

**E.M.G. YADAVA WOMENS COLLEGE, MADURAI -14.****(An Autonomous Institution – Affiliated to Madurai Kamaraj University)****(Re –accredited (3<sup>rd</sup> cycle) with Grade A<sup>+</sup> and CGPA 3.51 by NAAC)****TANSCH- CBCS with OBE****DEPARTMENT OF ENGLISH –UG****COURSE STRUCTURE****(w.e.f. 2023 – 2024 Batch onwards)**

Semester	Part	Course Code	Title of the Course	Teaching hrs (per week)	Duration of	Marks Allotted			Credits
						CIA	SE	Total	
I	I	23OU1TA1/ 23OU1HIN1/ 23OU1FR1	<b>Part-I:</b> Tamil/Hindi/French	6	3	25	75	100	3
	II	23OU2EN1	<b>Part-II:</b> General English-I	6	3	25	75	100	3
	III	23OUEN11	<b>CC 1:</b> Introduction to Literature	5	3	25	75	100	5
	III	23OUEN12	<b>CC 2:</b> Indian Writing in English	5	3	25	75	100	5
	III	23OUENGEEN1	<b>GEC:</b> Social History of England	4	3	25	75	100	3
	IV	23OUENSECN1	<b>SEC 1 (NME):</b> Popular Literature and Culture	2	3	25	75	100	2
	IV	23OUENFC1	<b>FC:</b> Fundamental Framework for Reading English Literature	2	3	25	75	100	2
II	I	23OU1TA2 /23OU1HIN2/ 23OU1FR2	<b>Part –I:</b> Tamil /Hindi/French	6	3	25	75	100	3
	II	23OU2EN2	<b>Part –II:</b> General English-II	6	3	25	75	100	3
	III	23OUEN21	<b>CC 3:</b> British Literature-I	5	3	25	75	100	5
	III	23OUEN22	<b>CC 4:</b> American Literature -I	5	3	25	75	100	5
	III	23OUENGEEN2	<b>GEC 2:</b> History of English Literature	4	3	25	75	100	3
	IV	23OUENSECN2	<b>SEC 2 (NME):</b> Philosophy For Literature	2	3	25	75	100	2
	IV	23OUENSEC3	<b>SEC 3:</b> English for Communication	2	3	25	75	100	2
I	I	23OU1TA3/ 23OU1HIN3/ 23OU1FR3	<b>Part I:</b> Tamil/Hindi/French	6	3	25	75	100	3
	II	23OU2EN3	<b>Part II:</b> General English-III	6	3	25	75	100	3

	III	23OUEN31	CC 5: British Literature -II	5	3	25	75	100	5	
	III	23OUEN32	CC 6: American Literature-II	5	3	25	75	100	5	
	III	23OUENGEEN3	GEC 3: Literary Genres and Terms	4	3	25	75	100	3	
	IV	23OUENSEC31	SEC 4: Entrepreneurial Skill	1	3	25	75	100	1	
	IV	23OUENSEC32	SEC 5: Public Speaking Skills	2	3	25	75	100	2	
	IV		Environmental studies	1	-	-	-	-	-	
IV	I	23OU1TA4 /23OU1HIN4/ 23OU1FR4	Part I: Tamil/Hindi/French	6	3	25	75	100	3	
	II	23OU2EN4	Part II: General English-IV	6	3	25	75	100	3	
	III	23OUEN41	CC 7: World Literature in Translation	5	3	25	75	100	5	
	III	23OUEN42	CC 8: Aspects of Language and Linguistics	5	3	25	75	100	5	
	III		DSEC I:	3	3	25	75	100	3	
	IV	23OUENSEC41	SEC 6: English for Career	2	3	25	75	100	2	
	IV	23OUENSEC42	SEC 7: English for Business	2	3	25	75	100	2	
	IV	23OU4EV4	Environmental studies	1	3	25	75	100	2	
V	III	23OUEN51	CC 9: Authors in Focus	5	3	25	75	100	4	
	III	23OUEN52	CC 10: Women's Writing in English	5	3	25	75	100	4	
	III	23OUEN53	CC 11: Indian Writing in Translation	5	3	25	75	100	4	
	III	23OUENPR5	CC 12: Project with Viva Voce	5	3	25	75	100	4	
	III		DSEC-II	4	3	25	75	100	3	
	III		DSEC-III	4	3	25	75	100	3	
	IV	23OU4VE5	Value Education	2	3	25	75	100	2	
	IV	23OUENIN5	Internship/Industrial training	-	-	-	-	-	2	
VI	III	23OUEN61	CC 13: Introduction to Literary Theory and Criticism	6	3	25	75	100	4	
	III	23OUEN62	CC 14: ELT and Computer Assisted Language Learning	6	3	25	75	100	4	
	III	23OUEN63	CC 15: Shakespeare Studies	6	3	25	75	100	4	
	III		DSEC -IV	5	3	25	75	100	3	
	III		DSEC-V	5	3	25	75	100	3	
	IV	23OUENSEC6	SEC 8: English for Technical Writing	2	3	25	75	100	2	
	V	23OU5PE6/ 23OU5NS6	Extension Activity: Physical Education/NSS	-	-	-	-	-	1	
									Total	140

CC: Core Courses

GEC: Generic Elective Course

SEC: Skill Enhancement Course

FC: Foundation Course

DSEC: Discipline Specific Elective Course

#### **SEMESTER IV**

##### **DSEC-I (Choose any one)**

1. Myth and Literature -**23OUENDSE4A**
2. Film and Literature -**23OUENDSE4B**

#### **SEMESTER V**

##### **DSEC –II (Choose any one)**

1. English for Competitive Examinations- **23OUENDSE5A**
2. Fundamentals of Academic Writing-**23OUENDSE5B**

##### **DSEC-III (Choose any one)**

1. Introduction to Comparative Literature-**23OUENDSE5C**
2. Mass Communication and Journalism-**23OUENDSE5D**

#### **SEMESTER-VI**

##### **DSEC-IV (Choose any one)**

1. Art and Literary Aesthetics-**23OUENDSE6A**
2. Digital Literacy and Concepts-**23OUENDSE6B**

##### **DSEC-V (Choose any one)**

1. Writing for Media-**23OUENDSE6C**
2. Communicative English-**23OUENDSE6D**

DEPARTMENT OF ENGLISH				Class : III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	CORE	23OUEN51	AUTHORS IN FOCUS	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives

1. To help learners gain knowledge of authors of various backgrounds.
2. To enable them gain specialized knowledge related to works of authors of national and international acclaim.
3. To familiarize them with the style, diction and coherence of authors and their works.
4. To equip them with the ability to use this knowledge to analyse problems in both academic settings and work contexts.
5. To enhance their ability to think historically and analytically about people, language, literature, culture and society.

### Course Content:

#### UNIT – I

Aristotle - Life and Works.

#### UNIT –II

Charles Dickens - Life and Works

#### UNIT – III

Rabindranath Tagore - Life and Works

#### UNIT – IV

Jane Austen - Life and Works

#### UNIT-V

Sandra Gilbert and Susan Gubar “The Mad Woman in the Attic”

### Books for Study

1. Barnes, Jonathan, *Aristotle: A Very Short Introduction*. Oxford Paperbacks, 2000
2. Fabiny, Sarah. *Who Was Jane Austen*, Penguin, 2017

### References Books

1. Gilbert, Sandra M. and Susan Gubar. *The Mad woman in the Attic*. Yale University Press, 2020.
2. Tagore, Rabindranath. *Rabindranath Tagore: An Anthology*. Macmillan, 1999
3. Tomalin, Claire. *Charles Dickens*. Penguin UK, 2014
4. Wilson, Cheryl A., and Maria H. Frawley. *The Routledge Companion to Jane Austen*. Routledge, 2021.

### Web Resources/E-Books

1. "About the Authors." *Beyond Performance*, John Wiley & Sons, Inc., 2015, pp. 269–70, <http://dx.doi.org/10.1002/9781119202455.about>.

### Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, and assignments.

**Rationale for nature of Course:** This course is designed to enhance the knowledge of specific authors

**Knowledge and Skill:** Able to understand the contribution made by the selected authors and learn to analyse their work based on the background they live in.

**Activities to be given:** seminar, PPT

### Course Learning Outcomes (CLOs):

On completion of this course, students will

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts	K1 to K3
CLO2	Integrate knowledge of the diversity of cultures and peoples	K1 to K3
CLO3	Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature	K1 to K4
CLO4	Demonstrate capacity for reflection, planning, ethical decision-making and inter-disciplinary team work in diverse contexts of community engagement.	K1 to K3
CLO5	Develop creativity, understanding, teaching and critical appreciation of English Literature.	K1 to K4

### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CLO1</b>	3	3	2	2	3	3
<b>CLO2</b>	3	3	2	3	3	2
<b>CLO3</b>	3	3	1	1	1	2
<b>CLO4</b>	3	2	2	3	3	2
<b>CLO5</b>	3	3	1	2	3	3

**1-Basic Level      2- Intermediate Level      3- Advanced Level**

**LESSON PLAN: TOTAL HOURS (75)**

UNIT	DESCRIPTION	HRS	MODE
I	Aristotle - Life and Works.	15	Chalk and Talk, PPT, quiz,
II	Charles Dickens - Life and Works	15	Chalk and Talk, PPT, quiz
III	Rabindranath Tagore - Life and Works	15	Chalk and Talk, PPT, quiz, on the spot test
IV	Jane Austen - Life and Works	15	Chalk and Talk, PPT, quiz, on the spot test,
V	Sandra Gilbert and Susan Gubar "The Mad Woman in the Attic	15	Seminar, PPT presentation , Activ

**COURSE DESIGNER: Ms. Andrina Genesis Quinn**

DEPARTMENT OF ENGLISH				Class : III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	CORE	23OUEN52	WOMEN'S WRITING IN ENGLISH	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives

1. To familiarize learners with how unique experiences of women influence their writings
2. To help them analyse representations of women in literature.
3. To enable learners to be familiar with various contexts that influence the representation of women in literature.
4. To enable them apply appropriate formal conventions when writing about literature
5. To help them in understanding how and on what grounds women writing can be considered as a separate genre.

### Course Content:

#### UNIT – I Poetry

Toru Dutt	-Our Casuarina Tree.
Elizabeth Browning	- How do I love thee?
Sappho	-Hymn to Aphrodite
Sujatha Bhatt	-Muliebrity
Judith Wright	- Eve to her Daughter

#### UNIT –II Poetry

Gwendolyn Brooks	- Boy Breaking Glass.
Avvaiyar	- Worth Four Crores (Give, Eat& Live)
Elizabeth Searle lamb	- On Reading Haiku
Rupi Kaur	- The Healing (Milk & Honey)

**UNIT – III Prose**

Virginia Woolf -A Room of One's Own.  
 Clarissa Pinkola Estés- Women Who Runs with Wolves

**UNIT – IV Drama**

Caryl Churchill– Top Girls

**UNIT-V Fiction**

Kate Chopin -Awakening  
 Aphra Behn -Oroonoko.  
 Louisa May Alcott -Little Women  
 Margaret Atwood -Surfacing  
 Ambai -In a forest, A deer.

**Books for Study**

- 1 Atwood, Margaret, *Surfacing*, Mccllelland.1972.
2. Woolf, Virginia. *A Room of One's Own*. Renard Press Ltd, 2020..

**References Books**

1. Estés, Clarissa Pinkola. *Women Who Run with the Wolves*.1995.
2. Holmström ,Lakshmi. *In A Forest, A Deer*. OUP India,2012
3. Jain, Jasbir, and Avadhesh K. Singh. *Indian Feminisms*.2001.
4. Olson, S.Douglas.*The "Homeric Hymnto Aphrodite"and Related Texts*. Walter de Gruyter,2012

**Web Resources/ E. Books**

“Ambai(C.S.Lakshmi)b.1944.”*Name Me a Word*,YaleUniversityPress,2019,pp.259–67,<http://dx.doi.org/10.12987/9780300235654-032>.

**Pedagogy:**

Chalk and Talk, PPT, group discussion, quiz, on the spot test, and assignments.

**Rationale for nature of Course:** This course is designed to enhance the knowledge of women authors from different nations and to analyse the themes and style of their writing

**Knowledge and Skill:** Able to understand the work of art in lens of feminism and analyse the work based on feminist theories

**Activities to be given:** Enacting a Scene from Drama, Poetry Recitation

**Course Learning Outcomes (CLOs):**

On completion of this course, students will

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Examine and appreciate the role played by sociocultural- economic contexts in defining women.	K1 to K3
CLO2	Be enlightened about the issues and concerns of the women writers of the developed and developing countries.	K1to K3
CLO3	Understand and appreciate the representation of female experience in literature	K1 to K4
CLO4	Gain awareness of class, race and gender as social constructs and how they influence women's lives.	K1 to K3
CLO5	Be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.	K1 to K4

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level    2- Intermediate Level    3- Advanced Level

**LESSON PLAN: TOTAL HOURS (75)**

UNIT	DESCRIPTION	HRS	MODE
I	<b>Poetry</b> Toru Dut-Our Casuarina Tree. Elizabeth Brownin- How do I love thee? Sappho-Hymn to Aphrodite Sujatha Bhat-Muliebrity Judith Wright - Eve to her Daughter	15	Chalk and Talk, PPT, quiz, Poetry Recitation,

II	<b>Poetry</b> Gwendolyn Brooks - Boy Breaking Glass. Avvaiyar - Worth Four Crores (Give, Eat& Live)  Elizabeth Searle lamb - On Reading Haiku Rupi Kaur- The Healing (Milk & Honey)	15	Chalk and Talk, PPT, quiz, Poetry Recitation
III	<b>Prose</b> Virginia Woolf -A Room of One's Own. Clarissa Pinkola Estés - Women Who Runs with Wolves	15	Chalk and Talk, PPT, quiz, on the spot test
IV	<b>Drama</b> Caryl Churchill– Top Girls	15	Chalk and Talk, PPT, quiz, on the spot test,
V	<b>Fiction</b> Kate Chopin -Awakening Aphra Behn -Oroonoko. Louisa May Alcott -Little Women Margaret Atwood Surfacin Ambai -In a forest, A deer	15	Seminar, PPT presentation

**COURSE DESIGNER: Dr.M.Sivaranjani**

DEPARTMENT OF ENGLISH				Class : III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	CORE	23OUEN53	INDIAN WRITING IN TRANSLATION	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives

1. To introduce the students to the polyphony of modern Indian writing in translation
2. To make them understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
3. To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
4. To explore images in literary productions that express the writer's sense of their society.
5. To encourage the students to explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.

### Course Content:

#### UNIT – I Classical Poetry

- Kalidasa -The Loom of Time.( Excerpts from Mahabharata)
- IlangoAdigal - The Book of Vanci. (Silappathikaaram)
- Thiruvalluvar --(Thirukkural.) Blessing of Rain

#### UNIT – II Poetry

- Rabindranath Tagore - Where the mind is without fear, (Gitanjali)
- Far Below Flowed Jumna, (Fruit Gathering) Song 85-The Gardener.
- Arun Kolatkar - An Old Woman
- Kurunthogai - (Five verses for one Tinai) Five verses from Kuriji Tinai 2, 3,18,23,40

#### UNIT – III Prose

- Theory of Value A Collection of Readings-  
(33-40)

Chapter 6-Bharata Natya Shastra(100-118)-

S. Radhakrishnan -Hindu View of Life

L.M. Shaw -Vanishing Landmarks

#### UNIT-IV Drama

Badal Sircar -Evam Indrajit

Girish Karnad -Tughlaq

#### UNIT – V Stories

Anon E.Mouse -How the Raja's son won the Princess Labam.

Sunil Gangopadhyay -Arjun

#### Books for Study

1. Kapse, Dhananjay(ed.), *Modern Indian Writing in Translation*, ,2016
2. Krishnaswamy, Subashree and K.Srilata, *Short Fiction from South India*, ,2007

#### References Books

1. Davidar, David, *A Clutch of Indian Masterpieces*,2016.
2. Simon, Sherry and Paul St, Pierre,(Ed.)*Changing the Terms: Translating in the Postcolonial Era*, ,2000
3. Woolf, Virginia. *A Room of One's Own*. Renard PressLtd,2020.

#### Web Resources

Modern Indian Writing in Translation-Course(nptel.ac.in).

#### Pedagogy:

Chalk and Talk, PPT, group discussion, quiz, on the spot test, and assignments.

**Rationale for nature of Course:** This course is designed to enhance the knowledge of translated works from different languages

**Knowledge and Skill:** Able to understand the Cultural context of source language and target language, able to translated

**Activities to be given:** Translating a piece of poem/ prose

**Course Learning Outcomes (CLOs):**

On completion of this course, students will;

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions	K1 to K3
CLO2	Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.	K1 to K3
CLO3	Learn to explore images in literary productions that express the writers' sense of their society.	K1 to K4
CLO4	Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works	K1 to K3
CLO5	Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation	K1 to K4

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

**1-Basic Level****2- Intermediate Level****3- Advanced Level**

## LESSON PLAN: TOTAL HOURS (75)

UNIT	DESCRIPTION	HRS	MODE
I	<p>Kalidasa -The Loom of Time.( Excerpt from Mahabharata)</p> <p>IlangoAdigal - The Book of Vanci. (Silappathikaaram)</p> <p>Thiruvalluvar -- (Thirukkural.) Blessing of Rain</p>	15	Chalk and Talk, PPT, quiz, Poetry Recitation, on the spot test
II	<p><b>Poetry</b></p> <p>Rabindranath Tagore - Where the mind is without fear, (Gitanjali)</p> <p>Far Below Flowed Jumna, (Fruit Gathering,) Song85-The Gardener.</p> <p>Arun Kolatkar - An Old Woman</p> <p>Kurunthogai - (Five verses for one Tinai) Five verses from Kuriiji Tinai 2,3,18,23,40</p>	15	Chalk and Talk, PPT, quiz, on the spot test, Poetry Recitation
III	<p><b>Prose</b></p> <p>Theory of Value A Collection of Readings-(33-40)</p> <p>Chapter 6- Bharata Natya Shastra (100-118)-</p> <p>S. Radhakrishnan -Hindu View of Life L.M. Shaw -Vanishing Landmarks</p>	15	Chalk and Talk, PPT, quiz, on the spot test
IV	<p>Badal Sircar -Evam Indrajit</p> <p>Girish Karnad -Tughlaq</p>	15	Chalk and Talk, PPT, quiz, on the spot test,
V	<p>Anon E.Mouse -How the Raja's son won the Princess Labam.</p> <p>Sunil Gangopadhyay -Arjun</p>	15	Seminar, PPT presentation , Activity and Model Preparation

COURSE DESIGNER: Dr.R.S.Sabeetha

DEPARTMENT OF ENGLISH				Class : III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	Core	23OUENPR5	PROJECT WITH VIVA VOCE	4	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives

1. To make students to take up research projects in their field of interest.
2. To develop scientific temper and systematic approach to problem solving and research methodology.
3. To recommend research writing aptitude among students
4. During the fifth semester, students shall undertake a project work and submit the project report.
5. To learn the concepts of research and the terminology associated with research activity.

### References Books

1. MLA Handbook 9 th ed. New York: Modern language Association of America.2021.

### Course Learning Outcomes (CLOs):

On completion of this course, students will;

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Construct the skills of research writing.	K1 to K3
CLO2	Prepare the layout for the thesis or research writing.	K1 to K3
CLO3	Follow and apply the moral and ethical values while doing research	K1 to K4
CLO4	Apply Research Methodology for academic discourse	K1 to K3
CLO5	To learn the concepts of research and the terminology associated with research activity.	K1 to K4

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CLO1</b>	3	3	2	2	3	3
<b>CLO2</b>	3	3	2	3	3	2
<b>CLO3</b>	3	3	1	1	1	2
<b>CLO4</b>	3	2	2	3	3	2
<b>CLO5</b>	3	3	1	2	3	3

DEPARTMENT OF ENGLISH				Class : III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	DSEC II	23OUENDSE5A	ENGLISH FOR COMPETITIVE EXAMINATIONS	3	4	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives

1. To develop the students intellectual, personal and professional abilities.
2. To acquire basic language skills listening, speaking, reading and writing for effective communication.
3. To develop confidence in getting job opportunities.
4. To provide awareness to the students about the various types of jobs offered in both in the Central and State Government.
5. To develop competitive skills through various types of objective tests.

### Course Content:

#### UNIT – I

Parts of Speech, Direct and Indirect Speech, Reading Comprehension, Letter Writing.

#### UNIT – II

Tenses, Active and Passive Voice, Expansion of Proverbs, Essay Writing.

#### UNIT – III

Gerund, Infinitives, Degrees of Comparison, Idioms and Phrases Hints Development, Email Writing, Report Writing.

#### UNIT – IV

Question Tags, Simple, Complex, Compound, Jumbled Sentences, Dialogue Writing. Homonyms,

#### UNIT-V

Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Capitalization, Punctuation, Spotting Errors, CV Writing and Cover letter.

**Books for study**

1. Bhatnagar .R. P & Rajal Bhargava *English for Competitive Examinations*, Macmillan, 2009
2. Wood.F.T. *Remedial Grammar for Foreign Students*, Macmillan, 2019
3. Aggarwal.R.S, *A Modern Approach to Verbal and Non-Verbal Reasoning*, S.Chand, 2024

**Pedagogy:**

Chalk and Talk, PPT, quiz, on the spot test, and assignments.

**Rationale for nature of Course:** This course is designed to enhance the knowledge of grammar in the focusing on competitive examination

**Knowledge and Skill:** Able to understand the structures of grammar and composition

**Activities to be given:** mock test, error spotting exercise

**Course Learning Outcomes (CLOs):**

On completion of this course, students will

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Gain knowledge of English language to face the challenges in Competitive Examinations.	K1 to K3
CLO2	Acquire skills in vocabulary usage and grammar	K1 to K3
CLO3	Acquire skills in logical reasoning, question error analysis and correct usage of words.	K1 to K4
CLO4	Build confidence in getting job opportunities.	K1 to K3
CLO5	Aware of the various types of jobs offered in both in the Central and State Government	K1 to K4

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

**1-Basic Level    2- Intermediate Level    3- Advanced Level**

**LESSON PLAN: TOTAL HOURS (60)**

<b>UNIT</b>	<b>DESCRIPTION</b>	<b>HRS</b>	<b>MODE</b>
I	Parts of Speech, Direct and Indirect Speech, Reading Comprehension, Letter Writing.	12	Chalk and Talk, PPT, quiz, on the spot test
II	Tenses, Active and Passive Voice, Expansion of Proverbs, Essay Writing.	12	Chalk and Talk, PPT, quiz, on the spot test
III	Gerund, Infinitives, Degrees of Comparison, Idioms and Phrases Hints Development, Email Writing, Report Writing.	12	Chalk and Talk, PPT, quiz, on the spot test
IV	Question Tags, Simple, Complex, Compound, Jumbled Sentences, Dialogue Writing. Homonyms,	12	Chalk and Talk, PPT, quiz, on the spot test,
V	Determiners, Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Capitalization, Punctuation, Spotting Errors, CV Writing and Cover letter.	12	Seminar, PPT, Mock test

**COURSE DESIGNER: Mrs. M.Devi Rajeswari**

DEPARTMENT OF ENGLISH				Class : III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	DSEC II	23OUENDSE5B	<b>Fundamentals of Academic Writing</b>	3	4	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives

1. To attain broad knowledge.
2. To understand various styles of sentence pattern.
3. To cultivate a coherent and associative thinking ability to exhibit writing skills.
4. To develop the ability to structure Essays.
5. To enable the students to learn copy- editing.

### Course Content:

#### UNIT – I

Writing as a Process -Pre-writing strategies, while- writing strategies, post- writing strategies; developing writing through extended practices; developing reflective abilities & meta-awareness about writing

#### UNIT - II

Sentence Skills -Sentence structure; S-V agreement; modifiers; sentence fragments; commas coordination; subordination; parallelism; making Complete, logical comparisons; avoiding wordy phrasing; V-T sequence.

#### UNIT – III

Structuring Paragraphs -Topic sentence; supporting details; unity & coherence; Methods of development (Examples, comparison & contrast, process, definition, cause& effect, division & classification)

#### UNIT – IV

Structuring Essays- Introduction, development of body, conclusion, description, narration, exposition, and argumentation.

#### UNIT – V

Content editing and substantive editing: Proofreading, copy-editing, substantive editing features of written English. Writing task using AI tools -Quill Bot, Paraphrase AI, Grammarly, Paperpal

**Books for study:**

1. Zemach, Dorothy E. & Rumisek, Lisa A. Academic Writing from Paragraph to Essay. London: Macmillan, 2000
2. Langan, John. Sentence Skills with Readings. Boston: McGraw Hill. 2001.

**Books for Reference:**

1. Hartley, James. Academic Writing and Publishing: A Practical Handbook. London: Routledge. 2008.
2. Bailey, Stephen. Academic Writing: A Practical Guide for Students. London: Routledge Falmer. 2003

**Web resources / E books:**

[https://archive.org/details/sentenceskillswi0000lang\\_i3r5](https://archive.org/details/sentenceskillswi0000lang_i3r5)

**Pedagogy:**

Chalk and Talk, PPT, group discussion, quiz, on the spot test, and assignments.

**Rationale for nature of Course:** This course is designed to enhance the knowledge of academic writing

**Knowledge and Skill:** Able to understand the structure and types of essay writing and learn the skill of writing and editing

**Activities to be given:** writing practices, Article writing, content writing

**Course Learning Outcomes (CLOs):**

On completion of this course, students will

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Design the process writing	K1 to K3
CLO2	Express sentence skills.	K1 to K3
CLO3	Structure and develop paragraphs through techniques	K1 to K4
CLO4	Compose academic essays	K1 to K3
CLO5	Distinguish between content editing and substantive editing.	K1 to K4

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2

<b>CLO3</b>	3	3	1	1	1	2
<b>CLO4</b>	3	2	2	3	3	2
<b>CLO5</b>	3	3	1	2	3	3

**1-Basic Level****2- Intermediate Level****3- Advanced Level****LESSON PLAN: TOTAL HOURS (60)**

<b>UNIT</b>	<b>DESCRIPTION</b>	<b>HRS</b>	<b>MODE</b>
I	Writing as a Process -Pre-writing strategies, while-writing strategies, post- writing strategies; developing writing through extended practices; developing reflective abilities & meta-awareness about writing	12	Chalk and Talk, PPT, quiz, Pre-writing
II	Sentence Skills -Sentence structure; S-V agreement; modifiers; sentence fragments; commas coordination; subordination; parallelism; making Complete, logical comparisons; avoiding wordy phrasing; V-T sequence.	12	Chalk and Talk, PPT, quiz, on the spot test
III	Structuring Paragraphs -Topic sentence; supporting details; unity & coherence; Methods of development (Examples, comparison & contrast, process, definition, cause& effect, division & classification)	12	Chalk and Talk, PPT, quiz, Paragraph writing on the topic give
IV	Structuring Essays- Introduction, development of body, conclusion, description, narration, exposition, argumentation	12	Chalk and Talk, PPT, quiz, on the spot test, Essay writing on the topic
V	Content editing and substantive editing: Proofreading, copy-editing, substantive editing features of written English. Writing task using AI tools -Quill Bot, Paraphrase AI, Grammarly, Paperpal	12	Seminar, Content Writing, Editing Activity

**COURSE DESIGNER: Mrs.S.Muthulaxmi**

DEPARTMENT OF ENGLISH				Class : III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	DSEC III	23OUENDSE5C	INTRODUCTION TO COMPARATIVE LITERATURE	3	4	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives

1. To attain a broad knowledge of various literary traditions both in their specificity and interrelation.
2. To interpret a literary text or other cultural artefact in a non-native target language and to develop advanced skills in order to compare texts from variety of different traditions, genres, periods and areas.
3. To cultivate a complex, transdisciplinary understanding and appreciation of literary texts from a variety of different traditions, genres, periods, and areas.
4. To develop the skills to move among and between diverse cultures, including on-site research and travel abroad as means of participation in cultural.
5. To enable the students to produce sophisticated oral and written argumentations on literary and cultural topics in comparative contexts.

### Course Content:

#### UNIT – I

Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The French and American Schools of Comparative Literature

#### UNIT – II

Influence and Imitation-Periodization Movement, Genre Studies, Thematology

#### UNIT – III

Literature and other disciplines, Literature and other Arts

#### UNIT – IV

Comparative Study of Shelley and Bharathi, Shelley-*Ode to Liberty*

Subramaniya Bharathi- *Bharath Country*,

#### UNIT-V

Comparative study of Vairamuthu's *Kallikattu Ithikasam* and Ernest Hemingway's 'The *Old Man and the Sea*'

**Books for Study**

1. Ulrich Weisstein: Comparative Literature and Literary Theory: Survey and Introduction. Indiana University Press, 1974

**References Books**

1. Rene Wellek & Austin Warren, Theory of Literature. A Harvest Books.1949
2. Pawar.S.S, Comparative Literatures, Gerald Duckworth,1977

**Pedagogy:**

Chalk and Talk, PPT, group discussion, quiz, on the spot test, and assignments.

**Rationale for nature of Course:** This course is designed to enhance the knowledge of comparative literature and its aspects

**Knowledge and Skill:** Able to understand the research methods used to compare two work of arts.

**Activities to be given:** comparing two poetry/ fiction

**Course Learning Outcomes (CLOs):**

On completion of this course, students will;

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.)	K1 to K3
CLO2	Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dynamic intersections of power, peoples, and aesthetic practices.	K1to K3
CLO3	Use critical terminology and interpretive methods drawn from specific 20th –and 21stcentury comparative and critical theories from multiple disciplines.	K1 to K4
CLO4	Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreign languages.	K1 to K3
CLO5	Master a variety of theoretical and methodological approaches to texts and adopt them for	K1 to K4

	comparative textual studies able to go beyond simply mechanical applications.	
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### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CLO1</b>	3	3	2	2	3	3
<b>CLO2</b>	3	3	2	3	3	2
<b>CLO3</b>	3	3	1	1	1	2
<b>CLO4</b>	3	2	2	3	3	2
<b>CLO5</b>	3	3	1	2	3	3

**1-Basic Level**

**2- Intermediate Level**

**3- Advanced Level**

### LESSON PLAN: TOTAL HOURS (60)

UNIT	DESCRIPTION	HRS	MODE
I	Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The French and American Schools of Comparative Literature	12	Chalk and Talk, PPT, quiz, on the spot test
II	Influence and Imitation-Periodization Movement, Genre Studies, Thematology	12	Chalk and Talk, PPT, quiz, on the spot test
III	Literature and other disciplines, Literature and other Arts	12	Chalk and Talk, PPT, quiz, on the spot test
IV	Comparative Study of Shelley and Bharathi, Shelley- <i>Ode to Liberty</i> Subramaniya Bharathi- <i>Bharath Country</i>	12	Chalk and Talk, PPT, Activity to compare any two poems
V	Comparative study of Vairamuthu's <i>Kallikattu Ithikasam</i> and Ernest Hemingway's 'The <i>Old Man and the Sea</i> '	12	Seminar, PPT presentation , Activity -to compare any two fictions

**COURSE DESIGNER: Mrs.S.Kasthuri bai**

DEPARTMENT OF ENGLISH				Class : III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
V	DSEC III	23OUENDSE5D	MASS COMMUNICATION AND JOURNALISM	3	4	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives

1. To impart the basic knowledge of Mass communication & Journalism and related areas of studies.
2. To develop the learner into competent and efficient Media & Entertainment Industry ready professionals.
3. To empower learners by communication, professional and life skills.
4. To develop the ability to structure Essays.
5. To enable the students to learn copy- editing.

### Course Content:

#### UNIT – I

Mass Communication in India, Print Medium, Audio- Visual Media, Other Media

#### UNIT - II

News Agencies, News and its Dissemination, Feature and Column Writing, Editorials.

#### UNIT – III

Advertising, Illustrations, Preparing an Advertisement- Flyer, video using Canva

#### UNIT – IV

House and Trade Journals, Starting of Newspapers and Periodicals

#### UNIT – V

Preparation for a Career, Research in Journalism, Planning and Publicity Campaigns.  
Task writing blogs online

### Books for study:

1.D.S. Mehta, *Mass Communication and Journalism in India*, Allied Publishers Ltd, New Delhi.

**Books for Reference:**

1. Mehta D.S. *A Hand book of Journalism and Mass Communication*. SAGE Publications, 1980

**Web resources / E books:**

<https://www.eolss.net/ebooklib/bookinfo/journalism-mass-communication.aspx>  
[https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG\\_M.A.\\_Journalism](https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/1/PG_M.A._Journalism)

**Pedagogy:**

Chalk and Talk, PPT, group discussion, quiz, on the spot test, and assignments.

**Rationale for nature of Course:** This course is designed to enhance the knowledge of journalism and mass communication.

**Knowledge and Skill:** Able to understand various parts of newspaper and learn the art of news writing

**Activities to be given:** headlines writing, news report writing, editorial writing, proof reading

**Course Learning Outcomes (CLOs):**

On completion of this course, students will;

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Students would be able to enhance understanding of the origin and of the print, electronic and web media.	K1 to K3
CLO2	Electronic and web media.	K1to K3
CLO3	Students would be able to inculcate the knowledge of journalism.	K1 to K4
CLO4	growth of print, electronic and web	K1 to K3
CLO5	Students would be able to understand the significance of speech communication.	K1 to K4

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CLO1</b>	3	3	2	2	3	3
<b>CLO2</b>	3	3	2	3	3	2
<b>CLO3</b>	3	3	1	1	1	2
<b>CLO4</b>	3	2	2	3	3	2
<b>CLO5</b>	3	3	1	2	3	3

**1-Basic Level****2- Intermediate Level****3- Advanced Level****LESSON PLAN: TOTAL HOURS (60)**

UNIT	DESCRIPTION	HRS	MODE
I	Mass Communication in India, Print Medium, Audio- Visual Media, Other Media	12	Chalk and Talk, PPT, quiz, on the spot test
II	News Agencies, News and its Dissemination, Feature and Column Writing, Editorials.	12	Chalk and Talk, Preparing News
III	Advertising, Illustrations, Preparing an Advertisement- Flyer, video using Canva	12	Chalk and Talk, PPT, Preparing Advertisement
IV	House and Trade Journals, Starting of Newspapers and Periodicals	12	Chalk and Talk, PPT, quiz, on the spot test,
V	Preparation for a Career, Research in Journalism, Planning and Publicity Campaigns. Task writing blogs online	12	Seminar, Activity - Writing Blogs,

**COURSE DESIGNER: Ms.S.Meenakshi**

DEPARTMENT OF ENGLISH				Class : III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/ week	CIA	Ext	Total
VI	Core	23OUEN61	INTRODUCTION TO LITERARY THEORY AND CRITICISM	4	6	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives

1. To familiarize learners with western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas.
2. To equip learners with ideas related to the theory and criticism of literary texts.
3. To intensify students' proficiency in the skills at the heart of a liberal education
4. To help them think critically about a range of literary theories.
5. To emphasize learners on the careful reading of primary theoretical texts, with attention as well to historical and social contexts.

### Course Content:

#### UNIT – I Introduction

Formative moments in the history of Literary Criticism  
 Historical Background of Modern Criticism and Theory  
 Scope of Modern Literary and cultural Criticisms

#### UNIT – II Humanism to Formalism

The New Humanists- Neo Romanist  
 Formalism- Modernism- Russian Formalism- New Criticism  
 W.B.Yeats. Ezra Pound

**UNIT – III Early 20<sup>th</sup> Century Criticism**

Marxist Criticism- Feminism- Existentialist Phenomenology- structuralism

Ferdinand de Saussure and Roland Barthe

**UNIT – IV Post Structuralism**

Psychoanalysis- Sigmund Freud and Jacques Lacan-

Deconstruction -Jacques Derrida

**UNIT – V Contemporary Criticism**

New Historicism, Reader Response Theory, Post colonial Criticism, Cultural Studies, The New Liberalism

**Books for study:**

1. Peter Barry’s *Beginning Theory: An Introduction to Literary and Cultural Theory* . Manchester and New York : Manchester University Press.1995
2. Nagarajan, M.S.*English Literary Criticism and Theory: An Introductory History.* Orient Black swam.2011

**Books for Reference:**

- 1.B. Rajan& A.G George, *Makers of Literary Criticism*, New Delhi: Asia Publishing House, 2015
- 2.S.Ramaswami ,*The English Critical Tradition.* Macmillan India Limited,2015
- 3.D.J. Enright & E.D *English Critical Texts*, Kolkata: Oxford University Press, Chickera,2017

**Web resources / E books:**

[www.ksu.edu/english/eiselei/engl795](http://www.ksu.edu/english/eiselei/engl795).

**Pedagogy:**

Chalk and Talk, PPT, group discussion, quiz, on the spot test, and assignments.

**Rationale for nature of Course:** This course is designed to enhance the knowledge of Literary criticism and literary theories

**Knowledge and Skill:** Able to understand the Cultural context of literature and learn to analyse the work of art based on various theories.

**Activities to be given:** Analysing a piece of poetry and Prose

**Course Learning Outcomes (CLOs):**

On completion of this course, students will;

CLO	Course Outcomes Statement	Knowledge (According to Bloom’s Taxonomy) (K1 to K4)
CLO1	Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the	K1 to K3

	historical and cultural contexts important to those theories	
CLO2	Demonstrate an understanding of key concepts in literary Theory	K1 to K3
CLO3	Explain to others the meaning, significance, and value of specific literary theoretical works.	K1 to K4
CLO4	Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.	K1 to K3
CLO5	Use literary theoretical concepts to develop your own interpretations of literary texts.	K1 to K4

### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level

2- Intermediate Level

3- Advanced Level

### Lesson Plan: Total Hours (90)

UNIT	DESCRIPTION	HRS	MODE
I	Formative moments in the history of Literary Criticism Historical Background of Modern Criticism and Theory Scope of Modern Literary and cultural Criticisms	18	Chalk and Talk, PPT, quiz, , on the spot test
II	The New Humanists- Neo Romanist Formalism- Modernism- Russian Formalism- New Criticism W.B. Yeats. Ezra Pound	18	Chalk and Talk, PPT, quiz, on the spot test

III	Marxist Criticism- Feminism- Existentialist Phenomenology- structuralism Ferdinand de Saussure and Roland Barthe	18	Chalk and Talk, PPT, quiz, on the spot test
IV	Psychoanalysis- Sigmund Freud and Jacques Lacan-  Deconstruction -Jacques Derrida	18	Chalk and Talk, PPT, quiz, on the spot test,
V	New Historicism, Reader Response Theory, Post colonial Criticism, Cultural Studies, The New Liberalism	18	Seminar, PPT presentation Analyzing a piece of poetry/ Prose

**Course Designer: Dr. C. Ramya**

DEPARTMENT OF ENGLISH				Class : III B.A English		Annexure - 2		
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
VI	CORE	23OUEN62	ELT and Computer Assisted Language Learning	4	6	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives

1. To help students communicate ethically, responsibly, and effectively as local, national, international, global citizens and leaders.
2. To help them gain a background knowledge of ELT and CALL
3. To make learners communicate competently in groups and organizations
4. To help possess skills to effectively deliver formal and informal oral presentations to a variety of audiences in multiple contexts.
5. To assist them in applying knowledge in different situations and the processing skills acquired through the application and synthesis of knowledge

### Course Content:

#### Unit – I

ELT, Brief History of Language Teaching, Methods Techniques and strategies- 20<sup>th</sup> Century Teaching Methods and Strategies, Mobile assisted Language

#### UNIT - II

Skills and Competences- Learning- Project based Language learning, Communicative Language teaching, LSRW, Communicate competence, Multiple Intelligence, 21<sup>st</sup> Century skills

#### UNIT – III

Method of teaching English language and literature, Teaching Poem, Prose

#### UNIT – IV

Materials for language teaching- Traditional, Modern and Virtual Materials, Language Lab, Olabs, AI tools for teaching and Learning

**UNIT – V**

Assessing Language Skills-Using Technology in Language Teaching.  
Computer Assisted Language Learning

**Books for study:**

1. Richards and Rogers, *ELT: Methods, Techniques and Strategies*, OUP,2023.
2. Penny Ur, *A Course in Language Teaching: Practice & Theory*, Cambridge University Press,1999
3. Aslam, Mohammed, *Teaching of English*, Chand Publishers,2017
4. Fulcher, Glenn, and Luke Harding (Ed.) *The Routledge Handbook of Language Testing*, Routledge,2022

**Books for Reference:**

1. R. K. Bansal and J. B. Harrison, *Spoken English, A Manual of Speech And Phonetics*, Agarwal Publishing, New Delhi, 2020.
2. Adrian Doff, *Teach English: A Training Course For Teachers* (workbook)

**Web resources / E books:**

Computer-Assisted Language Learning (CALL) in the EFL Classroom and its Impact on Effective Teaching-learning Process in Saudi Arabia | Azam Hashmi | International Journal of Applied Linguistics and English Literature (aiac.org.au)

**Pedagogy:**

Chalk and Talk, PPT, group discussion, quiz, on the spot test, and assignments.

**Rationale for nature of Course:** This course is designed to enhance the knowledge various methods of teaching English

**Knowledge and Skill:** Able to understand the techniques and strategies of teaching English language and learn to teach the skills of English

**Activities to be given:** Micro teaching, preparing visual aid, Model making,

**Course Learning Outcomes (CLOs):**

On completion of this course, students will;

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Understand the structures of English language.	K1 to K3
CLO2	Understand the critical nuances of teaching language and literature.	K1 to K3
CLO3	Identify the variety of materials available for language learning and teaching	K1 to K4
CLO4	Understand the appropriate ways of assessing language skills	K1 to K3

CLO5	Learn to use technology in language teaching	K1 to K4
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### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level

2- Intermediate Level

3- Advanced Level

### Lesson Plan: Total hours(90)

UNIT	DESCRIPTION	HRS	MODE
I	ELT, Methods Techniques and strategies 20 <sup>th</sup> Century Teaching Methods and Strategies, Mobile assisted Language	18	Chalk and Talk, PPT, quiz, Poetry Recitation, on the spot test
II	Skills and Competences- Learning- Project based Language learning, Communicative Language teaching, LSRW, Communicate competence, Multiple Intelligence, 21 <sup>st</sup> Century skills	18	Chalk and Talk, PPT, quiz, on the spot test
III	Method of teaching English language and literature, Teaching Poem, Prose	18	Chalk and Talk, PPT, quiz, on the spot test
IV	Materials for language teaching- Traditional, Modern and Virtual Materials, Language Lab, Olabs, AI tools for teaching and Learning	18	Chalk and Talk, Preparing teaching material
V	Assessing Language Skills-Using Technology in Language, Teaching. Computer Assisted Language Learning	18	Seminar, PPT presentation , Activity Teaching Practices

**COURSE DESIGNER: Mrs.M.Thilagavathi**

DEPARTMENT OF ENGLISH				Class : III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
VI	Core	23OUEN63	SHAKESPEARE STUDIES	4	6	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives

1. To facilitate learners with a deeper understanding of Shakespeare's drama by reading a range of his plays from a variety of different critical perspectives
2. To provide learners with an overview of Shakespeare's historical and political contexts
3. To help learners gain an appreciation of Shakespeare's dramatic practice through close readings of the plays themselves
4. To help them view the plays in performance either by visiting current theatre productions or by watching film versions
5. To equip learners with a good working knowledge of both Shakespeare's drama and Shakespeare criticism

### Course Content:

#### UNIT – I General Shakespeare

Shakespeare & his relevance

The Four Phases of Shakespeare's Dramatic career

The Shakespearean Stage, Theatre, Audience, Clowns and Fools,

Shakespeare's Soliloquies,

#### UNIT – II Sonnets and Tales

Sonnets, 12, 65, 86

Tales from Shakespeare-(30 seconds Shakespeare) - Ros Barber and Mary Rylance

#### UNIT – III Tragedy-

Julius Caesar, Macbeth

#### UNIT – IV Comedy

Merchant of Venice, Tempest.

#### UNIT – V Shakespearean Criticism

A C Bradley -Shakespearean Tragedy

Stephen Greenblatt -Invisible Bullet

**Books for study:**

1. Stephen Greenblatt, ed., The Norton Shakespeare, (Romances& Poems, Tragedies, Comedies), W.W. Norton & Co., London. 1997.
2. John f. Andrews, ed., William Shakespeare: His World, His Work, His Influence, Charles Scribner’s Sons, 1985

**Books for Reference:**

1. Donaldson, Peter S. “Two of Both Kinds: Marriage and Modernism in Peter Hall’s A Midsummer Night’s Dream." in Reel Shakespeare. Edited by Courtney Lehmann and Lisa Starks. Cranbury, NJ: Associated University Presses, 2002.
2. Frye, Northrop. “The Argument of Comedy.” In English Institute Essays. New York, NY: Columbia University Press, 1949, pp. 58-73; repr. in Shakespeare:

**Web resources / E books:**

Reinhardt, Max and William Dieterle. (1935): VHS, laserdisc

**Pedagogy:**

Chalk and Talk, PPT, group discussion, quiz, on the spot test, and assignments.

**Rationale for nature of Course:** This course is designed to enhance the knowledge of Shakespeare’s works and cultural contexts of his plays

**Knowledge and Skill:** Able to understand the themes of shake spares plays and able to read and understand Shakespeare’s plays

**Activities to be given:** Role play, enacting a Scene from Drama

**Course Learning Outcomes (CLOs):**

On completion of this course, students will;

CLO	Course Outcomes Statement	Knowledge (According to Bloom’s Taxonomy) (K1 to K4)
CLO1	Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed	K1 to K3
CLO2	Show evidence of wider reading and a knowledge of Shakespeare scholarship.	K1to K3
CLO3	Articulate ideas that identify, analyse and communicate principles and concepts of the plays discussed, while considering competing points of view	K1 to K4

CLO4	Undertake research to demonstrate detailed knowledge of theories and concepts in Shakespeare studies as applied to the plays discussed.	K1 to K3
CLO5	Engage critically with both primary and secondary texts to develop informed opinions and make incisive interpretations	K1 to K4

### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

**1-Basic Level**

**2- Intermediate Level**

**3- Advanced Level**

### Lesson Plan: Total Hours (90)

UNIT	DESCRIPTION	HRS	MODE
I	Shakespeare & his relevance The Four Phases of Shakespeare's, Dramatic career The Shakespearean Stage, Theatre, Audience, Clowns and Fools, Shakespeare's Soliloquies,	18	Chalk and Talk, PPT, quiz, on the spot test
II	Sonnets, 12,65,86 Tales from Shakespeare-( 30 seconds Shakespeare)- Ros Barber and Mary Rylance	18	Chalk and Talk, PPT, quiz, on the spot test, Narrating the story
III	Julius Caesar, Macbeth	18	Chalk and Talk, PPT, quiz, on the spot test, Enacting a Scene
IV	Merchant of Venice, Tempest.	18	Chalk and Talk, PPT, quiz, on the spot test, Enacting a Scene

v	<b>Shakespearean Criticism</b> A C Bradley -Shakespearean Tragedy Stephen Greenblatt -Invisible Bullet	18	Seminar, PPT presentation
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**COURSE DESIGNER: Dr. B.Kaavika Shree**

DEPARTMENT OF ENGLISH				Class : III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
VI	DSEC IV	23OUENDSE6A	Art and Literary Aesthetics	3	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives

1. To introduce the multidisciplinary nature of Art and Literary Studies.
2. To gain an understanding of various movements in art history.
3. To help students find relevant and associative ideas.
4. To engage with works of art that directly refer to literary works and also draw inspiration from it.
5. To recognize how all forms of art is part of a continuum.

### Course Content:

#### UNIT – I

Literature and Visual Arts - Essays.

#### UNIT - II

Romanticism Through Coleridge And Delacroix

#### UNIT – III

Pre-Raphaelite Movement - D.G. Rossetti's Proserpine (Painting and Poem)

#### UNIT – IV

Post-Impressionism – Amritya Sher-Gill's Ancient Story Teller Painting and Virginia Woolf's The Waves (Novel)

#### UNIT – V

Expressionism - Munch- Scream (Painting) And Kafka- Metamorphosis (Novella)

### Books for study:

1. Graham, Gordon. *Philosophy of Arts: An Introduction to Aesthetics*. Roulledge, 2006.

### Books for Reference:

1. Herbert Read—extract from *The Meaning of Art* (pg17-48)Pelican Books,1959.

**Web resources / E books:**

1. Astor, Dave. Music in Literature. 2 Apr. 2013, [www.huffpost.com/entry/music-in-literature\\_b\\_2590404](http://www.huffpost.com/entry/music-in-literature_b_2590404)
2. Benjamin, Elizabeth and Sophie Corser. -Introduction Literature and Art: Conversations and Collaborations | MHRA

**Pedagogy:**

Chalk and Talk, PPT, group discussion, quiz, on the spot test, and assignments.

**Rationale for nature of Course:** This course is designed to enhance the knowledge of literature and other arts, various movements link to it

**Knowledge and Skill:** Able to understand the connection between literature and other arts

**Activities to be given:** Comparing painting and poetry, Model making

**Course Learning Outcomes (CLOs):**

On completion of this course, students will

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	The students will be able to engage with literature in a broader, educated perspective	K1 to K3
CLO2	The student will be able to think with greater originality and independence about the complex interrelationship between different art forms	K1 to K3
CLO3	the student will be trained to engage sensitively and intelligently in new readings of literature	K1 to K4
CLO4	the course develops an understanding between literature painting and music	K1 to K3
CLO5	initiate students to implement the multidisciplinary scope of art and literature	K1 to K4

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2

<b>CLO3</b>	3	3	1	1	1	2
<b>CLO4</b>	3	2	2	3	3	2
<b>CLO5</b>	3	3	1	2	3	3

**1-Basic Level      2- Intermediate Level      3- Advanced Level**

**Lesson Plan: Total Hours (75)**

<b>UNIT</b>	<b>DESCRIPTION</b>	<b>HRS</b>	<b>MODE</b>
I	Literature and Visual Arts - Essays.	15	Chalk and Talk, PPT, quiz, on the spot test
II	Romanticism Through Coleridge And Delacroix	15	Chalk and Talk, PPT, quiz, on the spot test
III	Pre-Raphaelite Movement - D.G. Rossetti's Proserpine (Painting and Poem)	15	Chalk and Talk, PPT, quiz, on the spot test
IV	Post-Impressionism – Amritya Sher-Gill's Ancient Story Teller Painting and Virginia Woolf's The Waves (Novel)	15	Chalk and Talk, PPT, quiz, on the spot test,
V	Expressionism - Munch- Scream (Painting) And Kafka- Metaphorphosis (Novella)	15	Seminar, PPT presentation , Activity - Model Preparation

**COURSE DESIGNER: Dr. S. Gayathri**

DEPARTMENT OF ENGLISH				Class : III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
VI	DSEC IV	23OUENDSE6B	DIGITAL LITERACY AND CONCEPTS	3	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives

1. To help the students to be introduced to digital literacy
2. To elaborate on digital values, language and culture
3. To explore digital literacy in terms of information, identity and labelling
4. To discuss teacher's engagement in digital literacy
5. To analyse socio- economic factors in digital literacy

### Course Content:

#### UNIT – I

Introduction to the Digital Literacy Journey-Digital Literacy, Digitizing Information, Social Impact of Computing, Communication, Collaboration, Ethics

#### UNIT – II

What are digital literacies? Values of Digital Literacy, Digital Literacy in the language classroom, Focus on language: print and texting literacies, Focus on connections: personal, participatory and intercultural literacies.

#### UNIT – III

Information Literacy, Media Literacy, Young People's Identity  
Engagement with Technology, Labelling the Digital Generations

#### UNIT – IV

Teachers' Engagement with Digital Literacy, The role of literature in language and literacy learning, Digital literacy: A conceptual framework for survival skills in the digital era, Challenges for Digital Literacy in English Curriculum, Digital Literacy and Digital Literature.

**UNIT – V**

Socio-economic Factors in Digital Literacy, Digital Literacy and Composition, Digital Databases

**Books for study:**

1. Bowles, Mark. *Introduction to Digital Literacy* (2nd Edition) American Military University, 2013.
2. Marsh.J. *Popular Culture, New Media and Digital Literacy in Early Childhood* , Routledge, 2004

**Books for Reference:**

1. *Implementing Media Literacy: Empowerment, Participation and Responsibility*– S.Livingston
2. *Literacy: Reading the word and the word* – P.Freire and P.Macedo.
3. *Media Literary in Schools: Practice, Production and Progression* – A. Burnand J. Durran.
4. *Digital Literacy for Learning* – A.Martin and D.Madigan *Changing Literacies* – C. Lankshear.

**Web resources / E books:**

[https://www.google.co.in/books/edition/Digital\\_Literacies/](https://www.google.co.in/books/edition/Digital_Literacies/)

Chalk and Talk, PPT, group discussion, quiz, on the spot test, and assignments.

**Rationale for nature of Course:** This course is designed to enhance the knowledge of digital information and Databases

**Knowledge and Skill:** Able to understand the skill needed in the digital age and get introduced to new media and technology

**Activities to be given:** Project using digital tools

**Course Learning Outcomes (CLOs):**

On completion of this course, students will

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Gain knowledge of digital literacy.	K1 to K3

CLO2	Acquire skills in text literacies and language.	K1 to K3
CLO3	Acquire skills in information digital literacy.	K1 to K4
CLO4	Build confidence in using digital literacy.	K1 to K3
CLO5	Aware of the various types socio- economic factors in digital literacy.	K1 to K4

### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CLO1</b>	3	3	2	2	3	3
<b>CLO2</b>	3	3	2	3	3	2
<b>CLO3</b>	3	3	1	1	1	2
<b>CLO4</b>	3	2	2	3	3	2
<b>CLO5</b>	3	3	1	2	3	3

**1-Basic Level**

**2- Intermediate Level**

**3- Advanced Level**

### Lesson Plan: Total Hours(75)

UNIT	DESCRIPTION	HRS	MODE
I	Introduction to the Digital Literacy Journey- Digital Literacy, Digitizing Information, Social Impact of Computing, Communication, Collaboration, Ethics	15	Chalk and Talk, PPT, quiz, on the spot test
II	What are digital literacies? Values of Digital Literacy, Digital Literacy in the language classroom, Focus on language: print and texting literacies, Focus on connections: personal, participatory and intercultural literacies.	15	Chalk and Talk, PPT, quiz, on the spot test
III	Information Literacy, Media Literacy, Young People's Identity Engagement with Technology, Labelling the Digital Generations	15	Chalk and Talk, PPT, quiz, on the spot test

IV	Teachers' Engagement with Digital Literacy, The role of literature in language and literacy learning, Digital literacy: A conceptual framework for survival skills in the digital era, Challenges for Digital Literacy in English Curriculum, Digital Literacy and Digital Literature	15	Chalk and Talk, PPT, quiz, on the spot test,
V	Socio-economic Factors in Digital Literacy, Digital Literacy and Composition, Digital Databases	15	Seminar, PPT presentation , Activity and Model Preparation

**COURSE DESIGNER: R.Haridharani**

DEPARTMENT OF ENGLISH				Class : III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
VI	DSEC V	23OUENDSE6C	WRITING FOR MEDIA	3	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives

1. To learn the basics of journalistic reporting, writing, and editing.
2. To acquire basic skills in other forms of written communication.
3. To learn how to use technology
4. To reach, communicate with and increase your audience.
5. To explore various branches of journalism.

### Course Content:

#### UNIT – I

Introduction to types of media, print electronic, digital writing, significance of media and social benefits.

#### UNIT – II

Writing for the media-the basic principles-Style of media writing.

#### UNIT – III

Types of media writing-1 News Reports-Interviews-Commentaries. Preparing news reports

#### UNIT – IV

Types of media writing-2 Reviews of Art, Literature, Film-Reporting Cultural Events.

#### UNIT – V

Types of media writing- journalism in education, tabloid, investigative, developmental and photography- Preparing Travel Vlog, Social Media reporting

**Books for study:**

1. Pickering, Ian. Writing for News Media: The Story Teller's Craft. Routledge, 2018.
2. Flak, Vincent F. Dynamics of Media Writing: Adapt and Connect. Sage, 2018.
3. Gibaldi, Writing for Media, McGraw hill 2021.

**Books for Reference:**

1. Batty, Craig and Cain, Sandra. Media Writing: A Practical Introduction. Red Globe Press, 2016.

**Web resources / E books:**

[https://www.google.co.in/books/edition/The\\_Basics\\_of\\_Media\\_Writing/YIK0DAAAQBAJ?hl=en&gbpv=1&dq=media+writing](https://www.google.co.in/books/edition/The_Basics_of_Media_Writing/YIK0DAAAQBAJ?hl=en&gbpv=1&dq=media+writing)

**Pedagogy:**

Chalk and Talk, PPT, group discussion, quiz, on the spot test, and assignments.

**Rationale for nature of Course:** This course is designed to enhance the knowledge of principles of journalism and style of writing

**Knowledge and Skill:** Able to understand the type of media writing and learn the skill of writing effectively

**Activities to be given:** writing news report, film review, Photograph caption

**Course Learning Outcomes (CLOs):**

On completion of this course, students will;

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Recall the basics of reporting and writing for print media.	K1 to K3
CLO2	Report news keeping values and qualities of a good reporter.	K1 to K3
CLO3	Apply theoretical knowledge in writing reports, commentaries, reviews.	K1 to K4
CLO4	Distinguish between the different styles of Journalism and compose specific articles.	K1 to K3
CLO5	Apply various knowledge in regard to various branches of journalism.	K1 to K4

**Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)**

	PO1	PO2	PO3	PO4	PO5	PO6
<b>CLO1</b>	3	3	2	2	3	3
<b>CLO2</b>	3	3	2	3	3	2
<b>CLO3</b>	3	3	1	1	1	2
<b>CLO4</b>	3	2	2	3	3	2
<b>CLO5</b>	3	3	1	2	3	3

**1-Basic Level****2- Intermediate Level****3- Advanced Level****Lesson Plan: Total Hours (75)**

UNIT	DESCRIPTION	HRS	MODE
I	Introduction to types of media, print electronic, digital writing, significance of media and social benefits.	15	Chalk and Talk, PPT, quiz,, on the spot test
II	Writing for the media-the basic principles-Style of media writing.	15	Chalk and Talk, PPT, quiz, on the spot test
III	Types of media writing-1 News Reports-Interviews-Commentaries. Preparing news reports	15	Chalk and Talk, PPT, quiz, Preparing news report
IV	Types of media writing-2 Reviews of Art, Literature, Film-Reporting Cultural Events.	15	Chalk and Talk, PPT, quiz, Preparing reports on event, film review writing
V	Types of media writing- journalism in education, tabloid, investigative, developmental and photography- Preparing Travel Vlog, Social Media reporting	15	Seminar, Activity preparing vlog, Social media reporting

**COURSE DESIGNER: Ms.S.Priyadharshini**

DEPARTMENT OF ENGLISH				Class : III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours /week	CIA	Ext	Total
VI	DSEC V	23OUENDSE6D	COMMUNICATIVE ENGLISH	3	5	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives

1. To understand the basic fundamentals.
2. To imply different styles of communication.
3. To impart knowledge about the extempore communicative activities.
4. To dissect information.
5. To analyse texts.

### Course Content:

#### UNIT – I

Kinds of sentences, Word Order, usage of preposition, use of adjectives, adverbs for description, Determiners-Agreement (Subject – Verb, Pronoun- Antecedent) collocation

#### UNIT - II

Tenses Reported speech, Active and passive Voice, Phrasal Verbs, Linkers/ Discourse Markers, Question Tags

#### UNIT – III

Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect - Essay writing: Descriptive and Narrative

#### UNIT – IV

Reading Comprehension – Skimming and scanning-inference and deduction – Reading various kinds of material –Speaking: Narration of incidents / stories/ anecdotes- Current News Awareness

**UNIT – V**

Nirad C Chaudhuri- “Indian Crowds” [Non-Detailed],

Dr.S.Radhakrishnan -“The Shaping of my Character” [Detailed]

Charles Lamb- “Dream Children” [Detailed],

Ruskin Bond “Night Train at Deoli” [Non-Detailed]

Agra Gra “And you call me coloured” [Detailed]

**Books for study:**

1.Ruskin Bond, Time Stops at Shamli and Other Stories, Penguin Books India Pvt Ltd,1989

**Books for Reference:**

1.Shyamala, V. Speak English in Four Easy Steps, Improve English Foundation Thiruvananthapuram: 2006.

2. Tagore, Rabindranath, Selected Short Stories, Srishti publication, 2014

**Web resources / E books:**

[https://www.google.co.in/books/edition/Communicative\\_English\\_For\\_Engineers\\_And/Be00Tz9E198C?hl=en&gbpv=1&dq=for+COMMUNICATIVE+ENGLISH+pdf&printsec=frontcover](https://www.google.co.in/books/edition/Communicative_English_For_Engineers_And/Be00Tz9E198C?hl=en&gbpv=1&dq=for+COMMUNICATIVE+ENGLISH+pdf&printsec=frontcover)

**Pedagogy:**

Chalk and Talk, PPT, group discussion, quiz, on the spot test, and assignments.

**Rationale for nature of Course:** This course is designed to enhance the grammar knowledge and develop the skills of communication.

**Knowledge and Skill:** Able to understand different types of reading and learn skills of language

**Activities to be given:** Reading a piece from classical writing, Paragraph writing, Analysing the text given

**Course Learning Outcomes (CLOs):**

On completion of this course, students will;

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	Recall fundamental concepts of the four linguistic skills.	K1 to K3
CLO2	Apply different styles communication in professional context.	K1 to K3
CLO3	Participate in different planned and extempore communicative activities	K1 to K4
CLO4	Interpret and discuss facts as well as information in each context.	K1 to K3

CLO5	Critique literary texts that develop an appreciation for human values.	K1 to K4
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### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

1-Basic Level

2- Intermediate Level

3- Advanced Level

### Lesson Plan: Total Hours (75)

UNIT	DESCRIPTION	HRS	MODE
I	Kinds of sentences, Word Order, usage of preposition, use of adjectives, adverbs for description, Determiners-Agreement (Subject – Verb, Pronoun- Antecedent) collocation	15	Chalk and Talk, PPT, quiz, on the spot test
II	Tenses Reported speech, Active and passive Voice, Phrasal Verbs, Linkers/ Discourse Markers, Question Tags	15	Chalk and Talk, PPT, quiz, on the spot test
III	Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect - Essay writing: Descriptive and Narrative	15	Chalk and Talk, PPT, quiz, Writing Paragraphs on the given topic
IV	Reading Comprehension – Skimming and scanning- inference and deduction – Reading various kinds of material –Speaking: Narration of incidents / stories/ anecdotes- Current News Awareness	15	Chalk and Talk, PPT, Reading Activity. Reading from a classical work
V	Nirad C Chaudhuri- “Indian Crowds” Dr.S.Radhakrishnan -“The Shaping of my Character” [Detailed] Charles Lamb- “Dream Children” [Detailed], Ruskin Bond “Night Train at Deoli” [Non-Detailed] Agra Gra “And you call me coloured” [Detailed]	15	Seminar, PPT presentation , Activity – Narrating the story, Writing a paragraph.

**COURSE DESIGNER: Ms.Priyadharshini**

DEPARTMENT OF ENGLISH				Class : III B.A English				
Sem	Category	Course Code	Course Title	Credits	Contact Hours/week	CIA	Ext	Total
VI	SEC	23OUENSEC6	ENGLISH FOR TECHNICAL WRITING	2	2	25	75	100

Nature of Course		
Knowledge and Skill Oriented	Employability Oriented	Entrepreneurship oriented
✓	✓	

### Course Objectives

1. To help the students to recognize and incorporate basic grammar, mechanics, and sentence variety in writing.
2. To enable them to answer with explanation for Interviews four basic skills in English Listening, Speaking, Reading and Writing.
3. To help the students to develop an ability to recognize main idea and supporting details in order to improve comprehension and retention of written information.
4. To help them to understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzing quantifiable data discovered by researching, and constructing finished professional workplace documents.
5. Enable the students to apply the study of linguistic ability and grammar in their practical life.

### Course Content:

#### UNIT – I

Linguistic- Linguistic Techniques- Language skills, Language acquisition - The History of English- Modern Usage of English

#### UNIT - II

Reading Comprehension- Phonetics- Oral drills-Barriers to Communication.

#### UNIT – III

Linguistic ability – Listening - Paragraph writing - Business Letter-Nature and Scope of Letters- Job application letters.

#### UNIT – IV

Technical description- Precis writing and public speech-advertising.

**UNIT – V**

Conversation skills – Telephonic Conversation- Polite forms- Standard

Variety of English

**Books for study:**

1. Gajanan Malviya and R.N. Shukla, *Communication Skills*, S. Chand, 2000
2. Geoffrey, Leech. *A Communicative Grammar of English*, OUP, 2019

**Books for Reference:**

1. E.B. White & William Strunk, *The Elements of Style*, Longman, 1999
2. Markel, Mike, *Technical Communication*, Bedford, 2012

**Web resources / E books:**

1. [http:// www.tech-tav.com/](http://www.tech-tav.com/) technical-writing- resources.
2. [http:// guides. Library.bccampus.ca/technical writing](http://guides.library.bccampus.ca/technical-writing)

**Pedagogy:**

Chalk and Talk, PPT, group discussion, quiz, on the spot test, and assignments.

**Rationale for nature of Course:** This course is designed to enhance the knowledge history of language and language acquisition

**Knowledge and Skill:** Able to learn technical skills and conversational skills

**Activities to be given:** letter writing, telephonic conversation

**Course Learning Outcomes (CLOs):**

On completion of this course, students will;

CLO	Course Outcomes Statement	Knowledge (According to Bloom's Taxonomy) (K1 to K4)
CLO1	To clearly convey specialized information from a technical field to non-specialized audience.	K1 to K3
CLO2	Find jobs for their livelihood be motivated for their future education.	K1 to K3
CLO3	Apply the study of linguistic ability and grammar in their practical life.	K1 to K4
CLO4	Understand professional writing by studying management communication contexts and genres, researching contemporary business topics, analyzing quantifiable data discovered by researching, and constructing finished professional workplace documents.	K1 to K3

CLO5	Recognize, explain, and use the formal elements of specific genres of organizational communication: white papers, recommendation and analytical reports, proposals, memorandums, web pages, wikis, blogs, business letters, and promotional document.	K1 to K4
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### Mapping of Course Learning Outcomes (CLOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6
CLO1	3	3	2	2	3	3
CLO2	3	3	2	3	3	2
CLO3	3	3	1	1	1	2
CLO4	3	2	2	3	3	2
CLO5	3	3	1	2	3	3

**1-Basic Level**

**2- Intermediate Level**

**3- Advanced Level**

### Lesson Plan: Total Hours (30)

UNIT	DESCRIPTION	HRS	MODE
I	Linguistic- Linguistic Techniques- Language skills, Language acquisition - The History of English- Modern Usage of English	6	Chalk and Talk, PPT, quiz, Poetry Recitation, on the spot test
II	Reading Comprehension- Phonetics- Oral drills- Barriers to Communication	6	Chalk and Talk, PPT, quiz, on the spot test
III	Linguistic ability – Listening - Paragraph writing – Business Letter-Nature and Scope of Letters- Job application letters	6	Chalk and Talk, PPT, quiz, on the spot test
IV	Technical description- Precis writing and public speech- advertising.	6	Chalk and Talk, PPT, quiz, on the spot test,
V	Conversation skills – Telephonic Conversation- Polite forms- Standard Variety of English	6	Seminar, PPT presentation , Activity – letter writing- conversational practice

**COURSE DESIGNER: Ms.S. Meenakshi**