



**PSGR  
Krishnammal College for Women**



**College of Excellence, *nirf* 2023 - 4<sup>th</sup> Rank  
Autonomous and Affiliated to Bharathiar University  
Reaccredited with A<sup>++</sup> grade by NAAC, An ISO 9001:2015 Certified Institution  
Peelamedu, Coimbatore-641004**

## **DEPARTMENT OF ENGLISH**

**CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING  
OUTCOME- BASED CURRICULAR FRAMEWORK (LOCF)**

**(Semester I)**

**BACHELOR OF ENGLISH LITERATURE  
2023 – 2026 BATCH**

## **PROGRAMME LEARNING OUTCOMES (PLOs)**

After completion of the programme, the student will be able to:

**PLO1:** Master core concepts of the structure of the English language and literature

**PLO2:** Demonstrate the ability to speak and write clearly, effectively, and resourcefully

**PLO3:** Relate to and respond creatively and ethically to any life situation, through their experiential learning of literature

**PLO4:** Participate in decisive conversations, of interdisciplinary nature, and deliver their service to the community

**PLO5:** Reflect critically about their roles and identities and be competent citizens in a complex, interconnected environment

## **PROGRAMME SPECIFIC OUTCOME (PSOs)**

The students at the time of graduation will be able to:

**PSO1:** Analyse texts with attention to ambiguity, complexity, and aesthetic value

**PSO2:** Prepare, organize and participate in critical conversations

**PSO3:** Select and utilize ideas from literature in their own reading and writing

**PSO4:** Practice writing process with emphasis on inquiry, audience, research, and revision



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**DEPARTMENT OF ENGLISH**

**CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING OUTCOME BASED  
CURRICULAR FRAMEWORK (LOCF)**

**SYLLABUS & SCHEME OF EXAMINATION**

**BACHELOR OF ENGLISH LITERATURE – 2023-2026 BATCH**

Sem	Part	Subject code	Title of the Paper		Instruction Hours/Week	Contact Hours	Tutorial	Duration of Examination	Examination Marks			Credits
									CA	ESE	Total	
I	I	TAM2301/ HIN2301/ FRE2301	Part I – Language Paper I	Language	6	88	2	3	25	75	100	3
	II	ENG2301	Part II – English Paper I	English	6	88	2	3	25	75	100	3
	III A	EG23C01	Core I-British Prose	CC	5	73	2	3	25	75	100	4
	III A	EG23C02	Core II- Social0 History of England	CC	5	73	2	3	25	75	100	4
	III A	EG23A01/ ES23A02/ ES23A01/ HI23A01	Allied I/ Cluster - English Through Classics I/ International Marketing/ Indian Economic Development/ Principles of Modern Government	GE	6	88	2	3	25	75	100	5
	IV	NME23ES/ NME23WS/ NME23B1/ NME23A1/	NEN Introduction to Entrepreneurship/ Women Studies/ Basic Tamil I/ Advanced Tamil I	AEC	2	30	-	-	100	-	100	2
					2	28	2	-	100	-	100	2

CC – Core Course  
ESE - End Semester Examination

CA – Continuous Assessment  
AEC – Ability Enhancing Course

GE – Generic Elective

COURSE NUMBER EG23C01	COURSE NAME I B. A. ENGLISH LITERATURE CORE I – BRITISH PROSE	Category	L	T	P	Credits
		Theory	73	2	-	4

### Preamble

The course aims to help students gain insight into the prose of great masters of literature who have portrayed the quintessence of life in their works.

### Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Recognize English prose from different backgrounds and periods	K1
CLO2	Understand the nuances of literary works of major literary figures	K2
CLO3	Develop reading strategies with an enriched vocabulary	K3
CLO4	Examine the different styles of writing	K4
CLO5	Analyse the latest technology and its interconnectivity with the society	K4

### Mapping with Programme Learning Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO 1	S	S	M	M	S
CLO 2	S	S	S	M	S
CLO 3	S	M	S	S	S
CLO 4	S	S	S	S	S
CLO 5	M	S	S	S	S

S- Strong; M-Medium; L-Low

<b>Unit I</b>	<b>15 Hours</b>
Francis Bacon: Of Studies Richard Steele: The Spectator Club Joseph Addison: Sir Roger at Church Oliver Goldsmith : The Man in Black	
<b>Unit II</b>	<b>14 hours</b>
Charles Lamb : A Dissertation upon Roast Pig, Dream Children: A Reverie William Hazlitt : On the Ignorance of the Learned Bernard Shaw : How I Became a Public Speaker	
<b>Unit III</b>	<b>15 hours</b>
A. G. Gardiner : A Fellow Traveller E. V. Lucas : A Door-Plate Stephen Leacock : With the Photographer G. K. Chesterton : On Running After One's Hat	
<b>Unit IV</b>	<b>16 hours</b>
Robert Lynd : In Praise of Mistakes Virginia Woolf : Professions for Women Aldous Huxley : English Snobbery J. B. Priestley : Travel by Train George Orwell: Book Shop Memories	
<b>Unit V</b>	<b>13 hours</b>
Dalim Basu- 10 Disruptive Technologies: And How They'll Change Your Life Roger Luckhurst - Modern Literature and Technology	

### Textbook

S.No.	Author	Title of the Book	Publisher	Year of Publication
1	Compiled	British Prose	Department of English	2020

### Reference Books

S.No.	Authors	Title of the Book	Publishers	Year of Publication
1	Noel, Annan	<i>Mathew Arnold- Selected Essays</i>	OUP	1968
2	Editorial Board	<i>Golden Leaves</i>	Macmillan	2012
3	Kaliraj, P. & Devi T.	<i>Higher Education for Industry 4.0 and Transformation to Education 5.0</i>	----	2021

<b>Module No.</b>	<b>Topic</b>	<b>CLO level</b>	<b>No. of periods</b>	<b>Content delivery method</b>	<b>Student engagement</b>	<b>Participatory Learning / Experiential Learning / Problem based</b>
<b>Unit – I</b>						
1	Francis Bacon: Of Studies	CLO 1 CLO 2	1	Lecture- Chalk and Talk/ Group Reading	Quescussion/ Mind Map/Role Play	Participatory Learning
2	Prose Style in Of Studies	CLO 3 CLO 4 CLO 5	1	Discussion	Think Pair and Share/Voice Recording/St yle Imitation	Experiential Learning
3	Introduction to Richard Steele	CLO 1 CLO 2	1	Lecture	Concept Mapping	Participatory Learning
4	The theme of The Spectator Club	CLO 3 CLO 5	1	Discussion	Word Cloud (Mentimeter) /Discussion Circles	Participatory Learning
5	The Spectator Club by Richard Steele	CLO 3 CLO 4	1	Chalk and Talk/ Group Reading	Imaginary Character Interviews/Es say Review	Experiential Learning
6	Critical analysis of The Spectator Club	CLO 4 CLO 5	1	Flipped Classroom	Think Pair and Share/Socrati c Seminar	Problem-Based Learning
7	Revision	CLO 3 CLO 4 CLO 5	1	Discussion	Brainstormin g/ Writing Reflections	Problem-Based Learning
8	Introduction to Addison	CLO1	1	Lecture- Chalk and Talk/ Group Reading	Group Discussion	Participatory Learning
9	Thematic analysis of Sir Roger at Church	CLO 2 CLO 3	1	Discussion	Role play/Reader' s Theatre	Experiential Learning
10	Addison & Steele as Critics	CLO3	1	Flipped Classroom	Think Pair and Share	Problem Based Learning

11	Addison - Periodical Essays	CLO 1 CLO 4	1	Discussion	Comparative Reviews or Reflective Journaling/Post-It Parade	Participatory Learning
12	Critical analysis of the character Sir Roger	CLO 4 CLO 5	1	Visual	Visual Representation/Posters	Experiential Learning
13	Introduction to Oliver Goldsmith's The Man in Black	CLO 3 CLO 4	1	Lecture- Chalk and Talk/ Group Reading	Quescussion/ Mind Map	Participatory Learning
14	Discussion on the 18 <sup>th</sup> Century Society, and its impact on the essay The Man in Black	CLO 2 CLO 5	1	Discussion	One-Minute Paper/ Socratic Method	Problem Based Learning
15	Critical analysis of the essay The Man in Black	CLO 4 CLO 5	1	Group Reading	Article Review/Philosophical Chairs	Experiential Learning
Unit – II						
16	Introduction to the essays of Charles Lamb: A Dissertation upon Roast Pig	CLO 1 CLO 2	1	Lecture- Chalk and Talk/ Group Reading	Quescussion/ Mind Map	Participatory Learning
17	Dream Children: A Reverie	CLO 2 CLO 3	1	Chalk and Talk/ Group Reading	Roleplay	Experiential Learning
18	Discussion on The Literary Versatility of Charles Lamb	CLO 3	1	Discussion	One Minute Paper/ Brainstorming	Problem Based Learning
19	A critical study on Charles Lamb	CLO 4 CLO 5	1	Group Discussion	Essay Review/ Style Imitation	Experiential Learning
20	A thematic study on Chinese anecdotes of culinary universal objects	CLO 3	1	Flipped Classroom	Think Pair and Share/Socratic Seminar	Problem-Based Learning
21	Charles Lamb's view on the art of cooking with other critical Interpretations	CLO 4 CLO 5	1	Discussion	Brainstorming	Problem Based Learning
22	Introduction to William Hazlitt	CLO 1 CLO 2	1	Lecture- Chalk and Talk/ Group Reading	Quescussion/ Mind Map	Participatory Learning

23	On the Ignorance of the Learned	CLO 2 CLO 3	1	Group Reading	Jam-board/Post-It Parade	Participatory Learning
24	William Hazlitt as a Critic	CLO 3	1	YouTube Videos	Quizziz	Participatory Learning
25	Critical study of the essay On the Ignorance of the Learned by William Hazlitt	CLO 4 CLO 5	1	Discussion	Roleplay	Experiential Learning
26	Introduction to Bernard Shaw's How I Became a Public Speaker	CLO 3	1	Chalk and Talk/ Group Reading	Demonstration/Reader's Theater	Experiential Learning
27	Bernard Shaw as a popular Public Speaker	CLO 4 CLO 5	1	Lecture- Chalk and Talk/ Group Reading	Quescussion	Participatory Learning
28	A study on the different public speeches of Shaw	CLO 3	1	Discussion	Philosophical Chairs/Roleplay/ Comparative Review	Experiential Learning
29	Bernard Shaw as a Social Reformer	CLO 3	1	Lecture- Chalk and Talk/ Group Reading	Peer Review and Revision/Quescussion	Participatory Learning
<b>Unit – III</b>						
30	Introduction to A.G. Gardiner's A Fellow Traveller	CLO 1 CLO 2	1	Lecture- Chalk and Talk/ Group Reading	Quescussion/ Concept Mapping	Participatory Learning
31	A Critical Study of the Essay	CLO 5 CLO 4	1	Flipped Classroom	Think Pair and Share/ Socratic Seminar	Problem Based Learning
32	A. G. Gardiner as an Essayist.	CLO 3	1	Lecture- Chalk and Talk/ Group Reading	Quescussion/ Mind Map	Participatory Learning
33	Discussion on A Fellow Traveller	CLO 3	1	PPT/ Visual	Case Thinking/Visualization Exercise	Problem Based Learning
34	A study on A. G. Gardiner's train journey	CLO 4 CLO 5	1	Group Discussion	Essay Review/Gallery Walk	Experiential Learning
35	Introduction to E.V. Lucas's The Door- Plate	CLO1	1	Group Reading	Jam board	Participatory Learning



36	E.V. Lucas as a Critic	CLO2	1	OER/ YouTube Video	Quizziz	Participatory Learning
37	Thematic study of the essay The Door-Plate	CLO 3 CLO 4	1	Discussion	Critical Dialogue/Reflection and Response/ Group Research	Experiential Learning
38	Analysis of The Door- Plate	CLO 4 CLO 5	1	Group Discussion	Essay Review	Experiential Learning
39	Examining the essay, The Door-Plate	CLO4	1	Flipped Classroom	Think Pair and Share/ Socratic Seminar	Problem Based Learning
40	E.V. Lucas and his contemporaries	CLO 1 CLO 2	1	PPT	Review/One-Minute Paper	Experiential Learning
41	Introduction to Stephen Leacock's With the Photographer	CLO 1	1	Lecture- Chalk and Talk/ Group Reading	Quescussion/ Mind Map	Participatory Learning
42	A study on Stephen Leacock and his works	CLO 1 CLO 2	1	Group Discussion	Post It Parade/Creative Writing	Experiential Learning
43	Introduction to G. K. Chesterton's On Running After One's Hat	CLO 1 CLO 2	1	Lecture- Chalk and Talk/ Group Reading	Quescussion/ Mind Map	Participatory Learning
44	A Critical Study of G. K. Chesterton's On Running After One's Hat	CLO 3 CLO 4	1	Edu Video/ Visual	Role Play/ Visual Interpretation	Experiential Learning
<b>Unit – IV</b>						
45	Introduction to Robert Lynd	CLO 1	1	Lecture- Chalk and Talk/ Group Reading	Quescussion/ Mind Map	Participatory Learning
46	Introduction to Robert Lynd: In Praise of Mistakes	CLO 1 CLO 2	1	Group Reading	Jam-board	Participatory Learning
47	A thematic study of the essay In Praise of Mistakes	CLO 2 CLO 3	1	Flipped Classroom	Think Pair and Share/ Socratic Seminar	Problem Based Learning
48	Critical study of the essay In Praise of Mistakes	CLO 3 CLO 4	1	Group Discussion	Essay Review	Experiential Learning
49	Introduction to Virginia Woolf's From Profession for Women	CLO 1 CLO 2	1	PPT/ YouTube Videos/ OER	Visual Interpretation	Experiential Learning

50	Virginia Woolf as a Social Reformer	CLO 3	1	Lecture- Chalk and Talk/ Group Reading	Quescussion/ Mind Map	Participatory Learning
51	Thematic study of Virginia Woolf's From Profession for Women	CLO 2 CLO 3	1	PPT	Review	Experiential Learning
52	Introduction to Aldous Huxley's English Snobbery	CLO 1 CLO 2	1	Lecture- Chalk and Talk/ Group Reading	Quescussion	Participatory Learning
53	A critical study on different types of Snobberies in modern era.	CLO 3 CLO 4	1	Flipped Classroom	Think Pair and Share	Problem Based Learning
54	Critical study of the essay English Snobbery	CLO 4 CLO 5	1	Lecture- Chalk and Talk/ Group Reading	Quescussion/ Mind Map	Participatory Learning
55	Introduction to J. B. Priestley's Travel by Train	CLO 1 CLO 2	1	PPT	Case Thinking	Problem Based Learning
56	A brief introduction to the works of J. B. Priestley	CLO 2	1	Group Discussion	Essay Review	Experiential Learning
57	Introduction to George Orwell's Book Shop Memories	CLO 2	1	Group Reading	Presentation	Problem Based Learning
58	A Critical Study of George Orwell's Book Shop Memories	CLO 3 CLO 4	1	Group Discussion	Post It Parade	Experiential Learning
59	Discussion on Book Shop Memories	CLO 5	1	YouTube Video	Quizziz	Participatory Learning
60	Revision	CLO 5	1	Lecture/youtube videos	Post It Parade	Experiential Learning

**Unit –V**

61	Introduction to disruptive technologies, fourth Industrial Revolution - Artificial Intelligence	CLO 1 CLO 2 CLO 3 CLO 4	1	PPT/ Demonstration Showcasing	Technologica l Showcase	Participatory Learning
62	Dalim Basu's 10 Disruptive Technologies: And How They'll Change Your Life	CLO 2 CLO 3	1	Lecture	Flipped classroom	Participatory Learning
63	Blockchain – the Internet of Things and 5 G access	CLO 1 CLO 2	1	OER (Open Educational Resources)/ Discussion	Pro-Con grid/Debate/ Simulation	Participatory Learning

64	Big data, Data computing – Robotics Augmented and virtual reality,	CLO 3	1	Lecture/ YouTube Videos	Design Thinking	Problem-Based Learning
65	3D printing, Synthetic biology, and advanced materials	CLO 3 CLO 4	1	Virtual	Interactive Demonstrations	Experiential Learning
66	Applying the Cloud access- Drone	CLO 3 CLO 4	1	Virtual/PPT	Simulation Game	Experiential Learning
67	Introduction to Modern Literature Technology, Science Fiction, and Novel	CLO 3	1	Lecture/Group Discussion/YouTube Videos	Post It Parade/Word Cloud	Experiential Learning
68	Roger Luckhurst’s Modern Literature and Technology	CLO 2	1	Lecture	Flipped classroom/ Quescussion	Participatory Learning
69	Victorian technology: short stories, Science fiction, and Pulp- Correa’s Mass Literature.	CLO 1 CLO 2	1	Chalk and Talk/Lecture	Think – Pair – Share/Debate	Participatory Learning
70	Voice of the dead-telephone vs Phonograph in Victorian Era-Cinema: montage, Closeup, jump cuts, and Flashback	CLO 3	1	PPT/OER (Open Educational Resources)	Fish Bowl Method/ Gallery Walk	Experiential Learning
71	Text Collages, type Scripts draft, Cyberscape, and hypertext.	CLO 3 CLO 4	1	Displays/YouTube Videos	Role Play/Demonstration	Experiential Learning
72	A study on Move Poster- Eisenstein- cutting up the author-Beneath shiny surface.	CLO 3 CLO 4	1	Lecture/OER (Open Educational Resources)	Presentation/ Brainstorming/ Design Thinking	Problem-Based Learning
73	Revision and Discussion	CLO 5	1	Discussion	Peer Teaching/Student Seminar	Participatory Learning

<b>Name of the course</b>	British Prose
<b>Name of the Faculty</b>	Ms. Keerthana R
<b>Participatory Learning</b>	40%
<b>Experiential Learning</b>	40%
<b>Problem-based Learning</b>	20%

<b>COURSE NUMBER</b> EG23C02	<b>COURSE NAME</b> I B. A. ENGLISH LITERATURE SEMESTER I CORE II SOCIAL HISTORY OF ENGLAND	Category	L	T	P	Credits
		Theory	73	2	-	4

### Preamble

To give an insight into the social conditions of England down the ages so that the students can be incisive towards its literature and learn to appreciate its variety in a comprehensive way in every aspect.

### Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Understand various revolutions and movements of English society leading to forming crucial opinions for the benefit of humanity.	K1
CLO2	Classify and relate the history of England to its social context	K2
CLO3	Make use of the understanding of the different time periods of English history to gain a comprehensive outlook on life	K3
CLO4	Examine the cultural, social movements and political changes in England and respond to immediate demands	K4
CLO5	Be a part of the fundamental societal changes thereby promoting a linked environment	K4

### Mapping with Programme Learning Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1.	S	S	S	S	S
CLO2.	S	S	S	M	S
CLO3.	S	S	S	S	S
CLO4.	S	M	S	S	S
CLO5	S	S	S	S	M

S-Strong; M-Medium; L-Low

<b>Unit I</b>	<b>Chapters I, II &amp; III</b> A Brief Outline of British History The Renaissance The Reformation The Dissolution of the Monasteries	<b>15 hours</b>
<b>Unit II</b>	<b>Chapters IV, V, VI, VII, VIII, IX, X</b> The Religion of England The Tudor Navy and the Armada The Elizabethan Theatre The East India Company The Colonial Expansion The Civil War and its Social Significance Puritanism	<b>15 hours</b>
<b>Unit III</b>	<b>Chapters XI, XII, XIII, XIV, XV, XVI, XVII</b> Restoration England The Origin and Growth of Political Parties in England Age of Queen Anne Coffee House Life in London The Union of England and Scotland The Agrarian Revolution The Industrial Revolution	<b>14 hours</b>
<b>Unit IV</b>	<b>Chapters XVIII, XIX, XX, XXI, XXII, XXIII</b> The Methodist Movement Other Humanitarian Movements The War of American Independence England and Ireland Effects of the French Revolution  The Reform Bills	<b>15 hours</b>
<b>Unit V</b>	<b>Chapters XXIV, XXV, XXVI, XXVII, XXVIII</b> The Victorian Age Development of Education in the Victorian England Means of Transport and Communication The World Wars and Social Security Trade Unionism in England	<b>14 hours</b>

**Textbook**

S.No.	Author	Title of the Book	Publisher	Year of Publication
1.	Xavier AG	Social History of England	Ananda Book Depot	2021

**Reference Books**

S. No.	Author	Title of the Book	Publishers	Year of Publication
1	Thailambal, P.	<i>Social History of England</i>	Enees Publication	2011
2	Dr. Shanmugakani	<i>An Introduction to The Social History of England</i>	Manimekala Publishing House	2010
3	Trevelyan, GM.	<i>English Social History-A Survey of Six Centuries-Chaucer to Queen Victoria</i>	Orient Longman Limited	2008
4	Ashok Padmaja	<i>The Social History of England</i>	Orient BlackSwan	2013

Module No.	Topic	CLO level	No. of periods	Content delivery method	Student engagement	Participatory Learning / Experiential Learning / Problem based Learning
<b>UNIT I</b>						
1.	A Brief Outline of British History	CLO1, CLO2	1	Lecture – Chalk and Talk	Word cloud	Participatory Learning
2.	Early British History	CLO3	1	OER	Simulation	Experiential learning
3.	Invaders and Rulers of England	CLO3	1	Lecture/ OER	Simulation	Experiential Learning
4.	Definition and meaning of Renaissance	CLO1, CLO2	1	Lecture PPT	Quiz (Socratic)	Participatory Learning
5.	Impact of Renaissance in different fields	CLO3	1	Video	Quescussion	Participatory Learning
6.	Renaissance – An Overview & Recap	CLO4	1	Presentation	One-Minute Presentation	Participatory Learning
7.	Reformation 7 Causes of Reformation	CLO2	1	Lecture/OER	Simulation	Experiential Learning

8.	Reformation – An Overview	CLO3	1	Video	Quescussion	Problem Based Learning
9.	Reformation in England	CLO3	1	OER/ PPT	Assignment	Participatory Learning
10.	Results of Reformation in England	CLO3	1	Lecture OER	Simulation	Experiential Learning
11.	Reformation – An Overview & Recap	CLO4	1	Lecture PPT	Group Quiz (Kahoot)	Participatory Learning
12.	The Dissolution of the Monasteries	CLO2	1	Lecture OER	Quescussion	Problem Based Learning
13.	Causes of the dissolution of monasteries & Social effects of the dissolution of monasteries	CLO3	1	Lecture OER	Simulation	Experiential Learning
14.	Major incidents of Reformation and Renaissance	CLO3	1	Displays	Gallery Walk, Post a Parade	Experiential Learning
15.	Reformation – An Overview & Discussion	CLO4	1	OER	Quescussion	Problem-based Learning
<b>UNIT II</b>						
16.	The Religion of England	CLO2	1	Lecture – Chalk and Talk	Quiz	Participatory Learning
17.	The Tudor Navy and the Armada	CLO2	1	OER	Simulation	Experiential Learning
18.	Results of the defeat of the Armada	CLO3	1	Lecture PPT	Quescussion	Problem-based learning
19.	The Elizabethan Theatre	CLO2	1	Lecture OER	Simulation	Experiential Learning
20.	Shakespeare’s contribution to English theatre	CLO2	1	Lecture PPT	Quiz	Participatory Learning
21.	The East India Company	CLO2, CLO3	1	Lecture OER	Simulation	Experiential learning
22.	Impact of the company on English society	CLO3	1	Video/Observation	Group Discussion	Experiential Learning
23.	The Colonial Expansion and its causes	CLO3	1	Lecture PPT	Discussion	Problem-based learning
24.	Impact of Colonization	CLO3	1	OER	Simulation	Experiential Learning
25.	The Civil War and its Social Significance	CLO3	1	Lecture – Chalk and Talk	Word Cloud	Participatory Learning

26.	Results of the Civil war	CLO3	1	Lecture PPT	Quiz	Participatory Learning
27.	Puritanism and its ideals	CLO2	1	Video	Quescussion	Participatory Learning
28.	Contribution of Puritans to English Literature	CLO3	1	Lecture – Chalk and Talk	Word Cloud	Participatory Learning
29.	An Overview of Unit III	CLO3	1	Displays	Gallery Walk, Post it Parade	Experiential Learning
30.	Puritanism, The Tudor Navy and the Armada – Discussion	CLO4	1	Brainstorming	Quescussion	Problem-based learning
<b>UNIT III</b>						
31.	Restoration England	CLO2, CLO3	1	Lecture – Chalk and Talk	Word Cloud	Participatory Learning
32.	Transition of life after Restoration	CLO3	1	Lecture PPT	Quiz	Participatory Learning
33.	The Origin and Growth of Political Parties in England	CLO2, CLO3	1	Video	Post it Parade	Experiential Learning
34.	Age of Queen Anne	CLO2	1	OER	Simulation	Experiential learning
35.	Life of people during the reign of Queen Anne	CLO2, CLO3	1	Lecture – Chalk and Talk	Word Cloud	Participatory Learning
36.	Origin of the Coffee House Life in London	CLO2	1	OER	Simulation	Experiential learning
37.	Importance of the coffee houses in England	CLO3	1	Lecture PPT	Quiz	Participatory Learning
38.	The Union of England and Scotland	CLO2	1	Lecture – Chalk and Talk	Word Cloud	Participatory Learning
39.	Impact of the Union	CLO3	1	Lecture OER	Quescussion	Problem based Learning
40.	The Agrarian Revolution	CLO2	1	Lecture ppt	Quiz	Participatory Learning
41.	Results of the Revolution	CLO3	1	OER	Discussion	Problem based learning
42.	The Industrial Revolution & Results of the Revolution	CLO2	1	OER	Simulation	Experiential learning
43.	An Overview of Unit III	CLO3	1	Displays	Gallery Walk, Post it Parade	Experiential Learning



44.	Restoration England, Agrarian Revolution & Industrial Revolution – Recap and Revision	CLO4	1	Brainstorming	Quescussion	Problem based learning
<b>UNIT IV</b>						
45.	The Methodist Movement	CLO2	1	Lecture – Chalk and Talk	Word Cloud	Participatory Learning
46.	Influence of the movement on literature	CLO3	1	Lecture PPT	Quescussion	Problem Based Learning
47.	Origin of Humanitarian Movements in England	CLO3	1	Lecture PPT	Quiz (Socrative)	Participatory Learning
48.	Services rendered by the humanitarian movements	CLO3	1	Lecture PPT	Group Quiz (Kahoot)	Participatory Learning
49.	Background of the War of American Independence	CLO2	1	OER	Simulation	Experiential Learning
50.	Causes of the war	CLO3	1	Lecture – Chalk and Talk	Word Cloud	Participatory Learning
51.	An Overview of American War of Independence	CLO4	1	Brainstorming	Quescussion	Problem Based Learning
52.	England and Ireland	CLO2	1	OER	Simulation	Experiential learning
53.	Irish Revolt and its results	CLO3	1	Lecture OER	Simulation	Experiential Learning
54.	Origin of the French Revolution	CLO3	1	Lecture PPT	Quiz (Quizzalize)	Participatory Learning
55.	Effects of the French Revolution	CLO3	1	Lecture – Chalk and Talk	Word Cloud	Participatory Learning
56.	The Reform Bills	CLO2	1	Lecture OER	Simulation	Experiential Learning
57.	Causes and results of the reform acts	CLO3	1	Lecture ppt	Post it Parade	Experiential Learning
58.	An Overview of Unit IV	CLO4	1	Displays	Gallery Walk, Post it Parade	Experiential Learning
59.	Methodist Movement, Causes of the War, French Revolution & Reform Bills – Recap & Revision	CLO4	1	Brainstorming	Quescussion	Problem based learning
<b>UNIT V</b>						

60.	Introduction to the Victorian Age	CLO2	1	Lecture – Chalk and Talk	Word Cloud	Participatory Learning
61.	General features of the Victorian age	CLO3	1	Lecture PPT	Quiz	Participatory Learning
62.	Progress and development during the period	CLO4	1	Brainstorming	Quescussion	Problem based learning
63.	Development of Education in the Victorian England	CLO2	1	OER	Simulation	Experiential learning
64.	Gladstone’s Education Act	CLO3	1	Lecture – PPT	Think, Write and Share	Experiential Learning
65.	Establishment of schools and universities	CLO3	1	Lecture – Chalk and Talk	Word Cloud	Participatory Learning
66.	Means of Transport and Communication	CLO2	1	Lecture PPT	Quiz	Participatory Learning
67.	Improvement of social life in the nineteenth century	CLO3	1	Lecture OER	Simulation	Experiential Learning
68.	Importance of Railways	CLO3	1	Video	Quescussion	Problem based Learning
69.	The World Wars and Social Security	CLO2	1	Lecture – Chalk and Talk	Word Cloud	Participatory Learning
70.	Impact of the World wars	CLO3	1	OER	Simulation	Experiential learning
71.	Trade Unionism in England & Results of forming Trade Unions	CLO2	1	Lecture PPT	Discussion	Participatory Learning
72.	An Overview of Unit V	CLO3	1	Displays	Gallery Walk, Post it Parade	Experiential Learning
73.	Victorian Age & Trade Unionism – Recap and Revision	CLO4	1	Brainstorming	Quescussion	Problem based learning

<b>Name of the course</b>	Social History of England
<b>Name of the Faculty</b>	Dr Ayesha M.I.
<b>Participatory Learning</b>	40 %
<b>Experiential Learning</b>	40 %
<b>Problem-based Learning</b>	20 %

<b>COURSE NUMBER</b> EG23A01	<b>COURSE NAME</b> I B. A. ENGLISH LITERATURE ALLIED CLUSTER – I ENGLISH THROUGH CLASSICS I	Category	L	T	P	Credits
		Theory	88	2	-	5

### Preamble

To make the students understand various genres of literature and to kindle the analytical skills to comprehend the prime aspects of literature

### Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO1	Define and determine the various concepts and genres in literature	K1
CLO2	Appreciate and comprehend various genres and techniques in literature	K2
CLO3	Interpret and associate the different techniques and devices of various genres	K2
CLO4	Identify and analyze the different structures and styles of the works of art and artists.	K3
CLO5	Analyze the text critically by identifying the literary devices	K4

### Mapping with Programme Learning Outcomes

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	S	S	S	S	M
CLO2	S	M	S	M	M
CLO3	S	S	S	M	S
CLO4	S	S	S	S	M
CLO5	S	S	S	S	S

#### Unit I:

18 hrs

Alliteration, Paradox, Personification, Pun, Simile, Metaphor, Symbols, Synecdoche,

Rhythm, Rhyme, Irony, Oxymoron, Stanza, Forms, Ballad, Haiku, Epitaph, Sonnet, Lyric, Ode

**Unit II: Poetry** **17 hrs**

Toru Dutt: Our Casuarina Tree Lord  
 Alfred Tennyson: Tithonus Sir Walter  
 Scott: Lochinvar

**Unit III:** **18 hrs**

**Structure, Style & Technique in One Act plays**

[Plot, Characterization, Setting, Theme, Conflict, Point of View]

**Structure and Elements of Short Story**

[Plot, Characterization, Setting, Theme, Conflict, Point of View]

**Unit IV : One-Act Plays** **18 hrs**

Fritz Karinthy: Refund  
 Anton Chekhov: The Anniversary  
 Rabindranath Tagore: Chitra

**Unit V: Short Stories** **17 hrs**

Somerset Maugham: The Ant and the Grasshopper  
 Katherine Mansfield: A Cup of Tea  
 Mulk Raj Anand: The Lost Child

**Textbook**

S. No.	Author	Title of the book	Publisher	Year of Publication
1	Compiled	English through Classics –I	Department of English	2020

**Reference Book**

S. No	Author	Title of the book	Publisher	Year of Publication
1	Tickoo, Champa and Jaya Sasikumar	<i>Writing with a Purpose</i>	Oxford University Press	1991

<b>Module No.</b>	<b>Topic</b>	<b>CLO level</b>	<b>No. of periods</b>	<b>Content delivery method</b>	<b>Student engagement</b>	<b>Participatory Learning / Experiential Learning / Problem based Learning</b>
<b>Unit – I</b>						
1	Alliteration, Paradox	CLO2, CLO3	1	PPT	Quiz	Problem based
2	Personification, Pun	CLO2, CLO3	1	PPT	Quiz	Problem based
3	Simile, Metaphor	CLO2, CLO3	1	PPT	Quiz	Problem based
4	Symbols	CLO2, CLO3	1	Lecture	Design Thinking	Problem Based
5	Synecdoche	CLO2, CLO3	1	PPT	Quiz	Problem based
6	Rhythm	CLO2, CLO3	1	PPT	Think- Pair- Share	Participatory
7	Rhyme	CLO2, CLO3	1	PPT	Think- Pair- Share	Participatory
8	Irony	CLO2, CLO3	1	Lecture	Quiz	Problem based
9	Oxymoron	CLO2, CLO3	1	PPT	Quiz	Problem based
10	Stanza and Forms	CLO2, CLO3	1	Lecture	Think-Pair-Share	Participatory
11	Ballad	CLO2, CLO3	1	Lecture/ youtube videos	Creative Writing	Experiential
12	Haiku	CLO2, CLO3	1	Lecture/ youtube videos	Presentation	Problem based
13	Epitaph	CLO2, CLO3	1	Lecture	Creative Writing	Experiential
14	Sonnet	CLO2, CLO3	1	Lecture/ youtube videos	Creative Writing	Experiential
15	Lyric	CLO2, CLO3	1	Lecture/ youtube videos	Creative Writing	Experiential
16	Ode	CLO2, CLO3	1	Lecture	Post It Parade	Participatory

17	Identification of Poetic Devices	CLO3	1	PPT	Quizlet	Participatory
18	Revision	CLO1, CLO2, CLO3, CLO4	1	Discussion	1- Minute Paper	Participatory
<b>Unit – II</b>						
19	An Introduction to Indian Writing & introduction to the Indian poets	CLO1	1	PPT	Post It Parade	Participatory
20	Introduction to Toru Dutt	CLO1	1	PPT	Post It Parade	Participatory
21	“Our Casuarina Tree” – Stanza-wise explanation	CLO2	1	Lecture	Analysis	Experiential
22	“Our Casuarina Tree” – Stanza-wise explanation	CLO2	1	Lecture	Analysis	Experiential
23	“Our Casuarina Tree” – Stanza-wise explanation	CLO4	1	Lecture	Analysis	Experiential
24	“Our Casuarina Tree” – Critical Appreciation	CLO1, CLO2, CLO3, CLO4	1	Discussion	Brainstorming	Problem based
25	An Introduction to Lord Alfred Tennyson and his works	CLO1	1	PPT	Think- Pair- Share	Participatory
26	Tithonus - Myth Explanation	CLO1	1	Lecture	Analysis	Experiential
27	“Tithonus” – Stanza-wise explanation	CLO2	1	Lecture	Analysis	Experiential
28	“Tithonus” – Stanza-wise explanation	CLO2	1	Lecture	Analysis	Experiential
29	“Tithonus” – Stanza-wise explanation	CLO4	1	Lecture	Demonstration	Experiential
30	“Tithonus” – Critical Appreciation	CLO1, CLO2, CLO3, CLO4	1	Discussion	Brainstorming	Problem based
31	An Introduction to Sir Walter Scott & his works	CLO1	1	PPT	Think- Pair Share	Participatory
32	“Lochinvar” – Stanza-wise Explanation	CLO1	1	Lecture	Analysis	Experiential
33	“Lochinvar” – Stanza-wise Explanation	CLO2, CLO3	1	Lecture	Analysis	Experiential
34	“Lochinvar” – Stanza-wise Explanation	CLO4	1	Lecture	Analysis	Experiential
35	“Lochinvar” – Critical Appreciation	CLO1, CLO2, CLO3, CLO4	1	Discussion	Brainstorming	Problem based
<b>Unit – III</b>						

36	One Act Play & Act – Explanation	CLO1,CLO2	1	Lecture	Analysis	Experiential
37	The Parts of a play - Explanation	CLO1,CLO2	1	PPT	Analysis	Experiential
38	Plot in One Act Play	CLO2	1	Lecture/PPT	Posters	Brainstorming
39	Characterization in One Act Play	CLO2,CLO3	1	Lecture	Analysis	Problem Based
40	Setting in One Act Play	CLO2,CLO3	1	Lecture	Model Making	Experiential
41	Theme in One Act Play	CLO2,CLO3	1	Lecture	Poster	Problem Based
42	Conflict in One Act Play	CLO2	1	Lecture	Design Thinking	Problem based
43	Point of View in One Act Play	CLO2, CLO3	1	Lecture	Brainstorming	Problem based
44	Structure of One Act Play	CLO2, CLO3	1	Lecture	Demonstration	Experiential
45	Short Story – General Introduction	CLO1, CLO2	1	Lecture	One Minute Presentation	Experiential
46	Elements of Short Story	CLO2	1	PPT	Poster	Problem based
47	Plot – Short Story	CLO2	1	Lecture	Posters	Brainstorming
48	Freytag’s Pyramid – Explanation	CLO2	1	Lecture	Post It Parade	Participatory
49	Characterization – Short Story	CLO2, CLO3	1	Lecture	Role Play	Experiential
50	Setting and Theme – Short Story	CLO2, CLO3	1	Lecture	Poster	Problem based
51	Conflict – Short Story	CLO2	1	Lecture	Brainstorming	Problem based
52	Point of View – Short Story	CLO2, CLO3	1	Lecture	Presentation	Problem based
53	Revision	CLO1, CLO2, CLO3, CLO4	1	Lecture	1- Minute Paper	Participatory

**Unit –IV**

	Introduction to Fritz Karinthy	CLO2, CLO3	1	PPT	Think Pair Share	Participatory
55	Brief Introduction to the works of Fritz Karinthy	CLO1	1	PPT	Word Wall	Participatory
56	Refund – Explanation (I,II,III & IV)	CLO2	1	Lecture	Role Play	Experiential

57	Refund – Explanation (III & IV)	CLO2	1	Lecture	Role Play	Experiential
58	Character Analysis	CLO4	1	Lecture	Posters	Problem based
59	Revision & Discussion	CLO1, CLO2, CLO3, CLO4	1	Lecture	1- Minute Paper	Participatory
60	Introduction to Anton Chekov	CLO1	1	PPT	Think Pair Share	Participatory
61	Brief Introduction to the works of Anton Chekov	CLO1	1	PPT	Word Wall	Participatory
62	The Anniversary – Explanation	CLO2	1	Lecture	Role Play	Experiential
63	The Anniversary – Character Analysis	CLO4	1	Lecture	Posters	Problem based
64	Revision and Discussion	CLO1, CLO2, CLO3, CLO4	1	Lecture	1- Minute Presentation	Participatory
65	Introduction to Rabindranath Tagore	CLO1	1	PPT	Think Pair Share	Participatory
66	Brief Introduction to the works of Rabindranath Tagore	CLO1	1	PPT	Student Seminar	Experiential
67	Chitra – Explanation (Scene I, II, III)	CLO2, CLO4	1	Lecture	Analysis	Problem based
68	Chitra – Explanation (Scene IV, V, VI)	CLO2, CLO4	1	Lecture	Analysis	Problem based
69	Chitra – Explanation (Scene VII, VIII, IX)	CLO2, CLO4	1	Lecture	Analysis	Problem based
70	Chitra – Character Analysis	CLO4	1	Lecture	Brainstorming	Problem based
71	Revision	CLO1, CLO2, CLO3, CLO4	1	Lecture	1- Minute Paper	Participatory

#### Unit –V

72	Introduction to Somerset Maugham	CLO1	1	PPT	Word Wall	Participatory
73	Brief Introduction to the works of Somerset Maugham	CLO1	1	PPT	Student Seminar	Experiential
74	The Ant and the Grasshopper - Explanation	CLO2	1	Discussion	Flipped Classroom	Participatory
75	The Ant and the Grasshopper -Analysis of plot and structure	CLO2	1	Discussion	Brainstorming	Problem based



76	The Ant and the Grasshopper - Analysis of Character and Theme	CLO4	1	Discussion	Brainstorming	Problem based
77	Revision	CLO1, CLO2, CLO3, CLO4	1	Lecture	1- Minute Paper	Participatory
78	Introduction to Katherine Mansfield	CLO1	1	PPT	Think Pair Share	Participatory
79	Brief Introduction to the works of Katherine Mansfield	CLO1	1	PPT	Student Seminar	Experiential
80	A Cup of Tea -Explanation	CLO2	1	Discussion	Flipped Classroom	Participatory
81	A Cup of Tea - Analysis of plot and structure	CLO2	1	Discussion	Brainstorming	Problem based
82	A Cup of Tea- Characters and Theme	CLO4	1	Discussion	Posters	Problem Based
83	Revision	CLO1, CLO2, CLO3, CLO4	1	Lecture	1- Minute Paper	Participatory
84	Introduction to Mulk Raj Anand and his works	CLO1	1	PPT	Think Pair Share	Participatory
85	The Lost Child - Explanation	CLO2	1	Discussion	Role Play	Experiential
86	The Lost Child - Analysis of plot and structure	CLO2	1	Discussion	Brainstorming	Problem based
87	The Lost Child - Characters and Theme	CLO4	1	Discussion	Posters	Problem based
88	Revision	CLO1, CLO2, CLO3, CLO4	1	Lecture	1- Minute Paper	Participatory

<b>Name of the course</b>	<b>ALLIED CLUSTER – I</b>
<b>Name of the Faculty</b>	Dr T Poornamathi Meenakshi
<b>Participatory Learning</b>	27%
<b>Experiential Learning</b>	27%
<b>Problem-based Learning</b>	34%

Theory 25 : 75 = 100 pattern

<b>INTERNAL COMPONENT</b>	<b>25 / 75 = 100 Marks</b>
<b>THEORY</b>	
CIA I	5
MODEL EXAM	7
SEMINAR/ ASSIGNMENT/ QUIZ	5
CLASS PARTICIPATION	5
ATTENDANCE	3
<b>TOTAL</b>	<b>25 Marks</b>

**CA Question Paper Pattern (First 3 units)**

CA Question from each unit comprising of

- One question with a weightage of 2 marks :  $2 \times 3 = 6$
  - One question with a weightage of 5 marks (Internal Choice at the same CLO Level) :  $5 \times 3 = 15$
  - One question with a weightage of 8 marks (Internal Choice at the same CLO level) :  $8 \times 3 = 24$
- Total : 45 marks**

**ESE Question Paper Pattern and Distribution of Marks:**

**Core & Allied courses:**

One question from each unit with each question comprising of

- One question with a weightage of 2 marks :  $2 \times 5 = 10$
  - One question with a weightage of 5 marks (Internal Choice at the same CLO level) :  $5 \times 5 = 25$
  - One question with a weightage of 8 marks (Internal Choice at the same CLO level) :  $8 \times 5 = 40$
- Total : 75 marks**



**CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING  
OUTCOME- BASED CURRICULAR FRAMEWORK (LOCF)**

**(Semester-II)**

**BACHELOR OF ENGLISH LITERATURE  
2024 – 27 BATCH**

## **PROGRAMME LEARNING OUTCOMES (PLOs)**

After completion of the programme, the student will be able to:

**PLO1:** Master core concepts of the structure of the English language and literature

**PLO2:** Demonstrate the ability to speak and write clearly, effectively, and resourcefully

**PLO3:** Relate to and respond creatively and ethically to any life situation, through their experiential learning of literature

**PLO4:** Participate in decisive conversations, of interdisciplinary nature, and deliver their service to the community

**PLO5:** Reflect critically about their roles and identities and be competent citizens in a complex, interconnected environment

## **PROGRAMME SPECIFIC OUTCOME (PSOs)**

The students at the time of graduation will be able to

**PSO1:** Analyse texts with attention to ambiguity, complexity, and aesthetic value

**PSO2:** Prepare, organize and participate in critical conversations

**PSO3:** Select and utilize ideas from literature in their own reading and writing

**PSO4:** Practice writing process with emphasis on inquiry, audience, research, and revision

**DEPARTMENT OF ENGLISH**  
**CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING**  
**OUTCOME BASED CURRICULAR FRAMEWORK (LOCF)**  
**SYLLABUS & SCHEME OF EXAMINATION**  
**BACHELOR OF ENGLISH LITERATURE – 2024-2027 BATCH**

+ Sem	Part	Subject code	Title of the Paper		Instruction Hours/Week	Contact Hours	Tutorial	Duration of Examination	Examination Marks			Credits	
									CA	ESE	Total		
II	I	TAM2302/ HIN2302/ FRE2302	Language Paper II- T/H/F	L	6	88	2	3	25	75	100	3	
	II	ENG2302	English Paper II	E	5	73	2	3	25	75	100	3	
	III	EG24C03	British Poetry	CC	6	88	2	3	25	75	100	5	
	III	EG23C04	History of English Literature	CC	6	88	2	3	25	75	100	5	
	III		EG24A02/ HI24A02	English through Classics II/ Principles of Political Science	GE	5	73	2	3	25	75	100	4
			NM24UHR	Universal Human Values and Human Rights	AECC	2	30			100		100	2
IV		*NME23B2 /*NME23A2	Basic Tamil II/ Advanced Tamil II	AEC	-	-			-		-	Gr.	
I-II	VI	NM23GAW	General Awareness	AEC	SS				100		100	Gr.	
I-V		24BONL1 24BONL2 24BONL3	Online Courses 1 Online Courses 2 Online Courses 3	ACC		-			-		-		

CC–Core Course CA–Continuous Assessment GE–General Elective ESE–End Semester Examination AEC–Ability Enhancing Course

ACC- Additional Credited Course \*After Class Hours SS –Self Study Gr.-Grade AECC–Ability Enhancing Compulsory Course

Theory 25 : 75 = 100 pattern

INTERNAL COMPONENT	25 / 75 = 100 Marks
CIA I	5
MODEL EXAM	7
SEMINAR/ ASSIGNMENT/ QUIZ	5
CLASS PARTICIPATION	5
ATTENDANCE	3
TOTAL	25 Marks

### CA Question Paper Pattern (First 3 units)

CA Question from each unit comprising of

- One question with a weightage of 2 marks :  $2 \times 3 = 6$
  - One question with a weightage of 5 marks (Internal Choice at the same CLO Level) :  $5 \times 3 = 15$
  - One question with a weightage of 8 marks (Internal Choice at the same CLO level) :  $8 \times 3 = 24$
- Total : 45 marks**

### ESE Question Paper Pattern and Distribution of Marks:

Core & Allied courses:

One question from each unit with each question comprising of

- One question with a weightage of 2 marks :  $2 \times 5 = 10$
  - One question with a weightage of 5 marks (Internal Choice at the same CLO level) :  $5 \times 5 = 25$
  - One question with a weightage of 8 marks (Internal Choice at the same CLO level) :  $8 \times 5 = 40$
- Total : 75 marks**

From the academic year 2024-25 and onwards marks allotted for attendance component in CA is modified as

91-100% attendance: 3 marks

81-90% attendance: 2 marks

75-80% attendance: 1 mark

<b>COURSE NUMBER ENG2302</b>	<b>COURSENAME PART II- ENGLISH PAPER II I BA, BSc. (excluding FPTM, Computer Sciences &amp; Vocational Courses) SEMESTER II</b>	Category	L	T	P	Credits
		Theory	73	2		3

### Preamble

The course aims to train the students in communication skills and inculcate language skills.

### Course Learning Outcomes

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

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
CLO1	Exhibit an enriched word power with basic grammar and language skill	K1, K2
CLO2	Enhance their writing skill to write flawlessly	K3
CLO3	Write paragraphs, emails, letters, opinion pieces and dramatic scripts	K4
CLO4	Enhance their understanding of various formal and informal, written and oral communications and respond to them	K5
CLO5	Generate their own writing	K6

### Mapping with Programme Learning Outcomes

<b>CLOS</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
CLO1	S	S	M	S	S
CLO2	S	S	S	M	S
CLO3	S	S	S	M	S
CLO4	M	S	S	S	S
CLO5	S	S	S	M	S

S-Strong; M-Medium

**Unit I****15 hours**

1. Listening and Speaking
  - a Listening and responding to complaints (formal situation)
  - b Listening to problems and offering solutions (informal)
2. Reading and writing
  - a Reading aloud (brief motivational anecdotes)
  - b Writing a paragraph on a proverbial expression/motivational idea.
3. Word Power/Vocabulary
  - a Synonyms &Antonyms
4. Grammar in Context  
Adverbs, Prepositions

**Unit II****15 hours**

1. Listening and Speaking
  - a Listening to famous speeches and poems
  - b Making short speeches- Formal: welcome speech and vote of thanks.  
Informal occasions- Farewell party, graduation speech
2. Reading and Writing
  - a Writing opinion pieces (could be on travel, food, film/ book reviews or on any contemporary topic)
  - b Reading poetry  
Reading aloud: (Intonation and Voice Modulation)
  - c Identifying and using figures of speech - simile, metaphor, personification etc.
3. Word Power
  - a Idioms & Phrases
4. Grammar in Context  
Conjunctions and Interjections

**Unit III****15 hours**

1. Listening and Speaking
  - a Listening to Tedtalks
  - b Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds, Interactions during and after the presentations
2. Reading and writing
  - a Writing emails of complaint
  - b Reading aloud famous speeches
3. Word Power
  - a One Word Substitution
4. Grammar in Context: Sentence Patterns

**Unit IV****14hours**

1. Listening and Speaking
  - a Participating in a meeting: face to face and online



- b Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks.
  - 2. Reading and Writing
    - a Reading visual texts –advertisements
    - b Preparing first drafts of short assignments
  - 3. Word Power
    - a Denotation and Connotation
- Grammar in Context: Sentence Types

**Unit V**

**14 hours**

- 1. Listening and Speaking
    - a Informal interview for feature writing
    - b Listening and responding to questions at a formal interview
  - 2. Reading and Writing
    - a Writing letters of application
    - b Readers’ Theatre (Script Reading)
    - c Dramatizing everyday situations/social issues through skits. (writing scripts and performing)
  - 3. Word Power
    - a Collocation
- Grammar in Context: Working with Clauses

**Textbook**

S.No.	Authors	Title of the Book	Publishers	Year of Publication
1	Tamil Nadu State Council for Higher Education (TANSCHE)	Communicative English (for students of Arts and Science Colleges) Semester 2	--	--

**Reference Books**

S.No.	Authors	Title of the Book	Publishers	Year of Publication
1	Mohan, Krishna & Meera Banerji	Developing Communication skills (2 <sup>nd</sup> Edition)	Macmillan	2013
2	Murugan V, Jayadevan	The Oxford English-English-Tamil dictionary (for pronunciation)	Oxford University Press	2016

**CA Question Paper Pattern**

Section A : 5 x 1 (No choice) : 5 Marks  
Section B : 4 x 5 ( 4 out of 6) : 20 Marks (250 words)  
Section C : 2 x 10 (2 out of 3) : 20 Marks (500 words)  
Total : 45 Marks

**End Semester Examination**

Section A : 10 x 1 (10 out of 12) : 10 Marks  
Section B : 5 x 5 ( 5 out of 7) : 25 Marks (250 words)  
Section C : 4 x 10 (4 out of 6) : 40 Marks (600-700 words)  
Total : 75 Marks

**Course Designers**

1. Mrs. P. Subhapriya
2. Ms. R. Jayasree

<b>COURSE NUMBER</b> EG24C03	<b>COURSE NAME</b> IBA ENGLISH LITERATURE SEMESTER-II CORE III - BRITISH POETRY	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credits</b>
		Theory	88	2		5

### Preamble

The course enables the students to learn the different literary devices of English poems and helps the students for a better understanding.

### Course Learning Outcomes

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

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
CLO1	Exhibit a comprehensive knowledge of Poetry and through it, life skills, human values and professional skills	K1
CLO2	Appreciate and substantiate the poems prescribed by employing poetic devices and critically analyse poetry of different ages	K2
CLO3	Execute moral, ethical and literary merits and relate it to the society	K3
CLO4	Examine and assess any unfamiliar literary text	K3
CLO5	Participate constructively in discussions on poetry	K4

### Mapping with Programme Learning Outcomes

<b>CLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
CLO1	S	M	M	S	S
CLO2	S	S	M	S	M
CLO3	S	S	M	M	M
CLO4	S	S	M	M	M
CLO5	S	S	M	M	M

**S-Strong; M-Medium**

## UNIT I

17 hrs

Thomas Wyatt: The heart I gave thee, I gave not to do it pain

William Shakespeare: Sonnet 116– Let me not to the Marriage of True Minds

John Donne: A Valediction: Forbidding Mourning

George Herbert: The Pulley

<https://www.gradesaver.com/collected-poems-of-sir-thomas-wyatt/study-guide/summary-my-heart-i-gave-thee>

[https://igggpgcbmu.org/images/covid19/Econtents%20on%20Shakespeare%20and%20%20Let%20Me%20not%20to%20the%20Marriage%20of%20True%20Minds\\_.pdf](https://igggpgcbmu.org/images/covid19/Econtents%20on%20Shakespeare%20and%20%20Let%20Me%20not%20to%20the%20Marriage%20of%20True%20Minds_.pdf)

<https://youtu.be/ubVksdNXUxQ?si=Nhg9mwla4YKWz4VI>

<https://www.youtube.com/watch?v=5FOUKadcnPQ&pp=ygU5Sm9obiBEb25uZTogQSBWYWxlZGlljdGlvbjogRm9yYmlkZGluZyBNb3VybmJluZyBpbmIbmdsaXNo>

<https://rawabyfaleh.files.wordpress.com/2014/12/untitleddocument.pdf>

<https://owlcation.com/humanities/Analysis-of-Poem-The-Pulley-by-George-Herbert>

<https://youtu.be/olW2QObWz7M?si=7y1xlOdTyySTu9bf>

## UNIT II

17 hrs

Ben Jonson: To Celia

John Milton: Paradise Lost Book I (Lines 221- 270)

William Blake: A Poison Tree

Wordsworth: Three Years She Grew

[https://poemanalysis.com/ben-jonson/song-to-celia/#Analysis\\_of\\_Song\\_to\\_Celia](https://poemanalysis.com/ben-jonson/song-to-celia/#Analysis_of_Song_to_Celia)

<https://youtu.be/X2jn6QU3ZMs?si=daHYwhiFpMEp-j4M>

<https://youtu.be/zDaqV3RY93w?si=j5DWl6ebZ3Fc6EbE>

<https://youtu.be/9bWdQAx-tSA?si=QJS1rN4NkVNOriNn>

<https://pmt.physicsandmathstutor.com/download/English->

<Literature/GCSE/Notes/Edexcel/Poetry/Conflict/A%20Poison%20Tree%20-%20William%20Blake.pdf>

<https://youtu.be/JaWECRIWzSo?si=yrajPgDEcyjILDt9>

<https://poemanalysis.com/william-wordsworth/three-years-she-grew-in-sun-and-shower/>

[https://www.bookwormshome.com/categories/poetry/Three\\_years\\_she\\_grew\\_in\\_sun\\_and\\_shower](https://www.bookwormshome.com/categories/poetry/Three_years_she_grew_in_sun_and_shower)

### UNIT III

18 hrs

S.T. Coleridge: Kubla Khan

Byron: From Childe Harold's Pilgrimage (Canto IV–Stanza178)

Keats: Ode to a Nightingale

P. B. Shelley: Ode to the West Wind

<https://open.bu.edu/handle/2144/8528>

[https://youtu.be/TJ7w\\_r9FjAM?si=hhWK1W7GUZtdYP68](https://youtu.be/TJ7w_r9FjAM?si=hhWK1W7GUZtdYP68)

[https://www.youtube.com/watch?v=3wYhE-](https://www.youtube.com/watch?v=3wYhE-6XR6w&pp=ygUhcyB0IGNvbGVyaWRnZSBrdWJsYSBraGFuIHN1bW1hcnkg)

[6XR6w&pp=ygUhcyB0IGNvbGVyaWRnZSBrdWJsYSBraGFuIHN1bW1hcnkg](https://www.gcwk.ac.in/econtent_portal/ec/admin/contents/55_18ELC304_2020121504354460.pdf)

[https://www.gcwk.ac.in/econtent\\_portal/ec/admin/contents/55\\_18ELC304\\_2020121504354460.pdf](https://www.gcwk.ac.in/econtent_portal/ec/admin/contents/55_18ELC304_2020121504354460.pdf)

<http://armytage.net/updata/enotes-childe-harolds-pilgrimage-guide.pdf>

[https://www.youtube.com/watch?v=viduxj-](https://www.youtube.com/watch?v=viduxj-YH8Y&pp=ygVVSQnlyb246IEZyb20gQ2hpbGRlIEhhcm9sZOKAmXMgUGlsZ3JpbWFnZSAoQ2FudG8gSVbigJNTdGFuemExNzgpIHN1bW1hcnkgW4gZW5nbGlzaA%3D%3D)

[YH8Y&pp=ygVVSQnlyb246IEZyb20gQ2hpbGRlIEhhcm9sZOKAmXMgUGlsZ3JpbWFnZSAoQ2FudG8gSVbigJNTdGFuemExNzgpIHN1bW1hcnkgW4gZW5nbGlzaA%3D%3D](https://www.youtube.com/watch?v=viduxj-YH8Y&pp=ygVVSQnlyb246IEZyb20gQ2hpbGRlIEhhcm9sZOKAmXMgUGlsZ3JpbWFnZSAoQ2FudG8gSVbigJNTdGFuemExNzgpIHN1bW1hcnkgW4gZW5nbGlzaA%3D%3D)

<https://kccollege.ac.in/uploads/5fc0c1e8ebb67ee414aceb37fde522c2Ode%20to%20Nightingale.pdf>

<https://rnkwc.ac.in/pdf/study-material/english/ascc4.pdf>

<https://www.youtube.com/watch?v=tXpDZFqM54I&pp=ygUnb2RIIHRvIGEGbmlnaHRpbmdhbGUgam9obiBrZWF0cyBzdW1tYXJ5>

<https://www.youtube.com/watch?v=nkUvQFvMmjQ&pp=ygUrUC4gOi4gU2h1bGxleTogT2RIIHRvIHRoZSBXZXN0IFdpbmQgc3VtbWFyeQ%3D%3D>

[https://springline.in/Study%20Materials/Universities/BU/Regular%7CSemester-](https://springline.in/Study%20Materials/Universities/BU/Regular%7CSemester-II/ODE%20TO%20THE%20WEST%20WIND.pdf)

[II/ODE%20TO%20THE%20WEST%20WIND.pdf](https://springline.in/Study%20Materials/Universities/BU/Regular%7CSemester-II/ODE%20TO%20THE%20WEST%20WIND.pdf)

### UNIT IV

18 hrs

Elizabeth Barrett Browning: How do I love thee? Let me count the ways

Tennyson: Ulysses

Matthew Arnold: Dover Beach

Robert Browning: My Last Duchess

G. M. Hopkins: God's Grandeur

<https://www.browningsociety.org/elizabeth>

<https://poemanalysis.com/elizabeth-barrett-browning/sonnet-43-how-do-i-love-thee/>

<https://whichihaveacquired.blogspot.com/2019/03/tennysons-ulysses-as-dramatic-monologue.html>  
<https://youtu.be/c7jdok33D1I?si=eseyJ2aAH4uCFonY>  
<https://www.huckgutman.com/dover-beach>  
<https://study.com/academy/lesson/video/matthew-arnold-poetry-criticism.html>  
<https://youtu.be/ZXaTqhWuFQo?si=IpYMzPJMOa-kfCgg>  
<https://blogs.baylor.edu/armstrongbrowning/2012/08/01/robert-browning-and-the-dramatic-monologue/>  
<https://youtu.be/IprLqcVcXSk?si=Mzni43rgcg6Sg0Jz>  
<https://poets.org/poet/gerard-manley-hopkins>

## UNIT V

18 hrs

W. B. Yeats: Sailing to Byzantium

Wilfred Owen: A Strange Meeting

Dylan Thomas: Do not go Gentle unto that Good Night

Ted Hughes: The Seven Sorrows

Andrew Motion: A Glass of Wine

<https://youtu.be/jQ-oAITcCq0?si=dlqRSQJRz1ltntDd>

[https://youtu.be/c5hIrrOf73A?si=t5AtnFHaj\\_hGdOAw](https://youtu.be/c5hIrrOf73A?si=t5AtnFHaj_hGdOAw)

<https://youtu.be/wweGN2iFaEs?si=mkgAKAS9wYEZEo1->

<https://youtube.com/watch?v=aWibPtBISBI&feature=shared>

<https://youtu.be/59SW4wh7Hic?si=Cy0tj9p9eolIhsOx>

<https://www.slideshare.net/slideshow/war-poetry-251154807/251154807>

<https://www.slideshare.net/slideshow/the-seven-sorrows-by-ted-huges/84792384>

<https://youtu.be/KYP0fETFA0k?si=jFVPtMO-Dy3skKfq>

<https://youtu.be/a9UoZHG0NNM?si=X9FVuI7BQ24u90SA>

<https://www.youtube.com/watch?v=2NYQP55flwc&pp=ygU0Y5BnbGFzcyBvZiB3aW5lIGJ5IGFuZHZHJldyBtb3Rpb24gc3VtbWFyeSAgSU4gRU5HTEITSa%3D%3D>

<https://www.poetryexplorer.net/exp.php?id=10002935>

**\*Links are provided solely for supplementary information and to enhance students' understanding. Questions not to be based on the provided links.**

## Textbooks

S. No	Author	Title of the Book	Publisher	Year of Publication	Edition
1	Green, David	<i>The Winged Word</i>	Macmillan	2016	First
2	John Milton Eds. Orgel, Stephen and Jonathan Goldberg	<i>Paradise Lost Book I and II</i>	Maple Publication	2018	First
3	Ed. Chellappan. K	<i>The Silver Cascade: English Verse from Wyatt to Auden</i>	OUP	1986	First

## Reference Books

S.No.	Author	Title of the Book	Publishers	Year of Publication	Edition
1.	Abrams, M.H	<i>English Romantic Poets: Modern Essays in Criticism</i>	OUP	1975	Second
2.	Frederick ,A.W. Hills and Bloom, Harold	<i>From Sensibility to Romanticism</i>	Oxford University	1965	First
3.	Corcoran, Neil	The Cambridge Companion to Twentieth-Century English Poetry	Cambridge	2008	First

## Pedagogy

Lecture by chalk and talk, power point presentation, e-content, group discussion, assignment, quiz, peer learning, seminar

## Course Designers

1. Dr. Mathangi V.
2. Mrs. R. Keerthana

<b>COURSE NUMBER</b> EG23C04	<b>COURSE</b> <b>I BA ENGLISH LITERATURE</b> <b>SEMESTER II</b> <b>CORE IV - HISTORY OF</b> <b>ENGLISH LITERATURE</b>	Category	L	T	P	Credits
		Theory	88	2		5

### Preamble

The paper will enable the students to acquire an overview of the history of English literature through the study of eminent writers down the ages, with a detailed description of the social background, along with historical and cultural perspectives. This will enhance the student's knowledge of various contexts in which literature was created.

### Course Learning Outcomes

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

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
<b>CLO1</b>	Gain knowledge of the history and traditions of English literature	K1
<b>CLO2</b>	Understand texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context	K2
<b>CLO3</b>	Interpret the works in the historical contexts.	K3
<b>CLO4</b>	Categorize and analyse how literature has steadily developed through the ages.	K4
<b>CLO5</b>	Discuss the significance of various literary movements and schools	K4

### Mapping with Programme Learning Outcomes

<b>CLOs</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PLO3</b>	<b>PLO4</b>	<b>PLO5</b>
<b>CLO1</b>	S	S	S	S	S
<b>CLO2</b>	S	M	S	S	M
<b>CLO3</b>	S	M	S	S	S
<b>CLO4</b>	S	M	S	S	S
<b>CLO5</b>	S	M	M	S	M

S- Strong M- Medium



## Syllabus

### Unit I: 18 hours

The Age of Chaucer

The Age of Shakespeare

<https://englishbyruchi.com/2020/10/08/the-age-of-chaucer-1340-1400/>

<https://simoneconcorsi.it/wp-content/uploads/2020/03/6.1-THE-AGE-OF-SHAKESPEARE-OR-GOLDEN-AGE.pdf>

### Unit II: 18 hours

The Age of Milton

The Age of Dryden

[https://cesad.ufs.br/ORBI/public/uploadCatalago/14434030012018Literatura\\_de\\_Lingua\\_Ingles\\_a\\_II\\_aula\\_03.pdf](https://cesad.ufs.br/ORBI/public/uploadCatalago/14434030012018Literatura_de_Lingua_Ingles_a_II_aula_03.pdf)

<https://www.englishliterature.info/2022/10/the-age-of-dryden-literature.html>

### Unit III: 17 hours

The Age of Pope

The Age of Johnson

<https://www.englishliterature.info/2022/10/the-age-of-pope-english-literature.html>

<https://druid675333030.files.wordpress.com/2019/01/the-age-of-johnson.pdf>

### Unit IV: 17 hours

The Age of Wordsworth

<https://www.easternct.edu/speichera/understanding-literary-history-all/the-romantic-period.html#:~:text=The%20Romantic%20Period%20began%20roughly,inspiration%20from%20the%20French%20Revolution.>

<https://freevideolectures.com/course/4669/nptel-history-english-language-literature/48>

### Unit – V: 18 hours

The Age of Tennyson

The Age of Hardy

Present Age

<https://www.scribd.com/presentation/330253892/Age-of-Tennyson>

<https://www.encyclopedia.com/people/literature-and-arts/english-literature-19th-cent-biographies/thomas-hardy>

<https://www.youtube.com/watch?v=YX1mBPP5ed0>

**\*Links are provided solely for supplementary information and to enhance students' understanding. Questions not to be based on the provided links**

## Textbook

S. No.	Unit	Author	Title	Publisher	Year of Publication	Edition
1.	I-V	Hudson, William Henry	An Outline History of English Literature	Maple Press	2012	First

## Reference Book

S. No.	Author	Title of the Book	Publisher	Year of Publication	Edition
1.	Compton, Rickett	A History of English Literature	UBS	2009	First

## Pedagogy

Lecture by chalk and talk, PowerPoint presentation, e-content, group discussion, assignment, quiz, peerlearning, seminar

## Course Designers

1. Dr. T. Poornamathi Meenakshi
2. Dr. Ayesha M.I.

<b>COURSE NUMBER</b> EG24A02	<b>COURSE NAME</b> <b>I BA ENGLISH LITERATURE</b> <b>ALLIED- II</b> <b>ENGLISH THROUGH CLASSICS</b> <b>II</b>	Category	L	T	P	Credits
		Theory	73	2		4

### Preamble

To make the students understand various genres of literature and to kindle the analytical skills to comprehend the prime aspects of the English language and literature.

### Course Learning Outcomes

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

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
CLO1	Identify the different registers used by the Masters of the English Language	K1
CLO2	Explain the literary techniques and devices in the prescribed texts	K2
CLO3	Experiment with the aesthetic and moral values discussed in the literary Works of the period	K3
CLO4	Develop taste and maturity of mind, ability to think independently and sound critical judgment	K3
CLO5	Analyse the literary and socio-cultural perspectives through the literary texts.	K4

### Mapping with Programme Learning Outcomes

<b>Cos</b>	<b>PLO1</b>	<b>PLO2</b>	<b>PL03</b>	<b>PL04</b>	<b>PLO5</b>
CLO1	S	S	S	S	S
CLO2	S	S	S	S	S
CLO3	S	S	M	S	S
CLO4	S	S	S	S	S
CLO5	S	S	S	M	S

S- Strong; M-Medium

**Unit I** **15 hrs**

Appreciating Literature through Aspects of Language

(Metaphor, simile, symbols, narration, characterisation) through *The Lion, the Witch and the Wardrobe*

**Unit II** **14 hrs**

C. S. Lewis: *The Lion, the Witch and the Wardrobe*

**Unit III** **15 hrs**

Appreciating Literature through Aspects of Language

(Metaphor, simile, symbols, narration, characterisation) through *The Importance of Being Earnest*

**Unit IV** **14 hrs**

Oscar Wilde: *The Importance of Being Earnest*

**Unit V** **15 hrs**

Film Adaptation: *The Miracle Worker*

**Textbooks**

S.No	Author	Title of the book	Publisher	Year of Publication	Edition
1	Lewis, C. S.	<i>The Lion, the Witch and the Wardrobe</i>	Harper Collins	2002	Second
2	Wilde, Oscar	<i>The Importance of Being Earnest</i>	Oxford University Press	2005	First

**Reference Book**

S.No.	Author	Title of the book	Publisher	Year of Publication	Edition
1	Johnson, Roy	<i>Studying Fiction</i>	Manchester University Press	1991	First

## **Pedagogy**

Lecture by chalk and talk, PowerPoint presentation, e-content, group discussion, assignment, quiz, peer learning, seminar

## **Course Designers**


1. Mrs. Jesnie Evangeline
2. Dr. Ayesha M.I.





**PSGR  
Krishnammal College for Women**



**College of Excellence,  2023-4th Rank,  
Autonomous and Affiliated to Bharathiar University  
Reaccredited with A++ grade by NAAC, An ISO 9001:2015 Certified Institution  
Peelamedu, Coimbatore-641004**

## **DEPARTMENT OF ENGLISH**

**CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING  
OUTCOME- BASED CURRICULAR FRAMEWORK (LOCF)**

**(Semester III)**

**BACHELOR OF ENGLISH LITERATURE  
2023 – 26 BATCH**

## **PROGRAMME LEARNING OUTCOMES (PLOs)**

After completion of the programme, the student will be able to:

- PLO 1:** Master core concepts of the structure of the English language and literature
- PLO 2:** Demonstrate the ability to speak and write clearly, effectively, and resourcefully.
- PLO 3:** Relate to and respond creatively and ethically to any life situation, through their experiential learning of literature
- PLO 4:** Participate in decisive conversations, of interdisciplinary nature, and deliver their service to the Community
- PLO 5:** Reflect critically about their roles and identities and be competent citizens in a complex, interconnected environment

## **PROGRAMME SPECIFIC OUTCOME (PSOs)**

The students at the time of graduation will be able to:

- PSO 1:** Analyse texts with attention to ambiguity, complexity, and aesthetic value
- PSO 2:** Prepare, organize and participate in critical conversations.
- PSO 3:** Select and utilize ideas from literature in their own reading and writing.
- PSO 4:** Practice writing process with emphasis on inquiry, audience, research, and revision.



DEPARTMENT OF ENGLISH

CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING OUTCOME BASED  
CURRICULAR FRAMEWORK (LOCF SYLLABUS & SCHEME OF EXAMINATION  
BACHELOR OF ENGLISH LITERATURE – 2023-26 BATCH

SCHEME OF EXAMINATION 2023 BATCH & ONWARDS  
SEMESTER III

Sem	Part	Subject Code	Title of the Paper	Course Type	Instruction hours/week	Contact hours	Tutorial	Duration of Examination	Examination Marks			Credits
									CA	ESE	TOTAL	
III	I	TAM2303/ HIN2203/ FRE2203	Language T/H/F Paper III	Language	6	88	2	3	25	75	100	3
	II	ENG2303	English Paper III	English	5	73	2	3	25	75	100	3
	III	EG23C05	Core V- British Drama	CC	4	58	2	3	25	75	100	4
	III	EG23C06	Core VI - Literary Forms	CC	5	73	2	3	25	75	100	4
	III	EG23A03/ H123AO3	<b>Allied – Cluster</b> Writing for the Media/Indian Geography	GE	5	73	2	3	25	75	100	3
	III	EG23SCE1/ CS23SBGP	<b>Skill Based Course</b> Coursera – Effective Writing in English / GEN-AI	SEC	3	45/44	-/1	-	100	--	100	3
	IV	NM23DTG	Design Thinking	FSPA	2	30	-	-	100	-	100	2
	IV	NM22UHR	Universal Human Values and Human Rights #	AECC	-	-	-	-	100	-	100	Gr.
	V	JOC	Job oriented Course-German	-	-	-	-	-	-	-	Gr.	
I - V	VI	16BONL1 16BONL2	Online Course 1 Online Course 2	ACC	-	-	-	-	-	-	-	

CC – Core Courses

GE – Generic Elective

AEC – Ability Enhancement Course

ACC-Additional Credit Course

# - Self Study

Gr.-Grade

CA – Continuous Assessment

ESE - End Semester Examination

SEC- Skill Enhancement Course

AECC - Ability Enhancement

Compulsory Course,

FSPA-Finishing School Part A

### 1. Theory 25: 75 = 100 pattern

INTERNAL COMPONENT	25 / 75 = 100 Marks
<b>THEORY</b>	
CIA I	5
MODEL EXAM	7
SEMINAR/ ASSIGNMENT/ QUIZ	5
CLASS PARTICIPATION	5
ATTENDANCE	3
<b>TOTAL</b>	<b>25 Marks</b>

#### CA Question Paper Pattern (First 3 units)

CA Question from each unit comprising of

- One question with a weightage of 2 marks:  $2 \times 3 = 6$
- One question with a weightage of 5 marks (Internal Choice at the same CLO Level):  $5 \times 3 = 15$
- One question with a weightage of 8 marks (Internal Choice at the same CLO level):  $8 \times 3 = 24$

Total: **45 marks**

#### ESE Question Paper Pattern and Distribution of Marks:

##### Core & Allied courses:

- One question from each unit with each question comprising of
- One question with a weightage of 2 marks:  $2 \times 5 = 10$
- One question with a weightage of 5 marks (Internal Choice at the same CLO level):  $5 \times 5 = 25$
- One question with a weightage of 8 marks (Internal Choice at the same CLO level):  $8 \times 5 = 40$

Total: **75 marks**

#### Evaluation pattern for Gen-AI

Quiz : 50 Marks (5 quizzes with each 10 marks)

Case study : 25 Marks

Online Exam : 25 Marks (Departments to plan and conduct the exam)

Total: **100 Marks**

#### Part IV Introduction to Entrepreneurship / Women Studies / Value education / Environmental Studies / Design Thinking

Quiz : 50marks

Assignment : 25marks

Project / Case study: 25marks

Total: **100 Marks**

<b>COURSE CODE</b>	<b>TITLE OF THE COURSE</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>EG23CO5</b>	<b>CORE V- BRITISH DRAMA</b>	<b>Theory</b>	<b>58</b>	<b>2</b>	<b>-</b>	<b>4</b>

### Preamble

The Course aims at helping the students to read British Drama with a theoretical basis. It introduces various plays, a range of dramatic techniques besides enabling them to critically analyze drama.

### Course Learning Outcomes

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

<b>CO Number</b>	<b>CLO Statement</b>	<b>Knowledge level</b>
CLO 1	Comprehend the evolution of British Drama from the Renaissance Age to Modern Age and classify the views and influence of the ages on the writers and their plays	K2 & K3
CLO 2	Understand the representative British dramatists and their works within social and historical contexts	K2
CLO 3	Analyse dramatic elements - setting, structure, characters, plot and symbols, used in plays and evaluate literary works	K4
CLO 4	Remember the key terms relating to drama	K1
CLO 5	Apply justified approaches in responding to plays both critically and creatively.	K4

### Mapping with Programme Learning Outcomes

<b>CLOs</b>	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>
CLO 1	M	M	S	M	M
CLO 2	S	M	S	M	S
CLO 3	M	M	M	M	S
CLO 4	M	S	S	M	M
CLO 5	M	S	S	M	M

**S-Strong; M-Medium**

## Syllabus

Unit I:	Christopher Marlowe: <i>Doctor Faustus</i>	12 hrs
Unit II:	John Webster: <i>The Duchess of Malfi</i>	11 hrs
Unit III:	Oliver Goldsmith: <i>She Stoops to Conquer</i>	12 hrs
Unit IV:	George Bernard Shaw: <i>Pygmalion</i>	12 hrs
Unit V:	John Osborne: <i>Look Back in Anger</i>	11 hrs

## Textbooks Prescribed

S.No.	Unit	Author	Title	Publishers	Year of Publication	Edition
1	I	Marlowe, Christopher	<i>Doctor Faustus</i>	Macmillan	2003	Fifth
2	II	Webster, John	<i>The Duchess of Malfi</i>	Methuen & Co	1967	First
3	III	Goldsmith, Oliver	<i>She Stoops to Conquer</i>	Macmillan	2009	First
4	IV	Shaw, George Bernard	<i>Pygmalion</i>	Penguin	2003	Thirteenth
5	V	Osborne, John	<i>Look Back in Anger</i>	Faber and Faber	1963	Eighth

## Reference Books

S.No.	Author	Title of the Book	Publishers	Year of Publication	Edition
1	Watson, George J	<i>Drama- An Introduction</i>	Palgrave Macmillan	1983	Fifth
2	Pickering, Kenneth	<i>How to Study Modern Drama</i>	Palgrave Macmillan	1988	Eighth

## Course Designers

1. Dr. Mathangi V
2. Dr. Dhanalakshmi A

COURSE CODE	TITLE OF THE COURSE	Category	L	T	P	Credit
EG23C06	CORE VI- LITERARY FORMS	Theory	73	2	-	4

### Preamble

This course will enable the students to recognize and understand the different genres of literature. The students will be able to formulate and integrate technical skill and to have an insight into the craftsmanship of great masters of literature. The students will be able to review and appreciate various forms of literature.

### Course Learning Outcomes

CLO Number	CLO Statement	Knowledge level
CLO 1	Understand and identify the genres of literature from various literary, cultural, social and historical aspects	K2
CLO 2	Remember the characteristic features of genre and to understand technical skills in order to gain language competence	K1, K2
CLO 3	Demonstrate the ability to read literary texts closely and apply technical skills to review works of literature	K3
CLO 4	Analyse literary texts and appreciate the nuances of literature	K4
CLO 5	Acquire a broad perspective of the novel as a literary genre and the relevant historical, geographical, and cultural identical backgrounds.	K3

### Mapping with Programme Learning Outcomes

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

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	S	M	M	M	M
CLO 2	M	S	M	M	M
CLO 3	M	M	S	M	S
CLO 4	M	M	M	S	S
CLO 5	M	S	M	S	M

S-Strong; M-Medium

### Syllabus

#### UNIT I \*POETICAL TYPES

15 hrs

1. The Lyric
2. The Ode

3. The Sonnet
4. The Elegy
5. The Idyll
6. The Epic\*
7. The Ballad
8. The Satire Stanza Forms\*
  1. The Heroic Couplet\*
  2. The Terza Rima
  3. The Chaucerian Stanza or Rhyme Royal
  4. The Ottava Rima
  5. The Spenserian Stanza

[https://youtu.be/oo8UYyiC\\_](https://youtu.be/oo8UYyiC_)

<https://youtu.be/pTINzud6Tcc>

<https://youtu.be/m77woobMp>

## **UNIT II POETRY: SCHOOLS AND MOVEMENTS**

**15 hrs**

1. The Metaphysical School of Poetry
2. The Classical Movement
3. The Romantic Revival
4. The Pre-Raphaelites \*
5. The Fin De Siècle Movement
6. Poetic Types and Trends
7. The Georgian Poets \*
8. Poets of the First World War
9. The High Modernist Mode
10. Poetry of the Thirties
11. Poets of the Second World War
12. Post-Modernism
13. Post-Modern Poetry

[http://www.webexhibits.org/poetry/home\\_movements.html](http://www.webexhibits.org/poetry/home_movements.html)

<https://study.com/academy/course/english-literature.html>

## **UNIT III DRAMA: THE DRAMATIC ART**

**14 hrs**

### **DRAMATIC TYPES**

1. Tragedy and Comedy
2. Tragi-Comedy
3. Farce and Melodrama
4. The Masque
5. The One-Act Play
6. The Dramatic Monologue

**\* DRAMATIC DEVICES**

1. Dramatic Irony
2. Soliloquy and Aside
3. Expectation and Surprise
4. Stage Directions

<https://learn.podium.school/drama/7-different-types-of-drama-in-literature/>

<https://bscholarly.com/characteristics-features-of-drama/>

<https://thedramateacher.com/dramatic-elements/>

<https://www.josbd.com/write-a-note-on-origin-and-growth-of-english-drama/>

**ORIGIN OF THE ENGLISH DRAMA**

**UNIT IV DRAMA: ORIGIN OF THE ENGLISH THEATRE**

**14 hrs**

Notes on Shakespeare

\*Dramatic Modernism

[www.oranim.ac.il/sites/heb/SiteCollectionImages/.../](http://www.oranim.ac.il/sites/heb/SiteCollectionImages/.../)

<https://quizlet.com/12511465/the-language-of-shakespeare-dramatic-devices-flash-cards/>

**UNIT V PROSE**

**15 hrs**

\* The Essay

The Novel

\*The Short Story

Biography and Autobiography Criticism

Style.

<https://study.com/academy/course/english-literature.html>

<https://literarydevices.net/biography/>

[http://users.aber.ac.uk/jpm/ellsa/ellsa\\_elements.html](http://users.aber.ac.uk/jpm/ellsa/ellsa_elements.html)

## Textbooks Prescribed

S. No.	Unit	Author	Title of the Book	Publication	Publishing Year	Edition
1	I-V	Prasad, B.	<i>A Background to the Study of English Literature</i>	Macmillan Publishers India Ltd.	2013	Revised

## Reference Books

S. No.	Author	Title of the Book	Publication	Publishing Year	Edition
1	Abrams, M. H. and Geoffrey Galt Harpham	<i>A Glossary of Literary Terms</i>	Cengage Learning India Private Limited	2013	Eleventh

## Course Designers

1. Dr. Vanmathi P
2. Mrs. Ramya



COURSE CODE	TITLE OF THE COURSE	Category	L	T	P	Credit
EG23A03	ALLIED- III CLUSTER WRITING FOR THE MEDIA	Theory	73	2	-	3

### Preamble

Media writing is the art of conveying information, stories, and ideas through various forms of media. From newspapers and magazines to online platforms and social media, the world of media writing is diverse and ever-evolving. The course provides students with an opportunity to develop media skills which will enable them to become wise consumers of media and professional communicators who can contribute to the media industry as part of it.

### Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO 1	Develop a clear grasp of the key concepts of journalism and media studies	K1 & K2
CLO 2	Get trained in the conceptual and practical aspects of writing and reporting to the reach of media	K3
CLO 3	Elaborate on the conceptual and practical aspects of radio, TV and documentary from content writing	K3
CLO 4	Acquire the skills and knowledge in the field of advertising and ethics in media.	K4
CLO 5	Display editing skills including proof reading and headline writing	K4

### Mapping with Programme Learning Outcomes

CLO's	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	S	S	M	M	S
CLO 2	S	S	S	M	S
CLO 3	M	S	S	S	M
CLO 4	S	S	M	S	S
CLO 5	S	M	M	M	S

S-Strong; M-Medium; L-Low

### Syllabus

#### UNIT I

15 hrs

On the Job, Journalists at Work, The Characteristics of the Reporter, Components of the Story, Accuracy, Attribution, Verification, Complete Fairness, Balance, Objectivity, Brevity, Selectivity, Clarity, Human Interest, Responsibility, What Is News? The Reporter, What Motivates Reporters?

**UNIT II****15 hrs**

The Internet and Other Tools of the Trade, Tools for Today's New Media Journalist, Basic Newsroom References, Using the Computer Locating Information, Finding Sources, Cautions and Warnings, Have News Come to You, Web.0: Social Media Tools.

The Lead Rule Breakers, but Memorable Great Beginnings, Importance of the Lead, Finding the Lead, Writing the Lead, Types of Leads, Leads on News Features, A Difficult Choice, Good Reporting Makes for Good Leads, Color, S-V-O, Lead Length, Readability.

**UNIT III****14 hrs**

Story Structure, The Main Idea, The Structure, How to Organize and Write Your Story, The Single-Element Story, Two-Element Story, Three-Element Story, Story Units, The Inverted Pyramid, Storytelling, Online Writing, The General, Then the Specific, DAD: Dialogue, Action, Description, Story Necessities.

The Writer's Art, Writers Write ... and Read, Too Doing It Right—in a Hurry, Show Don't Tell, Human Interest Essential, Quotations Are Essential, Styling the Story, Writing for the Medium, Reporting, Conviction, Accuracy of Language, Clarity, Movement, Word Choice, Sentences.

**UNIT IV****15 hrs**

Features, Long Stories and Series, The Feature Planning Tone and Style, The News Feature Ideas for Features, Avoiding the Pitfalls, The Long Story, A Television Documentary, The Series, Investigative Series.

Broadcast Newswriting, An Early Guide, Rewriting the Wires, Sentence Structure and Language, Tenses, Attribution, More on Writing, The Lead, Broadcast Reporting, Radio Script: High School Dropouts, TV Covers a Fire, Reporting and Writing to Tape, Packaging Short News Features, Interviewing, Variety for Newscasts, Ethical Imperatives.

**UNIT V****14 hrs**

Interviewing Principles and Practices, News Interview, Personality Interview, Four Principles, The Interviewer's Ground Rules, Who's in Control? The Profile from Friend to Authority Figure, Don't Judge, Invasive Questions, The Careful Observer, Retroactive Requests, Using and Abusing Quotes, Anonymous and Confidential.

The Morality of Journalism, The Dilemma Guiding Values, Some Case Studies, Something New, Codes of Conduct, Sins of Omission, Morality Underlies Journalism, Past and Present, The Muckrakers, Making Journalism of Injustice, Activist Journalism.

**Textbooks Prescribed**

S.No	Unit	Author	Title of the book	Publisher	Year of Publication	Edition
1	I-V	Mencher, Melvin	<i>News Reporting and Writing</i>	McGraw Hill Companies	2011	Twelfth

## Reference Books

S. No.	Author	Title of the book	Publisher	Year of Publication	Edition
1	Keuhn. Scott A	<i>The Basics of Media Writing</i>	Sage Publications	2016	Fifth
2	Martin Lister	<i>New Media: A Critical Introduction</i>	Routledge	2008	Second
3	Chantler, Paul, and Peter Stewart	<i>Basic Radio Journalism</i>	Elsevier	2003	Fifth
4	Aggarwal, Virbala and Gupta, V.S.,	<i>Handbook of Journalism and Mass Communication</i>	Concept Publishing Company	2001	First

## Course Designers

1. Dr. J Sasirekha
2. Dr. C. Keren Vinita

COURSE CODE	TITLE OF THE COURSE	Category	L	T	P	Credit
CS23SBGP	SBS I - Gen-AI	Practical	-	1	44	3

### Preamble

The objective of this course is to understand the breadth and depth of Generative Artificial Intelligence (Gen AI) and to impart knowledge on its ethical implications, practical applications, and emerging trends.

### Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO 1	Understand the fundamental concepts and ethical considerations of Generative AI.	K2
CLO 2	Apply AI principles in practical settings using basic AI tools and platforms	K3
CLO 3	Develop advanced skills in specialized AI applications such as text analysis, natural language processing, and image recognition.	K3
CLO 4	Explore emerging trends in AI, integrating advanced AI tools into diverse professional practices.	K4

### Mapping with Programme Learning Outcomes

CLOs	PO 1	PO 2	PO 3	PO 4	PO 5
CLO 1	S	S	S	S	M
CLO 2	S	S	S	S	S
CLO 3	S	S	M	S	S
CLO 4	S	M	S	M	S

S- Strong; M- Medium; L-Low

### Syllabus

SBS I: Gen-AI - CS23SBGP

(44 Hrs)

Unit 1: Introduction to Gen AI

(9 hours)

Understanding Gen AI: Definition and scope of Gen AI - Overview of its applications in various fields - Introduction to essential skills needed for Gen AI. Ethical Considerations: Discussion on ethical guidelines and responsible use of AI - Understanding the impact of AI on society and individuals.

### **Hands-on Activity: Exploring AI Tools**

- Working with appropriate content creation Gen-AI tools to engage with ChatGPT to explore various subjects, simulate interviews, or create imaginative written content.
- Working with appropriate writing and rephrasing Gen-AI tools to drafting essays on designated topics and refining the content with improved clarity, coherence, and correctness.

### **Unit 2: Basic AI Concepts**

**(8 hours)**

Introduction to AI: Basic concepts and terminology of artificial intelligence - Examples of AI in everyday life - Real-world examples of AI applications in different domains. Machine Learning Basics: Understanding the principles of machine learning - Overview of supervised and unsupervised learning.

#### **Hands-on Activity: Simple AI Projects**

- Working with appropriate educational content creation Gen-AI tools to generate quizzes and flashcards based on classroom material.
- Working with appropriate language learning Gen-AI tools to practice and enhance language skills through interactive exercises and games across multiple languages.

### **Unit 3: AI in Practice**

**(9 hours)**

Text Analysis and Natural Language Processing (NLP): Introduction to NLP concepts and techniques - Hands-on exercises analyzing text data and extracting insights. Image Recognition and Processing: Basics of image recognition algorithms and techniques - AI Tools for Text and Image Processing

#### **Hands-on Activity: Text and Image Projects**

- Working with appropriate image processing Gen-AI tools to experiment with AI-generated images.
- Working with appropriate object recognition Gen-AI tools to identify various objects such as text, images, products, plants, animals, artworks, barcodes, and QR codes.

### **Unit 4: AI for Productivity and Creativity**

**(9 hours)**

AI-enhanced Productivity and creativity Tools: Overview of productivity and creativity tools enhanced with AI capabilities - Tips for integrating AI into daily tasks and workflows. AI and Jobs: Exploring how AI impacts jobs and industries - Discussion on opportunities and challenges - Exploration of AI-powered creative tools and applications.

#### **Hands-on Activity: Productivity and Creativity**

- Working with appropriate content creation Gen-AI tools to generate interactive videos / blog posts / art / drawing / music and storytelling experience.
- Working with appropriate resume generation Gen-AI tools to create professional resumes efficiently.

### **Unit 5: Future of Gen AI and Final Project**

**(9 hours)**

Emerging Trends in Gen AI - Applications of Generative AI - Ethical and Societal Impact of Gen AI - Future Directions and Challenges - Case Studies in Generative AI.

**Hands-on Activity: Trends in Gen AI**

- Working with appropriate speech generation Gen-AI tools to customize synthetic speech for virtual assistance across different applications.
- Working with appropriate data analysis Gen-AI tools to perform data analysis, visualization, and predictive modeling tasks.
- Working with appropriate Gen-AI design tools to simplify the creation of visually appealing presentations.
- Working with appropriate website builder Gen-AI tools to develop professional websites with AI assistance.

**Pedagogy**

Demonstration of AI Tools, Lectures and Case studies.

**Course Designers**

1. Mrs. S. Ponmalar

**Evaluation pattern for Gen-AI**

Quiz	: 50 Marks (5 quizzes with each 10 marks)
Case study	: 25 Marks
Online Exam	: 25 Marks (Departments to plan and conduct the exam)
Total	: <b>100 Marks</b>

COURSE CODE	TITLE OF THE COURSE	Category	L	T	P	Credit
NM23DTG	DESIGN THINKING	Theory	30	-	-	2

### Preamble

1. To expose the students to the concept of design thinking as a tool for innovation
2. To facilitate them in analysing the design process in individual and business decisions
3. To impart the design thinking skills

### Course Learning Outcomes

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

CLO Number	CLO Statement	Knowledge Level
CLO 1	Understand the concepts of Design thinking and its application in varied business settings	K1
CLO 2	Describe the principles, basis of design thinking and its stages	K2
CLO 3	Apply design thinking process in problem solving	K3
CLO 4	Analyze the best practices of design thinking and impart them in business and individual day to day operations.	K4

### Mapping with Programme Learning Outcomes

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
CLO 1	S	M	M	S	S
CLO 2	M	S	S	M	M
CLO 3	S	S	S	M	S
CLO 4	S	S	S	S	S

S-Strong; M-Medium; L-Low

### Syllabus

#### NM23DTG- DESIGN THINKING

#### UNIT I

5 Hrs

Design Thinking Overview: **\*Introduction to Design Thinking\*** and Design Research Strategies  
**-\*Design Thinking Skills\***

#### UNIT II

5 Hrs

Design Thinking Mindset - **\*Principles of Design Thinking - Basis for design thinking\***  
**-\*Design Thinking Hats\*** - Design thinking team

**UNIT III**

**5 Hrs**

**\*Empathize\*** - definition - Listen & Empathize with the Customers and / or Users - Tools and Techniques

**UNIT IV**

**5 Hrs**

**\*Define\*** - Definition - Defining the Problem - Tools and Techniques - Journey mapping and **\*Ideate\*** - definition - Ideation techniques

**UNIT V**

**6 Hrs**

**\*Prototype\*** - Definition - Prototype Alternate Solutions - **\*Test the Solutions\*** - Visualization - Story Telling - Cautions and Pitfalls - Best Practices  
(\*Seminar - Internal evaluation only)



### BLENDED LEARNING LINKS

UNIT	TOPICS	LINK
UNIT I	Introduction to Design Thinking	<a href="https://www.digimat.in/nptel/courses/video/109104109/L01.html">https://www.digimat.in/nptel/courses/video/109104109/L01.html</a>
	Design Thinking skills	<a href="https://www.youtube.com/watch?v=b-9Id-Jt_PI">https://www.youtube.com/watch?v=b-9Id-Jt_PI</a>
UNIT II	Principles & Basis of Design Thinking	<a href="https://youtu.be/6-NRiom8K9Y">https://youtu.be/6-NRiom8K9Y</a>
	Design Thinking hats	<a href="https://www.youtube.com/watch?v=bc-BvFQDmmk">https://www.youtube.com/watch?v=bc-BvFQDmmk</a>
UNIT III	Empathize	<a href="http://acl.digimat.in/nptel/courses/video/109104109/L02.html">http://acl.digimat.in/nptel/courses/video/109104109/L02.html</a> <a href="http://acl.digimat.in/nptel/courses/video/109104109/L03.html">http://acl.digimat.in/nptel/courses/video/109104109/L03.html</a> <a href="https://youtu.be/ls2mqHs02B0">https://youtu.be/ls2mqHs02B0</a>
UNIT IV	Define	<a href="http://acl.digimat.in/nptel/courses/video/109104109/L04.html">http://acl.digimat.in/nptel/courses/video/109104109/L04.html</a> <a href="https://youtu.be/veixQsRnZZU">https://youtu.be/veixQsRnZZU</a> <a href="https://youtu.be/6-bDSKZJEM">https://youtu.be/6-bDSKZJEM</a>
	Ideate	<a href="http://acl.digimat.in/nptel/courses/video/109104109/L11.html">http://acl.digimat.in/nptel/courses/video/109104109/L11.html</a> <a href="http://acl.digimat.in/nptel/courses/video/109104109/L12.html">http://acl.digimat.in/nptel/courses/video/109104109/L12.html</a> <a href="http://acl.digimat.in/nptel/courses/video/109104109/L13.html">http://acl.digimat.in/nptel/courses/video/109104109/L13.html</a>
UNIT V	Prototype	<a href="http://acl.digimat.in/nptel/courses/video/109104109/L15.html">http://acl.digimat.in/nptel/courses/video/109104109/L15.html</a>
	Testing	<a href="http://acl.digimat.in/nptel/courses/video/109104109/L16.html">http://acl.digimat.in/nptel/courses/video/109104109/L16.html</a> <a href="http://acl.digimat.in/nptel/courses/video/109104109/L17.html">http://acl.digimat.in/nptel/courses/video/109104109/L17.html</a> <a href="http://acl.digimat.in/nptel/courses/video/109104109/L18.html">http://acl.digimat.in/nptel/courses/video/109104109/L18.html</a> <a href="http://acl.digimat.in/nptel/courses/video/109104109/L19.html">http://acl.digimat.in/nptel/courses/video/109104109/L19.html</a>



**PSGR  
Krishnammal College for Women**



**DEPARTMENT OF ENGLISH**

**CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING  
OUTCOME-BASED CURRICULAR FRAMEWORK (LOCF)**

**(Semester IV)**

**BACHELOR OF ENGLISH LITERATURE**

**2023 – 2026 BATCH**

## **PROGRAMME LEARNING OUTCOMES (PLOs)**

After completion of the programme, the student will be able to:

**PLO1:** Master core concepts of the structure of the English language and literature

**PLO2:** Demonstrate the ability to speak and write clearly,  
effectively, and resourcefully

**PLO3:** Relate to and respond creatively and ethically to any life situation,  
through their experiential learning of literature

**PLO4:** Participate in decisive conversations, of interdisciplinary nature,  
and deliver their service to the community

**PLO5:** Reflect critically about their roles and identities and be competent  
citizens in a complex, interconnected environment

## **PROGRAMME SPECIFIC OUTCOME (PSOs)**

The students at the time of graduation will be able to

**PSO1:** Analyse texts with attention to ambiguity, complexity, and aesthetic value

**PSO2:** Prepare, organize and participate in critical conversations

**PSO3:** Select and utilize ideas from literature in their own reading and writing

**PSO4:** Practice writing process with emphasis on inquiry, audience,  
research, and revision



CHOICE BASED CREDIT SYSTEM (CBCS) & LEARNING OUTCOME-BASED CURRICULAR FRAMEWORK (LOCF)  
SYLLABUS & SCHEME OF EXAMINATION

**BACHELOR OF ENGLISH LITERATURE – 2023-2026 BATCH**

Sem	Part	Subject Code	Title of the paper	Course Type	Instruction hours/week	Contact hours	Tutorial	Duration of Exam	Examination Marks			Credits
									CA	ESE	TOTAL	
IV	I	TAM2304/ HIN2304/ FRE2304	Tamil Paper IV/ Hindi Paper IV/ French Paper IV	L	5	73	2	3	25	75	100	3
	II	ENG2304	English Paper-IV	E	6	88	2	3	25	75	100	3
	III	EG23C07	British Novel	CC	5	73	2	3	25	75	100	5
	III	EG23C08	Introduction to Literary Criticism	CC	4	58	2	3	25	75	100	4
III-IV	III	EG23SCE1/ CS23SBGP	Effective Writing in English/ GEN-AI	SEC	3	45	-	-	100	-	100	3
IV	III	EG23A04/ HI23A04/ ES23A07	English for Competitive Examinations / Indian Culture and Heritage/ Research Methodology	GE	5	73	2	3	25	75	100	4
	IV	NM23EII	Entrepreneurship and Innovation (Ignite X)	AECC	2	30	-	-	100	-	100	2
	IV	NM23EVS	Environmental Studies	AECC	SS	-	-	-	100	-	100	Gr.
	V	COCOACT	Co-Curricular Activities	GC	-	-	-	-	100	-	100	1
	VI	COM15SER	Community Service – 30 Hours	GC	-	-	-	-	-	-	-	-
I – V	VI	16BONL1 16BONL2	Online Course 1 Online Course 2	ACC	-	-	-	-	-	-	-	-

CC- Core Course      CA-Continuous Assessment      GE-Generic Elective  
ESE- End Semester Examination      SEC- Skill Enhancement Course      GC-General Course  
AECC-Ability Enhancement Compulsory Courses      SS – Self Study      Gr. - Grade  
ACC – Additional Credit Course      L- Language      E-English

### 1. Theory 25: 75 = 100 pattern

INTERNAL COMPONENT	25 / 75 = 100 Marks
<b>THEORY</b>	
CIA I	5
MODEL EXAM	7
SEMINAR/ ASSIGNMENT/ QUIZ	5
CLASS PARTICIPATION	5
ATTENDANCE	3
TOTAL	25 Marks

#### CA Question Paper Pattern (First 3 units)

CA Question from each unit comprising of

- One question with a weightage of 2 marks:  $2 \times 3 = 6$
- One question with a weightage of 5 marks (Internal Choice at the same CLO Level):  $5 \times 3 = 15$
- One question with a weightage of 8 marks (Internal Choice at the same CLO level):  $8 \times 3 = 24$

Total: **45 marks**

#### ESE Question Paper Pattern and Distribution of Marks:

##### Core & Allied courses:

- One question from each unit with each question comprising of
- One question with a weightage of 2 marks:  $2 \times 5 = 10$
- One question with a weightage of 5 marks (Internal Choice at the same CLO level):  $5 \times 5 = 25$
- One question with a weightage of 8 marks (Internal Choice at the same CLO level):  $8 \times 5 = 40$

Total: **75 marks**

#### Part IV Entrepreneurship and Innovation (Ignite X)/ Environmental Studies

- Quiz: 50 marks
- Assignment :25 marks
- Project / Case study: 25 marks

Total: **100 Mark**

COURSE CODE	TITLE OF THE COURSE	Category	L	T	P	Credit
EG23C07	BRITISH NOVEL	Theory	73	2	-	5

### Preamble

The course enables and encourages students to read widely, acquiring knowledge of written texts in most or all periods of English literary history. It also enables the students to comprehend the complex relationship between literary texts and their social, political, cultural and other relevant contexts. The course intends to develop critical acumen in students.

### Course Learning Outcomes

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

CLO	CLO Statement	Knowledge level
CLO1	Assess the novel as a literary genre with special focus on British Novel	K1
CLO2	Interpret the text intensively and distinguish its salient features.	K3
CL03	Appreciate the literary works at varied levels of comprehension.	K4
CL04	Demonstrate the ability to use the critical theories in the practice of literary evaluation.	K3

### Mapping with Programme Learning Outcomes:

CLOs	PLO 1	PLO 2	PLO 3	PLO4	PLO 5
CLO1	S	S	M	M	M
CLO2	M	S	M	M	S
CLO3	M	M	S	S	S
CLO4	S	M	S	S	M

S- Strong; M-Medium

## Syllabus

<b>UNIT I:</b>	Jonathan Swift: Gulliver's Travels Part I & II	19 hrs
<b>UNIT II:</b>	Emily Bronte: Wuthering Heights	12 hrs
<b>UNIT III:</b>	Charles Dickens: Oliver Twist	11 hrs
<b>UNIT IV:</b>	Francis Hodgson Burnett: The Secret Garden William Golding: Lord of the Flies	19 hrs
<b>UNIT V:</b>	Hilary Mantel: Wolf Hall	12 hrs

## Textbooks:

S.No.	Unit	Author	Title of the book	Publisher	Year of Publication	Edition
1	I	Swift, Jonathan	Gulliver's Travels -Part I & II	Penguin	2010	Reprint
2	II	Bronte, Emily	Wuthering Heights	Penguin	2009	Reprint
3	III	Dickens, Charles	Oliver Twist	Sterling	2002	Reprint
4	IV	Hodgson Burnett, Francis	The Secret Garden	Scholastic India Limited	2015	Reprint
		Golding, William	Lord of the Flies	Berkley	2003	Reprint
5	V	Mantel, Hilary	Wolf Hall	Harper Collins	2009	Reprint

## Reference Books:

S.No.	Author	Title of the book	Publisher	Year of Publication	Edition
1	Johnson, Roy	Studying Fiction	Manchester Univ. Press	1991	First
2	Boulton, Marjorie	The Anatomy of the Novel	Routledge and K.Paul	1975	First

Pedagogy: Teaching, Discussion, Seminar and ICT

## Course Designers:

1. Dr. V Mathangi
2. Mrs. R Maheswari

<b>Module No</b>	<b>Topic</b>	<b>CLO Level</b>	<b>No. of Hours</b>	<b>Content Delivery Method/ Pedagogy</b>	<b>Student Engagement</b>	<b>Participatory Learning / Experiential Learning / Problem-based Learning</b>
<b>Unit I: Jonathan Swift's <i>Gulliver's Travels</i></b>						
1	British Fiction and its Types	CLO 1	1	Lecture – Chalk andTalk	White/Jam Board	Participatory Learning
2	The prominence of British literature and famous British novelists	CLO 1	1	Lecture – Chalk andTalk	Presentation	Participatory Learning
3	Swift as a novelist	CLO 1	1	Lecture – Chalk andTalk	Presentation	Experiential Learning
4	Gulliver's Travels – In-class lecture on the plot of the novel	CLO 1	1	Lecture – Chalk andTalk	Quizalize	Participatory Learning
5	The portrayal of characters	CLO 2	1	Lecture – Chalk andTalk	Quizalize	Participatory Learning
6	Comparing and contrasting the characters in A Voyage to Lilliput-Discussion	CLO 2	1	Group Discussion	Role-play	Experiential Learning
7	Chapter Overviews	CLO 2	1	Group Discussion	Role-play	Participatory Learning
8	Significance of the Title in the novel	CLO 3	1	Group Discussion	Group Reading	Experiential Learning
9	Reviewing and criticizing	CLO 3	1	Group Discussion	Group Reading	Problem-based Learning
10	Philosophical and critical background of the novel	CLO 4	1	Group Discussion	Student Seminar	Participatory Learning
11	Language and art of storytelling in the novel.	CLO 4	1	Group Discussion	Presentation	Problem-based Learning
12	Reviewing and criticizing	CLO 3	1	Group Discussion	Group Reading	Experiential Learning
13	The portrayal of characters	CLO 2	1	Group Discussion	Role-play	Experiential Learning
14	Comparing and contrasting the characters in A voyage to Brobdingnag-Discussion	CLO 2	1	Group Discussion	Role-play	Participatory Learning
15	Chapter Overviews	CLO 3	1	Group Discussion	Group Reading	Experiential Learning
16	Techniques in the novel	CLO 3	1	Group Discussion	Group Reading	Experiential Learning
17	Themes in the novel	CLO 4	1	Group Discussion	Student Seminar	Participatory Learning
18	Gulliver's Travel as a Satire	CLO 4	1	Group Discussion	Presentation	Problem-based Learning



19	Revision	CLO 3	1	Group Discussion	Group Reading	Experiential Learning
<b>Unit II: Emily Bronte's <i>Wuthering Heights</i></b>						
20	Gothic Literature	CLO 1	1	Lecture – Chalk andTalk	White/Jam Board	Participatory Learning
21	Key elements of Gothic fiction	CLO 1	1	Lecture – Chalk andTalk	Presentation	Problem Based Learning
22	Emily Bronte	CLO 1	1	Lecture – Chalk andTalk	Seminar	Participatory Learning
23	Significance of the novel	CLO 1	1	Lecture – Chalk andTalk	Quizalize	Participatory Learning
24	The plot of the novel	CLO 2	1	Lecture – Chalk andTalk	Quizalize	Participatory Learning
25	Chapters Overview	CLO 2	1	Group Discussion	Role-play	Experiential Learning
26	Chapters Overview	CLO 2	1	Group Discussion	Role-play	Experiential Learning
27	The thematic structure of the novel	CLO 3	1	Group Discussion	Role-play	Experiential Learning
28	Portrayal of characters	CLO 3	1	Group Discussion	Role-play	Experiential Learning
29	Critical analysis	CLO 4	1	Group Discussion	Student Seminar	Problem-based Learning
30	Critical analysis	CLO 4	1	Group Discussion	Student Seminar	Problem-based Learning
31	Literary techniques	CLO 4	1	Group Discussion	Presentation	Participatory Learning
<b>Unit III: Charles Dicken's <i>Oliver Twist</i></b>						
32	Social Novel- Novels reflect society	CLO 1	1	Lecture – Chalk andTalk	White/Jam Board	Participatory Learning
33	Charles Dickens as a novelist	CLO 1	1	Lecture – Chalk andTalk	Seminar	Participatory Learning
34	Background of the novel	CLO 1	1	Lecture – Chalk andTalk	Quizalize	Participatory Learning
35	Plot of the novel	CLO 2	1	Lecture – Chalk andTalk	Quizalize	Participatory Learning
36	Chapters overview	CLO 2	1	Group Discussion	Role-play	Experiential Learning
37	Chapters Overview	CLO 2	1	Group Discussion	Role-play	Experiential Learning
38	Comparing and contrasting characters	CLO 3	1	Group Discussion	Role-play	Experiential Learning

39	The thematic structure of the novel	CLO 3	1	Group Discussion	Group Reading	Experiential Learning
40	Symbols in the novel	CLO 3	1	Group Discussion	Group Reading	Problem Based Learning
41	Language and Narrative technique in the novel	CLO 4	1	Group Discussion	Student Seminar	Problem-based Learning
42	Critical analysis	CLO 4	1	Group Discussion	Student Seminar	Problem-based Learning
<b>Unit IV: Frances Hodgson Burnett's <i>The Secret Garden</i> and William Golding's <i>Lord of the Flies</i></b>						
43	Introduction Burnett Biography	CLO 1	1	Lecture – Chalk and Talk	White/Jam Board	Participatory Learning
44	<i>The Secret Garden</i> -Character analysis	CLO 1	1	Lecture – Chalk and Talk		Participatory Learning
45	<i>The Secret Garden</i> Background	CLO 1	1	Lecture – Chalk and Talk	Quizalize	Participatory Learning
46	Plot of the novel	CLO 2	1	Lecture – Chalk and Talk	Quizalize	Participatory Learning
47	Chapters Overview	CLO 2	1	Group Discussion	Presentation	Experiential Learning
48	Thematic Structure of the novel	CLO 2	1	Group Discussion	Role-play	Experiential Learning
49	Symbolisms in the novel	CLO 3	1	Group Discussion	Group Reading	Experiential Learning
50	Structure and other techniques used in the novel	CLO 3	1	Group Discussion	Group Reading	Experiential Learning
51	Techniques used in Novel	CLO 1	1	Lecture – Chalk and Talk	White/Jam Board	Participatory Learning
52	William Golding – biography	CLO 1	1	Lecture – Chalk and Talk	Presentation	Participatory Learning
53	<i>Lord of the Flies</i> -Background	CLO 1	1	Lecture – Chalk and Talk	Quizalize	Participatory Learning
54	Plot of the novel	CLO 2	1	Lecture – Chalk and Talk	Quizalize	Participatory Learning
55	Chapters Overview	CLO 2	1	Group Discussion	Presentation	Experiential Learning
56	Thematic Structure of the novel	CLO 2	1	Group Discussion	Role-play	Experiential Learning
57	Symbolisms in the novel	CLO 3	1	Group Discussion	Group Reading	Experiential Learning

58	Fable Structure and other techniques used in the novel	CLO 3	1	Group Discussion	Group Reading	Experiential Learning
59	Character analysis	CLO 4	1	Lecture – Chalk andTalk	Student Seminar	Problem-based Learning
60	Concept, Identity, and manifestation of the beast	CLO 4	1	Group Discussion	Student Seminar	Problem-based Learning
61	Critical Analysis	CLO 4	1	Group Discussion	Student Seminar	Problem-based Learning
<b>Unit V: Hilary Mantel's <i>Wolf Hall</i></b>						
62	Historical Novel	CLO 1	1	Lecture – Chalk andTalk	White/Jam Board	Participatory Learning
63	Hilary Mantel- Biography	CLO 1	1	Lecture – Chalk andTalk	Educa Play	Problem -based Learning
64	Historical Context of the novel	CLO 1	1	Lecture – Chalk andTalk	Quizalize	Experiential Learning
65	Study on the Tudor Dynasty and Thomas Cromwell	CLO 2	1	Lecture – Chalk andTalk	Quizalize	Experiential Learning
66	Plot of the novel	CLO 2	1	Lecture – Chalk andTalk	Quizalize	Experiential Learning
67	Chapters Overview	CLO 2	1	Group Discussion	Role-play	Participatory Learning
68	Chapters Overview	CLO 3	1	Group Discussion	Role-play	Participatory Learning
69	Thematic Structure of the novel	CLO 3	1	Group Discussion	Group Reading	Experiential Learning
70	Comparing and contrasting characters	CLO 3	1	Group Discussion	Group Reading	Problem based Learning
71	Symbols and Narrative Techniques	CLO 4	1	Lecture – Chalk andTalk	Student Seminar	Experiential Learning
72	Critical Analysis	CLO 4	1	Group Discussion	Student Seminar	Problem-based Learning
73	Revision	CLO 4	1	Group Discussion	Student Seminar	Participatory Learning

<b>Name of the course</b>	British Novel
<b>Name of the Faculty</b>	Ms. P. Subhapiya
<b>Participatory Learning</b>	40 %
<b>Experiential Learning</b>	40 %
<b>Problem-based Learning</b>	20 %

**Course Designers:**

1. Dr. V Mathangi
2. Mrs. R Maheswari

<b>COURSE CODE</b>	<b>TITLE OF THE COURSE</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
EG23C08	INTRODUCTION TO LITERARY CRITICISM	Theory	58	2	-	4

### Preamble

The Course aims to help the students to have a comprehensive view of the major trends in literary theory and criticism. It also introduces them to literary theory and its applications, offers a framework for understanding the historical evolution of literary theories, and introduces them to a wide range of approaches to the study of texts.

### Course Learning Outcomes

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

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge level</b>
CLO1	Understand and familiarize with the critical works of the critics from the classical times to the present.	K2
CLO2	Examine the postulations of the various theories and concepts propounded by the critics	K3
CLO3	Recognize and critique the argument underlying critical writings.	K4
CLO4	Acquaint with the different theories and apply selected theories to specific literary works.	K4

### Mapping with Programme Learning Outcomes

<b>CLOs</b>	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>
CLO1	M	M	S	M	M
CLO2	S	M	M	M	S
CLO3	M	S	M	M	S
CLO4	M	M	M	M	S

S-Strong; M-Medium

### Syllabus

#### Unit I

12 hrs

Plato  
Aristotle  
Horace  
Longinus

#### Unit II

11 hrs

Sri Philip Sidney  
Ben Jonson  
John Dryden

**Unit III**

Joseph Addison  
Alexander Pope  
Dr. Samuel Johnson

**12 hrs****Unit IV**

William Wordsworth  
S.T. Coleridge: Biographia Literaria Chapter XIV  
Mathew Arnold

**12 hrs****Unit V**

Walter Pater  
T.S. Eliot  
I.A. Richards – Four Kinds of Meaning

**11hrs****Textbooks:**

S.No.	Unit	Author	Title of the book	Publisher	Year of Publication	Edition
1	I-V	Prasad, Birjadish	An Introduction to English Criticism	Macmillan	2011	First
2	IV	Enright, D J & De Chickera, Ernst	English Critical Texts, 16 <sup>th</sup> century to 20 <sup>th</sup> Century	London, Oxford University Press	1962	First
3	V	Lodge, David	20 <sup>th</sup> Century Literary Criticism	Longman, England	1972	First

**Reference Book:**

S.No.	Author	Title of the Book	Publishers	Year of Publication	Edition
1	Lodge, David and Nigel Wood	Modern Criticism and Theory: A Reader	Dorling Kindersley (India) Pvt. Ltd	2011	First

**Pedagogy:** Teaching, Discussion, Seminar and ICT**Course Designers:**

1. Dr.S. Lavanya
2. Dr. S. Gomathi

Module No.	Topic	CLO level	No. of periods	Content delivery method	Student engagement	Participatory Learning / Experiential Learning / Problem based Learning	E-Content Modules
<b>Unit – I</b>							
1	Introduction to the History of Literary Criticism	CLO 1,2	1	Lecture – Group reading	Quiz (Quizizz)	Participatory Learning	<b>SLO 1:</b> Introduction to Literary Criticism (5 mins) <b>SLO 2:</b> Significant writers and Critics ( 5 mins) Discussion
2	Plato	CLO 1,2	1	Chalk and talk/ Picture	Think Pair and Share	Participatory Learning	<b>SLO 3:</b> Life and Philosophy of Plato ( 10 mins)
3	Plato	CLO 2,3	1	Chalk and Talk/ Discussion	Think aloud	Participatory Learning	<b>SLO:4.</b> Works of Plato ( 15 mins) Discussion
4	Plato	CLO 2,3	1	Chalk and talk/ Picture	Quescussion	Experiential Learning	<b>SLO:5.</b> Contributions of Plato. (10 mins) Quiz
5	Aristotle	CLO 1,2	1	PPT	Think Pair share	Participatory Learning	<b>SLO:6.</b> Biography of Aristotle (10 mins) Assignment
6	Aristotle	CLO 3	1	PPT	Socrative method	Participatory Learning	<b>SLO:7.</b> Works of Aristotle (10 mins) Discussion
7	Aristotle	CLO 2,3	1	PPT	Sketch noting	Experiential Learning	<b>SLO:8.</b> Philosophy and ethics of Aristotle (15 mins) Quiz
8	Horace	CLO 2,3	1	Chalk and Talk/ Discussion	Flipped classroom	Experiential Learning	<b>SLO:9.</b> Life of Horace (10 mins) Discussion

9	Horace	CLO 2,3	1	Chalk and Talk/ Discussion	Flipped classroom	Participatory Learning	<b>SLO:10.</b> Works of Horace (10 mins) Discussion
10	Horace	CLO 2,3	1	PPT	Discussion	Experiential Learning	<b>SLO:11.</b> Theory of Horace (10 mins) Quiz
11	Longinus	CLO 1,2	1	PPT	Flipped classroom,	Participatory Learning	<b>SLO:12.</b> Life and works of Longinus (10 mins) Discussion
12	Longinus	CLO 2,3		Video	Think pair share	Experiential Learning	<b>SLO:13(A) &amp; SLO 13 (B)</b> Longinus as the first Romantic Critic (10 mins) Quiz
<b>Unit – II</b>							
13	Introduction -Sir Philip Sidney	CLO 1	1	Chalk and talk/ Video	Quiz  Quizizz, Think pair share	Participatory Learning	<b>SLO 14:</b> Biography of Sir Philip Sidney (5 mins) The writer and his Work ( 5 mins) The ‘Argument’ of his Book (10 Mins) Discussion
14	Sir Philip Sidney	CLO 1,2	1	Chalk and talk/ Video	Think aloud	Participatory Learning	<b>SLO 15:</b> Recap ( 5 mins) Sir Philip Sidney’s Classicism ( 15 mins) Discussion
15	Sir Philip Sidney	CLO 3	1	Chalk and Talk/ Discussion	Think aloud	Experiential Learning	<b>SLO 16:</b> The Value of Sir Philip Sidney’s Criticism (10 mins) Quiz
16	Ben Jonson	CLO 2,3	1	Chalk and talk/ Picture	Buzz groups	Participatory Learning	<b>SLO 17:</b> Biography of Ben Jonson (10 mins) Ben Jonson and his works (10 mins) Assignment



17	Ben Jonson	CLO 1,2	1	PPT	Flipped classroom	Participatory Learning	<b>SLO 18:</b> Classicism of Ben Jonson (15 mins) The Qualification of a Poet (10 mins) Discussion
18	Ben Jonson	CLO 3	1	PPT	Discussion	Experiential Learning	<b>SLO 19:</b> Ben Jonson's Observation on style (10 mins) Estimates of Bacon and Shakespeare (10 mins) Quiz
19	Ben Jonson	CLO 2,3	1	PPT	Discussion	Participatory Learning	<b>SLO 20:</b> Ben Jonson's Liberal Concept of Rules (5 mins) The Value of Ben Jonson's Criticism (5mins) Discussion
20	John Dryden-	CLO 2,3	1	Chalk and Talk	Presentation	Participatory Learning	<b>SLO 21:</b> John Dryden's Critical Works (10 mins) The Nature of Poetry (5mins) The Function of Poetry (5 mins) Discussion
21	John Dryden	CLO 1,2	1	Video PPT	Discussion	Participatory Learning	<b>SLO 22:</b> Dramatic poetry (15 mins) Discussion
22	John Dryden	CLO 2,3	1	PPT	Post it Parade	Experiential Learning	<b>SLO 23:</b> On Tragedy (5mins) On Comedy(5 ins) On Epic (5mins) Quiz
23	John Dryden	CLO 3	1	Seminar	One minute paper	Experiential Learning	<b>SLO 24:</b> On Satire(5mins)

							On Criticism (5 mins) The Value of John Dryden's Criticism (5mins) Discussion
<b>Unit – III</b>							
24	Introduction to Joseph Addison and his works	CLO 2,3	1	Lecture PPT	One minute paper	Participatory Learning	<b>SLO 25:</b> Intro - 3 mins Wit (True and False wit) - 20 mins Quiz
25	Joseph Addison - On Taste and Pleasures of Imagination	CLO 2,3	1	Lecture PPT	One minute paper	Problem solving learning	<b>SLO 26:</b> Recap - 3 mins True taste - 10 mins Pleasures of Imagination - 10 mins Discussion - 5 mins
26	Joseph Addison – On Tragedy and Paradise Lost	CLO 2,3	1	Chalk and Talk	Group discussion	Experiential Learning	<b>SLO 27:</b> Tragedy Preassessment - 10 mins Addison's views on Tragedy- 5 mins On Paradise Lost - 10 mins Discussion
27	Joseph Addison	CLO 3	1	Chalk and Talk	Annotate	Participatory Learning	<b>SLO 28:</b> Criticism – 3 mins Neo classical vs. Aesthetic – 15 mins Service to cause of Literature – 3mins Discussion
28	Introduction to Alexander Pope and his critical works	CLO 1,2	1	PPT	Discussion,	Problem based Learning	<b>SLO 29:</b> Critical works – 5mins Classical Tradition - 5mins Master of criticism – 5mins
29	n of Criticism	CLO 1,2	1	PPT	Think Aloud	Experiential Learning	<b>SLO 30:</b> Author is the critic – 5mins

							Perfect critic – 5mins Wit, verse and diction – 10 mins
30	Deviations of Classicism	CLO 2,3	1	PPT	Review	Participatory Learning	<b>SLO 31:</b> Superiority of inspiration over art – 10 mins Function of Art according to Pope and his merit as critic – 10 mins
31	Introduction to Dr. Johnson & his critical theory	CLO 2,3	1	Lecture PPT	Review	Experiential Learning	<b>SLO 32</b> Principles- 10 mins Nature, Reason and Time -10 mins Discussion – 3 mins
32	On Poetry and kinds of Poetry	CLO 1,2	1	Lecture PPT	Review	Participatory Learning	<b>SLO 33:</b> Poetry – 10 mins Kinds of poetry – 15 mins Quiz – 3 mins
33	On versification, Diction and Similes	CLO 2,3	1	Lecture PPT	Quescussion	Participatory Learning	<b>SLO 34:</b> Versification – 5 mins Diction – 7 mins Similes – 7 mins Review
34	On Drama: Nature, unities, Dramatic Pleasure and Tragicomedy	CL O3	1	Presentati on	Think aloud	Experientia l Learning	<b>SLO 35:</b> Nature of Drama – 5mins Necessity/ rejection of the unities – 7 mins Consciousness and Pleasure- 5mins Tragicomedy – 5 mins
35	On Practical Criticism and value	CLO 3	1	Lecture PPT	Quescussion	Problem solving learning	<b>SLO 36:</b> Biography – 10 mins Last neoclassicist – 5mins

							Means and ends; the test of excellence – 10 mins Assignment
<b>Unit – IV</b>							
36	Introduction to Romantic Revival	CLO 1	1	Lecture/PPT	Jamboard	Problem solving learning	<b>SLO 37:</b> Introduction to Romantic Revival (5 mins) Pre-assessment Earlier Romantic Trends (10 mins) Factors responsible for change (15mins) Discussion
37	On William Wordsworth-introduction to his critical works	CLO 2,3	1	Lecture/PPT	Quesdiscussion	Experiential Learning	<b>SLO 38:</b> Wordsworth's criticism 5 mins Concept of Poetic Diction – neoclassical (5 mins) Wordsworth (15mins)
38	On the concept of Poetry	CLO 1,2		Lecture/PPT	Annotate	Participatory Learning	<b>SLO 39:</b> Intro-what is Poetry? (3 mins) Wordsworth's concept of Poetry (15 mins) The Daffodils (10 mins reading)
39	On the value of his criticism	CLO 2,3	1	OER	Group Discussion	Experiential Learning	<b>SLO 40:</b> <ul style="list-style-type: none"> <li>• Intro-value of Wordsworth's Criticism (5 mins)</li> <li>• Reading of Lyrical Ballads (15 mins)</li> <li>• Assignment</li> </ul>

40	Introduction to Coleridge and his critical work	CLO 2,3	1	Lecture PPT	Presentation	Participatory Learning	<b>SLO 41:</b> Intro – Biographia Literaria (5 mins) Theory of Imagination (10 mins) View of Art (10 mins) Quiz
41	Coleridge- Biographia Literaria - Chapter XIV- <a href="https://www.britannica.com/topic/Biographia-Literaria">https://www.britannica.com/topic/Biographia-Literaria</a>	CL O 2,3	1	Lecture PPT	Group discussion	Problem solving learning	<b>SLO 42:</b> Coleridge on definition of Poem (10 mins) Coleridge on Poetic Genius and Diction (15 mins) Assessment
42	Coleridge- Biographia Literaria Chapter XIV	CLO 2,3,4	1	Lecture/ Video	Real Time Reactions	Experiential Learning	<b>SLO 43:</b> Intro- 3 mins Group Reading/Video (10 mins) Dramatic Illusion- (15 mins) Discussion/Quiz
43	Introduction to Victorian Age	CLO 1,2	1	Lecture PPT	Group discussion	Participatory Learning	<b>SLO 44:</b> Introduction Victorian Era (15 mins) Art for Art’s sake (5 mins) Arnold (5mins) Discussion
44	Mathew Arnold on poetry	CLO 2,3	1	Lecture PPT	Buzzgroups	Problem based Learning	<b>SLO 45:</b> Quiz- Pre assessment (5 mins) His Classicism (15 mins) Grand Style (10 mins) Discussion
45	Arnold On Life and Criticism	CLO 2,3	1	Discussion	Buzzgroups	Problem based Learning	<b>SLO 46:</b> Criticism on Life (10 mins) Creative and Critical Faculties (18 mins) Discussion

46	Mathew Arnold's value of criticism	CLO 3	1	Presentatio n	Peer Review	Experiential Learning	<b>SLO 47:</b> Touchstone Method (15 mins) False standards (10 mins) Assignment
<b>Unit –V</b>							
47	Introduction to Walter Pater – The Nature of his work	CLO 1	1	Lecture/P PT	Jamboard	Experiential Learning	<b>SLO48:</b> Introduction (5 minutes) Brief Overview of Walter Pater Key Works Walter Pater and his significance in literary criticism during the 19 <sup>th</sup> century (10 minutes) Focus on Pater's Approach  Exploration of Pater's influence (5 minutes) Recapitulation (3 minutes) Quiz
48	Walter Pater – On Literature	CLO 1,2	1	Lecture/P PT	Flipped classroom	Problem solving learning	<b>SLO 49:</b> Introduction to Walter Pater - Recapitulation (3 minutes) Exploring Pater's Distinction (10 minutes) Requirements for Good and Great Art (10 minutes) Recap (2 minutes) Quiz
49	Walter Pater – On Style	CLO 2,3	1	Lecture PPT	Quiz	Participatory Learning	<b>SLO 50:</b> Introduction to Walter Pater's Style (3 minutes) Exploring Pater's Three

							Means of Style (10 minutes) Analysis of Pater's Prose Style (10 minutes) Recap (2 minutes) Quiz
50	Walter Pater – On Criticism & Value of his Criticism	CLO 3	1	Lecture PPT	Discussion	Experiential Learning	<b>SLO 51:</b> Introduction to Walter Pater's views on criticism (3 minutes) Three stages of the Critic's duty (10 minutes) The Value of Pater's Criticism (10 minutes) Conclusion (2 minutes) Small group discussions
51	The Age of Interrogation	CLO 1,2	1	Lecture/ PPT	Quiz	Participatory Learning	<b>SLO 52:</b> Introduction to "The Age of Interrogation" (3 minutes) Discussion on the Revolt against Victorianism (5 minutes) The Aesthetic and the Moralistic Tradition (5 minutes) Overview of Other Trends (10 minutes) Recapitulation (2 minutes) Quiz
52	T.S. Eliot – His Classicism & True Criticism	CLO 2,3	1	Lecture/P PT	Discussion	Problem solving learning	<b>SLO 53:</b> Introduction: T.S. Eliot, his background and his significance in literary criticism (3 minutes)

							<p>Eliot's Critique of English Criticism (7 minutes)</p> <p>The Right Approach to Criticism (7 minutes)</p> <p>True Criticism according to T.S. Eliot (5 minutes)</p> <p>Recap (3 minutes)</p> <p>Quiz</p>
53	T.S. Eliot – Impersonality of Poetry & Other Concepts	CLO 3	1	Lecture/PPT	Concept Mapping	Experiential Learning	<p><b>SLO 54:</b></p> <p>Introduction to “The Impersonal Theory of Poetry” (10 minutes)</p> <p>Objective Correlative (8 minutes)</p> <p>Dissociation of Sensibility (5 minutes)</p> <p>Recap (2 minutes)</p> <p>Quiz</p>
54	T.S. Eliot - The Value of his Criticism	CLO 3	1	Lecture/PPT	Socratic method	Participatory Learning	<p><b>SLO 55:</b></p> <p>Introduction to T.S. Eliot's influence on literary criticism (3 minutes)</p> <p>Eliot's Model Critic: Aristotle (10 minutes)</p> <p>Comparison to Neo-Classical Critics (5 minutes)</p> <p>The Uses and Purpose of Poetry (5 minutes)</p> <p>Recapitulation (2 minutes)</p> <p>Quiz</p>



55	I.A. Richards – On Criticism & The Nature of Poetry	CLO 1,2	1	Lecture/ PPT	Quiz	Problem solving learning	<b>SLO 56:</b> Introduction to I.A. Richards and his major works (5 minutes) Richards Critique of Traditional Literary Criticism (10 minutes) The Nature of Poetry (8 minutes) The Role of the Poet and the Reader (3 minutes) Recap (2 minutes) Quiz
56	I.A. Richards – Poetry and Communication	CLO 2,3,4	1	Lecture/P PT	Discussion	Experiential Learning	<b>SLO 57:</b> Introduction (2 minutes) The Communicative Aspect of Poetry (10 minutes) Referential vs Emotive Language (7 minutes) Understanding Pseudo-Statements (3 minutes) Recap (3 minutes) Quiz
57	I.A. Richards – The Value of Poetry	CLO 2,3,4	1	Lecture/P PT	Discussion	Participatory Learning	<b>SLO 58:</b> Introduction to the value of poetry according to I.A. Richards (3 minutes) Understanding the Value of Poetic Experience (10 minutes) Analysis of Impulses in

							Poetry (6 minutes) Critique of Peacock's Perspective (4 minutes) Recap (2 minutes) Quiz
58	I.A. Richards – Value of Criticism & Conclusion	CLO 2,3,4	1	Lecture/PT	Review/Blog	Problem solving learning	<b>SLO 59:</b> Introduction to Richards' approach and the role of psychology (3 minutes) Understanding Richards' Scientific Approach (10 minutes) Analyzing the Relationship between Psychology and Literature (5 minutes) Evaluating Richards' Influence on Literary Criticism (5 minutes) Conclusion and Recap (2 minutes) Quiz and Assignment

<b>Name of the course</b>	Introduction to Literary Criticism
<b>Name of the Faculty</b>	Dr. C. Keren Vinita
<b>Participatory Learning</b>	40 %
<b>Experiential Learning</b>	40 %
<b>Problem-based Learning</b>	20 %

**Course Designers:**

1. Dr. S. Lavanya
2. Dr. S. Gomathi

<b>COURSE CODE</b>	<b>TITLE OF THE COURSE</b>	<b>Category</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>EG23A04</b>	<b>ENGLISH FOR COMPETITIVE EXAMINATIONS</b>	Theory	73	2	-	4

### Preamble

English plays a major part in almost all the competitive exams of today's world. This course covers many aspects of grammar and helps the student to prepare for competitive exams. This course will help students enhance their knowledge of the English language and equip them with skills to tackle competitive exams.

### Course Learning Outcomes

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

<b>CLO Number</b>	<b>CLO Statement</b>	<b>Knowledge Level</b>
CLO1	Explain the workings of Grammar	K2
CLO2	Spot errors in sentences	K3
CLO3	Analyse any given passage	K4
CLO4	Write different types of Essays	K4

### Mapping with Programme Learning Outcomes

<b>CLos</b>	<b>PLO 1</b>	<b>PLO 2</b>	<b>PLO 3</b>	<b>PLO 4</b>	<b>PLO 5</b>
CLO1	S	S	S	M	M
CLO2	M	S	S	M	M
CLO3	M	M	S	S	S
CLO4	M	M	M	S	S

S- Strong; M-Medium

### Syllabus

<b>Unit I</b>	Basics of English (Ch 1)	15 hrs
<b>Unit II</b>	Errors and How to Avoid Them (Ch 2)	15 hrs
<b>Unit III</b>	Spotting Errors, Sentence Completion and Reconstructing Paragraphs (Ch 3, 4 and 5)	14 hrs
<b>Unit IV</b>	Precis Writing, Reading Comprehension and Composition (Ch 6, 7 and 8)	14 hrs
<b>Unit V</b>	Letter Writing, Report Writing, Spellings, Vocabulary and	15 hrs

Some Notions, Conventional and Idiomatic Expressions and  
Phrasal Verbs (Ch 9, 10, 11, 12, 13 and 14)

\*Students will be given an overview of National and International Examinations of English  
(Not for Evaluation Purpose):

1. Banking (RBI, SBI & IBPS) Exams
2. Union Public Service Commission (UPSC) Exam
3. Staff Selection Commission (SSC) Exam
4. Tamil Nadu Public Service Commission (TNPSC) Group Exams
5. Graduate Aptitude Test in Engineering (GATE)
6. Business English Certification (BEC)
7. International English Language Testing System (IELTS)
8. Test of English as a Foreign Language (TOEFL)
9. Graduate Record Examination (GRE)
10. Graduate Management Admission Test (GMAT)
11. Pearson Test of English (PTE)

**Textbook:**

S. No	Units	Author	Title of the Book	Publishers	Year of Publication	Edition
1	I-V	Bhatnagar R.P. and Ragul Bhargava	English for Competitive Examinations	Macmillan	2010	Reprint

**Reference Book**

S. No	Author	Title of the Book	Publishers	Year of Publication	Edition
1	Penny. U. R	Grammar Practice Activities: A Practical Guide for Teachers	Cambridge University Press	1988	First

**Pedagogy: Teaching, Discussion, Seminar and ICT**

**Course Designers**

1. Dr. M. Angeline
2. Mrs. P Subhappriya

<https://www.ielts.org/>

<https://www.upsc.gov.in/>

<https://ssc.nic.in/>

<https://www.tnpsc.gov.in/>

<https://gate.iitkgp.ac.in/>

<https://www.britishcouncil.in/exam/cambridge/which/business>

<https://www.ets.org/toefl.html>

<https://www.ets.org/gre.html>

<https://www.mba.com/exams/gmat-exam> <https://www.pearsonpte.com/>

**Course Contents and Lecture Schedule**

<b>Module No.</b>	<b>Topic</b>	<b>CLO Level</b>	<b>No. of Hours</b>	<b>Content Delivery Method/ Pedagogy</b>	<b>Student Engagement</b>	<b>Participatory Learning / Experiential Learning / Problem-based Learning</b>
1	Units Of Grammar, Sentence Types/Patterns	CLO1	1	PPT/ Discussion	Quizlet	Participatory learning
2	Clause Types <a href="https://www.youtube.com/watch?v=Frp5ufi2t0k&amp;">https://www.youtube.com/watch?v=Frp5ufi2t0k&amp;</a>	CLO1	1	PPT	White /Jam board	Participatory learning
3	Clause Structure	CLO1,2	1	Discussion/ PPT	Flipped classrooms	Experiential Learning
4	Phrase: Types - Prepositional <a href="https://www.youtube.com/watch?v=Qqpgypcf3q">https://www.youtube.com/watch?v=Qqpgypcf3q</a>	CLO1, 2	1	PPT	Jam board	Participatory learning
5	Noun Phrase	CLO1, 2	1	Group Discussion	Student's seminar	Experiential Learning
6	Verb Phrase	CLO1, 2	1	Group Discussion	Student's seminar	Experiential Learning
7	Infinitve And Auxiliary Verbs <a href="https://youtu.be/Qz12nsV24ME">https://youtu.be/Qz12nsV24ME</a>	CLO1, 2	1	Video PPT	Quizalize	Problem based learning
8	Tag Questions, Affirmative Into Negative	CLO2	1	Video PPT	Quizalize	Problem based learning
9	Tense Present Tense, Present Perfect And Present Perfect Continuous <a href="https://www.youtube.com/watch?v=7nglhvymr00">https://www.youtube.com/watch?v=7nglhvymr00</a>	CLO2	1	PPT, Jam board	Students seminar	Problem based learning
10	Past Tense, Future Tense - Ex. VIII A. & B	CLO2	1	PPT	Students seminar	Participatory learning
11	Simple And Compound	CLO2	1	PPT	Group discussion	Experiential Learning
12	Complex Sentences	CLO2	1	Video	Flipped classroom	Participatory learning
13	Sentence Strucutre <a href="https://youtu.be/Jul2uronzoq">https://youtu.be/Jul2uronzoq</a>	CLO2	1	Video, PPT	Group discussion	Experiential Learning
14	Active Into Passive	CLO2	1	Group Discussion	Students seminar	Experiential learning
15	Reported Speech <a href="https://youtu.be/Eplqbhe0-Hg">https://youtu.be/Eplqbhe0-Hg</a>	CLO4	1	Visual Lessons	Flipped classrom	Participatory learning
<b>UNIT-II</b>						
16	Tense Errors Mother Tongue Inference	CLO2	1	Lecture	Talk & discussion	Participatory learning
17	Mind You Language Series <a href="https://youtu.be/e13mffmido">https://youtu.be/e13mffmido</a> <a href="https://youtu.be/SEU3Vhy8Qp8">https://youtu.be/SEU3Vhy8Qp8</a>	CLO2	1	Video	Demonstrations	Experiential learning
18	Mind You Language Series <a href="https://youtu.be/e13mffmido">https://youtu.be/e13mffmido</a> <a href="https://youtu.be/SEU3Vhy8Qp8">https://youtu.be/SEU3Vhy8Qp8</a>	CLO2	1	Video	Demonstrations	Experiential learning

19	Mind You Language Series <a href="https://youtu.be/e13mffmido">https://youtu.be/e13mffmido</a> <a href="https://youtu.be/SEU3Vhy8Qp8">https://youtu.be/SEU3Vhy8Qp8</a>	CLO2	1	Video	Demonstrations	Experiential learning
20	Article/Prepositional Errors	CLO2	1	Lecture	Quizzz	Problem based learning
21	Article/Prepositional Errors	CLO2	1	Lecture	QUIZZ	Problem based learning
22	Concord – Types	CLO2	1	Videos	Talk & discussion	Experiential Learning
23	Concord – Types	CLO2	1	Videos	Talk & discussion	Experiential Learning
24	Concord <a href="https://youtu.be/Du_Zd-Qe1ymss">https://youtu.be/Du_Zd-Qe1ymss</a>	CLO2	1	Video	Webinar	Participatory learning
25	Errors In Numbers/Gender	CLO2	1	Lecture	Peer- teaching	Participatory learning
26	Errors In Numbers/Gender	CLO2	1	Lecture	Quizz	Problem based learning
27	Errors In Detreminers <a href="https://youtu.be/7miplatauiw">https://youtu.be/7miplatauiw</a>	CLO2	1	Group Discussion/ Video	Quizz	Problem based learning
28	Errors In Detreminers <a href="https://youtu.be/7miplatauiw">https://youtu.be/7miplatauiw</a>	CLO2	1	Group Discussion/ Video	Flipped classroom	Participatory learning
29	<u>Common Grammar Mistakes</u> <a href="https://youtu.be/Lfjpa8gwtdk">https://youtu.be/Lfjpa8gwtdk</a>	CLO2	1	Group Discussion/ Video	Flipped classroom	Participatory learning
30	<u>Common Grammar Mistakes</u> <a href="https://youtu.be/Lfjpa8gwtdk">https://youtu.be/Lfjpa8gwtdk</a>	CLO2	1	Group Discussion/ Video	Flipped classroom	Participatory learning
UNIT- III						
31	Spotting Errors	CLO3	1	PPT	Quizz	Problem based learning
32	Spotting Errors	CLO3	1	Discussion	QUIZZ	Problem based learning
33	Spotting Errors	CLO3	1	Group Discussion	Worksheet	Problem based learning
34	Spotting Errors	CLO3	1	Chalk And Talk	Exercise	Problem based learning
35	Spotting Errors	CLO3	1	Chalk And Talk	Exercise	Problem based learning
36	Spotting Errors	CLO3	1	Group Discussion	Exercise	Problem based learning

37	Spotting Errors	CLO3	1	Group Discussion	Flipped classroom	Experiential Learning
38	Sentence Completion	CLO4	1	Chalk And Talk	Exercise	Problem based learning
39	Sentence Completion	CLO4	1	Chalk And Talk	Exercise	Problem based learning
40	Sentence Completion	CLO4	1	Chalk And Talk	Exercise	Problem based learning
41	Sentence Completion	CLO4	1	Chalk And Talk	Exercise	Problem based learning
42	Rearranging Jumbled Sentences Into Paragraphs	CLO3	1	Discussion	Quizzz	Problem based learning
43	Rearranging Jumbled Sentences Into Paragraphs	CLO3	1	Discussion	Quizzz	Problem based learning
44	Rearranging Jumbled Sentences Into Paragraphs	CLO3	1	Discussion	Quizzz	Problem based learning
45	Rearranging Jumbled Sentences Into Paragraphs	CLO3	1	Discussion	Quizzz	Problem based learning
UNIT –IV						
46	Précis Writing Introduction	CLO2	1	PPT	One minute presentation	Participatory learning
47	Methods And Principles	CLO2	1	Lecture	One minute presentation	Participatory Learning
48	Compression Of Words	CLO2	1	Lecture	Quizz	Problem based learning
49	Improve Academic Writing <a href="https://youtu.be/Olx7oyzb5ng">https://youtu.be/Olx7oyzb5ng</a>	CLO2	1	Visual/ Video	Demonstration	Experiential learning
50	Exercise	CLO4	1	Discussion	Quizzz	Problem based learning
51	Reading Comprehension Introduction	CLO3	1	Lecture	1 minute paper	Participatory learning
52	Ways To Improve Reading <a href="https://youtu.be/Swz9lnxzsva">https://youtu.be/Swz9lnxzsva</a>	CLO3	1	Visual/ Video	Demonstration	Experiential learning
53	Types Of Tasks	CLO2 ,CLO 3	1	Ppt	1 minute paper	Participatory learning
54	Working Exercises	CLO3	1	Discussion	Quizz	Problem based learning
55	Paragraph Writing	CLO2	1	PPT	1 minute paper	Participatory learning
56	Cohesion In Writing <a href="https://youtu.be/6pivc5rgwsm">https://youtu.be/6pivc5rgwsm</a>	CLO 2, 4	1	Visual/ Video	Demonstration	Experiential learning

57	Cohesion In Writing <a href="https://youtu.be/6pivc5rgwsm">https://youtu.be/6pivc5rgwsm</a>	CLO4	1	Visual/ Video	Demonstration	Experiential learning
58	Types Of Paragraph	CLO 2, 4	1	PPT	Quizlet	Participatory learning
59	Essay Writing- Developing Topic	CLO 4	1	PPT	Quizlet	Participatory learning
UNIT –V						
60	Letter Writing Principles	CLO2	1	PPT	1 minute paper	Participatory learning
61	Layout Formal And Informal	CLO2	1	PPT	1 minute paper	Participatory learning
62	Presentation	CLO2	1	Lecture/PPT	Quiz	Problem based learning
63	Business Letters	CLO2	1	Lecture/ PPT	Demonstration	Experiential learning
64	Writing Formal Letter <a href="https://youtu.be/28IMO3JGc0Y">https://youtu.be/28IMO3JGc0Y</a>	CLO4	1	Visual/ Video	Demonstration	Experiential learning
65	Report Writing Principles	CLO4	1	Lecture	Demonstration	Participatory learning
66	Writing Formal Letter <a href="https://youtu.be/28IMO3JGc0Y">https://youtu.be/28IMO3JGc0Y</a>	CLO4	1	Visual/ Video	Demonstration	Experiential learning
67	Report Writing Principles, Phrases for Reporting, Writing Reports	CLO2	1	Lecture	Demonstration	Experiential learning
68	Spellings - Rules	CLO2	1	PPT/ Lecture	Quiz	Problem based learning
69	Vocabulary - Misused Confused Words	CLO2	1	PPT/ Lecture	Quiz	Problem based learning
70	Synonyms Antonyms	CLO2	1	PPT/ Lecture	Quiz	Problem based learning
71	Concepts And Notions	CLO2	1	PPT/ Lecture	Quiz	Problem based learning
72	Idiomatic Expressions, Phrasal Verb <a href="https://youtu.be/Xvsopmnmfg8">https://youtu.be/Xvsopmnmfg8</a>	CLO2	1	Visual/ Video	Demonstration	Experiential learning
73	Spoken English – Vowel & Consonant Sounds <a href="https://youtu.be/c2c0zg47k3k">https://youtu.be/c2c0zg47k3k</a>	CLO2	1	Visual/ Video	Demonstration	Experiential learning



<b>Name of the course</b>	English For Competitive Exams
<b>Name of the Faculty</b>	Dr. J. SASIREKHA
<b>Participatory Learning</b>	30%
<b>Experiential Learning</b>	30 %
<b>Problem-based Learning</b>	40%

### **Course Designers**

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