

Government Arts College (Autonomous) Coimbatore- 18

Learning Outcomes based Curriculum Framework (LOCF) for B.A. English Literature

Academic Year 2021 Onwards



Postgraduate and Research Department of English

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PREAMBLE

B.A English programme imparts an extensive knowledge in different genres of English Literature, the significance of theoretical interpretation, criticism, and exploration besides embarking on the nuances of English language. The programme introduces society, culture, art and the lifestyle of people inferred from the classical to modern English Literature of the world. The syllabus comprises English literary pieces of different genres namely, Prose, Poetry, Fiction, Drama, Theories and Criticism that mirror the entire global scenario in the classroom. The programme aids to discover the dynamics of environmental, health, trauma and disability studies in contemporary contexts. Besides, the students are trained in their English language skills namely, Listening, Speaking, Reading, and Writing. Over the past decades the higher education system of our country has undergone substantial structural and functional changes resulting in both quantitative and qualitative development of the beneficiaries. Such changes have gained momentum with the introduction of Choice Based Credit System (CBCS) which further expects learning outcome-based curriculum in order to maximize the benefits of the newly designed curriculum. The learning outcome-based curriculum will definitely help the teachers of the discipline to visualize the curriculum more specifically in terms of the learning outcomes expected from the students at the end of the instructional process. It is pertinent to mention here that the purpose of education is to develop an integrated personality of the individual and the educational system provides all knowledge and skills to the learner for this.

Tamil Nadu State Council for Higher Education (TANSCHE) has formed the State Integrated Boards of Studies, which, with great diligence and expertise has devised the mandatory areas that have to be covered for three-year under graduation and two-year postgraduation courses to realize the facilitation of the mobility of faculty and students from one university to another and to easily solve the problem of equivalence among courses. Great care has been taken so that these areas would take 75% of the course content and the remaining 25% can be decided by the individual institutions. The areas that must be covered by the student that are mandatory for earning the degree to have due value has been worked out so that the student will gain enough depth of knowledge in the subject concerned. 25% percent of the syllabus should be designed by the institutions, and the areas covered under this also must have a weightage of 25%. This gives the autonomous institution seamless liberty on every Board of Studies (BoS) to innovate and experiment, and more importantly, it is here that the institution devises appropriate strategies by which (i) to make creative and critical applications of what has been learnt in the mandatory components, and (ii) to meaningfully connect the learners to

the career demands and expectations. It is essential that the theoretical subject knowledge of the students must be translated into practical hands-on experience.

1.1 INTRODUCTION

The present century has increasingly realized the integrality of all elements in the universe and the interrelatedness of lives in all forms. Hence, it is imperative to maintain balance between science and the humanities:

- If science is a search in the darkness, then the humanities are candles showing where we have been and the challenges that lie ahead. It is technology married to liberal arts, that make our hearts sing.
- The function of literature is to bring the questions of values—human and literary—into the frame.
- Literariness is the ability of literature to attract attention to itself through what is clearly a special use of language. As a system of knowledge, literature is said to provide pleasure primarily and knowledge thereafter. Therein lies its value in being pleasant. Thereafter, the important thing is to know what literature is valued for. Literature is known for what it stands for or its commitment. It also celebrates life in all forms and stands for values of life by representing—and often defending—the weak, the poor, the exploited, the vulnerable and the voiceless. In a way, literary values are values of life. The ultimate learning outcomes of literary studies is manifested in the form of acquiring linguistic and communicative competence to understand and express these values.
- Accordingly, English language learning curricula have evolved over a period of time in India. From its Anglo-centric core, it has moved on to the educated Indian variant of English with national and international intelligibility.
- The present phase in English language learning fulfils the needs of learners in equipping them to face the vicissitudes of life. Its acceptance lies in its ability to enrich the users' engagement with local and global realities. Clearly, the users of English remain sensitive to different kinds of human experiences, both lived and imagined, and their manifestations in linguistic terms without glossing over the core attributes of life and living, that is, human values. To this end, it is necessary for English Studies to recognize and respect differences in and around the world and transcend binaries.

Course Structure – Types of Courses.

The following types of courses are offered under CBCS-LOCF:

- a) **Core Courses (CC).** A core course is a compulsory discipline specific course. A student of English Literature has to take 12 such English Literature courses over six semesters.
- b) **Elective Courses (EC).** An elective course is to be chosen from a specified set of courses. These courses are of two types which may be very specific or specialized or advanced or supportive to the discipline/subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
- i. **Discipline Specific Electives (DSE).** These are elective courses that provide advanced undergraduate training in specialised areas of English Literature. A set of six semester-specific, courses of this kind is offered from the first to fourth semesters of the Undergraduate Programme in English Literature.
- ii. **Project.** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project. Such a course is compulsory in the sixth semester.
- iii. **Generic Electives (GE).** These courses, in disciplines other than English Literature, are intended to broaden the training of a student in the English Literature Undergraduate programme. A student of English Literature will take one such course, offered by another department, one each in Semester V and VI.
- c) **Ability Enhancement Compulsory Course (AECC).** Two such courses are to be taken, one in Semester I (Environmental Studies) and one in Semester II (Value Education– Gandhian Thoughts).
- d) **Skill Enhancement Course (SEC).** A student is to take one such course from Semester III to Semester VI.

2. LEARNING OUTCOMES-BASED APPROACH TO CURRICULAR PLANNING

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach moves away from the emphasis on *what is to be taught* to focus on *what is actually learnt* by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community.

2.1 Nature and Extent of Bachelor's Degree Programme in English Literature

- i. Bachelor's Degree is a well-recognized, structured, and specialized graduate level qualification in tertiary, collegiate education. The contents of this degree are determined in terms of knowledge, understanding, qualification, skills and values that a student intends to acquire in order to look for professional avenues or move to higher education at the postgraduate level.
- ii. Bachelor's Degree in English attracts entrants from the secondary level or equivalent, often with subject knowledge that may or may not be directly relevant to the particular field of study. Thus, B.A. English programme aims to equip students to qualify for joining a profession or to provide development opportunities in particular employment settings. Graduates are enabled to enter a variety of jobs or to continue academic study at a higher level.
- iii. Qualification descriptors at this level reflect in-depth and specialized knowledge and understanding of their subjects enriched by domain knowledge, student knowledge, critical thinking and effective communication skills. Courses, therefore, reflect different aspirations of students and their learning needs in addition to honing their skills.
- iv. The attributes and outcomes associated with B.A. English are predominantly

comprised of structured learning opportunities. These programmes are devoted to classroom learning, group and individual learning and library and field research projects. The key component in the programme is developing the ability to communicate at different levels, ranging from basic to critical communication.

- v. To complete the programme of study the student needs to demonstrate knowledge of the subject, understanding of one's location, ability to critically appreciate a text or tradition in itself or in relation to other knowledge of the development of the discipline locally and globally through classroom study, self-study and research of existing literatures and current practices. The critical perspective, thus acquired, helps the student to link the degree to life skills including professional skills and awareness with an understanding of human and literary value.

2.2 Aims of Bachelor's Degree Programme in English Literature

In order to maximize the advantages of LOCF, the objectives are synced to outcomes. So the LOCF document highlights (i) the basic philosophy of teaching English as a major programme; (ii) the core objectives of English (Literary Studies and Language through Literature) by way of imparting subject knowledge, life skills, awareness of human values, respect for different locations and life forms, and professional skills; (iii) translation of each skill into demonstrable outcomes in terms of basic and critical communication, social engagement, personal growth and ability enhancement; (iv) application and use of domain knowledge as a bridge to society and the world at large; (v) demonstration of professional awareness and problem solving skills; (vi) demonstration of basic knowledge of digital knowledge platforms; (vi) ability to recognize the professional and social utility of the subject; and (vi) in the process understand, appreciate and imbibe values of life. The broad objectives of the Learning Outcomes-based Curriculum Framework (LOCF) in English Literature are therefore outlined through the following points:

- **Prospects of the Curriculum:** Formulating graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by a student graduating in English.

- **Core Values:** Enabling prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and human and literary values) or attributes for English Literature.
- **Bridge to the World:** The programme provides an ambience to see the subject as a bridge to the world in such a way that while recognizing the different conditions in pluralistic society, the students also are aware of the core of shared values such as (i) commitment to the knowledge to understand the world and how to make a contribution to it; (ii) development of each person's unique potential; (iii) respect for others and their rights; (iv) social and civic responsibility, participation in democratic processes; social justice and cultural diversity; and (v) concern for the natural and cultural environment.
- **Assimilation of Ability, Balance, Harmony and Inclusiveness:** Identifying and defining such aspects or attributes of English Literature that a graduate of the subject should be able to demonstrate on successful completion of the programme of study.
- **Frame for National Standards:** Providing a frame of reference for maintaining national standards with international compatibility of learning outcomes of English Literature and academic standards to ensure global competitiveness, and to facilitate graduate mobility.
- **Pliability:** Formulating outcomes that are responsive to social and technological changes in order that the pedagogy will meet students' needs arising from the changes. LOCF encourages effective use of new technologies as tools for learning and providing a balance between what is common to the education of all students and the kind of flexibility and openness required for education.
- **Pedagogy:** Providing higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and the academic standards.
- **Development:** Providing HEIs a developmental approach through LOCF that would accommodate social needs and provide students a clear direction of learning.

The specific objectives of the B.A. programme in English Literature aim at developing in the student the ability to demonstrate the following outcomes:

1. Disciplinary Knowledge of English Literature and Literary Studies
2. Communication Skills
3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills
7. Self-Directed Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

3. GRADUATE ATTRIBUTES

Disciplinary Knowledge:

- a) ability to identify, speak and write about different literary genres, forms, periods and movements
- b) ability to understand and engage with various literary and critical concepts and categories
- c) ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
- d) ability to understand appreciate, analyze, and use different theoretical frameworks
- e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively
- f) ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning
- g) ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world
- h) ability to see and respect difference and to transcend binaries.

Communication Skills:

- i) ability to speak and write clearly in standard, academic English
- j) ability to listen to and read carefully various viewpoints and engage with them.
- k) ability to use critical concepts and categories with clarity.

Critical Thinking:

- a) ability to read and analyze extant scholarship
- b) ability to substantiate critical readings of literary texts in order to persuade others
- c) ability to place texts in historical contexts and also read them in terms of generic conventions and literary history

Problem Solving:

- a) ability to transfer literary critical skills to read other cultural texts
- b) ability to read any unfamiliar texts

Analytical Reasoning:

- a) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b) ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

Research-Related Skills:

- a) ability to problematize: to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
- b) ability to plan and write research.

Teamwork and Time Management:

- a) ability to participate constructively in class discussions
- b) ability to contribute to group work
- c) ability to meet a deadline

Scientific Reasoning:

- a) ability to analyze texts, evaluating ideas and literary strategies
- b) ability to formulate logical and persuasive arguments

Reflective Thinking:

- a) ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

Self-Directed Learning:

- a) ability to work independently in terms of reading literary and critical texts
- b) ability to carry out personal research, postulate questions and search for answers

Digital Literacy:

- a) ability to use digital sources, and read them critically
- b) ability to use digital resources for presentations

Multicultural Competence:

- a) ability to engage with and understand literature from various nations and regions and languages
- b) ability to respect and transcend differences

Moral and Ethical Values:

- a) ability to interrogate one's own ethical values, and to be aware of ethical issues
- b) ability to read values inherited in literary texts and criticism *vis a vis*, the environment, religion and spirituality, as also structures of power

Leadership Readiness:

ability to lead group discussions, to formulate questions for the class in literary and social texts

Life-long Learning:

- a) ability to retain and build on critical reading skills
- b) ability to transfer such skills to other domains of one's life and work

4. QUALIFICATION DESCRIPTORS FOR BACHELOR'S DEGREE IN ENGLISH

The qualification descriptors for the BA programme in English are the five learning attributes namely, understanding, use, communication, expansion, and application of subject knowledge. This also involves awareness pertaining to class, caste, gender, and religion so that they can transcend these differences with transparency of purpose and thought. Each graduate in English should be able to

- *demonstrate* a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories.
- *demonstrate* the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local.
- *demonstrate* the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation.
- *communicate* ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds.
- *demonstrate* the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc. on different platforms of communication such as the classroom, the media and the internet.
- *recognize* the scope of English studies in terms of career opportunities,

employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields.

- *apply* subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them.

5. PROGRAMME LEARNING OUTCOMES (B.A. ENGLISH)

I. PLO1: Communication Skills

Demonstrate (i) fundamental knowledge in textual genres, (ii) systematic intellect in English syntax and (iii) language skills namely listening, speaking, reading and writing.

II. PLO2: Disciplinary Knowledge

Comprehend (i) Literature as a mirror of the society (ii) Interpret literary texts of different genres namely poetry, prose, short stories, drama, and novels (iii) Appreciate literature and (iv) Identify the literary theories embedded in the texts prescribed.

III. PLO3: Critical Thinking

Use literature as a medium to (i) Make literary inferences from Classical Literature (ii) Recollect literary theories like, Classicism, Formalism, Colonialism, Postcolonialism, Modernism, Postmodernism, Marxism, Feminism, Ecocriticism, Structuralism and Deconstruction of English literary works (iii) Examine Literary texts to critique.

IV. PLO4: Analytical Reasoning

Communicate (i) Linguistic skills through pronunciation practices of English phonemes, (ii) Linguistic and phonetic practices of vowel and consonantal sounds besides (iii) Phonetically transcribing English texts

V. PLO5: Problem Solving

Address individual learning needs through (i) Skill Based Elective courses to enhance communicative ability at academia and corporate offices, (ii) theoretical knowledge in the field of Mass Communication and Journalism

VI. PLO6: Team Work

Apply creativity in (i) Writing essays, poems, short fiction, (ii) Compare English literature with the literary texts of other languages (iii) Evaluate the contribution of Indian litterateurs to English literature

6. STRUCTURE OF B.A. ENGLISH LITERATURE CBCS ENGLISH

UG - SCHEME OF EXAMINATIONS : CBCS PATTERN

(For the students admitted during the academic year 2021-2022 and onwards)

Part	Sub Code	Title of the Paper	Hrs (wk)	Internal (CA) Marks	External Marks	Total Marks	Ext- Min.	Total Pass Mark	Credits
Semester – 1									
I	21TAM11L	Part-I: Language Tamil – I	8	50	50	100	20	40	5
II	21ENG12L	Part – II : English - I	8	50	50	100	20	40	5
III	21BEN13C	Core: -I: Prose	8	50	50	100	20	40	5
III	21BEN14A	Allied –I: Social History of England	8	50	50	100	20	40	5
IV	21ENV1GE	Environmental Studies	2	50	50	100	20	40	2
Semester – II									
I	21TAM21L	Part-I: Language Tamil – II	8	50	50	100	20	40	5
II	21ENG22L	Part – II : English - II	8	50	50	100	20	40	5
III	21BEN23C	Core-II :English Grammar and Usage	8	50	50	100	20	40	5
III	21BEN24A	Allied –II : History of English Literature	8	50	50	100	20	40	5
IV	21VAL2GE	Value Education – Gandhian Thoughts	2	50	50	100	20	40	2
Semester – III									
I	21TAM31L	Part-I: Language Tamil – III	8	50	50	100	20	40	5
II	21ENG32L	Part – II : English - III	8	50	50	100	20	40	5
III	21BEN33C	Core-III : Poetry	6	50	50	100	20	40	5
III	21BEN34A	Allied –III : Literary Forms	7	50	50	100	20	40	5
IV	21BEN35S	Skill Based Elective –I : Everyday Communication	5	50	50	100	20	40	3
Semester – IV									
I	21TAM41L	Part-I: Language Tamil – IV	8	50	50	100	20	40	5
II	21ENG42L	Part – II : English - IV	8	50	50	100	20	40	5
III	21BEN43C	Core-IV : Fiction	6	50	50	100	20	40	5
III	21BEN44A	Allied –IV : An Introduction to English Language and Linguistics	8	50	50	100	20	40	5

IV	21BEN45S	Skill Based Elective – II: Workplace Communication	4	50	50	100	20	40	3
V	21EXA4GE	@Extension Activities: NCC/NSS/SPORTS//YRC	-	-	100	100	40	40	1
Part	Sub Code	Title of the Paper	Hrs (wk)	Internal (CA) Marks	External Marks	Total Marks	Ext- Min.	Total Pass Mark	Credits
Semester – V									
III	21BEN51C	Core-V : Drama	6	50	50	100	20	40	5
III	21BEN52C	Core -VI: English Language Teaching	6	50	50	100	20	40	5
III	21BEN53C	Core – VII: Indian Writing in English	5	50	50	100	20	40	5
III	21BEN54C	Core- VIII: African American Literature	6	50	50	100	20	40	5
IV	21BEN55S	Skill Based Elective–III: Academic Communication	4	50	50	100	20	40	3
IV	21BEN5EL	Non-Major Elective Paper – I: English for Employability I	3	50	50	100	20	40	2
Semester – VI									
III	21BEN61C	Core- IX : Shakespeare	6	50	50	100	20	40	5
III	21BEN62C	Core- X : World Classics in Translation	5	50	50	100	20	40	5
III	21BEN63C	Core- XI : American Literature	6	50	50	100	20	40	5
III	21BEN64C	Core- XII: Literary Criticism	6	50	50	100	20	40	5
III	21BEN65V	Project & Viva – Voce	-	50	50	100	20	40	15
IV	21BEN66S	Skill Based Elective–IV: Media Communication	4	50	50	100	20	40	3
IV	21BEN6EL	Non-Major Elective Paper – II: English for Employability II	3	50	50	100	20	40	2

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	I	21BEN13C	Prose	8

Course-level Learning Outcomes

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

CLO1: Identify the various types of essays, different writing styles of various essayists and their perspectives on life.

CLO2: Infer the chronological order of the essays and the social milieu reflected in them.

CLO3: Classify various types of prose essays.

CLO4: Analyze the meanings and make interpretations of the essays.

CLO5: Evaluate the essays in the light of organization and methodization of ideas.

CLO6: Create new literary essays with novel ideas and organization.

Unit I

Detailed : Bacon's Of Studies, Of Truth
Non-detailed : Charles Lamb's Dream Children.

Unit II

Detailed : Oliver Goldsmith's The Man in Black, The Tibbises
Non-detailed : Stephen Leacock's With the Photographer

Unit III

Detailed : Aldous Huxley's English Snobbery
A.G.Gardener's A Fellow Traveller
Non-detailed : J.B.Priestley's Travel by Train

Unit IV

Detailed : R.L. Stevenson's Walking Tours
Robert Lynd's The Pleasure of Ignorance
Non-detailed : Jerome K Jerome's Uncle Podger Hangs a Picture

Unit V

Detailed : Bernard Shaw's Spoken English and Broken English
Non-detailed : George Orwell's Sporting Spirit

Pedagogy Strategies:

Lecturing
Group discussion
Paper presentation
Workshop
Audio – visual components

Text Book:

Essays Compiled from Various Sources, 2021.

References:

Ed. N. Ramachandran Nair, *Spectrum: An Anthology of Modern Essays*, Emerald, 2007.

Further Reading :

https://lah.elearningontario.ca/CMS/public/exported_courses/ENG2D/exported/ENG2DU04/ENG2DU04/ENG2DU04A02/_teacher/40Essays.pdf

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
PLO5	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
PLO6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Semester	Sub.Code	Subject Title	Hours/ Week
2021-2022 onwards	I	21BEN14A	Part-III-Allied-I- Social History of England	8

Course-level Learning Outcomes

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

CLO1: Recognize the evolution of the British monarchy and systems.

CLO2: Identify the modern developments in various territories and scrutinize the contemporary life in England.

CLO3: Outline the organization of History of English Literature.

CLO4: Examine the impact of historical events such as Civil War that fashioned Literature.

CLO5: Associate literature with the background of British social life and History of England.

CLO6: Infer the impact of major internal and international events that rehabilitated the Great Britain.

Unit I

The Early History of England
Tudor England
The Renaissance
The Reformation and Counter Reformation
Stuart Age
Puritanism

Unit II

Colonial Expansion
Restoration England
The Age of Queen Anne
Hanoverian England
The Agrarian Revolution
The Industrial Revolution

Unit III

The Rise of Methodism
Humanitarian Movements
War of American Independence
Effects of French Revolution
England at the Beginning of the Nineteenth Century

Unit IV

The Victorian Age

The Reform Bills
 Transport and Communication
 Education in 19th Century
 Life between the Two World Wars
 The Effects of World War II

Unit V

Social Security and Welfare State
 The Effects of the Cold War
 Trade Unionism
 The origin and Growth of Political Parties in England
 Contemporary Life in England.

Pedagogy Strategies:

Lecturing
 Group discussion
 Paper presentation
 Workshop
 Audio – visual components

Text Book:

Padmaja Ashok. *The Social History of England*. Hyderabad, Orient Blackswan, 2007.

References:

A.G.Xavier. *An Introduction to the Social History of England*. Viswanathan Publishers, 1997.
 P. Thailambal. *Social History of England*, Emerald, 1999.

Further Reading:

1. <http://library.lol/main/56D805A40FFD682BF3A2065E8A009C00>
2. Colin, *Medieval England: A Social History and Archaeology from the Conquest to 1600 AD*, Routledge, 2003.

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO3		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO5			<input checked="" type="checkbox"/>			
PLO6		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			

AECC -1 @ SEMESTER I

Year	Sem	Sub.Code	Title of the paper	Hours/Week
2021 -2022 onwards	I	21ENV1GE	ENVIRONMENTAL STUDIES (For all UG courses)	2

COURSE LEARNING OUTCOMES:

1. On the successful completion of the course, students will be able to:
2. Recognize the role of the environment and the need to conserve it for sustaining life.
3. Enumerate the natural resources
4. Explores the adverse effects of deforestation and over exploitation of natural resources
5. Associate the components of the ecosystem and need for biodiversity conservation.
6. Evaluate the environmental pollution hazards and their effects on the living system.
7. Interpret the different disaster management procedures.
8. Analyse the climatic change and global effects
9. Infer the need for environmental laws in the constitution of India.
10. Relate the growth of the human population and its impact on the environment.

UNIT I:

Environment – Introduction – Nature - Scope – Content – Need for study. Natural resources- Forest and energy resources- Use and overexploitation - deforestation. Energy resources- renewable and non-renewable energy resources.

UNIT II:

Ecosystem – concept – types- Forest, Grassland, Desert and Aquatic (Pond)- Structure and function of an ecosystem – Producers- consumers and decomposers – Food chain – food web- ecological pyramids- energy flow. Biodiversity and its conservation- in situ and ex situ conservation- Mega biodiversity centres and hotspots.

UNIT III:

Environmental pollution- definition- causes-effects and control measures of air, water, soil, thermal and nuclear pollution. Waste management- Industrial and solid waste. Disaster management – earthquake, cyclone, flood and landslides.

UNIT IV:

Social Issues and the environment-Urbanization-Urban problems related to energy and watershed management. Environmental Ethics- Issues and possible solutions- Wasteland reclamation- Climate change - causes and effects. Global warming- Acid rain- Ozone layer depletion- Public awareness. Environmental laws- Environment Protection Act, Wildlife Protection Act, Forest Conservation Act.

UNIT V:

Human population and its impact on environment- Population growth- Resettlement and Rehabilitation of project affected persons- Case studies – Sardar Sarovar Project, Maharashtra and Bandipur National Park- Project Tiger, Karnataka, NTPC, India. Role of Indian and Global religions and Cultures in environmental conservation- Case study: sacred

groves in Western Ghats (kavu) & Chinese culture. Human and Wildlife Conflict.

PEDAGOGY STRATEGIES

Board and Chalk lectures

PowerPoint slide presentations

Assignments

Textbooks:

Sharma, P. D. 2000. Ecology & Environment. Rastogi Publications, Meerut, India.

Bharucha, E. 2003. Text book of Environmental Studies. UGC, New Delhi & Bharati Vidyapeeth Institute of Environmental Education and Research, Pune.

Arumugam, M. and Kumaresan, V. 2016. Environmental Studies (Tamil version). Saras Publications, Nagercoil.

Online/E-Resources:

<https://www.edx.org/course/subject/environmental-studies>

https://www.coursera.org/courses?_facet_changed_=true&domains=life-sciences%2Cphysical-science-and-engineering%2Csocial-sciences&query=environmental%20science%20and%20sustainability&userQuery=environmental%20science%20and%20sustainability

<https://www.open.edu/openlearn/nature-environment/free-courses>

COURSE LEVEL MAPPING OF PROGRAMME LEVEL OUTCOME:

Program Level Outcomes (PLO)	Course Level Outcome (CLO)								
	1	2	3	4	5	6	7	8	9
Disciplinary Knowledge		√	√		√	√			
Communication Skills		√		√				√	√
Critical Thinking	√		√		√		√		
Research related skills	√		√			√		√	
Analytical reasoning	√			√		√		√	
Problem Solving		√	√			√			√
Team Work				√	√		√		√
Moral and ethical awareness		√		√		√		√	√

Year	Semester	Sub. Code	Subject Title	Hours/ Week
2021-2022 onwards	II	21BEN23C	Part-III-Core-II-English Grammar and Usage	8

Course-level Learning Outcomes

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

- CLO1: Identify the Parts of Speech and their application.
- CLO2: Discuss the rubrics of grammar and its usage in English Language Learning.
- CLO3: Implement the transformation of sentences and its divergent uses in various fields of knowledge.
- CLO4: Convert the direct narration and indirect narration and their application in different types of sentences.
- CLO5: Organize appropriate punctuation in day-to-day communication.
- CLO6: Apply the rules of grammar and its application to avoid the most common errors in second language learning.

Unit I

- Sentences : Kinds, subject and predicate
- Nouns : Kinds, number, plural, gender, feminine form, possessive case—ways of forming and use
- Pronouns : Kinds
- Adjectives : Kinds, uses, degrees of comparison, comparative and superlative, transformation
- Articles : Definite and indefinite articles and their uses

Unit II

- Verbs : Transitive, intransitive, tenses, use of tense forms, verbs not used in the continuous form, active and passive voice, auxiliary verbs and their functions, modal auxiliaries
- Non-finite Verb: Infinitives, participles, gerund
- Irregular Verbs: Infinitive form, past tense, past participle
- Phrasal verbs : Use, position of the object

Unit III

- Adverbs : Kinds, formation, comparison and position
- Prepositions : Position, use, adjectives preposition, verbs +prepositions
- Conjunctions : Types, use
- Interjections

Unit IV

Phrases

Clauses: Noun clause and its formation, adjectival clause, adverbial clause and its position, conditional clause and its types and uses, use of relative pronouns

Synthesis of Sentences

Transformation of sentences

Interchange of Sentences

Interchange of Voices

Interchange of Degrees of Comparison

Interchange of Parts of Speech

Simple, compound and complex sentences

Unit V

Reported Speech: Say and tell, change of tense, change of pronouns and possessive adjectives, change of adverbs and adverbial phrases, reporting questions, commands, request, advice, suggestions and exclamatory sentences

Capitalization

Use of Some Verbs

Summarizing conversations

Correction of Sentences

Pedagogy Strategies:

Lecturing

Group discussion

Paper presentation

Workshop

Audio – visual components

Text Book:

G. Radhakrishna Pillai. *English Grammar*. Emerald Publishers, 1992.

References :

1. Raymond Murphy. *Intermediate Grammar*, ELBS, 1999.
2. A.J. Thomson and A.V. Martinet. *A Practical English Grammar*. Oxford University Press, 1992.
3. V.Saraswathi et.al., *Grammar for Communication*. Emerald, 2014.

Further Reading:

1. <http://library.lol/main/949702FEB877598BEFC194443FD67385>
2. Hegarty. Carol, *Grammar and Usage (English in Context)*, 2000.

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO3		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
PLO5			<input checked="" type="checkbox"/>			
PLO6		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	II	21BEN24A	Part-III-Allied-II- History of English Literature	8

Course-level Learning Outcomes:

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

CLO1: Define the distinctive features of major literary movements.

CLO2: Match important literary figures and works of different periods.

CLO3: Generalize how literature also influences the social and political history of each period.

CLO4: Compare English Literature of one period with that of another.

CLO5: Analyze how the religious, social and political history of England influences the English writers

CLO6: Criticize some key texts of authors studied.

Unit I:

Literary Features of the Elizabethan Age

Origin and Development of English Drama

Elizabethan Drama with reference to Marlowe, Shakespeare, Ben Jonson and University Wits

Elizabethan Prose with reference to Bacon

Elizabethan Poetry with reference to Wyatt, Surrey, Spenser and Sidney

Literary Features of the Puritan Age

Milton, Bunyan

Metaphysical Poets

Unit II:

Literary Features of the Neoclassical Age

Neoclassical Poetry with reference to Dryden and Pope

The Periodical Essay

Anti-sentimental Comedy

Beginnings of the English Novel

Unit III:

Literary Features of the Romantic Age

Poetry with reference to Wordsworth and Coleridge

Shelly, Keats, Byron

Prose with reference to Lamb and Hazlitt

Novel with reference to Jane Austen and Sir Walter Scott

Unit IV:

Literary Features of the Victorian Age

Victorian Poetry: Tennyson, Browning, Arnold, Pre-Raphaelites

Victorian Prose: Carlyle, Ruskin

Victorian Novel: George Eliot, Dickens, Thackeray, Bronte sisters

Unit V:

Literary Features of the Modern Age

Twentieth Century Poetry with reference to Hopkins, Yeats, T.S. Eliot

Twentieth Century Drama with reference to Shaw, Synge, Galsworthy

Twentieth Century Fiction with reference to D.H. Laurence, James Joyce, Virginia Woolf, Henry James

Pedagogy Strategies:

Lecturing

Group discussion

Paper presentation

Workshop

Audio – visual components

Text Books:

1. Edward Albert. Revised by J. A. Stone. *History of English Literature*. OUP, 1992.

References:

1. W. H. Hudson. *An Outline History of English Literature*. B.I. Publications, 1971.
2. Arthur Compton- Rickett. *A History of English Literature*. OUP, 1964.

Further Reading:

1. <https://libgen.is/book/index.php?md5=321D2E7970473AC13765BE808F5AC7C5>
2. Carter. Ronald, McRae. John, *The Routledge History of Literature in English: Britain and Ireland*, Routledge, 2001.

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	☑	☑	☑	☑	☑	☑
PLO2		☑	☑		☑	
PLO3	☑	☑	☑		☑	
PLO4	☑	☑		☑	☑	
PLO5	☑		☑	☑	☑	☑
PLO6		☑		☑		

AECC-2 @ SEMESTER II

Year	Subject Title	Semester	Sub Code
2021 -22 Onwards	VALUE EDUCATION – GANDHIAN THOUGHTS (For all UG courses)	II	21VAL2GE

COURSE LEVEL OUTCOMES:

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

1. Interpret Gandhiji's experiments to his spiritual pursuits and search for purity, political activities through fasting protests, and even his role as an educator using diet and meals as teaching exercises.
2. Lead a life marked with humility and truthfulness and subsequent realization of the Truth as the purpose of human life.
3. Infer lessons that are fundamental to living in harmony and social progress such as respect, empathy, equality, solidarity and critical thinking.
4. Promote tolerance and understanding above and beyond our political, cultural and religious differences.
5. Create special emphasis on the defense of human rights, the protection of ethnic minorities
6. Emerge as responsible citizens with clear conviction to practice values and ethics in life.
7. Transform themselves to become good leaders.
8. Realize their role and contribution to the nation building.

UNIT I: Birth and Parentage - Childhood - At the High school - Stealing and Atonement - Glimpses of Religion - Gandhi's choice - Experiments in Dietetics - Acquaintance with Religions - The Great Exhibition.

UNIT II: The first case - Preparing for South Africa - same experiences - on the way to Pretoria – Coolie - Natal Indian Congress - Education of Children - Brahmacharya.

UNIT III: Simple life - The Boer war - Sanitary Reform and Famine Relief - Lord Curzon's Darbar - A month with Gokhale - Experiments in Earth and water treatment - Indian opinion - Coolie Locations or Ghettoes - The Black plague.

UNIT IV: The Magic spell of a Book - The Zulu Rebellion - The Birth of Satyagraha - More experiments in Dietetics - Kasturbai's Courage - Domestic Satyagraha- Fasting - Shanti Niketan - Woes of Third-Class passengers.

UNIT V: Kumbha mela - Lakshman Jhula - Founding of the Ashram - Abolition of Indentured Emigration - The Kheda Satyagraha - The Rowlatt Bills - Navajivan and young India - Congress Initiation - The Birth of Khadi.

TEXT BOOKS

1. M.K.GANDHI, "The Story of My Experiments with Truth", An Autobiography
Apple publishing International(P) Ltd, Chennai.

2.

. மகாத்மா காந்தியின் சுயசரிதை - சத்தியசோதனை தமிழாக்கம் -
-ரா.வேங்கடராஜ், நவஜீவன் பரகராலயம், அகமதாபாத்

PEDAGOGY STRATEGIES

- Board and Chalk lecture
- Powerpoint slide presentations
- Seminar
- Assignments
- Quizes
- Group discussion

COURSE LEVEL MAPPING OF PROGRAM LEVEL OUTCOMES.

			Course Level Outcomes (CLO)							
			1	2	3	4	5	6	7	8
Program Level Outcomes (PLO)	1	Reflective thinking	✓	✓			✓		✓	✓
	2	Communication skills		✓		✓	✓	✓	✓	✓
	3	Critical thinking	✓			✓		✓	✓	✓
	4	Multicultural competence				✓	✓	✓	✓	✓
	5	Analytical reasoning		✓	✓	✓		✓		
	6	Problem solving		✓	✓	✓		✓	✓	✓
	7	Team work	✓		✓		✓	✓	✓	
	8	Leadership readiness/qualities			✓		✓	✓		✓
	9	Moral and ethical awareness	✓		✓		✓	✓		✓

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	III	21BEN33C	Core-III: Poetry	6

Course-level Learning Outcomes

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

CLO1: Distinguish the themes and analyze the social, cultural and religious values pertinent to human life

CLO2: Identify the literary devices and techniques used in the poems

CLO3: Infer the poet's ability to relate imagination with reality

CLO4: Relate the psychological aspects embedded in the prescribed poems

CLO5: Recognize and put into practice the positive factors

CLO6: Create awareness on ecological issues.

Unit I:

Detailed : John Milton: Paradise Lost Book IV - Lines 1 -688

Non-Detailed : William Shakespeare: Sonnet 116

Unit II:

Detailed : John Donne: Go and Catch a Falling Star

Non-Detailed : Dante Gabriel Rossetti: The Blessed Damozel

Unit III:

Detailed : Thomas Gray: Elegy Written in a Country Churchyard

Non-Detailed : William Blake: A Poison Tree

Unit IV:

Detailed : John Keats: Ode to Autumn

Non-Detailed : 1. William Wordsworth: Upon Westminster Bridge

2. Percy Bysshe Shelley: Ode to Skylark

Unit V:

Detailed : Gerard Manley Hopkins: God's Grandeur

Non-Detailed : 1. Robert Browning: My Last Duchess

2. Lord Tennyson: Ulysses

Pedagogy Strategies:

Lecturing

Group discussion

Paper presentation

Workshop
Audio – visual components

Text Books:

1. Hunter, G.K. *Milton's Paradise Lost: A Poem in Twelve Books with Notes*, OUP, 2001.
2. Ed. Hayward. John. *The Penguin Book of English Verse*, Penguin, 1997.

References:

1. Rudrum, Alan. *Modern Judgements: Selections of Critical Essays: Milton*, CUP, 2000
2. Tillyard, E. M. W. *Milton*, Blackswan, 1999.
3. Miller, Ruth & Robert A. Greenberg. *Poetry an Introduction*, Longman, 1996.

Further Reading:

1. <http://library.lol/main/48624CCF0B516906C6C0B8E96B2D67F5>
2. Olofson, Margaret Thickstun, *Milton's Paradise Lost: Moral Education*, Palgrave Macmillan, 2007.

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	☑	☑	☑	☑	☑	☑
PLO2	☑	☑	☑		☑	☑
PLO3		☑		☑		
PLO4		☑	☑	☑	☑	
PLO5			☑		☑	☑
PLO6	☑		☑	☑	☑	☑

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	III	21BEN34A	Allied-III- Literary Forms	7

Course-level Learning Outcomes:

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

CLO1: Recognize literary terms and conventions

CLO2: Assess the significant elements of various genres of English literature

CLO3: Identify each form in isolation and in relation with other forms

CLO4: Integrate the purpose of literary studies with different genres

CLO5: Analyze literary texts and develop appreciation of literature

CLO6: Reflect on the nuances of literary techniques

Unit I: Poetry 1

Ballad, Epic and Mock Epic, Dramatic Monologue, Lyric, Ode, Elegy, Pastoral Elegy, Sonnet, Idyll.

Unit II: Poetry 2

Elements of Poetry: Rhyme, Metre, Stanza Forms, Types of Verse

Figures of Speech: Imagery, Simile and Metaphor, Personification, Onomatopoeia, Alliteration, Oxymoron, Hyperbole, Allegory, Allusion, Irony, Paradox, Pun.

Unit III: Drama

Tragedy, Comedy, Dramatic Design, Classical Greek Tragedy, Romantic Tragedy, Romantic Comedy, Tragicomedy, Features of Elizabethan Theatre and Drama, Masque and Anti- Masque, Comedy of Humours, Comedy of Manners, Sentimental Comedy, Farce, Melodrama, One Act Play, Absurd Drama, Epic Theatre.

Unit IV: Prose

Autobiography, Biography, Essay (Aphoristic, Personal, Critical, Periodical). Novel (Picaresque, Historical, Epistolary, Sentimental, Domestic, Gothic, Science Fiction, Social, Psychological, Stream of Consciousness). Short Story.

Unit V: Literary Criticism

Legislative, Pragmatic, Biographical, Historical, Comparative, Inductive, Psychoanalytic, Sociological, Marxist, Feminist.

Pedagogy Strategies:

Lecturing
 Group discussion
 Paper presentation
 Workshop
 Audio – visual components

Text Book:

1. Padmaja Ashok. *A Companion to Literary Forms*. Hyderabad: Orient Black Swan, 2015.

References:

1. Abrams, M.H, *A Glossary of Literary Terms*, California, Wordsworth, 2011.
2. Prasad, B., *A Background to the Study of English Literature* Macmillan Publishers India Ltd.2013.
3. Rees, R.J., *English Literature: An Introduction for Foreign Readers*, London, Macmillan, 1973.

Further Reading:

1. Cuddon. J.A, *The Penguin Dictionary of Literary Terms and Literary Theory* (Penguin Dictionary), Penguin, 2000.

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO3		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
PLO4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO5			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO6			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	III	21BEN35S	Skill-Based Elective I– Everyday Communication	5

Course-level Learning Outcomes:

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

- CLO1: Acquire familiarity and practice in using English for communication during socializing
- CLO2: Apply appropriate verbal and nonverbal communication cues in expressing politeness during socializing
- CLO3: Develop good conversational skills
- CLO4: Exhibit familiarity and practice in interpersonal skills
- CLO5: Improve written communication over conventional and digital means
- CLO6: Recognize the importance of cyber security

Unit I: Socializing

Expressions for greeting and parting; Polite phrases and their usage; Introductions; Indulging in Small talk; Body language and good manners

Unit II: Conversation skills

General awareness and familiarity with current affairs; Identifying and using reliable sources of information; Sensitive and controversial subjects; Social awareness and political correctness; Aspects of a good conversation

Unit III: Interpersonal skills

Presenting and explaining; Narrating and demonstrating; Analyzing and arguing; Requesting and demanding; Persuading and convincing

Unit IV: Corresponding

Writing applications and petitions; Filling in forms; Placing personal ads; Writing in social media; Using input tools in digital applications

Unit V: Cyber Security

Protecting personal information and privacy; Cybercrime; cyber fraud; responsible use of social media; Key aspects of the IT Act 2000

Pedagogy:

Task-based Teaching under Communicative Language Teaching along with lectures and seminars.

Evaluation:

Portfolio method of evaluation along with the standard evaluation method followed

by the institution.

Practical Components

The following tasks are to be performed in the class among all the students who enrol themselves for the course, that are to be presented in individual portfolios for evaluation:

1. Taking part in a virtual social gathering [The task will be recorded using a video conferencing application and will be added in the student portfolio]
2. Taking part in informal group discussions on general subjects of conversation [The task will be recorded using a video conferencing application and will be added in the student portfolio]
3. Taking part in a pair work involving the showcasing of interpersonal skills [The task will be recorded using a video conferencing application and will be added in the student portfolio]
4. Creating a personal ad in a digital application using necessary input tools [The presentation of the students in digital format will be included in the portfolio for evaluation]
5. Conducting case studies to understand the concept of cyber security [the study will be presented as a report in digital format and will be included in the portfolio for evaluation]

Text Book:

1. Compilation from various sources, 2021.

References:

1. Debra Fine. *The Fine Art of Small Talk*. Publisher: Small Talk Pub, 2000.
2. *Crucial Communication Skills for Everyday: 5 Books in 1. Public Speaking Principles, Simple Small Talk, Alpha Assertiveness, Conflict Resolution Techniques and Bold Body Language* Kindle Edition by Gerard Shaw Publisher: Communication Excellence, 25 June 2020.
3. Raef Meeuwisse. *Cybersecurity for Beginners*. Publisher: Cyber Simplicity Ltd; 2nd edition, 14 March 2017.

Further Reading:

1. Voice of America: <https://learningenglish.voanews.com/>
2. English Listening Lessons Library Online: <https://elllo.org/>
3. CBC learning English: <https://www.cbc.ca/learning-english>

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	☑	☑	☑	☑	☑	☑
PLO2	☑	☑	☑			☑
PLO3		☑	☑	☑		
PLO4		☑	☑	☑	☑	
PLO5	☑				☑	☑
PLO6	☑			☑	☑	☑

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	IV	21BEN43C	Core-IV: Fiction	6

Course-level Learning Outcomes

The students will be able to:

CLO1: Interpret different kinds of novels and its essential elements

CLO2: Identify the plot, structure and setting of the stories

CLO3: Formulate the characters and narration technique

CLO4: Integrate the theme, symbol and language of the novel.

CLO5: Distinguish between fact and fiction

CLO6: Write short stories using their creative talents

Unit I

Charles Dickens: *David Copperfield*

Unit II

Charlotte Bronte : *Jane Eyre*

Unit III

Virginia Woolf : *To the Lighthouse*

Unit IV

William Golding : *Darkness Visible*

Unit V

Short Story Snippets

Somerset Maugham: "The Luncheon."

D.H. Lawrence "The Rocking-Horse Winner"

Saki "Laura"

Walter de la Mare "The Riddle"

Pedagogy:

Lecturing

Group discussion

Paper presentation

Workshop

Audio – visual components

Text Books:

1. Dickens, Charles. *David Copper Field*, Macmillian, 1990
2. Bronte, Charlotte. *Jane Eyre*. OUP, 1960.

References:

1. Lodge, David. *The Art of Fiction*, Secker & Warburg, 1992.
2. James, Henry. Edwin Miller, James, *Theory of Fiction, Volume 542 of A Bison Book, Bison Bks.* U of Nebraska Press, 1972.
3. Besant, Walter. *The Art of Fiction* Longman's Magazine, 1884.

Further Reading :

Asaduddin, M. *Premchand's The Complete Short Stories*. Penguin, 2000

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO3		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO5			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO6			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Semester	Sub.Code	Subject Title	Hours/ Week
2021-2022 onwards	IV	21BEN44A	Allied – IV An Introduction to English Language and Linguistics	8

Course-level Learning Outcomes

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

- CLO1: Distinguish human communicative action through an objective study of language.
CLO2: Evaluate the history of the English Language, insights, theoretical approaches, the changes and the employability demand of the English language
CLO3: Familiarize themselves with the key concepts of linguistics and develop awareness of the latest trends in language study.
CLO4: Apply the general standard of pronunciation in everyday conversation
CLO5: Differentiate the varieties of English used all over the world.
CLO6: Integrate the speaking ability in English both in terms of fluency and intelligibility

Unit I

1. The Organs of Speech
2. The Vowels of English
3. Consonants of English
4. Transcription- Words

Unit II

1. What is Linguistics?
2. Morphology
3. Syntax
4. Semantics

Unit III

The Origin of Language, the Descent of the English Language

Unit IV

Growth of English Language, Influences

Unit V

Change of Meaning and Vocabulary

Pedagogy:

- Lecturing
- Group discussion
- Paper presentation
- Workshop
- Audio – visual components

Text Books:

1. F.T. Wood. *History of English Language*. OUP, 1956.
2. Balasubramaniam. Ed. *Text book of English Phonetics for Indian Students*.

Macmillan, 2000.

3. Loreto Todd. *An Introduction to Linguistics*. CUP, 1970.

References:

1. J.D. O'Connor. *Better English Pronunciation*. CUP, 1980.
2. Daniel Jones. *English Pronouncing Dictionary*. ELBS, 1967.

Further Reading:

1. Hasse, Fee. *English Language, Linguistics and Literature*. Hprints.org, 2016.

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO3	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
PLO4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
PLO5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO6		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	IV	21BEN45S	Skill-Based Elective II – Workplace Communication	4

Course-level Learning Outcomes:

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

CLO1: Infer the process and requirements of job seeking

CLO2: Prepare a resume and a cover letter

CLO3: Integrate knowledge and practice in appearing for job interviews

CLO4: Develop teamwork skills

CLO5: Maintain records and documents in a workplace and understand the nature and function of Public Relations

CLO6: Recognize the importance of paperless administration for sustainable growth and use digital tools in a workplace environment

Unit I: Applying for a Job

Analyzing job profiles and requirements

Preparing a Resume; Writing a cover letter; Responding to job ads; Making cold calls

Unit II: Facing Interviews

Attitude and body language; Technical interviews; Personal interviews; Telephonic interviews; Walk-in interviews

Unit III: Teamwork Skills

Communication in a team; Collaboration and problem solving; Critical thinking; Leadership; Group discussions

Unit IV: Organisation Skills

Maintaining records and documents; Participating and arranging meetings; Event management; Public relations; Preparing a press kit

Unit V: Paperless Communication for Sustainable Growth

Creating, maintaining, and storing information in digital format; Working with data – tables, charts, and graphs; Preparing slideshows; Making a presentation; Communication through video conferencing

Pedagogy:

Task-based Teaching under Communicative Language Teaching along with lectures and seminars

Evaluation:

Portfolio method of evaluation along with the standard evaluation method followed by the institution

Practical Components:

[Tasks as part of the internal assessment are to be completed and presented in a digital format as a portfolio for evaluation]

1. Prepare a cover letter and a resume to be submitted online
2. Participate in a mock interview conducted by the teacher handling the subject

3. Participate in a group discussion for problem solving
4. Prepare a press kit for an event organised in the workplace
5. Prepare a presentation on a given topic related to workplace

Text Book:

Compilation of Skill Set Needed for Workplace Communication, 2021.

References:

1. Steven Molinsky & Bill Bliss. *Day by Day: English For Employment Communication*. Orient Blackswan, 2010.
2. Anthony Gutierrez. *Effective Communication in the Workplace: Learn How to Communicate Effectively and Avoid Common Barriers to Effective Communication*. Macmillan, 1998.

Further Reading:

1. Oxford Business English Lessons: <https://www.oxfordonlineenglish.com/free-business-english-lessons>
2. British Council Business English Lessons: <https://learnenglish.britishcouncil.org/business-english>

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	☑	☑	☑	☑	☑	☑
PLO2	☑	☑	☑			☑
PLO3		☑	☑	☑		
PLO4		☑	☑	☑	☑	
PLO5	☑				☑	☑
PLO6	☑			☑	☑	☑

Year	Semester	Sub Code	Subject Title	Hours/ Week
2021-2022 onwards	V	21BEN51C	Core-V: Drama	6

Course-level Learning Outcomes

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

CLO1: Identify the origin of Drama and its types

CLO2: Categorize the types of drama according to its characteristics

CLO3: Apply the rules of drama – its structure and characteristics to the prescribed texts

CLO4: Analyze the characterization, plot and the use of dramatic devices and stage techniques

CLO5: Evaluate the context of the play, deriving the social, political and economic impressions left by the playwright

CLO6: Create avant-garde plays by using new techniques of writing for theatre

Unit I:

Non-Detailed : Ben Jonson's *The Alchemist*

Unit II:

Detailed : Christopher Marlowe's *Dr. Faustus*

Unit III:

Detailed : Bernard Shaw's *Arms and the Man*

Unit IV:

Detailed : Oliver Goldsmith's *She Stoops to Conquer*

Unit V:

Non-Detailed : Samuel Beckett *Waiting for Godot*

Pedagogy:

Lecturing

Group discussion

Paper presentation

Workshop

Audio – visual components

Text Book:

Marlowe, Christopher. *Dr. Faustus*. Penguin, 1967.

Goldsmith, Oliver. *She Stoops to Conquer*. Macmillan, 1982.

References:

1. Jochen Schulte- Sasse. *Theory of the Modern Drama*. Polity Press, 1998.
2. J.L. Styan. *The Dramatic Experience*. Cambridge University Press, 2000.

Further Reading:

1. David Galens, Lynn M. Spampinato (editors), *A Study Guide for Oliver Goldsmith's "She Stoops to Conquer"*. Gale Research, 1997.

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO4	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
PLO5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
PLO6		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	V	21BEN52C	Core-VI- English Language Teaching	6

Course-level Learning Outcomes:

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

CLO1: Recognize the rationale for learning English Language

CLO2: Distinguish between the kinds of approaches in ELT

CLO3: Apply the Methods of teaching English

CLO4: Infer different types of communicative skills

CLO5: Utilize the language skills

CLO6: Generate models for ELT

Unit I: Introduction to ELT

The rationale for Learning English

Aims and objectives of teaching English as Second Language

Blooms Taxonomy of Education and Objectives

Unit II: Approaches in ELT

Cognitive Approach, Structural Approach, Natural Approach,

Communicative Approach, Multiple Intelligence

Unit III: Methods in ELT

GT, Direct Method, Audio-Lingual, Suggestopedia, Total Physical Response

Unit IV: Communication Skills

Listening, Speaking, Reading, Writing Skills

Unit V: Recent Trends and Micro Teaching

CLIL, Community Language Teaching, Holistic Approach, Edutainment

Pedagogy Strategies:

Lecturing
 Group discussion
 Paper presentation
 Workshop
 Audio – visual components

Text Books:

1. Jack C. Richards and Theodore S. Rodgers *Approaches and Methods in Language Teaching*. ELBS, 2000.
2. Dr. J. E. Vallabi. *Teaching of English (Principles and Practices)*. Macmilian, 2002.

References:

1. T.C. Baruah. *The English Teacher's Handbook*. Sterling Publishers, 1997
2. Alan Matthews, Mary Spratt and Les Dangerfield. *At the Chalkface: Practical Techniques in Language Teaching*. ELBS, 1999.

Further Reading:

1. Dr Geoffrey Broughton, Geoffrey Broughton, Christopher Brumfit, Anita Pincas, Roger D. Wilde *Teaching English as a Foreign Language (Education Books)*. Routledge, 1993.

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	☑	☑	☑	☑	☑	
PLO2	☑		☑			☑
PLO3		☑		☑		
PLO4		☑	☑		☑	
PLO5	☑		☑		☑	☑
PLO6		☑		☑	☑	

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	V	21BEN53C	Core Paper VII Indian Writing in English	5

Course Learning Outcomes:

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

- CLO1: Identify the genres of Indian Writing in English
- CLO2: Summarize the prescribed texts of Indian Writing in English
- CLO3: Infer discrepant attributes of Indian Writing in prose, poetry, drama & fiction
- CLO4: Distinguish Indian Writing from Literature of other countries
- CLO5: Apply literary theories to criticize the text prescribed
- CLO6: Analyze the Indian Culture ingrained in the Indian English literature

Unit I: Poetry

- Detailed : Tagore's from *Gitanjali* "Where the Mind is Without Fear"
Toru Dutt's Lakshman
Nissim Ezekiel's Poet, Lover, Bird Watcher
K.N.Daruwalla's Death of a Bird
R.Parthasarathy's From *Homecoming* "My Tongue in English Chains"

Unit II: Prose

- Detailed : Jawaharlal Nehru's *The Monsoon Comes to Bombay*
R.K. Narayan's *My Days* Chapter I
Mulk Raj Anand's *The Lost Child*
Raja Rao's *The Meaning of India*
S. Radhakrishnan's *The Emerging World Society*

Unit III: Drama

- Detailed : Mahesh Dattani's *Dance Like a Man*

Unit IV: Fiction

- Non-Detailed : Amitav Ghosh's *The Calcutta Chromosome*

Unit V: Criticism

- Non-Detailed : K.R. Srinivasa Iyengar's The Renaissance in India from *Indian Writing in English*.

Pedagogy Strategies:

- Lecturing
- Group discussion
- Paper presentation
- Workshop
- Audio – visual components

Text Book:

Compilation of different genres of Indian English Texts, 2021.

References:

1. K. Ayyappa Paniker, *Indian English Literature since Independence*. Mehra Offset Press, 1967.
2. M. K. Naik, *Studies in Indian English literature*. Sterling Publishers, 1998.

Further Reading:

1. Mehrotra, Arvind Krishna. *An Illustrated History of Indian Literature in English*. Permanent Black, 2003.

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	☑	☑	☑	☑		
PLO2	☑	☑	☑	☑	☑	☑
PLO3		☑		☑		☑
PLO4	☑	☑	☑	☑	☑	
PLO5			☑		☑	☑
PLO6	☑		☑	☑	☑	☑

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	V	21BEN54C	Core- VIII – African-American Literature	6

Course-level Learning Outcomes:

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

CLO1: Recognize the African American literary tradition as a syncretically shaped artistic form

CLO2: Classify critical uses of the narrative forms of oral traditions, signifying folklore, and music in making African American literature a unique literary model.

CLO3: Infer the theoretical concepts of race, racism and radicalization in the creation of an ethnic literature.

CLO4: Examine the critical connections between historical eras and events and the formation of narrative

CLO5: Criticize how racial and ethnic groups have resisted and struggled to recreate their own cultural identities in relation to each other and dominant white groups, leading to both conflict and community empowerment

CLO6: Analyze the ethnic and racial identities besides their construction and reconstruction by individuals and groups over a time period at different contexts.

Unit I: Poetry

Detailed : Langston Hughes' The Negro Mother
Claude McKay's A Memory of June
Maya Angelou's I Know Why the Caged Bird Sings
Gwendolyn Brooks' The Good Man
County Cullen's The Loss of Love
Nikki Giovanni's A Poem on the Assassination of Robert F. Kennedy

Unit II: Prose

Detailed : Alice Walker's *In Search of Our Mother's Garden*

Unit III -Drama

Detailed : Alice Childress' *Trouble In Mind*

Unit IV: Fiction

Non-Detailed : Gloria Naylor's *Mama Day*

Unit V: Criticism

- Non-Detailed : 1. Playing in the Dark : Whiteness and the Literary Imagination by Toni Morrison
2. Unspeakable Things Unspoken: The Afro- American Presence in American Literature by Toni Morrison.

Pedagogy Strategies:

Lecturing
 Group discussion
 Paper presentation
 Workshop
 Audio – visual components

Text Book:

Compilation of different genres of African American Literature, 2021.

References:

1. Gates, Henry Louis, and Nellie McKay, eds. *The Norton Anthology of African American Literature*. New York: Norton, 1996.
2. Kenneth W. Warren, *What Was African American Literature?* Harvard University Press, 2012.

Further Reading:

3. Dickson D. Bruce Jr., *The Origins of African American Literature, 1680-1865*. University of Virginia Press, 2001.

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
PLO3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
PLO4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
PLO6	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	V	21BEN55S	Skill-Based Elective III Academic Communication	4

Course-level Learning Outcomes:

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

CLO1: Outline effective reading skills for academic purposes and acquire practice in intensive and critical reading

CLO2: Infer various aspects of effective listening

CLO3: Acquire knowledge and practice in academic writing

CLO4: Develop speaking skills in an academic environment and present academic papers

CLO5: Extend awareness about ethical practices in academic research and writing

CLO6: Generate good practices in academic writing

Unit I: Reading

Types of reading; Developing a good reading habit; Effective reading strategies; Reading comprehension; Cloze tests

Unit II: Listening

Types of listening; Effective listening strategies; Listening comprehension; Listening to lectures and seminars; Critical listening

Unit III: Writing

Effective writing strategies; Writing paragraphs and essays; Analytical writing; Argumentative writing; Writing an academic paper

Unit IV: Speaking

Speaking in an academic environment; Academic presentations; Participating in seminars; Participating in Academic discussions; Presenting academic papers

Unit V: Ethics in Academic Communication

Intellectual Property Rights; Copyright laws in India; Ethical practices in academic writing; Plagiarism; Importance of original research

Pedagogy:

Task-based Teaching under Communicative Language Teaching along with lectures and seminars

Evaluation:

Portfolio method of evaluation along with the standard evaluation method followed by the institution.

Practical Components

[Tasks as part of the internal assessment shall be submitted in digital format as a portfolio for evaluation]

1. Read and summarise a given academic paper
2. Listen to a lecture and write an essay based on the content
3. Write an academic paper
4. Present an academic paper in a seminar
5. Identify and eliminate plagiarism in a given academic paper

Text Books:

Compilation of Academic Communication, 2021.

References:

1. Alice Savage & Patricia Mayer. *Effective Academic Writing* 2nd Ed. Student Books, 1993.
2. Renu Gupta. *A Course in Academic Writing*. Macmillan, 1999.

Further Reading:

1. Online Writing Lab – owl.purdue.edu
2. Using English for Academic Purpose: <http://www.uefap.net/>
3. Grammar and Style resource: <https://student.unsw.edu.au/grammar>

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	☑	☑	☑	☑	☑	☑
PLO2	☑	☑	☑			☑
PLO3		☑	☑	☑		
PLO4		☑	☑	☑	☑	
PLO5	☑	☑			☑	☑
PLO6	☑			☑	☑	☑

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	V	21BEN5EL	Non- Major Elective Paper – I English for Employability - 1	3

Course-level Learning Outcomes:

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

CLO1: Recall the basics of language and its components

CLO2: Realise new perspectives in language use in different surroundings

CLO3: Deploy their new skills in given situations

CLO4: Assess their skills through case studies in given situations

CLO5: Differentiate correct and incorrect usage of language

CLO6: Generate grammatically correct sentences

Unit I

Nature of Language

1. What is Language?
2. Spoken and Written Language
3. Uses of Language
4. Introducing minimal pairs
5. Intonation

Unit II

Vocabulary Enrichment

1. Need for Vocabulary
2. Building Rich Vocabulary
3. Synonyms and Antonyms (with usage)
4. Collocations
5. Misspelled words
6. Idioms and Phrases

Unit III

Common Errors/ Spotting Errors

1. Nouns and Noun Phrases
2. Adjectives and Adjectival Phrases
3. Adverb and Adverbial Phrases
4. Articles
5. Verbs
6. Prepositions

7. Tenses

Unit IV

Reading Comprehension

1. Cloze Test
2. Para jumbles
3. Reading Techniques
4. Hints for Comprehension Exams
5. Illustrative Examples

Unit V

Listening Skills

1. Types of Listening
2. Barriers of Listening
3. Effective Listening Strategies
4. Listening Exercises
5. Listening Practices
6. Assessing Listening skills through online modes

Pedagogy:

Lecturing
Group discussion
Paper presentation
Workshop
Audio – visual components

Text Book :

Compilation of components English for Employability, 2021

References:

1. Lalitha Ramamurthi, Ed. *A History of English Language & Elements of Phonetics*, Laxmi Publications, 2014.
2. *Student Learning Support* – Pearson University Press, 2002.

Further Reading:

1. J. K. Gangal, Ed. *A Practical Course for Developing Writing Skills in English* – PHI Learning Pvt Ltd, 1999.
2. *SSC English Language*- Exercise books for Entrance Exams. Disha Publications, New Delhi, 2000.
3. Krishna Mohan and Meera Banerji, Ed. *Developing Communication Skills*, Macmillan India, 2002.

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
PLO3		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
PLO5	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
PLO6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	VI	21BEN61C	Core-IX-Shakespeare	6

Course-level Learning Outcomes

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

CLO1: Develop an understanding of Shakespearean language and themes

CLO2: Integrate various features of Shakespearean tragedy

CLO3: Interpret concepts about social issues and human life

CLO4: Scrutinize the historical contexts and associate with literature.

CLO5: Analyze the form of Shakespearean sonnets and multiple layers of meaning

CLO6: Design a model play based on the plays studied

Unit I:

Detailed : *Twelfth Night*

Unit II:

Non-Detailed : *Richard II*

Unit III:

Detailed : *Macbeth*

Unit IV:

Non-Detailed : *Measure for Measure*

Unit V:

Non-Detailed : General Shakespeare

Shakespearean Theatre, audience, fools, heroines, songs and soliloquies in Shakespeare

Shakespearean Sonnets - 1, 94, 97, 126

Pedagogy:

Lecturing

Group discussion

Paper presentation

Workshop

Audio – visual components

Text Books:

1. Shakespeare, William. *Twelfth Night*, OUP, 1987.
2. Shakespeare, William. *Richard II* OUP, 1992.
3. Shakespeare, William. *Macbeth II* OUP, 1995.
4. Shakespeare, William. *Measure for Measure*, OUP, 1992.
5. Shakespeare, William. *Sonnets*, OUP, 1997.

References:

1. Bradley, A.C. *Shakespearean Tragedy*. Macmillan, 1967.
2. Hubler, *The Sense of Shakespeare's Sonnets*, Longman, 2000.

Further Reading:

1. Hazlitt, William. *Characters of Shakespeare's Plays*, Blackswan, 2002.

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO3		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
PLO4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO5	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO6	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	VI	21BEN62C	Core-X- World Classics in Translation	5

Course-level Learning Outcomes

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

CLO1: Recognize the wealth of World Literature

CLO2: Interpret culture and traditions of various countries

CLO3: Decipher the nuances of translation

CLO4: Integrate the evolutionary concepts of World Classics down the ages

CLO5: Organize the global conceptualizing of World Literature

CLO6: Critique the native culture and tradition of various countries

Unit I: Poetry

Detailed : *Tirukkural*. Trans. G. U. Pope Part I:

1. The Praise of God
2. The Excellence of Rain
3. Learning
4. Knowing the Fitting Time

Unit II: Prose

Detailed : St. Augustine's *The Confessions* Book I

Unit III: Drama

Detailed : Bertolt Brecht's *Mother Courage and Her Children*

Unit IV: Fiction

Non-Detailed : Alexandre Dumas' *The Count of Monte Cristo*

Unit V: Criticism

Non-Detailed : S.J.Harrison's *Living Classics*

Pedagogy:

Lecturing

Group discussion

Paper presentation

Workshop

Audio – visual components

Text Book :

Compilation of literary texts related to Classics in Translation, 2021.

References:

Sreedevi K. Nair, *Aspects of Translation*. Creative Books, 1997.

Further Reading:

Hundred Must Read Classics in Translation. <https://bookriot.com/classics-in-translation/>

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
PLO3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
PLO4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO5	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO6	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	VI	21BEN63C	Core-XI- American Literature	6

Course-level Learning Outcomes:

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

CLO1: Identify the issues, conflicts, preoccupations, and themes of the various literature of America.

CLO2: Infer the literary text to become familiar with the historical, cultural, and rhetorical contexts in which they were written.

CLO3: Interpret the stylistic or technical aspects of the standard literary genres such as poetry, drama, prose, fiction and criticism.

CLO4: Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.

CLO5: Critique the literary works prescribed

CLO6: Examine the facts of American life and society

Unit I: Poetry

Detailed: Emily Dickinson: That It Will Never Come Again

Walt Whitman: I Hear America Singing.

Wallace Stevens: Anecdote of the Jar

E. E. Cummings: i carry your heart with me

Robert Frost: West Running Brook

Edgar Allen Poe: Annabel Lee

Unit II: Prose:

Ralf Waldo Emerson: The American Scholar

Henry David Thoreau: Where I lived and What I lived for (from Walden)

Unit III: Drama

The Emperor Jones by Eugene O' Neil

Unit IV: Fiction

The Great Gatsby by F. Scott Fitzgerald

Unit V: Criticism

Hamlet and His Problems (from The Sacred Wood) by T.S. Eliot

Pedagogy Strategies:

Lecturing

Group discussion
 Paper presentation
 Workshop
 Audio – visual components

Text Books:

1. *American Literature: An Anthology of Poetry*, Emerald Publishers, 2010.
2. Eugene O’Neil, *Emperor Jones*, Dover Thrift Edition, 1997.
3. F. Scott Fitzgerald, *The Great Gatsby*, Three Ess Publications, 2004.
4. *The Sacred Wood* by T. S. Eliot, Dover Publications, 1998.

References:

1. Fisher, Reninger et al, *An Anthology of American Literature of the Nineteenth Century*, S. Chand & Co., 1970.

Further Reading:

1. Hewitt, Elizabeth. *Correspondence and American literature*, Cambridge University Press, 2005.

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
PLO2	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
PLO4		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO5	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
PLO6		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	VI	21BEN64C	Core-XII-Literary Criticism	6

Course-level Learning Outcomes:

On completion of this course the students will be able to:

CLO1: Recognize the importance of Literary Criticism as an integral component of literary studies

CLO2: Interpret and understand the ideas put forth by renowned literary critics

CLO3: Compare and contrast the concepts that emerge from the various schools of thought

CLO4: Integrate the ideologies and find coherence among the concepts put forth by the various critics

CLO5: Check if they can critique a literary text using any one of the critical concepts

CLO6: Judge a literary text based on the knowledge gained

Unit I:

Introduction to Literary Criticism

Aristotle

Philip Sydney

Unit II

John Dryden

Alexander Pope

Dr.Johnson

Unit III

William Wordsworth

S.T. Coleridge

Unit IV

Matthew Arnold

Walter Pater

Unit V

T.S. Eliot

F. R. Leavis

I. A. Richards

Pedagogy Strategies:

Lecturing

Group discussion

Paper presentation

Workshop

Audio – visual components

Text Book:B. Prasad. *An Introduction to English Criticism*. Macmillan, 2002.**Reference Books:**

1. Ajay das, *Practical Literary Criticism*. Swastik Publications, 2003.
2. David Lodge and Nigel Wood, Eds. *Modern Criticism and Theory: A Reader*. OUP, 2000.

Further Reading:

1. Russell, D. A & Winterbottom, M. *Ancient Literary Criticism: The Principal Texts in New Translations*, OUP, USA, 1988.

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
PLO5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
PLO6		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	VI	21BEN65V	Project & Viva- voce	

Course Learning Outcomes

On completion of this course the students will be able to:

CLO1: Recognize areas in which they can undertake a research study

CLO2: Compare and contrast ideas and concepts and arrive at objectives to carry out their research

CLO3: Use the objectives and implement them in their analysis

CLO4: Organize the data collected and give a proper structure to it.

CLO5: Check if the analysis done is in coordination with the objectives chosen

CLO6: Produce the final draft of their study with the findings incorporated in it.

Text Book:

Any text book relevant to English Language and Literature

References:

Any text on criticism, theories and research interpretations with respect to one's research problem

Further Reading:

Recent researches – Articles and Texts

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO4			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
PLO6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	VI	21BEN66S	Skill-Based Elective IV Media Communication	4

Course-level Learning Outcomes:

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

- CLO1: Outline the media industry and the field of mass communication
CLO2: Create awareness over various aspects of media in the digital context
CLO3: Recognize the writing for various forms of mass media
CLO4: Extend awareness about rights and responsibilities of mass media communication
CLO5: Utilize the tools used in media writing, identify and gather information from reliable sources
CLO6: Explain news posts in social media

Unit I: Mass Media in the Twenty-first Century

Mass Media in the digital age; Information Revolution; The Entertainment Industry; The news industry; Media production and consumption

Unit II: Writing News Stories

Definition of news; Sources of news; The structure of a news story; Tools for writing a news story; The language and style of a news story

Unit III: The Radio Renaissance

Radio in the twenty-first century; FM radio stations in India; The role of a Radio Jockey; The concept of infotainment in radio; Preparing content for radio

Unit IV: Television

Television as mass media; Types of TV channels; Compering, hosting, and anchoring; TV news – structure and content; Preparing a TV news bulletin

Unit V: Digital Media

Online news portals; Mobile news apps; Social media – posting and sharing; Memes in mass media; Responsible use of social media

Pedagogy:

Task-based Teaching under Communicative Language Teaching along with lectures and seminars

Evaluation:

Portfolio method of evaluation along with the standard evaluation method followed by the institution.

Practical Components:

[Tasks as part of the internal assessment shall be submitted in digital format as a portfolio for evaluation]

1. Write a brief report on mass media production and consumption after analysing a case study
2. Compose a news story with necessary elements
3. Prepare a script for compering in FM Radio
4. Produce a video news story as a citizen journalist
5. Create a news post suitable for publishing it in a blog

Text Book:

1. Compilation of Media Communication, 2021.

References:

1. Raman, Usha. *Writing for the Media*. Penguin, 2000.
2. Wynford Hicks, Ally Adams & Harriett Gilbert, *Writing for Journalists* (Media Skills), Macmillan, 2002.

Further Reading:

1. Media writing: <https://cmsw.mit.edu/writing-and-communication-center/resources/writers/>
2. Journalism and mass media: <https://libguides.humboldt.edu/openedu/jmc>

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
PLO3		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
PLO4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
PLO5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PLO6	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	VI	21BEN6EL	Non- Major Elective Paper – II English for Employability – 1I	3

Course-level Learning Outcomes:

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

CLO1: Explain the nuances of verbal and non-verbal communication and put them to effective use.

CLO2: Specify new perspectives of language use in different surroundings

CLO3: Utilize new skills in given situations

CLO4: Assess the skill set through case studies of given situations

CLO5: Plan appropriate future career opportunities

CLO6: Generate official correspondence pertaining to various contexts.

Unit I: Soft skill Development

1. Teaching and Assessing Soft Skills
2. Verbal Communication
3. Non-Verbal Communication
4. Interpersonal Skills
5. Social Etiquettes
6. Professional Skills - Problem solving skills – Decision making skills
7. Team Skills

Unit II: Writing with a Purpose

1. Official Letters (Formal)
 - Cancelling orders
 - Placing Orders
 - Writing Complaints
2. E mail Writing
3. Ethics of writing on Social Media and Netiquette

Unit III: Writing for Careers

1. Job Application
2. Resume Writing
3. Report Writing

Unit IV: Strategic Careers Skills

1. Interview Skills
2. Group Discussion
3. Goal Setting
4. Leadership Qualities

Unit V: Composition

1. The Expository Essay
2. Narrative Essay
3. Descriptive Essay
4. Thematic Essay

Pedagogy Strategies:

Lecturing
Group discussion
Paper presentation
Workshop
Audio – visual components

Text Books:

1. Compilation of materials on Employability, 2021.

References:

1. *English Language through Literature2 – A Textbook for Undergraduate Studies* Ed Adhikavi Nannaya University, 2002.
2. Ed. Francis Soundararaj, Ed., *Speaking and Writing for Effective Business Communication*, NCBH, 2015.

Further Reading:

1. T. M. Farhathullah, Ed., *English Practice Book for Undergraduates*, 2011.

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	☑	☑	☑	☑		☑
PLO2	☑			☑		
PLO3		☑		☑	☑	☑
PLO4	☑	☑	☑	☑		
PLO5	☑		☑		☑	
PLO6		☑			☑	

7. THE TEACHING LEARNING PROCESS

The faculty promote learning on a proportionate scale of 20:30:50 principle, where lectures (listening/hearing) constitute 20 percent of the delivery; visuals (seeing) 30 percent of the learning methods; and experience (doing/participating) 50 percent.

Lectures

Lectures are designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures are interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

Discussions

Discussions are critical components of learning, and are used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life situations and discussion groups lead to innovative problem solving and, ultimately to success.

Simulations

Simulations provide students opportunities to understand real life situations and scenarios, and solve challenges in a controlled environment or make use of them in simulating cultural experiences by locating/transposing them in new (local, regional, national and international) situations.

Case Studies

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

Role Playing

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

Team Work

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections

so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative techniques, thereby understanding how to incorporate and balance personalities.

Study Tours/Field Visits:

Study Tours/ Field visits provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application.

8. ASSESSMENT METHODS

Alignment of Programme Learning Outcomes and Course Learning Outcomes: The assessment of learners' achievement in B.A. English will be aligned with the following:

- programme learning outcomes (graduate descriptors)
- course learning outcomes (qualification descriptors)
- academic and professional skills suggested in the graduate learning descriptors in the LOCF recommendations

Assessment priorities: The assessments are to be carried out continually through two internal assessment tests and one end-semester exam for each course separately.

Progress of learners towards achieving learning outcomes may be assessed making creative use of the following, independently:

- Time-constrained examinations (2-hour tests)
- Closed-book tests
- Problem based assignments
- Observation of practical skills (speaking, listening, reading and writing)
- Including seminar presentation

QUESTION PAPER PATTERN AND MODEL QUESTION PAPER
SEMESTER-- QUESTION PAPER PATTERN
GOVERNMENT ARTS COLLEGE(Autonomous)
Colimbatore-641 018

Max.Marks: 50

Time: 2 Hours

PART - A

1. Choose the Best Answers (5 x 1=5) With 4 distractors - Avoid using None of the above/All of the above

Questions 1 From Unit - I Questions 2 From Unit - II

Questions 3 From Unit - III Questions 4 From Unit - IV

Questions 5 From Unit - V

II. Answer any three questions (3 x 2=6)

Short Answers not exceeding Questions 6 From Unit - I

Questions 7 From Unit - II Questions 8 From Unit - III

Questions 9 From Unit - IV Questions 10 From Unit - V

PART-B (5 X 3 =15 MARKS) exceeding 100 words each

Short Answers not Answer All questions

Questions 11. a) or b) From Unit - I

Questions 12. a) or b) From Unit - II

Questions 13. a) or b) From Unit - III

Questions 14. a) or b) From Unit - IV

Questions 15. a) or b) From Unit - V

PART-C (3 X 8=24 MARKS)

Answers any THREE questions not exceeding 750 words each

Questions 16. From Unit - I

Questions 17. From Unit - II

Questions 18. From Unit - III

Questions 19. From Unit - IV

Questions 20. From Unit - V

**GOVERNMENT ARTS COLLEGE (AUTONOMOUS)
COIMBATORE-18
DEPARTMENT OF ENGLISH
I BA ENGLISH**

MODEL QUESTION PAPER CORE-I-PROSE

21BEN13C

Max.Time:2HRS

Max.Marks:50

PART A

I. Choose the best answer.

(5X1=5)

1. According to Bacon the chief use of study is : _____.
a. Ability b.Ornament c.Delight d.Adornment
2. The Chinese letters were written by a fictitious Chinese Philosopher by name _____.
a. Fum Hoam b. Altangi c. Man in Black d. Goldsmith
3. A.G Gardiner's fellow-traveller was a _____.
(a) bird (b) man
(c) dog (d) mosquito
4. According to RL Stevenson, walking tour should be undertaken _____.
a. with Parents b. with Friends c. with Family d. alone
5. Provincial or Cockney dialect means a language spoken in _____ end of England.
a. North b. South c. East d. West

II. Answer any three of the following.

(3x2=6)

6. Who is Pontius Pilate in the essay *Of Truth*?
7. What is meant by the term 'beau'?
8. Where was the author going in the essay *A Fellow Traveller* ?
9. List two reasons of pleasure in Robert Lynd's essay?
10. What is meant by sporting spirit, according to George Orwell?

PART B

III. Short answers not exceeding 100 words each.

(5X3=15)

- 11.a. Explain with reference to the context in the given passage,
"Studies serve.....dispositions of business".
Or
b. Explain the significance of the title "*Dream Children :A Reverie*".
12. a. Discuss the character of the Man in Black.
Or
b. Describe how Stephen Leacock's visit to the photo studio turns out to be an annoying experience for him.

13. a. Explain with reference to the context in the given passage,
“There is a snobbery.....its own reward”
Or
b. Write a short notes on i) The “Innocents” in Trains and ii) “The Lords of Travel”
14. a. Comment on the variance in the mood of the walker in *Walking Tours*.
Or
b. Describe the character of Uncle Podger.
15. a. What are Orwell’s views on the decline of the sporting spirit?
Or
b. Explain the following with reference to context:
“No two British subjects speak exactly alike.”

PART-C

IV. Answer any three not exceeding 750 words each.

(3X8=24)

16. Critically analyse the essay *Beau Tibbs*.
17. Summarise the story *With the photographer*.
18. Explain in detail the various types of travellers enumerated by J.B.Priestley.
19. Write an essay on the theme discussed in Jerome K Jerome’s *Uncle Podger Hangs a Picture*.
20. Evaluate the significance of Orwell’s main argument in the essay *The Sporting Spirit*.

Government Arts College (Autonomous), Coimbatore – 18
B.A. (English Literature) Degree Examinations
(For candidates admitted from 2021 onwards)
Semester – I Model Question Paper
PART – III ALLIED-I SOCIAL HISTORY OF ENGLAND
Subject Code: 21BEN14A

Time: 3 hours
marks

Max Marks: 50

PART – A

I. Choose the correct answer. (5x1=5)

1. The first English poet known by name was _____.
a) Caedmon b) Beowulf c) Cynewulf d) Augustine
2. The Royal Society was founded in _____.
a) 1660 b) 1662 c) 1665 d) 1666
3. Lord Wellington defeated Napoleon in the Battle of _____.
a) Trafalgar b) Austria c) Waterloo d) Tuscany
4. Chartism was a movement started by _____ in 1836.
a) Lord Durham b) Gladstone c) Lord Derby d) William Lovett
5. The World Wide Web was invented by _____ in 1989.
a) Gordon Brown b) Jiang Zemin c) Tim Berners-Lee d) Moss Evans

II. Answer any three questions not exceeding 25 words each: (3x2=6)

6. Define 'Renaissance'.
7. Who were the three famous men connected with colonization during Elizabeth's reign?
8. What was the aim of Methodism?
9. What is imagism?
10. What is called social security?

PART – B

III. Answer the following questions in a paragraph of 100 words, wherever necessary: (5x3=15)

11. (a) Describe the English society of Tudor sovereignty.

(OR)

- (b) Give an account of Puritans' contribution to English Literature.

12. (a) What are the four main developments brought about by the Agrarian Revolution?

(OR)

- (b) Describe the social life in the city of London during Hanoverian reign.

13. (a) What are the reforms of the Humanitarian Movements in the eighteenth century?

(OR)

- (b) What are the principles of Utilitarianism?

14. (a) List out the innovations made in the field of communications in the nineteenth century.

(OR)

(b) What were the literary contributions after the World War II?

15. (a) Write a note on the breaking of the Berlin wall.

(OR)

(b) What are the benefits of trade unions?

PART – C

IV. Answer any three of the following not exceeding 500 words: (3x8=24)

16. Elucidate the changes brought about by the Reformation and the Counter Reformation.

17. Explain the developments happened in England during Industrial Revolution.

18. Discuss the cause and effects of The American War of Independence.

19. Comment on the social and literary developments of the Victorian Age.

20. Trace the origin and growth of political parties in England.

**9. PART – II ENGLISH FOR B.A./B. Sc./B. Com./BBA
PROGRAMMES UNDER CBCS ENGLISH
(GENERAL ENGLISH)**

**Government Arts College (Autonomous)
Coimbatore- 18**

**Learning Outcomes based Curriculum
Framework (LOCF)
for
PART – II English
Undergraduate Programme
2021 Onwards**

Postgraduate and Research Department of English

S.No.	CONTENTS	Page No.
1.1	Introduction	
1.2	Learning Outcomes Based Curriculum Framework	
1.3	Graduate Attributes	
1.4	Qualification Descriptors	
1.5	Programme Learning Outcomes	
1.6	Teaching Learning Process	
1.7	Assessment Methods	
1.8	Structure of B.A./B.Sc./B. Com./BBA under CBCS English (i) SEC Course 1: English – I (ii) SEC Course 2: English – II (iii) SEC Course 3: English – III (iv) SEC Course 4: English – IV	
1.9	Scheme of Examination i) Question Paper Pattern ii) Model Question Paper	

1.1. INTRODUCTION

Language is indispensable for comprehension, dissemination, innovation and practice in all subjects. The significance of language learning has a global scope. English, being the ‘Lingua-Franca’ of the world, opens several avenues to decipher the existing and unexplored ingenuity of a variety of subjects. English has become the internet language to accumulate the holistic knowledge of the entire world in the interconnected web threads accessible from myriad research resources embedded in the URLs of several universities and research laboratories. Interdisciplinary theoretical studies have been gaining momentum with the help of English. The proficiency in English language and literature invigorates one to philosophize and integrate with several prospective fields of theoretical studies namely, environment, education, economics, science, sociology, psychology, women studies, health humanities and so on. Given this, learners are to be sensitized to the creative processes and learn to use language both critically as well as creatively. It is also necessary for learners to comprehend and respond to issues such as gender, caste, class, besides, culture, and thus use language appropriately. The programme constitutes four different courses that would develop the creativity of the students of science and humanities.

English Language Course for Undergraduate Education in Science and Humanities

1. English - I
2. English - II
3. English - III
4. English - IV

1.2. LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK

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

1. Explain the meaning of the poems and identify the experiences contained in them. Explain the structure of drama in general and one-act plays, in particular and learn the expressive use of language.
2. Develop intensive and independent reading for enjoyment and enrichment of vocabulary. Identify the updated vocabulary in the subjects-- climate science and entertainment-- and use them to enhance everyday vocabulary. Participate in the oral interaction and understand important aspects of grammar in use.
3. Apply skills in different forms of written communication and reinforce the ability in it. Demonstrate the skills of grammar with reference to time and make use of it to

- empower communicative English.
4. Generate the concept of creative writing and realize the role of it in the application of English language. Deduce the wider scope of written communication and apply them in practical use.
 5. Compose various forms of creative writing. Critique the ideology of media writing and its levels in English for occupational purposes. Create various forms of media writing.

1.3. GRADUATE ATTRIBUTES

Disciplinary Knowledge:

- a) Ability to understand, speak, read and write English both at the basic and advanced levels.
- b) Ability to understand and engage texts with various linguistic, critical and creative concepts and categories.
- c) Ability to read texts closely, paying attention to linguistic and stylistic variations and innovations and also exploring themes, generic conventions and historical contexts.
- d) Ability to understand linguistic/pragmatic frameworks to appreciate literary texts and language use.
- e) Ability to locate and engage with relevant scholarly works in order to develop one's own critical position and present views coherently and persuasively.
- f) Ability to situate one's own reading in terms of society, religion, caste, region, gender, and politics.
- g) Ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world.
- h) Ability to see and respect to difference and to transcend binaries.

Communication Skills:

- a) Ability to speak and write clearly in standard, academic English.
- b) Ability to listen to and read carefully various view points and engage with them.
- c) Ability to use critical concepts and categories with clarity.

Critical Thinking:

- a) Ability to read and analyse texts.
- b) Ability to place texts in historical contexts and be sensitive to their social relevance.
- c) Ability to substantiate critical readings of literary texts in order to persuade others.

Problem Solving:

- a) Ability to cope with complex language use.
- b) Ability to read any unfamiliar literary and non-literary texts.

Analytical Reasoning:

- a) Ability to evaluate the strengths and weaknesses in a literary text.
- b) Ability to substantiate one's argument through an enhanced critical and Communicative ability.

Research-Related Skills:

- a) Ability to problematize and formulate research questions, and to identify and consult relevant sources to find answers.
- b) Ability to plan and write a research paper or assignment.

Teamwork and Time Management:

- a) Ability to participate constructively in classroom discussions.
- b) Ability to meet a deadline.

Scientific Reasoning:

- a) Ability to analyze texts, evaluate ideas.
- b) Ability to formulate logical and persuasive arguments.

Reflective Thinking:

- a) Ability to locate oneself in a literary text and see its influence on critical thinking and reading.
- b) Ability to carry the implications of a text to life and vice versa.

Self-directed Learning:

- a) Ability to work independently in terms of reading literary, non-literary and critical texts.
- b) Ability to carry out personal research, postulate questions and search for answers.

Digital Literacy:

- a) Ability to use digital resources for gathering information.
- b) Ability to use digital resources for presentations.

Multicultural Competence:

- a) Ability to engage with and understand language used in literary texts from different regions.
- b) Ability to respect and transcend differences.

Moral and Ethical Values:

- a) Ability to interrogate one's own ethical values, and to be aware of ethical issues.
- b) Ability to read values inherited in literary texts *vis-à-vis* issues of environment, religion and spirituality, as also structures of power.

Leadership Readiness:

- a) Ability to lead group discussions.
- b) Ability to formulate questions for the class in literary, academic and social contexts.

Life-long Learning:

- a) Ability to retain and build on critical reading skills.
- b) Ability to infer, cherish and practice human values.
- c) Ability to transfer such skills in other domain so for one's life and work.

1.4. QUALIFICATION DESCRIPTORS

The qualification descriptors for the programme in English shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor shall be clarity of communication as well as ethical and social awareness. Each student should be able to;

- *Demonstrate* a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Literary and Language Studies. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, and varieties of language use for social communication.
- *Demonstrate* the ability to understand the role of literature and language in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use.
- *Demonstrate* the ability to think and write clearly about one's role as allocated Indian citizen of the world through adding of literatures in English and English translation.

- *Communicate* ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject and the language as it moves from the classroom to life at large.
 - *Recognize* the scope of English language and literary studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields.
 - *Apply* subject-specific skills in language and literature to foster a larger sense of Ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them.

1.5. PROGRAMME LEARNING OUTCOMES

The programme learning out comes relating to B.A. /B.Sc./B.Com. /BBA English CBCSstudents:

PLO	PROGRAMME LEVEL OUTCOMES
PLO1	Demonstrate (i) fundamental knowledge in textual genres, (ii) systematic intellect in English syntax and (iii) language skills namely listening, speaking, reading and writing.
PLO2	Comprehend (i)Literature as a mirror of the society (ii) Interpret literary texts of different genres namely poetry, prose, short stories, and One-ActPlays
PLO3	Use literature as a medium to (i) Make literary inferences from Classical Literature
PLO4	Communicate (i) Linguistic skills through pronunciation practices of English phonemes, (ii)Linguistic and phonetic practices of vowel and consonantal sounds
PLO5	Address individual learning needs in relation to the use of grammar
PLO6	Apply creativity in writing essays, poems and short fiction.

1.6. TEACHING LEARNING PROCESS

Learning is a challenging, engaging, and enjoyable activity. Learners should be encouraged to engage in a rigorous process of learning and self-discovery by adopting a highly focused approach to education versus rote learning. Each day learners should be encouraged to focus on key areas of the course and spend time on learning the course fundamentals and their application in life and society. The subsequent methods of teaching process have been planned to achieve its objectives of focused process based learning.

Lectures: Lectures are designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures are interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

Discussions: Discussions are critical components of learning, and can be used as a platform for students to be creative and critical with old and new ideas. Besides, developing critiquing skills, arriving at consensus on various real life issues and discussion groups lead to innovative problem solving and, ultimately to success.

Role Play: Assuming various roles, as in real life, is the key to understanding and learning. Students may be challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts shall be used.

Team Work: Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of teamwork, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

1.7. ASSESSMENT METHODS:

Alignment of Programme Learning Outcomes and Course Learning Outcomes: The assessment of learners' achievement in B.A./B. Sc./ B. Com./ BBA English (CBCS) will be aligned with the following:

- Programme learning outcomes (graduate descriptors)
- course learning outcomes (qualification descriptors)
- academic and professional skills suggested in the graduate learning descriptors in the LOCF recommendations

Assessment priorities: The assessments are to be carried out continually through two internal assessment tests and one end-semester exam for each course separately.

Progress of learners towards achieving learning outcomes may be assessed making creative use of the following, independently:

- Time-constrained examinations (2-hour tests)
- Closed-book tests
- Problem based assignments
- Observation of practical skills (speaking, listening, reading and writing)
- Including seminar presentation

Structure of B.A//B.Sc /B.Com/ BBA under CBCS English

[These courses are meant for undergraduate education in Science and Humanities, to be offered to students as skill enhancement courses]

Year	Semester	Sub. Code	Subject Title	Hours/ Week
2021-2022 onwards	I	21ENG12L	Part-II-English-I	6

Course-level Learning Outcomes

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

CLO 1	Explain the meaning of the poems and identify the experiences contained in them
CLO 2	Develop intensive and independent reading for enjoyment and enrichment of vocabulary.
CLO 3	Participate in the oral interaction and understand important aspects of grammar in use
CLO 4	Apply skills in different forms of written communication and reinforce the ability in it.
CLO 5	Generate the concept of creative writing and realize the role of it in the application of English language
CLO 6	Compose various forms of creative writing.

Unit-I Poetry

1. Laugh and Be Merry– John Masfield
2. Road Not Taken– Robert Frost
3. All the World's a Stage– Shakespeare
4. Night of the Scorpion – Nissim Ezekiel

Unit- II Vocabulary

1. Harvest from the Sea
2. The Great Wall of China

Unit- III Communicative Grammar

1. Parts of Speech
2. Stock Phrases
3. Questions
4. Imperatives.

Unit- IV Composition

1. Paragraph Writing.
2. Letter Writing –Informal.
3. Letter Writing – Formal.
4. Note – Making.

Unit- V Creative Writing

1. Writing Poetry
2. Writing Short Stories

Pedagogy Strategies:

Lecturing
Group discussion
Paper presentation
Workshop
Audio – visual components

Text Books:

1. *Daffodils: English for Enrichment*. Department of English, Government Arts College, Coimbatore. NCBH, 2018.
2. V.Saraswathiet.al. *Grammar for Communication*, Emerald, 2014.
3. David Morley. *The Cambridge Introduction to Creative Writing*, Cambridge University Press, 1980.

References:

1. Sharma Kumar. *Common Errors in English*., M.I. Publications, 1987.
2. G. Radhakrishna Pillai. *English for Success*. Emerald Publishers, 1992.
3. David Green. *Contemporary English Grammar Structures and Composition*. Macmillan Publishers, 1976.

Further Reading:

1. “EasyEnglish”
<https://youtube.com/channel/UCTRHeqh7UqWuKRymXoqzbzA>

MAPPING	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6
PLO1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLO2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLO3		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
PLO4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLO5			<input type="checkbox"/>		<input type="checkbox"/>	
PLO6	<input type="checkbox"/>					

Year	Semester	Sub.code	Subject Title	Hours/ Week
2021-2022 onwards	II	21ENG22 L	Part-II-English- II	6

Course-level Learning Outcomes

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

CLO 1	Explain the structure of drama in general and one-act plays, in particular and learn the expressive use of language
CLO 2	Identify the updated vocabulary in the subjects-- climate science and entertainment-- and use them to enhance everyday vocabulary
CLO 3	Demonstrate the skills of grammar with reference to time and make use of it to empower communicative English
CLO 4	Deduce the wider scope of written communication and apply them in practical use
CLO 5	Critique the ideology of media writing and its levels in English for occupational purposes
CLO 6	Create various form of media writing.

Unit- I One-Act Plays

1. Monkey's Paw– W.W.Jacobs.
2. Never NeverNest– Cedric Mount.
3. The Sheriff's Kitchen–Ronald Cow
4. The Gray Matter – Jeanette D. Farr.

Unit-II Vocabulary

1. Climate Change and its Impact
2. Cinema and Freedom of Expression

Unit-III Communicative Grammar

1. Present Tense
2. Past Tense.
3. Future Tense.
4. Sequence & Tense.

Unit-IV Composition

1. Precis-Writing
2. Dialogue Writing
3. Report Writing
4. Essay Writing.

Unit- V Media Writing

1. Print Media
2. Digital Media

Pedagogy Strategies:

Lecturing
Group discussion
Paper presentation
Workshop
Audio – visual components

Text Books:

1. *Lilacs: English for Enhancement*. Department of English, Government Arts College, Coimbatore. NCBH, 2018
2. V.Saraswathiet.al. *Grammar for Communication*. Emerald, 2014.
3. Latha Nair. *English for the Media*, Foundation Books, 2001.

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PLO5			<input type="checkbox"/>		<input type="checkbox"/>	
PLO6			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Year	Semester	Sub. Code	Subject Title	Hours/Week
2021-2022 onwards	III	21ENG32L	Part-II-English-III	6

Course-level Learning Outcomes

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

CLO 1	Recognize nuances of short stories and identify the expressions in them
CLO 2	Infer and update the vocabulary and its varied expressions along with the message implied
CLO 3	Execute the different forms of written communication in the next level of English for general purposes.
CLO 4	Implement the written forms of communication effectively
CLO 5	Classify the different components of professional writing and execute them in their writing
CLO 6	Design the components of Professional writing in suitable workplace environment

Unit-I Short Stories

1. Two Gentlemen of Verona – A.J. Cronin.
2. How Much Land Does a Man need?–Leo Tolstoy.
3. Ransom of the Road Chief– O. Henry.
4. A Hero – R.K. Narayan.

Unit-II Vocabulary

1. Indian Economy in World Arena
2. Modern Lifestyle, Boon or Bane?

Unit-III Communicative Grammar

1. Modals
2. Conditionals.
3. Conjunctions.
4. Direct /Indirect Speech.

Unit-IV Composition

1. Picture description
2. Advertisement writing
3. Developing Hints.
4. Comprehension.

Unit- V Professional Writing

1. Memo Writing
2. Notice, Agenda and Minutes

Pedagogy Strategies:

Lecturing
Group discussion
Paper presentation
Workshop
Audio – visual components

Text Books:

1. *Lilacs: English for Enhancement*. Department of English, Government Arts College, Coimbatore. NCBH, 2018
2. V.Saraswathiet.al. *Grammar for Communication*. Emerald, 2014.
3. Latha Nair. *English for the Media*, Foundation Books, 2001.

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PLO5	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
PLO6			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Year	Semester	Sub. Code	Subject Title	Hours/ Week
2021-2022 onwards	IV	21ENG42L	Part-II- English-IV	6

Course-level Learning Outcomes

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

CLO 1	Recognize the art of speaking and interpret the different levels of speech in different contexts.
CLO 2	Distinguish the suitable expressions and get enriched in using them in the present day scenario, such as democracy and resource management
CLO 3	Differentiate and organize the essential aspects of grammar in communication especially in concord and common errors
CLO 4	Categorize different types of written communication with respect to career and employment
CLO 5	Generate and generalize one's own ideas and learn to incorporate them in academic writing.
CLO 6	Plan, practice and produce articles for publications

Unit-I Prose

1. How I Became a Public Speaker – G.B. Shaw
2. Chicago Address – Swami Vivekananda
3. Glory Has Departed – Jawaharlal Nehru
4. I Have a Dream – Martin Luther King Jr

Unit-II Vocabulary

1. Democracy at Stake
2. Drain of Resources

Unit-III Communicative Grammar

1. Prepositions.
2. Articles.
3. Voice.
4. Concord.

Unit-IV Composition

1. Resume Writing/Job application.
2. E-mail writing.
3. Mind-Maps.
4. Review writing.

Unit- V Academic Writing

1. Writing research articles

Pedagogy Strategies:

Lecturing
Group discussion
Paper presentation
Workshop
Audio – visual components

Text Books:

1. *Lilacs: English for Enhancement*. Department of English, Government Arts College, Coimbatore. NCBH, 2018
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PLO5			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
PLO6	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.9 QUESTION PAPER PATTERN AND MODEL QUESTION PAPER

**GOVERNMENT ARTS
COLLEGE(Autonomous)
Coimbatore-641 018**

Max.Marks: 50

PART - A

I.Choose the Best Answers (5 x 1=5)

With 4 distractors - Avoid using None of the above/All of the above

Questions 1 From Unit - I

Questions 2 From Unit - II

Questions 3 From Unit - III

Questions 4 From Unit - IV

Questions 5 From Unit – V

II. Answer any three questions (3 x 2=6)

Short Answers not exceeding 25 words each

Questions 6 From Unit - I

Questions 7 From Unit – II

Questions 8 From Unit - III

Questions 9 From Unit – IV

Questions 10 From Unit - V

PART-B (5 X 3 =15 MARKS)

**Short Answers not exceeding 100 words
eachAnswer All questions**

Questions 11. a) or b) From Unit - I

Questions 12. a) or b) From Unit - II

Questions 13. a) or b) From Unit - III

Questions 14. a) or b) From Unit - IV

Questions 15. a) or b) From Unit - V

PART-C (3 X 8=24 MARKS)

Answers any THREE questions not exceeding 750 words each

Questions 16. From Unit - I

Questions 17. From Unit - II

Questions 18. From Unit - III

Questions 19. From Unit - IV

Questions 20. From Unit - V

GOVERNMENT ARTS COLLEGE (AUTONOMOUS), COIMBATORE – 18

**B.A/ B.Sc/B.Com/ B.B.A/ B.Com(CA)/ B.Com(IB) Degree
Examinations(For candidates admitted from 2021 onwards)**

Semester – I Model Question

PaperPart – II, ENGLISH

PAPER – I

Subject Code: 21ENG12L

Time: 3 hours

MaxMarks :50marks

PART – A

I. Choose the best answer.

(5x1=5)

1. _____ made heaven and earth for joy.
a) Angel b) Man c) God d) Satan
2. Mixture of lime, sand and water used in building is called _____.
a) cement b) mortar c) brick d) concrete
3. The words that are used to replace nouns are called _____.
a) verbs b) pronouns c) adjectives d) adverbs
4. Making Notes is a _____ activity.
a) easy b) compound c) complex d) sensitive
5. A _____ is a brief work of fiction containing made up characters and events
a) story b) poem c) paragraph d) essay

II. Answer any three questions not exceeding 25 words each

(3x2=6)

6. Brief the setting of the poem “The Road not Taken”.
7. Make use of the following words in your own sentences
a) Provinces b) Farm
8. Define Adjective
9. What is the Informal Letter writing?
10. What is Onomatopoeia

PART – B

III. Answer the following questions in a paragraph of 100 words, wherever necessary(5x3=15)

- 11.(a) Why is it better to laugh and be happy?

(OR)

- (b) What does the word “yellow road” refer to? Does it have a symbolic meaning?

12. (a) Write the meanings of the following words

- 1) Peninsula 2) Layers 3) Stimulate

(OR)

- b) Match the following

- | | | |
|---------------------|---|---------------------|
| 1) Oyster | - | Compressed |
| 2) Accessible | - | A kind of shellfish |
| 3) Pressed together | - | Easy to reach |

13. (a) Complete the telephonic conversation between Dr.Reddy and his patient Asha

Asha: _____ could I speak to Dr.Reddy please?

Dr.Reddy: _____. This is Dr.Reddy speaking.

Asha: _____ Dr.Reddy. Could you please give me an appointment?

Dr.Reddy: _____ I can't meet you immediately. I'm going out of town and will be back on Saturday afternoon.

Asha: _____ I meet you on Sunday morning.
Dr.Reddy: That would be fine.
Asha: _____ thank you. Very kind of you

(OR)

- (b) Pick out any 6 nouns from the following passage:

Our sun is, in fact, a rather unimportant member of a huge system of stars or galaxy, consisting of at least a hundred thousand million stars. We can see a part of this galaxy stretching across the sky as a pale white band of stars called the Milky Way.

- 15.(a) Write a paragraph on “My Good Habit”

(OR)

- (b) Write a leave letter to attend your sister’s marriage.

- 16 (a) Describe briefly the characteristics of a novel.

(OR)

- (b) Write a short poem of your choice not more than 6 lines.

PART – C

IV. Answer any three of the following not exceeding 500 words.

(3x8=24)

17. Does the poem “The Road Not Taken” remind you of a decision you had to make in your life? Write about it?
18. Make use of the following words in your sentences.
a).Expand b) Farm c) Stimulate d) Layers
19. Write a dialogue for the following situation. Remember to use the appropriate stock phrases in your dialogue. Megha goes to the railway station to see off her friend Monisha. There she unexpectedly meets her school friend Mrinal. Write the conversation between them.
20. Write a letter to your friend inviting him to your college sports day.
21. Write a short story on your favourite theme.
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