messages Standard E-mail Practices E-mail Writing Practices				
<b>Total Lecture Hours</b>				<b>30</b>

**BOOKS FOR STUDY:**

- Rizvi, M. Ashraf. Effective Technical Communication. New Delhi: Tata McGraw-Hill Publishing Company Limited. 2007.

**BOOKS FOR REFERENCES:**

- Raman, Meenakshi and Sangeetha Rani. Technical Communication. USA: Oxford University Press, USA. 2015.

**WEB RESOURCES:**

- ❖ <https://ecampusontario.pressbooks.pub/communicationnetwork/chapter/3-3-collecting-sources-by-reading-with-a-purpose/>
- ❖ <https://www.mindtools.com/axggxkv/paraphrasing-and-summarizing>
- ❖ <https://www.wisestamp.com/blog/formal-email-writing-formats/>

<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		✓

\* 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>	Discover the basic concepts of reading and writing skills in language learning process.	<b>K1 to K2</b>
<b>CO2</b>	Gaining knowledge about the subtle strategies involved in the process of approaching text	<b>K1 to K2</b>
<b>CO3</b>	Reading to integrate information, reading to write and reading to analyse a text.	<b>K1 to K2</b>
<b>CO4</b>	Applying various methods associated with effective writing skills	<b>K1 to K2</b>
<b>CO5</b>	Sharpen the skills in writing proficiency in order to make communication effective.	<b>K1 to K2</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				
<b>S- STRONG</b>			<b>M - MEDIUM</b>				<b>L - LOW</b>			



**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>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</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>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>

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

\* Two Formative examinations will be conducted as a part of Continuous Internal Assessment under which, 50 MCQ's will be asked [50X1=50 marks] from any 4 CO's. (I<sup>st</sup> Test-2 CO's & II<sup>nd</sup> Test-2 CO's) in equal weightage

Distribution of Marks with K Level CIA I & CIA II					
	K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100
CIA II	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application oriented- Solving Problems

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

**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>No. of Questions</b>	<b>K – Level</b>
<b>1</b>	<b>CO1</b>	<b>K1-K2</b>	<b>15</b>	<b>K1,K2</b>
<b>2</b>	<b>CO2</b>	<b>K1-K2</b>	<b>15</b>	<b>K1,K2</b>
<b>3</b>	<b>CO3</b>	<b>K1-K2</b>	<b>15</b>	<b>K1,K2</b>
<b>4</b>	<b>CO4</b>	<b>K1-K2</b>	<b>15</b>	<b>K1,K2</b>
<b>5</b>	<b>CO5</b>	<b>K1-K2</b>	<b>15</b>	<b>K1,K2</b>
<b>No. of Questions to be Asked</b>			<b>75</b>	
<b>No. of Questions to be answered</b>			<b>75</b>	
<b>Marks for each question</b>			<b>1</b>	
<b>Total Marks for each section</b>			<b>75</b>	
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>				

In summative examinations, 75 MCQ's will be asked [75X1=75 marks] from all 5 CO's in equal weightage.

<b>Distribution of Marks with K Level</b>				
<b>K Level</b>	<b>Section A (Multiple Choice Questions)</b>	<b>Total Marks</b>	<b>% of (Marks without choice)</b>	<b>Consolidated %</b>
<b>K1</b>	<b>40</b>	<b>40</b>	<b>53</b>	<b>100</b>
<b>K2</b>	<b>35</b>	<b>35</b>	<b>47</b>	
<b>K3</b>				
<b>K4</b>				
<b>Marks</b>		<b>75</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>				

# SECOND SEMESTER

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF ENGLISH

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

<b>Course Name</b>	BRITISH LITERATURE - I			
<b>Course Code</b>	23UENCC21	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	CORE	5	-	5
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ methodologies present in British literature</li><li>➤ To create an aptitude of critically probing through the text. To introduce British Identity, Periods and other related forms.</li><li>➤ To increase the ability for students to intellectually assess the world and their place in it.</li><li>➤ To enable learners to understand that British literature is at the foundation of English- speaking peoples culture.</li><li>➤ To closely examine the various themes</li></ul>				
<b>UNIT - I</b>	<b>Prose</b>			<b>15</b>
Of Truth, Of Adversity – Francis Bacon A City Night Piece- Oliver Goldsmith The Spectator Club, On Giving Advice- Joseph Addison and Sir Richard Steele.				
<b>UNIT - II</b>	<b>Poetry</b>			<b>15</b>
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>UNIT - III</b>	<b>Poetry</b>			<b>15</b>
John Milton -Paradise Lost Book IV.				
<b>UNIT - IV</b>	<b>Drama</b>			<b>15</b>
Christopher Marlowe- Dr.Faustus Oliver Goldsmith-She Stoops to Conquer.				
<b>UNIT - V</b>	<b>Novel</b>			<b>15</b>
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.				
<b>Total Lecture Hours</b>				<b>75</b>

**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	✓
<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>	Demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature	<b>K1 to K4</b>
<b>CO2</b>	Synthesize, integrate, and connect information by Writing essays using techniques of criticism and evaluation.	<b>K1 to K4</b>
<b>CO3</b>	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.	<b>K1 to K4</b>
<b>CO4</b>	Distinguish between the characteristics of British Literary movements in discussing and writing about British literature.	<b>K1 to K4</b>
<b>CO5</b>	Write about 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>	<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>2</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>				

<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>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	
<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>	
<b>LESSON PLAN:</b>						
<b>UNIT</b>	<b>BRITISH LITERATURE - I</b>			<b>HRS</b>	<b>PEDAGOGY</b>	
<b>I</b>	Introduction about development in British Literature, Prose : 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>15</b>		
<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>15</b>		
<b>III</b>	Puritan Age Poetry: John Milton- Paradise -Lost Book IV			<b>15</b>		
<b>IV</b>	Drama: Christopher Marlowe- Dr. Faustus. Francis Beaumont and John Fletcher- Philaster. Oliver Goldsmith- She Stoops to Conquer			<b>15</b>		
<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.			<b>15</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)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

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

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

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application oriented- Solving Problems

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

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



Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)						
S. No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-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	21.5
K2	5	20	-	25	18	
K3	-	20	48	68	48.5	78.5
K4	-	10	32	42	30	
Marks	10	25	80	140	100	100
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.						

## Summative Examinations - Question Paper – Format

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

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

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

**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)****DEPARTMENT OF ENGLISH****FOR THOSE WHO JOINED IN 2023-2024 AND AFTER**

<b>Course Name</b>	AMERICAN LITERATURE – I			
<b>Course Code</b>	23UENCC22	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	CORE – IV	5	-	5
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"> <li>➤ To understand the growth and development of American literature.</li> <li>➤ To critically examine how various genres developed and progressed.</li> <li>➤ Learn about prominent writers and famous works in American literature.</li> <li>➤ To closely examine the various themes and methodologies present in British literature</li> <li>➤ To create an aptitude of critically probing through the text</li> </ul>				
<b>UNIT - I POEM</b>				<b>15</b>
E.M. Foster- The Prologue Passage to India(Lines1-68)-Walt Whitman O! Captain, My Captain!-Walt Whitman				
<b>UNIT - II POEM</b>				<b>15</b>
Sherman Alexie- Crow Testament, Evolution Edgar Allan Poe- The Raven Emily Dickinson- Because I Could Not Stop for Death				
<b>UNIT - III PROSE</b>				<b>15</b>
Edgar Allan Poe- The Philosophy of Composition Martin Luther King Jr -I have a Dream Abraham Lincoln- Gettysburg Address				
<b>UNIT - IV PLAY</b>				<b>15</b>
Tennessee Williams- The Glass Menagerie Eugene O'Neill- Emperor Jones				
<b>UNIT - V NOVEL</b>				<b>15</b>
Harriet Beecher Stowe- Uncle Tom's Cabin Herman Melville- Billy Budd.				
<b>Total Lecture Hours</b>				<b>75</b>

**BOOKS FOR STUDY:**

- 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. Chartwell 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 Allan Poe. Sterling Pub. Co., 1995.
- Kallen, Stuart A., and Terry Boles. The Gettysburg 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>

<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		✓

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

COURSE OUTCOMES:	K LEVEL
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<b>After studying this course, the students will be able to:</b>		
<b>CO1</b>	Analyze and discuss works of American literature from a range of 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 reflective works 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:										
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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>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</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>AMERICAN LITERATURE- I</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<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	<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)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

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

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application oriented- Solving Problems

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

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)						
S. No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-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	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
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.						



## Summative Examinations - Question Paper – Format

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

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

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

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF ENGLISH

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

<b>Course Name</b>	HISTORY OF ENGLISH LITERATURE			
<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>3</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:**

- Hamilton, I. (ed.). The Oxford Companion to Twentieth Century Poetry in English (Oxford: Oxford University Press, 1994)
- Parker, P.(ed.). The Reader’s Companion to Twentieth Century Writing (London: Helicon, 1995). Stringer. (ed.).
- The Oxford Companion to Twentieth Century Literature in English (OxfordUniversityPress, 1996).

**BOOKS FOR REFERENCES:**

- Bergonzi, B. Heroes ‘Twilight: ASteadyoftheLiteratureoftheGreatWar, 2ndedn (London: Constable,1980).
- Fussell, P. The Great Warand Modern Memory (Oxford: OxfordUniversityPress,1975)

**WEB RESOURCES:**

❖ [\*\*ALEX00.PDF\(manavata.org\)\*\*](http://ALEX00.PDF(manavata.org))

<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>	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 sages	<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 gritty 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>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>			

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>	<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:**

UNIT	HISTORY OF ENGLISH LITERATURE	HRS	PEDAGOGY
<b>I</b>	A General Introduction to Different Genres in English Literature: British Poetry, Prose, Drama and Fiction	<b>12</b>	<b>Chalk and Talk</b>
<b>II</b>	Geoffrey Chaucer An Introduction to Bible Translation The University Wits Elizabethan and Jacobean Drama Comedy of Humors	<b>12</b>	<b>Chalk and Talk, PPT</b>
<b>III</b>	Comedy of Manners Neo-Classicism Sentimental and Anti Sentimental Comedies Pre-Romantics	<b>12</b>	<b>Chalk and Talk, PPT</b>
<b>IV</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>12</b>	<b>Chalk and Talk, PPT</b>
<b>V</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>12</b>	<b>Chalk and Talk, 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)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

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

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application oriented- Solving Problems

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

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)						
S. No	COs	K - Level	Section A (MCQs)		Section B (Either / or Choice) With K - LEVEL	Section C (Either / or Choice) With K - LEVEL
			No. of Questions	K – Level		
1	CO1	K1-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	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
NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.						

### Summative Examinations - Question Paper – Format

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



Answer ALL the questions				PART – B	(5 x 5 = 25 Marks)
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 ALL the questions				PART – C	(5 x 8 = 40 Marks)
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>	PHILOSOPHY FOR LITERATURE			
<b>Course Code</b>	23UENNM21	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	NME- II	2	-	2

### 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 Skyl (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 44 class)

<b>UNIT - V</b>	<b>Theories and poetry</b>	<b>06</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>Total Lecture Hours</b>		<b>30</b>

**BOOKS FOR STUDY:**

- Durrant, Will. *The Story of Philosophy*, Simon&Schuster,1991.
- Gaarder, Jostein. *Sophie's World: 20th Anniversary Edition*. Orion, 2015.

**BOOKS FOR REFERENCES:**

- Russell, Bertrand. *History of Western Philosophy*. Routledge, 2016.
- Gibson, John. *The Philosophy of Poetry*. Oxford UP, 2015.

**WEB RESOURCES:**

- ❖ [https://www.philosophybasics.com/general\\_what\\_is.html](https://www.philosophybasics.com/general_what_is.html)
- ❖ [https://archive.org/details/SophiesWorld\\_989/page/n5/mode/2up](https://archive.org/details/SophiesWorld_989/page/n5/mode/2up)

<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>	Have a diachronic understanding of the evolution of philosophy from the time of Greek masters to 20 <sup>th</sup> century.	<b>K1 to K2</b>
<b>CO2</b>	Have an awareness of the major schools of thought in western philosophy	<b>K1 to K2</b>
<b>CO3</b>	Have a healthy epistemological foundation at undergraduate level that ensures scholarship at advanced levels of learning	<b>K1 to K2</b>
<b>CO4</b>	Talk about some of the key figures in Philosophy.	<b>K1 to K2</b>
<b>CO5</b>	Analyze and appreciate texts critically, from different philosophical perspectives.	<b>K1 to K2</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>				
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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>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<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>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>	John Locke— Liberalism- Empiricism Immanuel Kant— Transcendental Idealism— 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) 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 44 class)	<b>06</b>	<b>Lecture and video</b>

<b>V</b>	<p>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),</p>	<b>06</b>	<b>Lecture and videos</b>
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<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	
			MCQs	
			No. of. Questions	K - Level
CI	CO1	K1 – K2	25	K1,K2
AI	CO2	K1 – K2	25	K1,K2
CI	CO3	K1 – K2	25	K1,K2
AII	CO4	K1 – K2	25	K1,K2
<b>Question Pattern</b> <b>CIA I &amp; II</b>		<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	

\* Two Formative examinations will be conducted as a part of Continuous Internal Assessment under which, 50 MCQ's will be asked [50X1=50 marks] from any 4 CO's. (I<sup>st</sup> Test-2 CO's & II<sup>nd</sup> Test-2 CO's) in equal weightage

Distribution of Marks with K Level CIA I & CIA II					
	K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100
CIA II	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application oriented- Solving Problems

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

**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)	
			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)				

In summative examinations, 75 MCQ's will be asked [75X1=75 marks] from all 5 CO's in equal weightage.

<b>Distribution of Marks with K Level</b>				
<b>K Level</b>	<b>Section A (Multiple Choice Questions)</b>	<b>Total Marks</b>	<b>% of (Marks without choice)</b>	<b>Consolidated %</b>
<b>K1</b>	<b>40</b>	<b>40</b>	<b>53</b>	<b>100</b>
<b>K2</b>	<b>35</b>	<b>35</b>	<b>47</b>	
<b>K3</b>				
<b>K4</b>				
<b>Marks</b>		<b>75</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>				

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## 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
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To enhance the level of literary and aesthetic experience of students and to help them respond creatively.</li><li>➤ To sensitize students to the major issues in the society and the world.</li><li>➤ To provide the students with an ability to build and enrich their communication skills.</li><li>➤ To equip students to utilize the digital knowledge resources effectively for their chosen fields of study</li><li>➤ To help them think and write imaginatively and critically</li></ul>				
<b>UNIT - I</b>				<b>6</b>
Communication :Basic Communication Styles - Passive, Aggressive, Assertive- Significance of communication.				
<b>UNIT - II</b>				<b>6</b>
Types of communication - Verbal and Non-Verbal.				
<b>UNIT - III</b>				<b>6</b>
Effective communication skills Types of communication: Verbal and Non-Verbal.				
<b>UNIT - IV</b>				<b>6</b>
Skills to be acquired in communication-Speaking/reading/writing/listening				
<b>UNIT - V</b>				<b>6</b>
Application of learning				
<b>Total Lecture Hours</b>				<b>30</b>



**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](http://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		✓

**\* 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>	Identify the basic principles of communication	<b>K1 to K2</b>
<b>CO2</b>	Analyze the various types of communication	<b>K1 to K2</b>
<b>CO3</b>	Make use of the essential principles of communication	<b>K1 to K2</b>
<b>CO4</b>	Identify the prominent methods and models of Communication.	<b>K1 to K2</b>
<b>CO5</b>	Learn about the four skills of language and get familiarized with them.	<b>K1 to K2</b>

**MAPPING WITH PROGRAM OUTCOMES:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6				
<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:**

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

<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</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>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	
			MCQs	
			No. of. Questions	K - Level
CI AI	CO1	K1 – K2	25	K1,K2
	CO2	K1 – K2	25	K1,K2
CI AII	CO3	K1 – K2	25	K1,K2
	CO4	K1 – K2	25	K1,K2
Question Pattern CIA I & II		No. of Questions to be asked	50	
		No. of Questions to be answered	50	
		Marks for each question	1	
		Total Marks for each section	50	

\* Two Formative examinations will be conducted as a part of Continuous Internal Assessment under which, 50 MCQ's will be asked [50X1=50 marks] from any 4 CO's. (I<sup>st</sup> Test-2 CO's & II<sup>nd</sup> Test-2 CO's) in equal weightage

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

	K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100
CIA II	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application oriented- Solving Problems

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

**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)	
			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)				

In summative examinations, 75 MCQ's will be asked [75X1=75 marks] from all 5 CO's in equal weightage.

Distribution of Marks with K Level				
K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidated %
K1	40	40	53	100
K2	35	35	47	
K3				
K4				
Marks		75	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>				

# B.A., ENGLISH

## Syllabus

Program Code: UEN

2023- Onwards



**MANNAR THIRUMALAI NAICKER COLLEGE**

(AUTONOMOUS)

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

**PASUMALAI, MADURAI – 625 004**

**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS), MADURAI –  
625 004**

**B.A. ENGLISH., CURRICULUM**

(For the students admitted from the academic year 2023-2024 onwards)

Course Code	Title of the Course	Hrs	Credits	Maximum Marks		
				Int	Ext	Total
<b>THIRD SEMESTER</b>						
<b>Part – I</b>	<b>Tamil / Hindi course</b>					
23UTAGT31 / 23UHIGH31	தமிழக வரலாறும் பண்பாடும் / PATRA LEKHAN AUR PARIBHASHIK SHABDAVALI	<b>6</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part – II</b>	<b>English</b>					
23UENGE31	GENERAL ENGLISH - III	<b>6</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part - III</b>	<b>Core courses</b>					
23UENCC31	BRITISH LITERATURE - II	<b>5</b>	<b>5</b>	<b>25</b>	<b>75</b>	<b>100</b>
23UENCC32	AMERICAN LITERATURE - II	<b>5</b>	<b>5</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part - III</b>	<b>Elective course</b>					
23UENEC31	LITERARY GENRES AND TERMS	<b>4</b>	<b>4</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part - IV</b>	<b>Skill Based courses</b>					
23UENSC31	ENTREPRENEURIAL SKILL	<b>1</b>	<b>1</b>	<b>25</b>	<b>75</b>	<b>100</b>
23UENSC32	PUBLIC SPEAKING SKILLS	<b>2</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part - IV</b>	<b>Mandatory course</b>					
23UEVSG41	ENVIRONMENTAL STUDIES	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total</b>		<b>30</b>	<b>23</b>	<b>175</b>	<b>525</b>	<b>700</b>
<b>FOURTH SEMESTER</b>						
<b>Part – I</b>	<b>Tamil / Hindi course</b>					
23UTAGT41 / 23UHIGH41	தமிழும் அறிவியலும் / HINDI BHASHA AUR COMPUTER	<b>6</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part – II</b>	<b>English</b>					
23UENGE41	GENERAL ENGLISH - IV	<b>6</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part - III</b>	<b>Core courses</b>					
23UENCC41	WORLD LITERATURE IN TRANSLATION	<b>5</b>	<b>5</b>	<b>25</b>	<b>75</b>	<b>100</b>
23UENCC42	ASPECTS OF LANGUAGE AND LINGUISTICS	<b>5</b>	<b>5</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part - III</b>	<b>Elective courses</b>					
23UENEC41	FILM AND LITERATURE	<b>3</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
23UENEC42	MYTH AND LITERATURE					
23UENEC43	ENGLISH TEACHING METHODS AND MATERIALS					
23UENEC44	TRANSLATION: BASIC CONCEPTS AND PRACTICE					
<b>Part - IV</b>	<b>Skill Based courses</b>					
23UENSC41	ENGLISH FOR CAREER	<b>2</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
23UENSC42	ENGLISH FOR BUSINESS	<b>2</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Part - IV</b>	<b>Mandatory course</b>					
23UEVSG41	ENVIRONMENTAL STUDIES	<b>1</b>	<b>2</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>Total</b>		<b>30</b>	<b>25</b>	<b>200</b>	<b>600</b>	<b>800</b>

# THIRD SEMESTER

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF ENGLISH

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

<b>Course Name</b>	BRITISH LITERATURE - II			
<b>Course Code</b>	23UENCC31	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	CORE	5	-	5
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To help learners analyze British Literature written from the late 18th Century to the present.</li><li>➤ To guide them in interpreting literature as it relates to its historical, cultural, and/or political context.</li><li>➤ To provide them with an understanding of relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the period's literature.</li><li>➤ To closely examine literary works using critical perspectives.</li><li>➤ To help them with applying appropriate formal conventions when writing about literature.</li></ul>				
<b>UNIT - I PROSE</b>				<b>15</b>
G. K. Chesterton – A Piece of Chalk Charles Lamb - Dream Children Joseph Addison - Sir Roger at Church				
<b>UNIT - II POETRY</b>				<b>15</b>
Alfred Tennyson- Ulysses Robert Browning- My Last Duchess Christina Rossetti- The Goblin Market T.S.Eliot - The Journey of the Magi Philip Larkin - The Whitsun Weddings				
<b>UNIT - III DRAMA</b>				<b>15</b>
G.B.Shaw - Arms and The Man John Osborne - Look Back in Anger				
<b>UNIT - IV FICTION</b>				<b>15</b>
Jane Austen – Pride and Prejudice. Charlotte Brontë - Jane Eyre				
<b>UNIT - V FICTION</b>				<b>15</b>
Arthur Conan Doyle – Adventures of the Dying Detective Agatha Christie - Murder on the Orient Express				
<b>Total Lecture Hours</b>				<b>75</b>



**BOOKS FOR STUDY:**

- Renard, Virginie. *The Great War and Postmodern Memory: The First World War in Late 20 Th - Century British Fiction (1985-2000)*. Peter Lang AG, International er Verlag Der Wissen schaften, 2013.
- David Green - *Winged Words* – Mac Millan

**BOOKS FOR REFERENCES:**

- Brontë Charlotte, et al. *Jane Eyre*. Oxford University Press, 2019.
- Lamb, Charles. *Dream Children: A Reverie*. Reed Pale Press, 1928.
- *Look Back in Anger*, by John Osborne: Theatre Program, 1974, La Mama Theatre. 1974.

**WEB RESOURCES:**

- ❖ **Makinen, Merja. “Representing Women of Violence Agatha Christie and Her Contemporary Culture.” *Agatha Christie*, 2006, pp. 135–157., [https://doi.org/10.1057/9780230598270\\_6](https://doi.org/10.1057/9780230598270_6).**
- ❖ **Smith, Grover. “Eliot’s World before the Waste Land.” *The Waste Land*, 2020, pp. 1–17., <https://doi.org/10.4324/9781003070627-1>**

<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>						

<b>COURSE OUTCOMES:</b>		<b>K LEVEL</b>
<b>After studying this course, the students will be able to:</b>		
<b>CO1</b>	Exhibit an understanding of and appreciation for key works in British literature, as evidenced in daily work and course discussions.	<b>K1 to K4</b>
<b>CO2</b>	Demonstrate an understanding of periodization, theme, genre, motif, and so on, in British literature.	<b>K1 to K4</b>
<b>CO3</b>	Establish an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and impact motivations.	<b>K1 to K4</b>
<b>CO4</b>	Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manner and causes by which humans interact with one another.	<b>K1 to K4</b>
<b>CO5</b>	Analyze and express about British literature using standard literary lexicon 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
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	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>	<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:**

UNIT	BRITISH LITERATURE - II	HRS	PEDAGOGY
<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>	<b>Chalk and Talk, PPT, Video lectures</b>
<b>II</b>	Michael Drayton William Shakespeare John Milton William Wordsworth John Keats Thomas Gray Robert Frost Theodore Roethke The Parting Sonnet 18, Sonnet 116 When I Consider How My Light is Spent Daffodils Ode to a Nightingale Elegy Written in a Country Churchyard. Mending Wall The Meadow Mouse	<b>15</b>	<b>Chalk and Talk, PPT, Video lectures, Activities,</b>
<b>III</b>	J.M. Barrie Crichton Lady Gregory <i>The Admirable</i> <i>The Rising of the Moon</i>	<b>15</b>	<b>Chalk and Talk, PPT, Video lectures</b>

<b>IV</b>	Manohar Malgonkar Don Quixote A Dill Pickle, The Escape from Katherine Mansfield Bliss and other stories.	Spy in Amber Tilting at the Windmills	<b>15</b>	<b>Chalk and Talk, PPT Video lectures &amp; Assignment</b>
<b>V</b>	Saki-The Open Window Robert Lynd-Sweet Jerome K. Jerome -excerpt from-Three Menina Boat-(Packing Episode)		<b>15</b>	<b>Chalk and Talk, PPT, Video lectures, Activities,</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

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

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application-oriented- Solving Problems

**K4-** Examining, analyzing, presenting and making inferences with evidence

**CO 5 will be allotted for individual Assignments, which carry five marks as part of the 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
<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	<b>3.5</b>	<b>21.5</b>
<b>K2</b>	5	20	-	25	<b>18</b>	
<b>K3</b>	-	20	48	68	<b>48.5</b>	<b>78.5</b>
<b>K4</b>	-	10	32	42	<b>30</b>	
<b>Marks</b>	<b>10</b>	<b>50</b>	<b>80</b>	<b>140</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

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>	AMERICAN LITERATURE - II			
<b>Course Code</b>	23UENCC32	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	CORE	5	-	5
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To help learners examine the roots of American literature by focusing multiple genres—poetry, drama, stories and novel.</li><li>➤ To guide them to explore literature that reveals and emerges from multiple perspectives such as race, gender, ethnicity, socioeconomic class and historical period.</li><li>➤ To create an awareness of the social, historical, literary and cultural elements of the changes in American literature.</li><li>➤ To help them explore distinct literary characteristics of American literature and analyze literary works of eminent American writers.</li><li>➤ To inculcate a rhetorical approach to the literary study of American texts and also the conceptions, generalizations, myths and beliefs about American cultural history.</li></ul>				
<b>UNIT - I PROSE</b>				<b>15</b>
Henry David Thoreau - Winter Animals Edgar Allan Poe - Philosophy of Furniture				
<b>UNIT - II POETRY</b>				<b>15</b>
Walt Whitman- When Lilac's Last in the Dooryard Bloom'd, The Gods. Emily Dickinson - The Bird Came Down the Walk Maya Angelou - Phenomenal Women Chief Dan George - My Heart Soars.				
<b>UNIT - III DRAMA</b>				<b>15</b>
Lorraine Hansberry - Raisin in the Sun				
<b>UNIT - IV FICTION</b>				<b>15</b>
.Toni Morrison – Beloved				
<b>UNIT - V FICTION</b>				<b>15</b>
Mark Twain - The Adventures of Tom Sawyer. Edgar Allan Poe – The Murder in the Rue Morgue				
<b>Total Lecture Hours</b>				<b>75</b>

**BOOKS FOR STUDY:**

- Angelou, Maya. The Complete Poetry. Random House, 2015.
- An Anthology of American Literature - ?

**BOOKS FOR REFERENCES:**

- Dickinson, Emily. A Bird Came Down the Walk - Selected Bird Poems of Emily Dickinson. Read Books Ltd, 2021.
- Gray, Richard. A Brief History of American Literature. John Wiley & Sons, 2010. Hansberry, Lorraine. A Raisin in the Sun. Modern Library, 1995.
- Morrison, Toni. Beloved. Everyman's Library, 2006.

**WEB RESOURCES:**

- ❖ **Cramer, Jeffrey S., editor. "Thoreau Describes His Contemporaries." The Quotable Thoreau, Princeton University Press, 2011, pp. 430–38, <http://dx.doi.org/10.1515/9781400838004.430>.**

<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	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>	Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present.	<b>K1 to K4</b>
<b>CO2</b>	Understand the social-cultural-ecological-political, historical, religious and philosophical contexts of the American spirit in literature.	<b>K1 to K4</b>
<b>CO3</b>	Evaluate the thoughts, beliefs, customs, struggles, and visions of African American writers	<b>K1 to K4</b>
<b>CO4</b>	Understand the American style of writing and ideologies like Transcendentalism, corruption, pride, power and obsession along with spiritualism and Christian values.	<b>K1 to K4</b>
<b>CO5</b>	Critically analyze American literary texts in the light of several movements in literature and understand the changing faces of texts with developments in culture. Students can compare/contrast literary works through an analysis of genre, theme, character, and other literary devices.	<b>K1 to K4</b>



**MAPPING WITH PROGRAM OUTCOMES:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	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	2	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</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:**

UNIT	AMERICAN LITERATURE - II	HRS	PEDAGOGY
<b>I</b>	PROSE Henry David Thoreau - Winter Animals Edgar Allan Poe - Philosophy of Furniture	<b>15</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>II</b>	POETRY Walt Whitman- When Lilac's Last in the Dooryard Bloom'd, The Gods. Emily Dickinson - The Bird Came Down the Walk Maya Angelou - Phenomenal Women Chief Dan George - My Heart Soars.	<b>15</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>III</b>	DRAMA Lorraine Hansberry - Raisin in the Sun	<b>15</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>IV</b>	FICTION Toni Morrison – Beloved	<b>15</b>	<b>Chalk and Talk, PPT, Video lectures,</b>

			<b>Activities</b>
<b>V</b>	FICTION Mark Twain - The Adventures of Tom Sawyer. Edgar Allan Poe – The Murder in the Rue Morgue	<b>15</b>	<b>Chalk and Talk, PPT Video lectures &amp; Assignment</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

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

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application-oriented- Solving Problems

**K4-** Examining, analyzing, presenting and making inferences with evidence

**CO 5 will be allotted for individual Assignments, which carry five marks as part of the 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
<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	<b>3.5</b>	<b>21.5</b>
<b>K2</b>	5	20	-	25	<b>18</b>	
<b>K3</b>	-	20	48	68	<b>48.5</b>	<b>78.5</b>
<b>K4</b>	-	10	32	42	<b>30</b>	
<b>Marks</b>	<b>10</b>	<b>50</b>	<b>80</b>	<b>140</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

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>	LITERARY GENRES AND TERMS			
<b>Course Code</b>	23UENEC31	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	CORE ELECTIVE	4	-	4
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To help students apply literary terminology to fiction, drama, and poetry.</li><li>➤ Help them recognize the main elements of different literary genres and assess their significance.</li><li>➤ To help them analyze different genres of literature, particularly short stories, novels, drama, and poetry</li><li>➤ To enable them to Identify a literary text's main themes and make reasonable assertions about their meaning.</li><li>➤ To guide them to re-narrate the plot of a short story, both orally and in writing.</li></ul>				
<b>UNIT - I</b>	<b>Literary Terms</b>			<b>12</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>UNIT - II</b>	<b>Poetry &amp; its Classification</b>			<b>12</b>
Ballad- Epic – Mock Epic – Lyric - Sonnet– Ode – Idyll and Elegy- Satire, Stanza Forms				
<b>UNIT - III</b>	<b>Prose</b>			<b>12</b>
Essay and Its Types -Biography and Autobiography -Novel and Short Story				
<b>UNIT - IV</b>	<b>Dramatic Art &amp; Devices</b>			<b>12</b>
Tragedy, Comedy, Tragicomedy, One-Act Play, Dramatic Monologue, Farce & Melodrama and The Masque Dramatic Irony -Soliloquy and Aside - Stage Directions				
<b>UNIT - V</b>	<b>Schools and Movements</b>			<b>12</b>
The Metaphysical School -The Classical Movements -The Romantic Period - The Pre - Raphaelites – The Postmodern Poetry				
<b>Total Lecture Hours</b>				<b>60</b>

**BOOKS FOR STUDY:**

- Baldick, Chris. Oxford Dictionary of Literary Terms. Oxford: Oxford University Press, 2001.
- Mikics, David. A New Handbook of Literary Terms. New Haven: Yale University Press, 2007. Print.

**BOOKS FOR REFERENCES:**

- Taafe, James G. A Student's Guide to Literary Terms. Cleveland: The World Publishing Company, 1967. Print.

**WEB RESOURCES:**

- ❖ [1821-literary-terms.pdf \(cgc.edu\)](http://cgc.edu/1821-literary-terms.pdf)

<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		15	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>	Understand new definitions of contemporary critical issues such as 'Cybercriticism' and 'Globalization'.	<b>K1 to K4</b>
<b>CO2</b>	Gain insight into an exhaustive range of entries, covering numerous aspects to such topics as genre, form, cultural theory and literary technique.	<b>K1 to K4</b>
<b>CO3</b>	Get a complete coverage of traditional and radical approaches to the study and production of literature.	<b>K1 to K4</b>
<b>CO4</b>	Recognize and interpret literary images and symbols to infer their relationship to the main themes of the text.	<b>K1 to K4</b>
<b>CO5</b>	Gain thorough accounts of critical terminology and analyzes of key academic debates.	<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	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3
<b>S- STRONG</b>			<b>M - MEDIUM</b>				<b>L - LOW</b>			

**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>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</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>LITERARY GENRES AND TERMS</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</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>12</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>II</b>	Ballad- Epic – Mock Epic – Lyric - Sonnet– Ode – Idyll and Elegy- Satire, Stanza Forms	<b>12</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>III</b>	Essay and Its Types -Biography and Autobiography -Novel and Short Story	<b>12</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>IV</b>	Tragedy, Comedy, Tragicomedy, One-Act Play, Dramatic Monologue, Farce & Melodrama and The Masque- Dramatic Irony -Soliloquy and Aside - Stage Directions	<b>12</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>V</b>	The Metaphysical School -The Classical Movements -The Romantic Period - The Pre - Raphaelites – The Postmodern Poetry	<b>12</b>	<b>Chalk and Talk, PPT Video lectures &amp; Assignment</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)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

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

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

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application-oriented- Solving Problems

**K4-** Examining, analyzing, presenting and making inferences with evidence

**CO 5** will be allotted for individual Assignments, which carry five marks as part of the 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	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
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>	ENTREPRENEURIAL SKILLS			
<b>Course Code</b>	23UENSC31	L	P	C
<b>Category</b>	SKILL	1	-	1
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To introduce learners to various qualities required for entrepreneurship</li><li>➤ To discuss about various entrepreneurship models</li><li>➤ To help them think creatively and innovatively</li><li>➤ To enable them understand various schemes supporting entrepreneurship</li><li>➤ To discuss the steps in venture development and new trends in entrepreneurship.</li></ul>				
<b>UNIT - I</b>	<b>Introduction To Entrepreneurship</b>			<b>3</b>
Introduction to Entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship				
<b>UNIT - II</b>	<b>Entrepreneurship Skills</b>			<b>3</b>
Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills				
<b>UNIT - III</b>	<b>Types of Entrepreneurship</b>			<b>3</b>
Introduction to various types of entrepreneurship, Small Business Entrepreneurship, Scalable Startup Entrepreneurship, Large Company Entrepreneurship, Social Entrepreneurship, Rural Entrepreneurship, Women entrepreneurship.				
<b>UNIT - IV</b>	<b>Networking Skills for Entrepreneurs</b>			<b>3</b>
Need for Networking Skills , Entrepreneurial skills in work place- How to improve networking skills in Entrepreneurship.				
<b>UNIT - V</b>	<b>Project Appraisal and Management</b>			<b>3</b>
Introduction to business ideas, Sources of business ideas, Meaning of Project, Project classification, Project identification, Formulation of Project Report.				
<b>Total Lecture Hours</b>				<b>15</b>

**BOOKS FOR STUDY:**

- The Department will provide materials

**BOOKS FOR REFERENCES:**

- Allen, K. R. (1999) Launching New Ventures and Entrepreneurial Approach, 2nd ed., Houghton Mifflin Company, New York.

**WEB RESOURCES:**

- ❖ [6 Must-Have Entrepreneurial Skills](#) | [HBS Online MindTools](#) | [Home](#)

<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>								

<b>COURSE OUTCOMES:</b>										<b>K LEVEL</b>
<b>After studying this course, the students will be able to:</b>										
<b>CO1</b>	Understand the foundation of Entrepreneurship Development and its theories.									<b>K1 &amp; K2</b>
<b>CO2</b>	Explore entrepreneurial skills and management functions of a company.									<b>K1 &amp; K2</b>
<b>CO3</b>	Identify the type of entrepreneur and the steps involved in an entrepreneurial venture.									<b>K1 &amp; K2</b>
<b>CO4</b>	Understand various steps involved in starting a venture.									<b>K1 &amp; K2</b>
<b>CO5</b>	Explore marketing methods & new trends in entrepreneurship.									<b>K1 &amp; K2</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>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3
<b>S- STRONG</b>			<b>M - MEDIUM</b>				<b>L - LOW</b>			

**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>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<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>ENTREPRENEURIAL SKILLS</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	Introduction to Entrepreneurship, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship	<b>3</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>II</b>	Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills.	<b>3</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>III</b>	Introduction to various types of entrepreneurship, Small Business Entrepreneurship, Scalable Startup Entrepreneurship, Large Company Entrepreneurship, Social Entrepreneurship, Rural Entrepreneurship, Women entrepreneurship.	<b>3</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>IV</b>	Need for Networking Skills , Entrepreneurial skills in work place- How to improve networking skills in Entrepreneurship.	<b>3</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>V</b>	Introduction to business ideas, Sources of business ideas, Meaning of Project, Project classification, Project identification, Formulation of Project Report.	<b>3</b>	<b>Chalk and Talk, PPT Video lectures &amp; Assignment</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	
			MCQs	
			No. of. Questions	K - Level
CI AI	CO1	K1 – K2	25	K1,K2
	CO2	K1 – K2	25	K1,K2
CI AII	CO3	K1 – K2	25	K1,K2
	CO4	K1 – K2	25	K1,K2
Question Pattern CIA I & II		No. of Questions to be asked	50	
		No. of Questions to be answered	50	
		Marks for each question	1	
		Total Marks for each section	50	

\* Two Formative examinations will be conducted as a part of Continuous Internal Assessment under which, 50 MCQ's will be asked [50X1=50 marks] from any 4 CO's. (I<sup>st</sup> Test-2 CO's & II<sup>nd</sup> Test-2 CO's) in equal weightage

Distribution of Marks with K Level CIA I & CIA II					
	K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100
CIA II	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100



**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application oriented- Solving Problems

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

**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)	
			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)				

In summative examinations, 75 MCQ's will be asked [75X1=75 marks] from all 5 CO's in equal weightage.

Distribution of Marks with K Level				
K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidated %
K1	40	40	53	100
K2	35	35	47	
K3				
K4				
Marks		75	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>				

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF ENGLISH

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

<b>Course Name</b>	PUBLIC SPEAKING SKILLS			
<b>Course Code</b>	23UENSC32	L	P	C
<b>Category</b>	SKILL	2	-	2
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To help students understand the goals and benefits of public speaking</li><li>➤ To help them recognize communication apprehension and guide them on how to reduce it</li><li>➤ To familiarize them on how public speaking can be used to advocate or create change</li><li>➤ To enable learners recognize the social and historical contexts of speech, oratory, and rhetoric</li><li>➤ To help them think and speak imaginatively and critically.</li></ul>				
<b>UNIT - I</b>	<b>Introduction</b>			<b>6</b>
What is Public Speaking?				
<b>UNIT - II</b>	<b>Purpose</b>			<b>6</b>
Need for Public Speaking.				
<b>UNIT - III</b>	<b>Significance</b>			<b>6</b>
Significance and essentials of public speaking skills				
<b>UNIT - IV</b>	<b>Techniques</b>			<b>6</b>
Techniques in acquiring the skill				
<b>UNIT - V</b>	<b>Practice</b>			<b>6</b>
Speaking on any common topic Nobel Prize Acceptance Speech by Linus Pauling (1963)				
<b>Total Lecture Hours</b>				<b>30</b>

**BOOKS FOR STUDY:**

- Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience -centred approach (6th ed.). New York: Pearson
- Fraleigh, D.M., & Tuman, J.S.(2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins.

**BOOKS FOR REFERENCES:**

- Apple, W., Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715- 727.

**WEB RESOURCES:**

- ❖ [Learning Outcomes | Public Speaking \(lumenlearning.com\)](#)
- ❖ [lu03\\_public\\_speaking.pdf \(indianhills.edu\)](#)

<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>								

<b>COURSE OUTCOMES:</b>										<b>K LEVEL</b>
<b>After studying this course, the students will be able to:</b>										
<b>CO1</b>	Demonstrate an understanding of the principles of public speaking									<b>K1 &amp; K2</b>
<b>CO2</b>	Recognize barriers to public speaking and identify how to avoid them									<b>K1 &amp; K2</b>
<b>CO3</b>	Understand how to give effective verbal and nonverbal feedback									<b>K1 &amp; K2</b>
<b>CO4</b>	Learn about planning speech organization for the intended audience									<b>K1 &amp; K2</b>
<b>CO5</b>	Practice effective group delivery and speech in informal context.									<b>K1 &amp; K2</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>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>S- STRONG</b>			<b>M - MEDIUM</b>				<b>L - LOW</b>			

**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>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</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>PUBLIC SPEAKING SKILLS</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	What is Public Speaking?	<b>6</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>II</b>	Need for Public Speaking.	<b>6</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>III</b>	Significance and essentials of public speaking skills	<b>6</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>IV</b>	Techniques in acquiring the skill	<b>6</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>V</b>	Speaking any common topic in front of the class	<b>6</b>	<b>Chalk and Talk, PPT Video lectures &amp; Assignment</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	
			MCQs	
			No. of. Questions	K - Level
CI AI	CO1	K1 – K2	25	K1,K2
	CO2	K1 – K2	25	K1,K2
CI AII	CO3	K1 – K2	25	K1,K2
	CO4	K1 – K2	25	K1,K2
Question Pattern CIA I & II		No. of Questions to be asked	50	
		No. of Questions to be answered	50	
		Marks for each question	1	
		Total Marks for each section	50	

\* Two Formative examinations will be conducted as a part of Continuous Internal Assessment under which, 50 MCQ's will be asked [50X1=50 marks] from any 4 CO's. (I<sup>st</sup> Test-2 CO's & II<sup>nd</sup> Test-2 CO's) in equal weightage

Distribution of Marks with K Level CIA I & CIA II					
	K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100
CIA II	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application oriented- Solving Problems

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

**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)	
			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)				

In summative examinations, 75 MCQ's will be asked [75X1=75 marks] from all 5 CO's in equal weightage.

Distribution of Marks with K Level				
K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidated %
K1	40	40	53	100
K2	35	35	47	
K3				
K4				
Marks		75	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>				

# FOURTH SEMESTER

**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)****DEPARTMENT OF ENGLISH****FOR THOSE WHO JOINED IN 2023-2024 AND AFTER**

<b>Course Name</b>	WORLD LITERATURE IN TRANSLATION			
<b>Course Code</b>	23UENCC41	L	P	C
<b>Category</b>	CORE	5	-	5
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"> <li>➤ To help learners achieve accessibility to regional and international literary forms.</li> <li>➤ To enable them to contextualize the texts and be familiar with translation theory.</li> <li>➤ To enable them to develop a comparative perspective to study the texts</li> <li>➤ To exhibit appreciation of literature and writers from various nations and cultures.</li> <li>➤ To learn to see critically the rising trends of globalization, capitalism and multi-culturalism.</li> </ul>				
<b>UNIT - I POETRY</b>				<b>15</b>
Dante - Ulysses' Last Voyage The Violet / The Rose Bush on the Moor from Johann Wolfgang von Goethe Victor Hugo - Tomorrow at Dawn. Khalil Gibran – On Children ( The Prophet)				
<b>UNIT - II POETRY</b>				<b>15</b>
Pablo Neruda - If you forget me. Alexander Pushkin - The Gypsies. Gabriel Okara - The Mystic Drum Jean Arasayanagam - Two Dead Soldiers				
<b>UNIT - III PROSE</b>				<b>15</b>
Walter Benjamin - Unpacking My Library Montaigne - Of Friendship				
<b>UNIT - IV Drama</b>				<b>15</b>
Marie Clements - The Unnatural and Accidental Women. Samuel Beckett - Waiting for Godot.				
<b>UNIT - V FICTION</b>				<b>15</b>
Gabriel García Márquez - A Very Old man with Enormous Wings. Antoine de Saint-Exupéry - The Little Prince.				
<b>Total Lecture Hours</b>				<b>75</b>





**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>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</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>WORLD LITERATURE IN TRANSLATION</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	Dante - Ulysses' Last Voyage The Violet / The Rose Bush on the Moor from Johann Wolfgang von Goethe Victor Hugo - Tomorrow at Dawn. Khalil Gibran – On Children ( The Prophet)	<b>15</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>II</b>	Pablo Neruda - If you forget me. Alexander Pushkin - The Gypsies. Gabriel Okara - The Mystic Drum Jean Arasayanagam - Two Dead Soldiers	<b>15</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>III</b>	Walter Benjamin - Unpacking My Library Montaigne - Of Friendship.	<b>15</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>IV</b>	Marie Clements - The Unnatural and Accidental Women. Samuel Beckett - Waiting for Godot.	<b>15</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>V</b>	Gabriel García Márquez - A Very Old man with Enormous Wings. Antoine de Saint-Exupéry - The Little Prince.	<b>15</b>	<b>Chalk and Talk, PPT Video lectures &amp; Assignment</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)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

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

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

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application-oriented- Solving Problems

**K4-** Examining, analyzing, presenting and making inferences with evidence

**CO 5** will be allotted for individual Assignments, which carry five marks as part of the 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	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
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>	ASPECTS OF LANGUAGE & LINGUISTICS			
<b>Course Code</b>	23UENCC42	L	P	C
<b>Category</b>	CORE	5	-	5
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To help learners gain knowledge of linguistic research methods and of different theories of language</li><li>➤ To enable them to gain specialized knowledge related to other areas of linguistic research and applications</li><li>➤ To help them gain detailed knowledge of the history, traditions and distinctive character of the academic field of English linguistics.</li><li>➤ To familiarize them with the ability to use this knowledge to analyze problems in both other academic settings and work contexts.</li><li>➤ To enhance competence in humanities that includes the ability to think historically and analytically about language, literature, culture and society.</li></ul>				
<b>UNIT - I</b>				<b>15</b>
Introduction to the History of the English Language The Old English Period The Middle English Period The Modern English Period				
<b>UNIT - II</b>				<b>15</b>
Introduction: Language and Linguistics Levels of Linguistic Analysis, Linguistics as a Science, Scope of Linguistics Descriptive Linguistics, Historical Linguistics, Comparative Linguistics Computational Linguistics, Neuro Linguistics and Other branches of Linguistics				
<b>UNIT - III</b>				<b>15</b>
Phonology – Phonemes and Allophones The Syllable The Pure Vowels and Diphthongs of English				
<b>UNIT - IV</b>				<b>15</b>
The Consonants of English Consonant Clusters in English Word-Accent in English The Pure Vowels and Diphthongs of English.				
<b>UNIT - V</b>				<b>15</b>
Accent and Rhythm in Connected Speech Intonation Phonetic Transcriptions				
[Note: Unit III, IV & V should be tested based on the examples and the exercises given in each of the component from the prescribed text.]				
<b>Total Lecture Hours</b>				<b>75</b>

**BOOKS FOR STUDY:**

- Balasubramanian T. A Textbook of English Phonetics for Indian Students. New Delhi: Trinity, 2014.
- Berry, Thomas Elliott. The Study of Language: An Introduction. California: Dickenson Publishing Company, 1971.
- Prasad, Tarni. A Course in Linguistics. New Delhi: Prentice Hall of India Pvt. Ltd., 2008.
- Ralph W. Fasold and Jeff Connor Linton. An Introduction to Language and Linguistics. New York: Cambridge University Press, 2013.
- Roach, Peter. English Phonetics and Phonology: A Practical Course. New Delhi: Cambridge University Press, 2016. [73-88; 169-188]

**BOOKS FOR REFERENCES:**

- John C. L. Ingram, Neurolinguistics: An Introduction to Spoken Language Processing and its Disorders. London: Cambridge University Press, 2007.
- Ramamurthi, Lalitha. A History of English Language and Elements of Phonetics. Chennai: Macmillan India Press, 1998.
- Seymour, John and Joseph O' Connor. Introducing NLP: Psychological Skills for Understanding and Influencing People. San Francisco: Conari Press. 2011.
- Wood F. T. An Outline History of English Language. Delhi: Macmillan India Press, 1969.

**WEB RESOURCES:**

- ❖ **The Introduction of Victor Hugo to the English (1823–1830).” The Fortunes of Victor Hugo in England, Columbia University Press, 1938, pp. 1–26, <http://dx.doi.org/10.7312/hook93490-002>**

<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:		
CO1	Be able to analyze a wide range of problems relating to linguistic scholarship and research ethics.	K1 to K4
CO2	Apply the acquired skills in both academic and work contexts to plan and complete extensive research projects involving the gathering and systematizing of a substantial amount of information	K1 to K4
CO3	Communicate the results of independent research and gain mastery of advanced linguistic terminology	K1 to K4
CO4	Communicate about academic issues related to languages and linguistics, both with specialists and the general public.	K1 to K4
CO5	Contribute to new thinking and innovation processes within the area of linguistic specialization.	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	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3
<b>S- STRONG</b>			<b>M – MEDIUM</b>				<b>L - LOW</b>			

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	2	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</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:			
UNIT	ASPECTS OF LANGUAGE & LINGUISTICS	HRS	PEDAGOGY
I	Introduction to the History of the English Language The Old English Period The Middle English Period The Modern English Period	15	Chalk and Talk, PPT, Video lectures,

			<b>Activities</b>
<b>II</b>	Introduction: Language and Linguistics Levels of Linguistic Analysis, Linguistics as a Science, Scope of Linguistics Descriptive Linguistics, Historical Linguistics, Comparative Linguistics Computational Linguistics, Neuro Linguistics and Other branches of Linguistics	<b>15</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>III</b>	Phonology – Phonemes and Allophones The Syllable The Pure Vowels and Diphthongs of English	<b>15</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>IV</b>	The Consonants of English Consonant Clusters in English Word-Accent in English	<b>15</b>	<b>Chalk and Talk, PPT, 15Video lectures, Activities</b>
<b>V</b>	Accent and Rhythm in Connected Speech Intonation Phonetic Transcriptions [Note: Unit III, IV & V should be tested based on the examples and the exercises given in each of the component from the prescribed text.]	<b>15</b>	<b>Chalk and Talk, PPT Video lectures &amp; Assignment</b>

<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>						
<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 CIA I &amp; II</b>		No. of Questions to be asked	<b>4</b>		<b>4</b>	<b>4</b>
		No. of Questions to be answered	<b>4</b>		<b>2</b>	<b>2</b>
		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							
	K Level	Section A (Multiple Choice Questions)	Section B (Either / Or Choice)	Section C (Either / Or Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	2	3.5	25
	K2	2	10	-	12	21.42	
	K3	-	10	16	26	46.42	75
	K4	-	-	16	16	28.57	28.57
	Marks	4	20	16	56	100	100
CIA II	K1	2	-	-	2	3.5	25
	K2	2	10	-	12	21.42	
	K3	-	10	16	26	46.42	75
	K4	-	-	16	16	28.57	28.57
	Marks	4	20	16	56	100	100

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application-oriented- Solving Problems

**K4-** Examining, analyzing, presenting and making inferences with evidence

**CO 5 will be allotted for individual Assignments, which carry five marks as part of the 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 %
<b>K1</b>	5	-	-	5	<b>3.5</b>	<b>21.5</b>
<b>K2</b>	5	20	-	25	<b>18</b>	
<b>K3</b>	-	20	48	68	<b>48.5</b>	<b>78.5</b>
<b>K4</b>	-	10	32	42	<b>30</b>	
<b>Marks</b>	<b>10</b>	<b>50</b>	<b>80</b>	<b>140</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

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>	FILM AND LITERATURE			
<b>Course Code</b>	23UENEC41	L	P	C
<b>Category</b>	ELECTIVE	3	-	3
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To help students look closely into the relationship between film and literature.</li><li>➤ Introduce learners to the various ways in which literature and the moving image diverge.</li><li>➤ Help the learners understand how each form makes their claims to the narrative.</li><li>➤ Help learners interpret elementary concepts of cinema, cinema history and practice, and adaptation theory basics.</li><li>➤ Help learners gain perspective on literature's relationship with cinema.</li></ul>				
<b>UNIT - I</b>	<b>Drama and Movie</b>			<b>10</b>
William Shakespeare's King Lear [1606] Akira Kurosawa, Ran (1985) Gregory Kozintsev, King Lear (1971)				
<b>UNIT - II</b>	<b>Drama and Movie</b>			<b>10</b>
George Cukor-My Fair Lady (1964) Govind Nihalani- Mother of 1084 (1998)				
<b>UNIT - III</b>	<b>Novel and Movie</b>			<b>07</b>
Emily Bronte- Andrea Arnold's Wuthering Heights Jane Austen- Ang Lee's Sense and Sensibility				
<b>UNIT - IV</b>	<b>Novel and Movie</b>			<b>08</b>
The Lord of Rings (Return of the King 2003) Boris Pasternak, DrZhivago (1957) David Lean, DrZhivago(1965)				
<b>UNIT - V</b>	<b>Short Story and Movie</b>			<b>10</b>
Arthur C Clark, The Sentinel (1948) Encounter in the Dawn(1953) StanleyKubrick, 2001: A Space Odyssey(1968) W.W. Jacobs, The Monkey's Paw- Norman Lee's The Monkey's Pae (1948) Saki, The Open Window- James Rogan's The Open Doors (2004)				
<b>Total Lecture Hours</b>				<b>45</b>

**BOOKS FOR STUDY:**

- Mast, Gerald & Marshall Cohen, Film Theory and Criticism: Introductory Readings. New York: Oxford University Press, 1994.
- Nichols Bill (ed), Movies and Methods: Vol. I: An Anthology. Calcutta: Seagull Books, 1985.
- Bill Nichols (ed), Movies and Methods: Vol. II: An Anthology. Calcutta: Seagull Books, 1985.

**BOOKS FOR REFERENCES:**

- Roberge Gaston, The Subject of Cinema. Calcutta: Seagull Books. 1990. Print.
- Horton Andrew, 'Film and Literature', Encyclopedia of World Literature in the 20th Century Vol 2, Leonard S Klein (ed), New York: Frederik Ungar, 1982, 93-99. Print

**WEB RESOURCES:**

- ❖ [\(PDF\) Film and Literature \(researchgate.net\)](#)

<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>								

<b>COURSE OUTCOMES:</b>		<b>K LEVEL</b>
<b>After studying this course, the students will be able to:</b>		
<b>CO1</b>	Gain insight to the various ways in which literature and the moving image diverge as well as correspond through the theory of narrative while being a source of long conflict through much of the history of film studies.	<b>K1 to K4</b>
<b>CO2</b>	Familiarize with the inter-dependence of the two artforms that collectively and individually re-present, effectively ensuring that the fruition of the collaboration is often far from simple.	<b>K1 to K4</b>
<b>CO3</b>	Understand the politics and process of adaptation of literary forms into cinematic forms, how the process of signification in them vary and collide.	<b>K1 to K4</b>
<b>CO4</b>	Gain insight on how each form makes their own claims to the narrative and the major debates that have been provoked in world cinema around the problems of adaptation.	<b>K1 to K4</b>
<b>CO5</b>	Get an understanding of elementary concepts of cinema, cinema history and practice and the basics of adaptation theory.	<b>K1 to K4</b>

MAPPING WITH PROGRAM OUTCOMES:										
CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	3
<b>S- STRONG</b>			<b>M - MEDIUM</b>				<b>L - LOW</b>			
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	2					
CO 4	3	3	3	3	3					
CO 5	3	3	3	3	3					
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</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:										
UNIT	Film and Literature						HRS	PEDAGOGY		
<b>I</b>	William Shakespeare's King Lear [1606] Akira Kurosawa, Ran (1985) Gregory Kozintsev, King Lear (1971)						<b>10</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>		
<b>II</b>	George Cukor-My Fair Lady (1964) Govind Nihalani- Mother of 1084 (1998)						<b>10</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>		
<b>III</b>	Emily Bronte- Andrea Arnold's Wuthering Heights Jane Austen- Ang Lee's Sense and Sensibility						<b>07</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>		
<b>IV</b>	The Lord of Rings (Return of the King 2003) Boris Pasternak, DrZhivago (1957) David Lean, DrZhivago(1965)						<b>08</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>		



<b>V</b>	Arthur C Clark, The Sentinel (1948) Encounter in the Dawn(1953) Stanley Kubrick, 2001: A Space Odyssey(1968) W.W. Jacobs, The Monkey's Paw- Norman Lee's The Monkey's Pae (1948) Saki, The Open Window- James Rogan's The Open Doors (2004)	<b>10</b>	<b>Chalk and Talk, PPT Video lectures &amp; Assignment</b>
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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)
AI	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	25
	K2	2	10	-	12	21.42	
	K3	-	10	16	26	46.42	75
	K4	-	-	16	16	28.57	28.57
	Marks	4	20	16	56	100	100
<b>CIA II</b>	K1	2	-	-	2	3.5	25
	K2	2	10	-	12	21.42	
	K3	-	10	16	26	46.42	75
	K4	-	-	16	16	28.57	28.57
	Marks	4	20	16	56	100	100

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application-oriented- Solving Problems

**K4-** Examining, analyzing, presenting and making inferences with evidence

**CO 5 will be allotted for individual Assignments, which carry five marks as part of the 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
<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	<b>3.5</b>	<b>21.5</b>
<b>K2</b>	5	20	-	25	<b>18</b>	
<b>K3</b>	-	20	48	68	<b>48.5</b>	<b>78.5</b>
<b>K4</b>	-	10	32	42	<b>30</b>	
<b>Marks</b>	<b>10</b>	<b>50</b>	<b>80</b>	<b>140</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

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>	MYTH AND LITERATURE			
<b>Course Code</b>	23UENEC42	L	P	C
<b>Category</b>	Elective	3	-	3
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To help students at the origin and sources of myths in literature.</li><li>➤ Provide them with a unique approach of interpreting critical analysis that has given rise to a need of understanding the concept 'Myth' in relation to man's life</li><li>➤ Get an In-depth study of the theoretical approaches</li><li>➤ Help them gain insight to myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times</li><li>➤ Help them to understand the definition of symbolism with its different types and dimensions.</li></ul>				
<b>UNIT - I</b>	<b>Introduction</b>			<b>10</b>
Introduction to Myth/ Mythology-Sources of Indian mythology -Types of story and its relation to myth - Myth-making and myth-using stages				
<b>UNIT - II</b>	<b>POETRY</b>			<b>10</b>
Ted Hughes Selections from Tales from Ovid i) Creation; Four Ages; Flood; Lycaon ii) The Rape of Proserpina iii) Birth of Hercules - Echo and Narcissus iv) Pyramus and Thisbe				
<b>UNIT - III</b>	<b>Vedas and Puranas</b>			<b>07</b>
General idea of Vedic, Epic and Puranic Mythology				
<b>UNIT - IV</b>	<b>Symbolism</b>			<b>08</b>
Symbolism: Role of Symbols in myths, Symbols related to Sacrifice and other Iconography, Understanding totems and taboos in tribal myths				
<b>UNIT - V</b>	<b>Indian Mythology</b>			<b>10</b>
Indian Mythology by (Devdutt Pattanaik)- in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music - Classical Mythology in Literature, Art, and Music (Focus Texts: Fo Classical Language Study)				
<b>Total Lecture Hours</b>				<b>45</b>

**BOOKS FOR STUDY:**

- Bauman, Richard. A Genre@ in Folklore, Cultural Performance, and Popular Entertainments: A Communications-Centered Handbook. Oxford: Oxford University Press, 1991.
- Boas, Franz. An Introduction to James Teit,@ Traditions of the Thompson River Indians of British Columbia. Memoirs of the American Folklore Society, VI, 1898.

**BOOKS FOR REFERENCES:**

- Eller, Cynthia. The Myth of the Matriarchal Prehistory: Why an Invented Past Won't Give Women a Future. Boston: Beacon Press, 2000.
- Grimm, Jakob and Wilhelm Grimm. A Prefaces to the First and Second Editions@ of the Nursery and Household Tales, in Maria Tatar, The HardFacts of the Grimms= Fairy Tales. Princeton: Princeton University Press, 1987(originally published 1812-1819): 203-222.

**WEB RESOURCES:**

- ❖ **Bascom, William. A. The Forms of Folklore: Prose Narratives@ in Journal of American Folklore 78, 1965: 3-20.**

<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		80	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>	Understand the origin and sources of myths in literature	<b>K1 to K4</b>
<b>CO2</b>	Develop an in-depth knowledge of the theoretical approaches of myth, ritual, philosophy, methods and contemporary issues in religious studies from ancient times to modern times.	<b>K1 to K4</b>
<b>CO3</b>	Gain insight to the basic idea of Vedic Epic and Puranic Mythology and also the connection among Fire, Rain, Stars, Holy Drink, Supernatural birth, Mountains & Rivers, Holy places & Festivals	<b>K1 to K4</b>
<b>CO4</b>	Understand symbolism with its different types and dimensions.	<b>K1 to K4</b>
<b>CO5</b>	Develop in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music	<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	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2

CO5	3	2	3	3	3	3	3	2	2	3
<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>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>					
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>					
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>					
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>					
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>					
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</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:

UNIT	MYTH AND LITERATURE	HRS	PEDAGOGY
<b>I</b>	Introduction to Myth/ Mythology-Sources of Indian mythology -Types of story and its relation to myth -Myth-making and myth-using stages	<b>10</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>II</b>	Ted Hughes Selections from Tales from Ovid i) Creation; Four Ages; Flood; Lycaon ii)The Rape of Proserpina iii) Birth of Hercules - Echo and Narcissus iv) Pyramus and Thisbe	<b>10</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>III</b>	General idea of Vedic, Epic and Puranic Mythology	<b>07</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>IV</b>	Symbolism: Role of Symbols in myths, Symbols related to Sacrifice and other Iconography, Understanding totems and taboos in tribal myths	<b>08</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>V</b>	Indian Mythology by (Devdutt Pattanaik)- in-depth psychological devotion to the perspectives of Indian Mythology in Literature, Art, and Music - Classical Mythology in Literature, Art, and Music (Focus Texts: For Classical Language Study)	<b>10</b>	<b>Chalk and Talk, PPT Video lectures &amp; Assignment</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)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

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

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

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application-oriented- Solving Problems

**K4-** Examining, analyzing, presenting and making inferences with evidence

**CO 5** will be allotted for individual Assignments, which carry five marks as part of the 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	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	<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>	ENGLISH TEACHING METHODS AND MATERIALS			
<b>Course Code</b>	23UENEC43	L	P	C
<b>Category</b>	ELECTIVE	3	-	3
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To enable learners to get an overview of the place of English in India.</li><li>➤ Help them understand the position of English in the post-independence period.</li><li>➤ Enable them to interpret and justify the place of English in the language formula.</li><li>➤ Help them gain insight into the unique and very important place of English in the 21st century.</li><li>➤ Help them analyze the objectives of teaching English as a second language (both at the elementary as well as secondary level).</li></ul>				
<b>UNIT - I</b>	<b>Introduction</b>			<b>10</b>
Introduction - Historical Background Of English In India				
<b>UNIT - II</b>	<b>English in Post Independence Period</b>			<b>10</b>
English In Post – Independent Period –The Three Language Formula				
<b>UNIT - III</b>	<b>English in 21<sup>st</sup> Century</b>			<b>07</b>
English In the 21st Century - Objectives of Teaching English				
<b>UNIT - IV</b>	<b>Elementary Level</b>			<b>08</b>
Objectives Of Teaching English at the Elementary Level				
<b>UNIT - V</b>	<b>Secondary Level</b>			<b>10</b>
Objectives Of Teaching English at the Secondary Level				
<b>Total Lecture Hours</b>				<b>45</b>

**BOOKS FOR STUDY:**

- Diaz-Rico, L. Ch. 6 “Learning Processes That Build On The First Language.” In Teaching English Learners: Strategies And Methods (Pp. 143-199). New York: Pearson Education, Inc. Isbn: 0-205-35543
- Al Kahtani, S. (1999). Electronic Portfolios In Esl Writing: An Alternative Approach. Computer Assisted Language Learning, 12 (3), 261-268. This Is Available If You Look It Up On Kyvl (Kentucky Virtual Libraries). Go To “Find Books, Articles, And More” And Then Search For The Article Under “Education.”
- Carbo, M. (1993). Continuum Of Modeling Reading Methods.

**BOOKS FOR REFERENCES:**

- Godwin-Jones, R. (2005). Emerging Technologies: Messaging, Gaming, Peer-To-Peer Sharing: Language Learning Strategies & Tools For The Millennial Generation. Language Learning And Technology, 9 (1), 17-22. Available At: [Http://Llt.Msu.Edu](http://Llt.Msu.Edu)
- Gonzalez, V. (2001). The Role Of Socioeconomic And Sociocultural Factors In Language Minority Children’s Development. Bilingual Research Journal, 25 (1 &2), 1-30.

**WEB RESOURCES:**

- ❖ Hanson-Smith, E. (2003). Reading electronically: Challenges and responses to the reading puzzle in technologically-enhanced environments. The Reading Matrix, 3 (3). Available at: <http://www.readingmatrix.com/current.html>.

<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>						

<b>COURSE OUTCOMES:</b>		<b>K LEVEL</b>
<b>After studying this course, the students will be able to:</b>		
<b>CO1</b>	Learn about the methods and materials of teaching ESL	<b>K1 to K4</b>
<b>CO2</b>	Learn about some of the strategies and techniques used to address specific language skills	<b>K1 to K4</b>
<b>CO3</b>	Familiarize and Learn about the needs of different populations (children/adults) of ESL students.	<b>K1 to K4</b>
<b>CO4</b>	Learn about working with content teachers and parents in order to help ESL students achieve their learning objectives	<b>K1 to K4</b>
<b>CO5</b>	Learn about the use of technology and ESL instruction and learn about the methods of assessing ESL students	<b>K1 to K4</b>

**MAPPING WITH PROGRAM OUTCOMES:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	3	3	3	3	3	3	3	2	3	2
CO2	2	3	3	3	2	3	3	2	2	2
CO3	3	3	3	2	3	3	3	2	3	2
CO4	3	3	3	3	3	3	3	2	2	2
CO5	3	2	3	3	3	3	3	2	2	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	2	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</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:**

UNIT	ENGLISH TEACHING METHODS AND MATERIALS	HRS	PEDAGOGY
<b>I</b>	Introduction - Historical Background Of English In India	<b>10</b>	Chalk and Talk, PPT, Video lectures, Activities
<b>II</b>	English In Post – Independent Period –The Three Language Formula	<b>10</b>	Chalk and Talk, PPT, Video lectures, Activities
<b>III</b>	English In the 21st Century - Objectives of Teaching English	<b>07</b>	Chalk and Talk, PPT, Video lectures, Activities
<b>IV</b>	Objectives Of Teaching English at the Elementary Level	<b>08</b>	Chalk and Talk, PPT, Video lectures, Activities
<b>V</b>	Objectives Of Teaching English at the Secondary Level	<b>10</b>	Chalk and Talk, PPT Video lectures & Assignment

**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)
Question Pattern CIA I & II		No. of Questions to be asked	4		4	4
		No. of Questions to be answered	4		2	2
		Marks for each question	1		5	8
		Total Marks for each section	4		10	16

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

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

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application-oriented- Solving Problems

**K4-** Examining, analyzing, presenting and making inferences with evidence

CO 5 will be allotted for individual Assignments, which carry five marks as part of the 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	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
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>	TRANSLATION: BASIC CONCEPTS AND PRACTICE			
<b>Course Code</b>	23UENEC44	L	P	C
<b>Category</b>	ELECTIVE	3	-	3
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To enable learners get an overview of translation concepts</li><li>➤ To gain insight into the evolution of Translation in global perspective and its development in the domain of language and literature.</li><li>➤ Gain exposure to some basic concepts related to Translation.</li><li>➤ Familiarize with some Important Institutions of Translation and their contributions</li><li>➤ Help learners get knowledge on Translation Studies</li></ul>				
<b>UNIT - I</b>	<b>INTRODUCTION</b>			<b>10</b>
Basics of Translation and Translation Studies – An Introduction				
<b>UNIT - II</b>	<b>OBJECTIVES</b>			<b>10</b>
Objectives and Importance of Translation				
<b>UNIT - III</b>	<b>TRANSLATORS</b>			<b>07</b>
Important Institutions of Translation (some important Translators and their works)				
<b>UNIT - IV</b>	<b>GLOBAL PERSPECTIVE</b>			<b>08</b>
Origin and Development of Translation in Global Perspective				
<b>UNIT - V</b>	<b>PRESENT SCENARIO</b>			<b>10</b>
Origin and Development of Translation and its Present Scenario.				
<b>Total Lecture Hours</b>				<b>45</b>

**BOOKS FOR STUDY:**

- Mona Baker, Kirsten Malmkjær, Routledge Encyclopedia of Translation Studies, (1998), Routledge Taylor and Francis Group, London and New York
- Yves Gambier, Luc van Doorslaer, Handbook of Translation Studies, (2011), John Benjamins Publishing, Amsterdam and Philadelphia
- Susan Bassnett, Translation Studies, (2013), Routledge Taylor and Francis Group, London and New York.

**BOOKS FOR REFERENCES:**

- Carmen Millán, Francesca Bartrina, The Routledge Handbook of Translation Studies, (2013), Routledge Taylor and Francis Group, London and New York.

**WEB RESOURCES:**

- ❖ <https://mu.ac.in/wp-content/uploads/2022/06/PDF-of-Translation-Studies.pdf>

<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	60	No Changes Made		New Course		

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

<b>COURSE OUTCOMES:</b>										<b>K LEVEL</b>
<b>After studying this course, the students will be able to:</b>										
<b>CO1</b>	Be able to explain the growth and development of Translation and some basic concepts related to it.									<b>K1 to K4</b>
<b>CO2</b>	Be ready to discuss and define Translation Studies.									<b>K1 to K4</b>
<b>CO3</b>	Familiarize and learn about the different types of books and the need for their translation.									<b>K1 to K4</b>
<b>CO4</b>	Gain exposure to the field of translation studies and explore the dynamics of the field.									<b>K1 to K4</b>
<b>CO5</b>	Learn about the use of translation and the methods of assessing the written concepts of translation.									<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>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	3	3	3	3	3	3	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3
<b>S- STRONG</b>			<b>M – MEDIUM</b>				<b>L - LOW</b>			

**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>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<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>TRANSLATION: BASIC CONCEPTS AND PRACTICE</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	Basics of Translation and Translation Studies – An Introduction	<b>10</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>II</b>	Objectives and Importance of Translation	<b>10</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>III</b>	Important Institutions of Translation (some important Translators and their works)	<b>07</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>IV</b>	Origin and Development of Translation in Global Perspective	<b>08</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>V</b>	Origin and Development of Translation and its Present Scenario.	<b>10</b>	<b>Chalk and Talk, PPT Video lectures &amp; Assignment</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

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

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application-oriented- Solving Problems

**K4-** Examining, analyzing, presenting and making inferences with evidence

**CO 5** will be allotted for individual Assignments, which carry five marks as part of the 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
<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 %
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	<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>	ENGLISH FOR CAREER			
<b>Course Code</b>	23UENSC41	L	P	C
<b>Category</b>	SKILL	2	-	2
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To help students gain knowledge about the job search, application, and interview process</li><li>➤ Help them to explore their global career path, while building vocabulary and improving language skills to achieve professional goals.</li><li>➤ Help them with strategies for identifying the jobs that match their interests and skills</li><li>➤ Help them to understand the job-seekers language for meeting new people, making small talk, and describing</li><li>➤ To enable learners to describe themselves and their experiences in a résumé</li></ul>				
<b>UNIT - I</b>	<b>Soft Skills</b>			<b>6</b>
Posture - gestures - eye contact - telephone etiquette - netiquette - interpersonal skills				
<b>UNIT - II</b>	<b>Listening</b>			<b>6</b>
Listening to – Short Story, Poem- Activities				
1. Short Story: "The Night Train at Deoli" by Ruskin Bond - Comprehension questions				
2. Poem: "Lines Addressed to a Warrior" by Meena Kandasamy - Comprehension questions				
<b>UNIT - III</b>	<b>Speaking</b>			<b>6</b>
Speaking Skills - enhancing speaking skills - public speaking - telephonic conversations - podcasting – anchoring				
1. Steve Jobs – How to Live Before You Die (Comprehension Questions)				
2. Maya Angelou - Still I Rise (Comprehension Questions)				
<b>UNIT - IV</b>	<b>Reading</b>			<b>6</b>
1. Autobiography (Excerpt) Nelson Mandela - Comprehension Questions				
2. "Toba Tek Singh" by Sadat Hasan Manto - Comprehension Questions				
<b>UNIT - V</b>	<b>Writing</b>			<b>6</b>
Writing Essays, Blogs				
<b>Total Lecture Hours</b>				<b>30</b>

**BOOKS FOR STUDY:**

- Language Skills: A Course on Communication Skills in English
- By Dr. Swapna Gopinath, Associate Professor, Department of English, S.N College,
- Chempazhanchy and Sangeetha Hariharan, Assistant Professor, Department of English, S.N Women's College, Kollam Publishers: Emerald

**BOOKS FOR REFERENCES:**

- S .P. Dhanvel. English and Softskills. Orient Blackswan, 2010.
- Dr M. Farook. English for Communication, Emerald Publishers, 2015.
- Dr Mathew Joseph. Fine-tune your English. Orient Blackswan, 2010.
- E. Suresh Kumar, B Yadava Raju and C Muralikrishna. Skills in English. Orient Blackswan, 2013.
- Bill Bryson. The Mother Tongue: English and How it Got it that Way. Harper Collins, 1990.

**WEB RESOURCES:**

- ❖ [www.englishclub.com](http://www.englishclub.com)
- ❖ <http://www.bbc.co.uk/learningenglish/>
- ❖ <https://www.eslfast.com/>
- ❖ <https://www.myenglishpages.com/>
- ❖ <http://www.examenglish.com/>
- ❖ <http://learnenglishteens.britishcouncil.org/exams/listening-exams>
- ❖ <https://www.cambridgeenglish.o>

<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>									

<b>COURSE OUTCOMES:</b>		<b>K LEVEL</b>
<b>After studying this course, the students will be able to:</b>		
<b>CO1</b>	English as an acquired language for undergraduate students is to be mastered with focus on learning the basic skills of listening, speaking, reading and writing the language proficiently.	<b>K1 &amp; K2</b>
<b>CO2</b>	This course aims to impart these skills in an interactive manner along with classroom activities and using the text as a resource for self study as well.	<b>K1 &amp; K2</b>
<b>CO3</b>	Discursive Practice as the learning and teaching method for this course, will encourage teachers to localise and personalise learning of English for students in undergraduate classrooms.	<b>K1 &amp; K2</b>
<b>CO4</b>	The course will equip the students with basic language skills	<b>K1 &amp; K2</b>
<b>CO5</b>	The course will equip the students with improved non-verbal skills thereby improving their employability quotient.	<b>K1 &amp; K2</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>PO7</b>	<b>PO8</b>	<b>PO9</b>	<b>PO10</b>
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>
<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>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</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>

<b>LESSON PLAN:</b>			
<b>UNIT</b>	<b>ENGLISH FOR CAREERS</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	Posture - gestures - eye contact - telephone etiquette - netiquette - interpersonal skills	<b>6</b>	<b>Chalk and Talk, PPT, Video lectures,</b>

			<b>Activities</b>
<b>II</b>	Listening to – Short Story, Poem- Activities 1.Short Story: "The Night Train at Deoli" by Ruskin Bond - Comprehension questions 2.Poem: "Lines Addressed to a Warrior" by Meena Kandasamy - Comprehension questions	<b>6</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>III</b>	Speaking Skills - enhancing speaking skills - public speaking - telephonic conversations - podcasting – anchoring 1.Steve Jobs – How to Live Before You Die (Comprehension Questions) 2.Maya Angelou - Still I Rise (Comprehension Questions)	<b>6</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>IV</b>	1. Autobiography (Excerpt) Nelson Mandela - Comprehension Questions 2. "Toba Tek Singh" by Sadat Hasan Manto - Comprehension Questions	<b>6</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>V</b>	Writing Essays, Blogs	<b>6</b>	<b>Chalk and Talk, PPT Video lectures &amp; Assignment</b>

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

\* Two Formative examinations will be conducted as a part of Continuous Internal Assessment under which, 50 MCQ's will be asked [50X1=50 marks] from any 4 CO's. (I<sup>st</sup> Test-2 CO's & II<sup>nd</sup> Test-2 CO's) in equal weightage

Distribution of Marks with K Level CIA I & CIA II					
	K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100
CIA II	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application oriented- Solving Problems

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

**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)	
			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)				

In summative examinations, 75 MCQ's will be asked [75X1=75 marks] from all 5 CO's in equal weightage.

<b>Distribution of Marks with K Level</b>				
<b>K Level</b>	<b>Section A (Multiple Choice Questions)</b>	<b>Total Marks</b>	<b>% of (Marks without choice)</b>	<b>Consolidated %</b>
<b>K1</b>	<b>40</b>	<b>40</b>	<b>53</b>	<b>100</b>
<b>K2</b>	<b>35</b>	<b>35</b>	<b>47</b>	
<b>K3</b>				
<b>K4</b>				
<b>Marks</b>		<b>75</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>				

# MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)



## DEPARTMENT OF ENGLISH

FOR THOSE WHO JOINED IN 2023-2024 AND AFTER

<b>Course Name</b>	ENGLISH FOR BUSINESS			
<b>Course Code</b>	23UENSC42	L	P	C
<b>Category</b>	SKILL	2	-	2
<b>COURSE OBJECTIVES:</b>				
<ul style="list-style-type: none"><li>➤ To help students learn strategies and practical language to deal with real life situations.</li><li>➤ To help them improve on how to speak and write in order to keep communication going and always appear professional and competent</li><li>➤ To enable them to use the language flexibly and express in the suitable language for the context: for example in social, professional or academic contexts</li><li>➤ To help them strengthen their understanding of native speakers in real life situations by learning strategies and through practice, practice, practice!</li><li>➤ To help them to consistently develop a comprehensive vocabulary through real, authentic resources</li></ul>				
<b>UNIT - I</b>	<b>Definition</b>			<b>6</b>
Business English Definition and Difference				
<b>UNIT - II</b>	<b>Significance</b>			<b>6</b>
Highlights/ Significance/Essentials of Business English				
<b>UNIT - III</b>	<b>Purpose</b>			<b>6</b>
Needs of Business English				
<b>UNIT - IV</b>	<b>Role</b>			<b>6</b>
The role of Business English in English language Learning-Education as an instrumental factor in learning Business English.				
<b>UNIT - V</b>	<b>Development</b>			<b>6</b>
Economic Development through Business English				
<b>Total Lecture Hours</b>				<b>30</b>



**BOOKS FOR STUDY:**

- Nabila, H. (2015). English for Specific Business Purposes. University of Oran Faculty of Letters, Languages, and Arts Department of Anglo-Saxon Languages Section of English.
- Hutchinson, T. & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University Press.

**BOOKS FOR REFERENCES:**

- Strapasson, G. (2015). Needs Analysis And English For Business Purposes. Language Arts English/Portuguese College Final course assignment - Federal University of Technology - Paraná. Curitiba. 2015.

**WEB RESOURCES:**

- ❖ [English language skills for the future | Cambridge English](#)

<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>	Strengthen their language skills: writing, reading, listening & speaking									<b>K1 &amp; K2</b>
<b>CO2</b>	Understand real speech patterns and learn pronunciation techniques in fluent speech									<b>K1 &amp; K2</b>
<b>CO3</b>	Improve their confidence and learn how to connect with people in English									<b>K1 &amp; K2</b>
<b>CO4</b>	Develop a comprehensive vocabulary in order to improve the way of doing business in English and ultimately, to move you towards English proficiency.									<b>K1 &amp; K2</b>
<b>CO5</b>	Learn how to run meetings, deliver presentations, deal with clients and interact with colleagues									<b>K1 &amp; K2</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	3	2	3	2
<b>CO2</b>	2	3	3	3	2	3	3	2	2	2
<b>CO3</b>	3	3	3	2	3	3	3	2	3	2
<b>CO4</b>	3	3	3	3	3	3	3	2	2	2
<b>CO5</b>	3	2	3	3	3	3	3	2	2	3
<b>S- STRONG</b>			<b>M – MEDIUM</b>				<b>L - LOW</b>			

**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>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>WEIGHTAGE</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>14</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>ENGLISH FOR BUSINESS</b>	<b>HRS</b>	<b>PEDAGOGY</b>
<b>I</b>	Business English Definition and Difference	<b>6</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>II</b>	Highlights/ Significance/Essentials of Business English	<b>6</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>III</b>	Needs of Business English	<b>6</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>IV</b>	The role of Business English in English language Learning-Education as an instrumental factor in learning Business English.	<b>6</b>	<b>Chalk and Talk, PPT, Video lectures, Activities</b>
<b>V</b>	Economic Development through Business English	<b>6</b>	<b>Chalk and Talk, PPT Video lectures &amp; Assignment</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	
			MCQs	
			No. of. Questions	K - Level
CI AI	CO1	K1 – K2	25	K1,K2
	CO2	K1 – K2	25	K1,K2
CI AII	CO3	K1 – K2	25	K1,K2
	CO4	K1 – K2	25	K1,K2
Question Pattern CIA I & II		No. of Questions to be asked	50	
		No. of Questions to be answered	50	
		Marks for each question	1	
		Total Marks for each section	50	

\* Two Formative examinations will be conducted as a part of Continuous Internal Assessment under which, 50 MCQ's will be asked [50X1=50 marks] from any 4 CO's. (I<sup>st</sup> Test-2 CO's & II<sup>nd</sup> Test-2 CO's) in equal weightage

Distribution of Marks with K Level CIA I & CIA II					
	K Level	Section A (Multiple Choice Questions)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100
CIA II	K1	30	30	60	100
	K2	20	20	40	
	K3				
	K4				
	Marks	50	50	100	100

**K1-** Remembering and recalling facts with specific answers

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

**K3-** Application oriented- Solving Problems

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

**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>No. of Questions</b>	<b>K – Level</b>
<b>1</b>	<b>CO1</b>	<b>K1-K2</b>	<b>15</b>	<b>K1,K2</b>
<b>2</b>	<b>CO2</b>	<b>K1-K2</b>	<b>15</b>	<b>K1,K2</b>
<b>3</b>	<b>CO3</b>	<b>K1-K2</b>	<b>15</b>	<b>K1,K2</b>
<b>4</b>	<b>CO4</b>	<b>K1-K2</b>	<b>15</b>	<b>K1,K2</b>
<b>5</b>	<b>CO5</b>	<b>K1-K2</b>	<b>15</b>	<b>K1,K2</b>
<b>No. of Questions to be Asked</b>			<b>75</b>	
<b>No. of Questions to be answered</b>			<b>75</b>	
<b>Marks for each question</b>			<b>1</b>	
<b>Total Marks for each section</b>			<b>75</b>	
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>				

In summative examinations, 75 MCQ's will be asked [75X1=75 marks] from all 5 CO's in equal weightage.

<b>Distribution of Marks with K Level</b>				
<b>K Level</b>	<b>Section A (Multiple Choice Questions)</b>	<b>Total Marks</b>	<b>% of (Marks without choice)</b>	<b>Consolidated %</b>
<b>K1</b>	<b>40</b>	<b>40</b>	<b>53</b>	<b>100</b>
<b>K2</b>	<b>35</b>	<b>35</b>	<b>47</b>	
<b>K3</b>				
<b>K4</b>				
<b>Marks</b>		<b>75</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>				