COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name Age of Hardy & Modern Age Course Code GMEN52 Class III year (2014-2015) Odd Semester Staff Name Dr. Heiz Dawson Credits 5 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

\triangleright	To gain	knowledge	about the	modern age.
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> The works written by various writers.

Syllabus nit T

Unit I		
	The Age of Hardy	
	The Present Age	
Unit II	Poetry	
	Hopkins	The Windhower
	T.S Eliot	The Love Song of Alfred .J. Prufrock
	W.H. Auden	The Shield of Achilles
	W.B. Yeats	The Second Coming
Unit III	Prose	
	Eliot	Hamlet and his Problems
Unit IV	Drama	
	Bernard Shaw	Pygmalion
Unit V	Fiction	
	Thomas Hardy	The Mayor of Caster bridge

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Introduced the History of English Literature.	
2-L2	Discussed the Age of Hardy.	
3- L3	Elaborated the various writers of that age.	
4-L4	Continued the lesson.	
5-L5	Explained the style used by various writers.	
6-L6	Summarized the age.	

7-L7	Introduced the Present Age.
8-L8	Read and explained the present age.
9-L9	Elaborated the various writers of the age.
10-P1	Welcoming of First year and Inauguration of Literary Association
1011 11-L10	Continued the lesson.
12-L11	Explained the style used by different writers.
13-L12	Summarized the age.
13 L12 14-L13	Introduced Hopkins.
15-L14	Explained about his Contemporaries.
16-L15	Read and elaborated the Poem "The Windhower"
17-L16	Continued the poem.
18-L17	Discussed the themes and styles of the writer.
19-L18	Concluded the poem.
20-L19	Introduced T.S Eliot.
21-L20	Read and explained the poem "The Love Song of Alfred .J. Prufrock".
22-L21	Continued the poem.
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 30.07.2014
24-L23	Discussed the themes and styles used by the writer.
25-L24	Concluded the poem.
26-IT-1	Internal Test-I
27-L25	Introduced W.H. Auden
28-L26	Read and the elaborated the Poem "The Shield of Achilles "
29-L27	Continued the poem.
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Discussed the themes and styles used in the poem
32- L30	Concluded the poem.
33- L31	Introduced the W.B. Yeats
34-P2	College level meeting/Cell function
35- L32	Read and the elaborated the Poem "The Second Coming".
36- L33	Continued the poem.
37-L34	Discussed the themes and styles used by the writer.
38- L35	Concluded the poem.
39-L36	Summarized all the poems in Unit II.
40-L37	Introduced T.S Eliot.
41-L38	Discussed about his age.
42-L39	Talked about the various prose works.
43-L40	Read and explained "Hamlet and his Problems".
44- L41	Continued the prose.
45-L42	Discussed the styles used by the writer.
46- L43	Explained the themes.
47-L44	Elaborated the narrative techniques used.
48- L45	Concluded the poem.
49-L46	Discussed about drama.
50- L47 51- P3	Continued to have a discussion about various dramatists.
1 DI- PA	Department Seminar
51-13 52-L48	Introduced Bernard Shaw.

53- L49	Talked about his works.		
54- L50	Introduced "Pygmalion"		
55- L51	Read and explained the work.		
56-L52	Allotting portion for Internal Test-II		
	Internal Test II begins 18.08.2014		
57-L53	Continued the drama.		
58-L54	Discussed the Characters in the drama.		
59-IT-II	Internal Test-II		
60- L55	Explained the theme used in "Pygmalion".		
61- L56	Test Paper distribution and result analysis		
	Entering Internal Test-II Marks into University portal		
62- L57	Summarized the drama.		
63- L58	Concluded the drama.		
64- L59	Screened the drama "Pygmalion".		
65- L60	Introduced Thomas Hardy.		
66- L61	Explained about his Contemporaries.		
67- L62	Read and explained the novel "The Mayor of Caster bridge"		
68- L63	Continued the novel.		
69- L64	Discussed the Characters in the novel.		
70- L65	Explained the themes used in the novel.		
71- L66	Talked about the works of Thomas Hardy.		
72- L67	Summarized the novel.		
73- L68	Concluded the novel.		
74-P4	College level meeting/ function		
75- L69	Had a discussion about The Age of Hardy		
76- L70	Had a discussion about The Present Age		
77- L71	Continued the discussion.		
78- L72	Made a comparative study.		
79- L73	Allotting portion for Internal Test-III		
	Internal Test III begins 15.09.2014		
80- L74	Had a literary quiz in the prescribed syllabus		
81- L75	Continued the quiz.		
82-IT-III	Internal Test-III		
83- L76	Revision.		
84- L77	Test Paper distribution and result analysis		
85- L78	Revision.		
	Entering Internal Test-III Marks into University portal		
86- L79	Model Test 24.10.2014		
87-MT	Model Test		
88-MT	Model Test		
89-MT	Model test paper distribution and previous year university question paper		
00 1 00	discussion		
90-L-80	Feedback of the Course, analysis and report preparation		
	Last Working day on 23.11.2018		

Learning Outcomes	COs of the course " <course name="">"</course>

CO1	They gained knowledge about the Present age and writers.
CO2	They became familiar with the age of Hardy.
CO3	
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Screened the drama Pygmalion
EL2	They wrote review on their prescribed novel "The Mayor of Caster
	bridge"
EL3	
EL4	
Integrated Activity	
IA1	Group Discussion .
IA2	Quiz.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name American Literature Course Code HEHM14 Class I year (2014-2015) Semester Odd Staff Name Dr. B Beneson Thilagar Christadoss Credits 4 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To familiarise the students with major periods and trends in American literature.
- Compare different texts to one another and the historical context in which they appear.
- Make the students aware of significant prose and poetry the American Literature has produced.

Syllabus

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Gave an introduction on American Literature
2-L2	Spoke about Walt Whitman, his life, his literary career
3- L3	Explained pastoral poems
4-L4	Spoke about the events that led to President Abraham Lincoln's death
5-L5	Analysis and interpretation of the poem
6-L6	Analysis and interpretation of the poem
7-L7	Broke down the structure of the poem
8-L8	Explained the style and techniques in the poem
9-L9	Discussed the themes and symbols in the poem
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Discussed lyric poems
12-L11	Briefed the life and literary career of Edgar Allen Poe
13-L12	Taught "The Sleeper" by Edgar Allen Poe

14-L13	Discussed the themes in "The Sleeper"
15-L14	Explained the different rhyme schemes and the rhyme scheme in "The Sleeper"
16-L15	Spoke about Robert Frost and his literary works
17-L16	Analysed lines 1-8 of "After Apple- Picking"
18-L17	Analysed lines 9-17 of "After Apple- Picking"
19-L18	Analysed lines 18-26 of "After Apple- Picking"
20-L19	Analysed lines 27-36 of "After Apple- Picking"
21-L20	Discussed the themes in the poem "After Apple- Picking"
22-L21	Spoke on the life and works of Emily Dickinson
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 30.07.2014
24-L23	Taught the poem "Some Keep The Sabbath Going To Church"
25-L24	Analysed the poetic devices in "Some Keep The Sabbath Going To Church"
26-IT-1	Internal Test-I
27-L25	Did a critical analysis of "Some Keep The Sabbath Going To Church"
28-L26	Discussed the tone and setting of the poem "Some Keep The Sabbath Going To
	Church"
29-L27	Discussed the life and works of Wallace Stevens
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Taught "The Emperor of Ice Cream"
32-L30	Discussed the themes and symbols in "The Emperor of Ice Cream"
33- L31	Did a critical analysis of "The Emperor of Ice Cream"
34-P2	College level meeting/Cell function
35-L32	Briefed on Harlem Renaissance.
36-L32	Discussed the life and literary achievements of Langston Hughes
37-L34	Elaborated on the poem "Harlem Night- The Club"
38- L35	Discussed the themes in "Harlem Night- The Club"
39- L36	Discussed the symbols and imageries in "Harlem Night- The Club"
40- L37	Did a critical analysis of "Harlem Night- The Club"
41- L38	Briefed the life and literary career of E.E. Cummings
42- L39	Analysed " In just spring and the Cambridge ladies"
43- L40	Dissected the themes and imageries in "In just spring and the Cambridge ladies"
44- L41	Spoke about symbols and tools in "In just spring and the Cambridge ladies"
45- L42	Gave a brief introduction on Silviya Plath
46- L43	Spoke about confessional poetry
47- L44	Taught "To Daddy and Mary's song"
48- L45	Discussed the themes in "To Daddy and Mary's Song"
49- L46	Analysed "To Daddy and Mary's Song" critically
50- L47	Discussed the symbols and tools in "To Daddy and Mary's Song"
50 ET7	Discussed the symbols and tools in To Duddy and Mary's bong Department Seminar
51 13 52- L48	Explained "All My Sons" by Arthur Miller
53- L49	Critically analysed "All My Sons" by Arthur Miller
54-L50	Analysed the tools and symbols in "All My Sons"
55-L51	Spoke of the background behind the play.
56-L52	Allotting portion for Internal Test-II
50 152	Internal Test II begins 18.08.2014
57-L53	Explained "The Turn of the Screw"
51 155	Explained The Turn of the below

58-L54	Dealt with themes and symbols in "The Turn of the Screw".	
59-IT-II	Internal Test-II	
60- L55	Theoretically analysed "The Turn of the Screw".	
61- L56	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
62- L57	Discussed the imageries in To Daddy and Mary's Song"	
63- L58	Spoke about Ralph Waldo Emerson and his literary career	
64- L59	Briefly introduced the works of Ralph Waldo Emerson	
65- L60	Taught "Self Reliance" by Ralph Waldo Emerson	
66- L61	Dealt with the themes in "Self Reliance" by Ralph Waldo Emerson	
67- L62	Analysed the message in "Self Reliance" by Ralph Waldo Emerson	
68- L63	Discussed famous literary speeches.	
69- L64	Briefed the life and literary achievements of William Faulkner.	
70- L65	Briefed the Nobel Prize Acceptance Speech by Faulkner	
71- L66	Analysed the message in the speech	
72- L67	Spoke about the life and literary works of Eugene O'Neill	
73- L68	Gave an introduction on "The Emperor Jones"	
74-P4	College level meeting/ function	
75- L69	Explained Bertrand Malamud's "The Assistant"	
76- L70	Discussed the themes and symbols in "The Assistant"	
77- L71	Did a character analysis of "The Assistant"	
78- L72	Theoretically analysed "The Assistant"	
79- L73	Allotting portion for Internal Test-III	
	Internal Test III begins	
80- L74	Introduced Henry James' "The Turn of the Screw"	
81- L75	Briefed "The turn of the Screw"	
82-IT-III	Internal Test-III 15.09.2014	
83- L76	Did a critical analysis of "The Turn of The Screw"	
84- L77	Test Paper distribution and result analysis	
85- L78	Did a theoretical analysis of "The Turn of the Screw"	
-	Entering Internal Test-III Marks into University portal	
86- L79	Model Test 24.10.2014	
87-MT	Model Test	
88-MT	Model Test	
89-MT	Model test paper distribution and previous year university question paper	
	discussion	
90-L-80	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	The students learnt the different trends prevalent in America	
CO2	Students understood how major happenings in America affected	
	the literature of that period	
CO3	Students were made familiar with significant historical events like	
	'The Great Depression' that took place in America.	
CO4	Students understood the significant themes that dominated the	

	American Literature.
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Students were made to listen to William Faulkner's Nobel Prize
	Acceptance Speech.
EL2	Students were made to watch the movie version of Arthur Miller's
	"All My Sons".
EL3	
EL4	
Integrated Activity	
IA1	Students enacted a scene from "The Emperor Jones" by Eugene
	O'Neill.
IA2	Students shared their own interpretation of "When Lilacs Last in
	the Doorway Bloomed" individually.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
# For slow learner	higher study. : special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English
Course Name	Augustan Age -18 th century literature
Course Code	GMEN31
Class	II (2014-2015)
Semester	Odd
Staff Name	Dr.Nalina Palin
Credits	6
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /	unit)

Course Objectives

- > To understand texts with special reference to the periods
- > To interpret and appreciate the selected texts
- ➢ To understand Augustan age
- > To understand Eighteenth century Literture

Syllabus

Unit I

The Age of Pope (1700-1745)

Verse

Prose and the Drama

The Age of Johnson(1745-1798)

General Prose

The Novel

Verse

Text:Hudson: History of English Literature

Unit II

Poetry

Alexander Pope – An Essay on Man: Epistle II, partI: I know then thyself, presume not to scan

Which serv'd the past, and must the times to come Robert Burns –My Luv is like Red Red Rose Thomas Gray-Elegy Written in a country Churchyard Willaim Blake-The Tiger

Unit III

Prose Addison and Steele:

Sir Roger at Church Character of Will Wimble

Unit IV

Drama

Sheridan – The Rivals

Unit V

Fiction

Goldsmith-The Vicar of Wakefield

Hour	Class Schedule			
allotment				
	Odd Semester Begin on 18.06.2018			
1-L1	General interpretation to Augustan Age			
2-L2	General interpretation to eighteenth century			
3- L3	The Age of Pope			
4-L4	Verse			
5-L5	Prose			
6-L6	Drama			
7-L7	Satire			
8-L8	Discussion Poetry			
9-L9	Essay on Criticism			
10-P1	Welcoming of First year and Inauguration of Literary Association			
11-L10	Translation of Horrer			
12-L11	Heroic Couplet			
13-L12	Augustan age			
14-L13	Essay on Criticism			
15-L14	The Rape of the hoch			
16-L15	The Dunciad			
17-L16	An Essay on Man			
18-L17	Jonathan Swift			
19-L18	John Dryden			
20-L19	Samuel Johnson			
21-L20	John Milton			
22-L21	John Donne			
23-L22	Allotting portion for Internal Test-I			
	Internal Test I begins 30.07.2014			
24-L23	Edmund Spenser			
25-L24	Satire			
26-IT-1	Internal Test-I			
27-L25	Age of Transition			
28-L26	Addison			
29-L27	Dr.Jhonson			
30-L28	Test Paper distribution and result analysis			
	Entering Internal Test-I Marks into University portal			
31- L29	John Dryden			
32-L30	Spirit of English Poetry			
33- L31	The Glorian revolution of 1688			
34-P2	College level meeting/Cell function			
35- L32	The Age of pope – The Classical Age			
36- L33	Neo classical age			
37- L34	Characteristics of the age of Pope			

38- L35	Principle of classification
39- L36	Daniel Defoe
40- L37	The Age of Johnson
41- L38	Importance
42- L39	Prose
43- L40	Novel
44- L41	Verse
45- L42	James Boswell
46- L43	Age of Sensibility
47- L44	Thomas Gray
48- L45	William Collins
49- L46	Robert Burns
50- L47	William Cowper
51- P3	Department Seminar
52- L48	William Blake
53- L49	Addison and Steele
54- L50	The spectator
55- L51	Coverley Papers
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins 18.08.2014
57-L53	The periodical essay
58-L54	The Rise of Journalism
59-IT-II	Internal Test-II
60- L55	Will Wimble
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Sir Roger at Church
62- L57 63- L58	Sir Roger at Church Sir Roger's Ancestors
63- L58 64- L59	Sir Roger at Church Sir Roger's Ancestors Literary Culture
63- L58 64- L59 65- L60	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose
63- L58 64- L59 65- L60 66- L61	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style
63- L58 64- L59 65- L60 66- L61 67- L62	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works
63- L58 64- L59 65- L60 66- L61 67- L62 68- L63	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works
63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism
63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah
63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays
63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays Steele
63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays Steele The Spectator
63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays Steele The Spectator College level meeting/ function
63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4 75- L69	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words
63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4 75- L69 76- L70	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration
63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4 75- L69 76- L70 77- L71	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration Harmory and better understanding of their suitation
63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4 75- L69 76- L70 77- L71 78- L72	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration Harmory and better understanding of their suitation Addison and Steele-(Both Politicians)
63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4 75- L69 76- L70 77- L71	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration Harmory and better understanding of their suitation Addison and Steele-(Both Politicians) Allotting portion for Internal Test-III
63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4 75- L69 76- L70 77- L71 78- L72 79- L73	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration Harmory and better understanding of their suitation Addison and Steele-(Both Politicians)
63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4 75- L69 76- L70 77- L71 78- L72 79- L73 80- L74	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration Harmory and better understanding of their suitation Addison and Steele-(Both Politicians)
63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4 75- L69 76- L70 77- L71 78- L72 79- L73	Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration Harmory and better understanding of their suitation Addison and Steele-(Both Politicians)

83- L76	Clearing the doubts
84- L77	Test Paper distribution and result analysis
85- L78	
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 24.10.2014
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>			
CO1	Understood eighteenth century literature			
CO2	Augustan Age			
CO3	Political Influence			
CO4	Poetry –style			
CO5	Prose-Language			
CO6	Drama-Society-Understood			
CO7	Theme of the writers			
CO8	The society of the eighteeth century			
CO9	The moral Standard of the people			
Experimental				
Learning				
EL1	Read poetry in the class			
EL2	Erracted in the class (drama)			
EL3	Prose lesson are discussed			
EL4	The Photographs of the Writers are shown			
Integrated Activity				
IA1	Movies were shown (18 th century)			
IA2	The poems were Recited in the class			

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
# For slow learner	higher study. : special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name British Literature I Course Code HEHM11 Class I year (2014-2015) Odd Semester Staff Name Dr. Heiz Dawson Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs

Course Objectives

➢ to know the British Literature

Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

- > to study various British authors
- ➢ to familiarize the students with the Romantic Age
- ➢ to gain knowledge about various genres in literature

Syllabus

Unit	I Poetry		
	Wordsworth -	-	Tintern Abbey
	Coleridge -	-	Ode to Dejection
	Keats -	-	Ode on a Grecian Urn
	Shelly -	-	The Cloud
Unit	II Poetry		
	Tennyson -	-	Tithonus
	Browning -	-	The Last Ride Together
	Arnold -	-	Dover Beach
	D.G. Rossetti -	-	A Death – Parting
Unit	III Prose		
	Charles Lamb	-	Valentine's Day, Oxford in the vacation and A
			Bachelor's complaint
	Hazlitt	-	My First Acquaintance with Poets
			On Coffee House Politicians
Unit	IV I	Fiction	l
	Jane Austen	-	Persuasion
	Charles Dicken	IS	- Great Expectations
Unit	V Drama		
	Bernard Shaw -		The Apple Cart
	Oscar Wilde -	-	The Importance of being Earnest
Course Cale	endar		
Hour			Class Schedule
allotment			

	Even Semester Begin on 18.06.2018
1-L1	Gave introduction on British Literature
2-L2	Explained the themes, techniques and style of Romantic Age
3- L3	Elaborated about the Romantic writers
4-L4	Introduced Wordsworth and his contemporary writers
5-L5	Read and explain Tintern Abbey
6-L6	Discussed the themes and techniques of Tintern Abbey
7-L7	Continued the poem Tintern Abbey
8-L8	Brief note on the author and the poem
9-L9	Elaborated the Wordsworth poetry
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Talked about the Romantic age
12-L11	Interpreted various forms of poetry
13-L12	Introduced Coleridge
14-L13	Explained the difference among various forms of poetry
15-L14	Taught Ode to Dejection
16-L15	Read and interpreted the themes of ode
17-L16	Interpreted the style and techniques of Coleridge
18-L17	Continued the poem Ode to Dejection
19-L18	Brief the poem Ode to Dejection
20-L19	Introduced the women writers
21-L20	Explained the Age of Tennyson
22-L21	Introduced the poet Keats
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 30.07.2014
24-L23	Explained the poem Ode on Grecian Urn
25-L24	Interpreted the themes and techniques of the poem
26-IT-1	Internal Test-I
27-L25	Introduced the novelist Jane Austen
28-L26	Explained the novel Persuasion
29-L27	Critically analysed the novel Persuasion
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31-L29	Continued the novel Persuasion
32-L30	Analysed the characters of the novel
33-L31	Explained the novel Persuasion
34-P2	College level meeting/Cell function
35-L32	Talked about British Literature
36- L33	Gave introduction to Drama
37-L34	Elaborated the types of drama
38-L35	Introduced Bernard Shaw
39-L36	Read and explained the play The Apple Cart
40- L37	Taught Act I of the play
41-L38	Interpreted the play
42-L39	Analysed the theme of the play
43- L40	Taught Act II of the Play
44- L41	Brief the play
45- L42	Introduced the poet Shelley

88-MT	Model Test
87-MT	Model Test
86- L79	Model Test 24.10.2014
	Entering Internal Test-III Marks into University portal
85- L78	Revised the poem On Coffee House politicians
84- L77	Test Paper distribution and result analysis
83- L76	Continued the play The Importance of Being Earnest
82-IT-III	Internal Test-III
81- L75	Brief the play
80- L74	Interpreted themes and techniques
	Internal Test III begins 15.09.2014
79- L73	- Allotting portion for Internal Test-III
78- L72	Explained Act I
77- L71	Taught the play The Importance of Being Earnest
76- L70	Introduced Oscar Wilde and his contemporaries
75- L69	Talked about The British Novelist and novels
74-P4	College level meeting/ function
73- L68	Elaborated the novel Great Expectations
72-L67	Continued the novel
71-L66	Interpreted the themes of the novel
70- L65	Read and explained the novel
69-L64	Analysed the characters of the novel
68- L63	Introduced the novel Great Expectations
67-L62	Introduction of Charles Dickens and other fiction writers
66-L61	Taught My First Acquaitance with the poets and the other poems
65-L60	Explained about Hazlitt
64- L59	Interpreted the poem
63- L58	Elaborated on Charles Lamb and Prose
62- L57	Explained the poem A Death Parting
01- LJU	Entering Internal Test-II Marks into University portal
61- L56	
60- L55	Dealt about D.G. Rossetti
59-IT-II	Internal Test-II
58-L54	Explained the poem Dover Beach
57-L53	Internal Test II begins 18.08.2014 Taught about Mathew Arnold
56-L52	- Allotting portion for Internal Test-II Internal Test II begins 18 08 2014
55-L51	Read and interpreted The Last Ride Together
54- L50	Explained the poem The Last Ride Together
53- L49	Introduced Robert Browning
52- L48	Talked about Tennyson's poetry
51-P3	Department Seminar
50- L47	Dealt with the themes and techniques of the poem
49- L46	Elaborated the poem Tithonus
48- L45	Introduced Tennyson
47- L44	Gave introduction on the poem "Tithonus"
46- L43	Read and interpreted the poem The Cloud

	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>		
CO1	Students get through knowledge about Romantic Age		
CO2	Students learnt about various genres of Romantic Age		
CO3	Students studied thoroughly about the drama		
CO4	Gained knowledge about British Literature paper III		
CO5	Understand the writers position in /English Literature		
CO6	Improved their syntax vocabulary		
CO7	Learnt to write various genres		
CO8	Understood the techniques and the styles of Romantic poets		
CO9	Learnt about women writers		
Experimental			
Learning			
EL1	Students wrote poems by their own		
EL2	Students visited the libraries		
EL3	Skit		
EL4	Students wrote an essay		
Integrated Activity			
IA1	Enacted the play		
IA2	Group discussion		

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
	. Worvate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name British Literature II Course Code HEHM12 Class I year (2014-2015) Semester Odd Staff Name Dr. K Vijila Credits 4 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To know the British Literature.
- > To understand the writing style of British Literature.
- \succ To study the culture of the nation.
- > To understand the different usage in the Restoration Peroid.

Syllabus

-	Paradise Lost Book II- Select lines (1-389)
-	The Rape of the Lock.
-	Ecstasie.
-	Afflicition.
-	To His Coy Mistress.
-	The Passions.
-	The Night.
-	Beau Tibbs & Mrs.Tibbs.
	(The Citizen of the World Letters XV&XVI).
-	A Tale of a Tub.
-	Sir Roger at Home &
	A Hunting Scene with Sir Roger.
-	The School for Scandal
-	She Stoops to Conquer.

Hour	Class Schedule		
allotment			
-	Odd Semester Begin on 18.06.2018		
1-L1	Introduced British Literature		
2-L2	Explained several writers of that period		
3- L3	Life history of Milton		
4-L4	Taught Milton and his works		
5-L5	Explained" Paradise Lost"		
6-L6	Read and analysed "Paradise Lost" Book II		
7-L7	Interpreted the poem "Paradise Lost"		
8-L8	Continued the poem.		
9-L9	Discussed themes and techniques of the poem.		
10-P1	Welcoming of First year and Inauguration of Literary Association		
11-L10	Critical appreciation of the poem		
12-L11	Explained the forms of the poem		
13-L12	Introduced Alexander Pope		
14-L13	Interpreted the poem "The Rape of the Lock"		
15-L14	Explain the difference between epic and the poem		
16-L15	Continued the poem "The Rape of the Lock"		
17-L16	Interpreted the theme and the technique of the poem		
18-L17	The narrative style of the poem		
19-L18	Briefed the poem		
20-L19	Taught the poem "The Rape of the Lock"		
21-L20	Introduced Metaphysical poets ted		
22-L21	Life and history of John Donne		
23-L22	Allotting portion for Internal Test-I		
24.1.22	Internal Test I begins 30.07.2014		
24-L23	Read and interpreted "The Ecstasie "		
25-L24	Explained the poem "The Ecstasie"		
26-IT-1	Internal Test-I		
27-L25	Critical analysis of the poem		
28-L26	Introduced Herbert		
29-L27	Explained Affliction		
30-L28	-Test Paper distribution and result analysis		
21 1 20	Entering Internal Test-I Marks into University portal		
31- L29 32- L30	Illustrated the poem Affliction		
32- L30 33- L31	Elaborate note on narrative technique of the poem Critical appreciation of the poem		
33- L31 34-P2			
	College level meeting/Cell function		
35- L32 36- L33	Introduced the poet Marvell Interpreted the poem "To His Coy Mistress"		
30- L33 37- L34	Critical Analysis of the poem		
37-L34 38-L35	Continued the poem		
38- L35 39- L36	Briefed the poem		
40- L37			
40- L37 41- L38	Summed up Life history of William Collins		
41- L38 42- L39	Interpreted the poem "The passions"		
42- L39 43- L40	Explained the poem		
+J- L40			

44- L41	Taught the life of William Blake		
45- L42	Gave lecture on the poem the night		
46- L43	Interpreted the poem the night		
47- L44	Introduced the life of Sheridan.		
48- L45	Explained the life of Sheridan and his contemporaries.		
49- L46	Characterisation of the play.		
50- L47	Explained the play "The School for Scandal"		
51- P3	Department Seminar		
52- L48	Title justification of the play.		
53- L49	Continued the play.		
54- L50	Introduced Goldsmith		
55- L51	Read and Explained "Beau Tibbs & Mrs. Tibbs".		
56-L52	Allotting portion for Internal Test-II		
	Internal Test II begins 18.08.2014		
57-L53	Interpreted the text "Beau Tibbs & Mrs.Tibbs".		
58-L54	Continued the text.		
59-IT-II	Internal Test-II		
60- L55	Introduced the life and career of Swift		
61- L56	Test Paper distribution and result analysis		
	Entering Internal Test-II Marks into University portal		
62-L57	Explained the text "The Tale of aTub."		
63-L58	Critical Appreciation of "The Tale of aTub."		
64-L59	Interpreted the text		
65-L60	Introduced Joseph Addison and other prose writers.		
66-L61	Taught the prose "Sir Roger at Home."		
67-L62	Elaborated the text "Sir Roger at Home."		
68-L63	Explained the text "A Hunting Scene with Sir Roger."		
69- L64 70- L65	Interpreted the text. Briefed the text.		
70- L65 71- L66	Summed up Addison and his work.		
71-L00 72-L67	Explained about prose writers and their themes.		
72-L07 73-L68	Talked about the play wrights.		
73-108 74-P4	College level meeting/ function		
75-L69	Introduced Goldsmith		
75-L09 76-L70	Interpreted the play "She Stoops to Conquer."		
70- L70 77- L71	Characterisation of the play.		
77- L71 78- L72	Explained the play.		
70 L72 79- L73			
	Internal Test III begins 15.09.2014		
80- L74	Continued the play.		
81- L75	Critical Appreciation of the play.		
82-IT-III	Internal Test-III		
83- L76	Discussed the themes of the play.		
84- L77	Test Paper distribution and result analysis		
85- L78	Revision.		
	Entering Internal Test-III Marks into University portal		
86- L79	Model Test 24.10.2014		
87-MT	Model Test		
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88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>		
CO1	Learnt the Restoration period.		
CO2	Learnt the Social activities in that period.		
CO3	Studied the change in human behaviour.		
CO4	Learnt various writers of Restoration period.		
CO5	Understood the history of British Literary.		
CO6	Analysed different themes and techniques of that period.		
CO7	Understood the moral precepts of that period.		
CO8	Studied various genres of that period.		
CO9	Understood the overall view of British Literature.		
Experimental			
Learning			
EL1	Screened the play.		
EL2	Students wrote poem by their own.		
EL3	Students wrote essay by their own.		
EL4	Visited the library		
Integrated Activity			
IA1	Group Discussion.		
IA2	Debate.		

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name Canadian Literature Course Code GMEN5A Class III year (2014-2015) Semester Odd Staff Name Dr.R. Jeya Sundarraj Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To make students awake of Canadian writers/ works
- > To make students understood the richnes in Canadian literary works
- > To make students aware of style and techniques of Canadian writers
- > To make students understood the culture of canada

Syllabus

UNIT I Prose

Catherine Parr Traill	-	The Backwoods of Canada
Sara Jeannette Duncan	-	From the Imperialist
Sinclair Ross	-	As for me and my house
Alice Munro	-	The Photographer
UNIT II Poetry		
Phyllis Webb	-	Marvell's Garden
George Bowering	-	Grandfather
Alpurdy	-	Elegy for a grandfather
George Elliott Clark	-	How Exile Melts to one hundred roses

UNIT III Short story

Stephen Leacock The Hosterly of Mr.Smith The Ministrations of the Rev.Mr.Smith The Whirlwind Campaign of Mariposa The Beacon on the Hill

UNIT IV Drama

Sharon Pollock Blood Relations

UNIT V

Margaret Lawrence; Fire-Dwellers

Course Ca Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Introduction to canadian literature
2-L2	Introducing the literary works of Canada and Canadian writers
3- L3	Introduction to the major literary ideas of Canadian writers
4-L4	Introducing atherine parrTraill and her works
5-L5	Lecture on the prose The Backwoods of Canada
6-L6	Discussion on the prose The Backwoods of Canada
7-L7	Lecture on the themes of The Backwoods of Canada
8-L8	Introducing the poetry writers of Canada
9-L9	Introducing Phyllis Webb and his poems/works
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Lecture on the poem Marvell's Garden
12-L11	Lecture on the major themes of the poem Marvell's Garden
13-L12	Introducing Stephen Leacode and his short stories
14-L13	Lecture on the short story The History of Mr.Smith
15-L14	Lecture on the short story The History of Mr.Smith
16-L15	Discussion on the themes of the history of Mr.Smith
17-L16	Introduction to Sarah Jeannette Duncan's from the imperialists
18-L17	Lecture on from the imperialist
19-L18	Discussion on the ideas of from the imperialists
20-L19	Introduction to the poem Grandfather by George Bowering
21-L20	Lecture on the poem Grandfather
22-L21	Lecture on the themes of the poem Grandfather
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 30.07.2014
24-L23	Introducing Stephen Leacock's The ministrations of the Rev Mr Smith
25-L24	Lecture on the short story The Ministrations of the Rev Mr Smith
26-IT-1	Internal Test-I
27-L25	Lecture on the short story The Ministrations of the Rev Mr Smith
28-L26	Discussion on the themes of The Ministrations of the Rev.Mr.Smith
29-L27	Introducing Sinclair Ross As for me and my house
30-L28	-Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Lecture on the prose As for me and my house
32- L30	Lecture on the themes of As for me and my House
33- L31	Discussion on the important ideas of As for me and My House
34-P2	College level meeting/Cell function
35- L32	Lecture on the poem Elegy for a Grandfather
36- L33	Lecture on the themes of elegy for a Grandfather
37- L34	Discussion on the importance of relationships
38- L35	Introduction to the short story The Whirlwind Campaign of Mariposa
39- L36	Lecture on the Whirlwind campaign of Mariposa
40- L37	Lecture on the Whirlwind campaign of Mariposa

41- L38 Lecture on the themes of the Whirlwind campaign of mariposa 42- L39 Discussion on Alice Munro's literary works 43- L40 Introduction to Alice Munro's The Photographer 44- L41 Lecture on Alice Munro's The Photographer 45- L42 Lecture on the themes of The Photographer 45- L42 Lecture on the themes of The Photographer 46- L43 Introduction to George Elliott Clark How Exile melts to one hundred roses 47- L44 Lecture on How Exile melts to one hundred roses 48- L45 Lecture on How Exile melts to one hundred roses 49- L46 Lecture on themes of How Exile melts to one hundred roses 50- L47 Introduction to the shortstory The Beacon on the Hill 51- P3 Department Seminar 52- L48 Lecture on the short story The Beacon on the Hill 53- L49 Lecture on the dramas of Canadian Literature 56-L51 Introduction to the dramas of Canadian Literature 56-L52	
43- L40 Introduction to Alice Munro's The Photographer 44- L41 Lecture on Alice Munro's The Photographer 45- L42 Lecture on the themes of The Photographer 46- L43 Introduction to George Elliott Clark How Exile melts to one hundred roses 47- L44 Lecture on How Exile melts to one hundred roses 48- L45 Lecture on How Exile melts to one hundred roses 49- L46 Lecture on themes of How Exile melts to one hundred roses 50- L47 Introduction to the shortstory The Beacon on the Hill 51- P3 Department Seminar 52- L48 Lecture on the short story The Beacon on the Hill 53- L49 Lecture on the short story The Beacon on the Hill 54- L50 Lecture on the short story The Beacon on the Hill 55- L51 Introduction to the dramas of Canadian Literature 56- L52	
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47- L44 Lecture on How Exile melts to one hundred roses 48- L45 Lecture on How Exile melts to one hundred roses 49- L46 Lecture on themes of How Exile melts to one hundred roses 50- L47 Introduction to the shortstory The Beacon on the Hill 51- P3 Department Seminar 52- L48 Lecture on the short story The Beacon on the Hill 53- L49 Lecture on the short story The Beacon on the Hill 54- L50 Lecture on the short story The Beacon on the Hill 54- L50 Lecture on the themes of The Beacon on the Hill 55- L51 Introduction to the dramas of Canadian Literature 56-L52 Allotting portion for Internal Test-II Internal Test II begins 18.08.2014 57-L53 57-L53 Background Sharon Pollocks Blood Relations 58-L54 Introducing the characters of Blood Relations 59-ITI-II Internal Test-II 60- L55 Lecture on the Drama Blood relations 61- L56	
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54- L50Lecture on the themes of The Beacon on the Hill55- L51Introduction to the dramas of Canadian Literature56-L52 Allotting portion for Internal Test-IIInternal Test II begins 18.08.201457-L53Background Sharon Pollocks Blood Relations58-L54Introducing the characters of Blood Relations59-IT-IIInternal Test-II60- L55Lecture on the Drama Blood relations61- L56 Test Paper distribution and result analysis62- L57Lecture on the Drama Blood relations63- L58Lecture on the Drama Blood relations63- L59Lecture on the motifs and themes of Blood Relations65- L60Discussion on the themes of Blood Relations	
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Internal Test II begins 18.08.201457-L53Background Sharon Pollocks Blood Relations58-L54Introducing the characters of Blood Relations59-IT-IIInternal Test-II60- L55Lecture on the Drama Blood relations61- L56	
57-L53Background Sharon Pollocks Blood Relations58-L54Introducing the characters of Blood Relations59-IT-IIInternal Test-II60- L55Lecture on the Drama Blood relations61- L56	
58-L54Introducing the characters of Blood Relations59-IT-IIInternal Test-II60- L55Lecture on the Drama Blood relations61- L56	
59-IT-IIInternal Test-II60- L55Lecture on the Drama Blood relations61- L56	
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61- L56Test Paper distribution and result analysisEntering Internal Test-II Marks into University portal62- L57Lecture on the Drama Blood relations63- L58Lecture on the Drama Blood relations64- L59Lecture on the motifs and themes of Blood Relations65- L60Discussion on the themes of Blood Relations	
Entering Internal Test-II Marks into University portal62- L57Lecture on the Drama Blood relations63- L58Lecture on the Drama Blood relations64- L59Lecture on the motifs and themes of Blood Relations65- L60Discussion on the themes of Blood Relations	
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63- L58Lecture on the Drama Blood relations64- L59Lecture on the motifs and themes of Blood Relations65- L60Discussion on the themes of Blood Relations	
64- L59Lecture on the motifs and themes of Blood Relations65- L60Discussion on the themes of Blood Relations	
65- L60 Discussion on the themes of Blood Relations	
66- L61 Introducing the novelist of Canada	
67-L62 Introduction to Margaret Laurence and her works	
68-L63 Introduction to Fire- Dwellers	
69- L64 Background to Fire-Dwellers	
70- L65 Introducing the characters of Fire-Dwellers	
71-L66 Lecture on the novel Fire-Dwellers	
72-L67 Lecture on the novel Fire-Dwellers	
73-L68 Lecture on the novel Fire-Dwellers	
74-P4 College level meeting/ function	
75-L69 Lecture on the novel Fire-Dwellers	
76-L70 Lecture on the themes of Fire-Dwellers	
77- L71 Discussion on the critical ideas Fire-Dwellers	
78-L72 Discussion on the characters of Fire-Dwellers	
79- L73 Allotting portion for Internal Test-III	
Internal Test III begins 15.09.2014	
80- L74 Discussion on the latest themes of Canadian Literature	
81- L75 Discussion on the latest writers, their works and their themes	
82-IT-III Internal Test-III	
83- L76 Discussion on Margaret Laurence other works	
Test Paper distribution and result analysis	
85- L78 Discussion on comparing Margaret Laurence's Fire-Dwellers with her of	

	works
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 24.10.2014
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
Learning Outcomes	cos of the course <course name=""></course>
CO1	Students learnt about the present writers of Canada
CO2	Students got the knowledge of Canadian Landscapes
CO3	Students got the knowledge of Canadian cultures
CO4	Students learnt the present themes of Canadian
CO5	Students got the knowledge of Canadian works /writers
CO6	Students learnt the struggles in the lives of natives
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Videos of Canadian landscapes were shown to the students
EL2	Powerpoints were presented to the students about Canadian writers
EL3	Documentaries were shown about Canada
EL4	
Integrated Activity	
IA1	Group Discussion was made on various topics
IA2	Students presented seminor on Canadian themes

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature
U U	C C

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)
Programme Name
B A English

Programme Name	B.A. English
Course Name	Chaucer to Renaissance
Course Code	GMEN11S
Class	I year (2014-2015)
Semester	Odd
Staff Name	Dr. J. Pinky Diana Evelin
Credits	6
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)	

Course Objectives

- > Understanding texts with special reference to the periods.
- Interpretation and appreciation of selected texts from the genres of poetry, prose and drama.
- To know more about the rebirth of literature in England
- > To understand the background of the ancient England.

Syllabus

Unit I :

Introduction: What is English Literature?

Age of Chaucer, From Chaucer to Totell's Miscellany

Unit II :

Development of Drama

Age of Shakespeare

Unit III : Poetry

Geoffrey Chaucer : Description of Nun from The Prologue to the Canterbury

Tales

Edmund Spenser : Epithalamion Shakespeare : Sonnet 18 and Sonnet 116

Unit IV : Prose

Philip Sydney : 'Charges leveled against Poetry' from Philip Sydney's Apologie for Poetry

- Bacon
- : Of Studies Of Delay

Unit V : Drama

Marlowe : Dr. Faustus

Hour	Class Schedule

allotme	
nt	Odd Semester Begin on 18.06.2018
1-L1	Introduction to Literature
2-L2	Introduction to Enclature Introduction to various genres in English Literature
3-L3	Introduction to various genres in English Eneratice
4-L4	What is English Literature?
5-L5	How English developed as a language?
6-L6	The battles England faced.
7-L7	Chaucer and his history
8-L8	Fourteenth century and its background
9-L9	Welcoming the Renaissance
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Briefing Chaucer's <i>The Canterbury Tales</i>
12-L11	Important characters in <i>The Canterbury Tales</i>
13-L12	Chaucer as Father of English Literature
14-L13	Background to Totell's Miscellany
15-L14	History of Totell's collection of works
16-L15	Wars happened in that period
17-L16	Importance of Totell's Miscellany
18-L17	Introduction to Drama
19-L18	Briefing how Drama started
20-L19	Drama in religion
21-L20	How once Drama enacted in church
22-L21	Life of the dramatists
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 30.07.2014
24-L23	Difficulties in Drama
25-L24	The formation of theatres
26-IT-1	Internal Test-I
27-L25	Focus of the dramatists
28-L26	Introduction to Shakespeare
29-L27	How Shakespeare was humiliated
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Shakespeare's life towards Drama
32-L30	Wrote several kinds of plays
33- L31	Achievements of Shakespeare
34-P2	College level meeting/Cell function
35-L32	Shakespeare as the father of English Drama
36- L33	Geoffrey Chaucer's poetry
37-L34	Importance of each story in <i>The Canterbury Tales</i>
38-L35	Nun's Tale
39- L36	Description of Nun
40- L37	The Prologue to the Canterbury Tales
41-L38	Life of Edmund Spenser
42-L39	Spenser as a great poet
43- L40	Background to the poem Epithalamion

44- L41	Epithalamion
45- L42	Poetic techniques in Epithalamion
46- L43	Symbols and imagery in Epithalamion
47- L44	Shakespeare and his Sonnets
48- L45	Shakespearean sonnet
49- L46	Sonnet 18
50- L47	Symbols and imagery in Sonnet 18
51- P3	Department Seminar
52- L48	Sonnet 116
53- L49	Symbols and imagery in Sonnet 116
54- L50	Shakespeare's reason for writing Sonnets
55- L51	Introduction to Philip sidney
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins 18.08.2014
57-L53	Philip Sidney asa critic
58-L54	Introduction to Apologie for poetry
59-IT-II	Internal Test-II
60- L55	Charges levelled against Poetry
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Reasons for writingApologie for Poetry
63- L58	Sidney's writing style
64- L59	Introduction to Francis Bacon
65-L60	Bacon as the Father of English Essays
66- L61	Importance of Studies
67- L62	Consequence of illiteracy
68- L63	Of Studies
69- L64	Introduction to Of Delay
70- L65	Of Delay
71- L66	University Wits
72- L67	Role of Marlowe among the University Wits
73- L68	Introduction to Dr. Faustus
74-P4	College level meeting/ function
75-L69	Dr. Faustus Act I
76- L70	Dr. Faustus Act II
77-L71	Dr. Faustus Act III
78- L72	Dr. Faustus Act IV
79- L73	Allotting portion for Internal Test-III
00 1 7 1	Internal Test III begins 15.09.2014
80- L74	Dr. Faustus Act V
81-L75	Religious Views
82-IT-III	Internal Test-III
83-L76	Supernatural elements in <i>Dr. Faustus</i>
84- L77	- Test Paper distribution and result analysis
85- L78	Dr. Faustus as a tragic figure
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 24.10.2014
87-MT	Model Test

88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course "Chaucer to Renaissance"
CO1	Understood the beginning of English Literature
CO2	Learnt the writings of the father of English Literature
CO3	Learnt the writings of ancient authors
CO4	Learnt several sonnets and its forms
CO5	Learnt the difference between poem and sonnet
CO6	Learnt the value of morality through the play
CO7	Understood the importance of education through various essays
CO8	Understood the value of time through Bacon's essay
CO9	
Experimental	
Learning	
EL1	Video clips were shown to them
EL2	PPTs were shown to them
EL3	Made them to recite poetry
EL4	
Integrated Activity	
IA1	Quiz
IA2	Mind games

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name Critical Theory II Course Code HEHM32 Class II year (2014-2015) Odd Semester Staff Name Dr.R.JeyaSundarraj Credits 5 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To make the students aware of the new trends in literary analysis
- > To motivate the students to create independent understanding of the text
- > To cultivate the habit of perceiving literature
- > To expose the students in a new directionality

Syllabus

UNITI	
Paul De Man -	The Resistance to Theory
UNIT II	
M.H.Abrams -	How to do Things with the Text
UNIT III	
Edward Said -	Culture and Imperialism
UNIT IV	-
Michel Foucault -	The Order of Discourse
UNIT V	
Richard Kerridge -	Environmentalism and Eco Criticism

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	An elaborate overview of criticism
2-L2	A lecture on the new trends of criticism
3- L3	Introduceded theories
4-L4	Discussed the relevance of theories
5-L5	Discussed the importance of new properties
6-L6	Introduced the syllabus
7-L7	Introduced the pioneers of theories

8-L8	Introduces Paul de man
9-L9	Introduces the deconstruction theory
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Discussed a few deconstructionists
12-L11	Discussed Derrida
13-L12	Introduces Saussure, Fersinand de
14-L13	Introduces Paul De Mans The Resistance to theory
15-L14	Discussed the contents of the Article
16-L15	Discussed deconstruction again
17-L16	Established de man as a deconstructionist
18-L17	Conducted an interactive session on the Resistance to Theory
19-L18	Introduced M.H.Abrams
20-L19	Introduced the feet "How to do things with the text "
21-L20	Made a comparative analysis
22-L21	Compared M.H.Abrams with Paul de man
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 30.07.2014
24-L23	Discussed area in the examination point of view
25-L24	Prepared the students for the tests
26-IT-1	Internal Test-I
27-L25	Gave an elaborate overview of cultural theory
28-L26	Introduced the pioneer of cultural theory
29-L27	Introduced Edward Said
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Discussed Edward Said as against the post colonial backdrop
32- L30	Introduced Said;s culture and imperialism
33- L31	Introduced Said;s perception of post coloniality
34-P2	College level meeting/Cell function
35-L32	Compared Said with other post colonial theorist
36- L33	A discussion of Home Bha bha was done
37- L34	Invited the students for a feedback
38-L35	Conducted an interactive session on theories
39-L36	Introduced Michel Foucault
40-L37	Introduced his principal works
41-L38	Discussed Foucault's main area of focus
42-L39	Introduced The Order of Discourse
43-L40	Introduced Foucault's perception of human kind
44- L41	Discussed "The Order of Discourse"
45-L42	Provided a write up extract to help the students
46- L43	Gave an overview of the clinical impact on man
47-L44	Motivated the students to present ideas on Foucault
48- L45	Got a feedback regarding
49-L46	Established Foucault as a unique theorist
50- L47	Gave a lecture an Ecology and Literature
51-P3	Department Seminar
52- L48	Introduced the seminar topics (internals)
53- L49	Alloted seminar papers for the students (internals)

54- L50	Gave the assignment topics
55- L51	A discussion on the time table for the presentation of seminar papers
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins 18.08.2014
57-L53	Prepared the students for the test
58-L54	Asked the students to be ready with their idea on Eco Criticism
59-IT-II	Internal Test-II
60- L55	Gave an examination point of view focus
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Introduced Eco Criticism
63- L58	Introduced Environmentalism
64- L59	Introduced Environmental Criticism
65-L60	Gave a lecture on Richard Kerridge and the associated persnolities
66- L61	Introduced Richard Kerridge as a great
67- L62	Environmental theorist
68- L63	Introduced his article "Environmentalism and Eco Criticism "
69- L64	Discussed Kerridge's main focus in the article
70- L65	Discussed a few other Eco theorists
71- L66	Gave an elaborate lecture on Ecology
72- L67	Establishes the link between Ecology and literature
73- L68	Asked the students to apply Eco Criticism on Romantic Poets
74-P4	College level meeting/ function
75- L69	A discussion on the third internal tests
76- L70	Provided the students a write up on Kerridge and Eco Criticism
77- L71	Helped the students to view the focus
78- L72	A motivational lecture towards preparing for the University exams
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins 15.09.2014
80- L74	Conducted seminars (internals)
81- L75	Conducted seminars (internals)
82-IT-III	Internal Test-III
83- L76	Gave a feedback on the submitted assignment topics
84- L77	Test Paper distribution and result analysis
85- L78	Prepared the students well in advance for the University exams
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 24.10.2014
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>	
C01	Students gained a remarkable knowledge of theories	

CO2	Gained a new interpretative potential
CO3	The seminar papers presented gained elegance
CO4	The students came to know how to recent trends in analysis
CO5	The students turned out to be capable of independent meanings
CO6	They gained a new sense of direction
CO7	Towards the interpretation of tests
CO8	Presentation of seminar papers in Seminars / workshops / increased
CO9	
Experimental	
Learning	
EL1	ICT techniques
EL2	Counselling to slow learners
EL3	PPT/Video library/E.books
EL4	Remedial Teaching
Integrated Activity	
IA1	
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	English Language Teaching	
Course Code	HEHE31	
Class	II year (2014-2015)	
Semester	Odd	
Staff Name	Dr. H. Soman Manjore	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To make the students aware of the new trends of teaching
- > To make the students Understand the new
- ➢ Communicative patterns.
- > To make the students understand the various skills.

Syllabus

Unit I - Listening Skills

- Introduction and Definition
- Listening Process
- Listening in Language Teaching
- Teaching Listening

Unit II - Speaking Skills

- Introduction and Definition
- Direct Method
- Situational Method
- Factors affecting Learners' Speaking
 - i. Cognitive Factors
 - ii. Linguistic Factors
 - iii. Affective Factors

Unit III - Reading Skills

- Introduction and Definition
- Silent and Loud Reading
- Learning Structures
- Pronunciation

Unit IV - Writing Skills

- Introduction and Definition
- Grammatical Skills

- i. Linkers
- ii. Vocabulary
- Coherence and Cohesion
- Paragraph Writing

Unit V - Testing

- Introduction and Definition
- Features of a Good Test
- Types of Tests
- i. Achievement Test
- ii. Proficiency Test
- iii. Diagnostic Test
- iv. Aptitude Test

Textbooks

- 1. Ray Mackay, A Basic Introduction to English Language Teaching
- 2. Roger Hawkey, A Modular Approach to English Language Skills.
- 3. G. Ramabadracharyulu et al. ,Methods of Teaching English Language.

Hour	Class Schedule
allotment	
	Odd Semester Begins
1-L1	Introduced listening skills
2-L2	Gave a detailed introduction and definition
3- L3	Elaborated listening in language teaching.
4-L4	Continued listening in language teaching.
5-L5	Briefed listening skills.
6-L6	Introduced speaking skills
7-L7	Gave a detailed introduction and definition.
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Taught Direct Method.
10- L9	Defined cognitive factors which affected speaking.
11-L10	Elaborated linguistic factors which affected speaking.
12-L11	Briefed affective factors.
13-L12	Introduced reading skills.
14-L13	Gave a detailed introduction and definition.
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins 30.07.2014
16-L15	Discussed grammatical skills.
17-IT-1	Internal Test-I
18-L16	Explained linkers and its uses.
19-L17	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Taught the importance of vocabulary.
21- L19	Briefed about coherence and cohesion
22- P2	College level meeting/Cell function
23-L20	Defined paragraph writing.
24-L21	Introduced testing.

25-L22	Gave a detailed introduction and definition
26-L23	Talked about the features of a good test.
20-L23 27-L24	Discussed about the various types of tests.
27-L24 28-L25	Explained Achievement test.
28-L25 29-L26	Discussed proficiency test.
30-L27	Briefed Diagnostic test.
30-L27 31-L28	Elaborated Aptitude test.
31-L28 32-L29	
32-L29 33-L30	Discussed writing skills.
33-L30 34- P3	Talked about silent and loud reading.
34- P3 35-L31	Department Seminar
	Discussed learning structures.
36-L32	Allotting portion for Internal Test-II
27 1 22	Internal Test II begins 18.08.2014
37- L33 38- IT-II	Talked about the uses of good pronunciation Internal Test-II
39-L34	Discussed situational method.
40-L35	-Test Paper distribution and result analysis
41 1 2 6	Entering Internal Test-II Marks into University portal
41-L36	Explained the objectives of situational method.
42-L37	Continued situational method.
43-L38	Had a discussion on all the skills.
44- P4	College level meeting/ function
45-L39	Revised unit I
46-L40	Revised unit II & III
47-L41	Revised unit IV
48-L42	Revised unit V
49-L43	Final Revision.
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins 15.09.2014
51 L45	Gave more details about the objectives of Direct method.
52- L46	Gave more details about the various methods.
53-IT-III	Internal Test-III
54-L47	Elaborated the importance of grammar and its usage.
55-L48	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test 24.10.2014
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
C01	The students learnt the new trends of teaching English.
CO2	They understood the various skills involved.

CO3	They became familiar with all the skills.
CO4	Different methods of teaching.
CO5	They came to know the importance of grammar in teaching
	English.
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	The students were asked to read aloud.
EL2	Work sheets were given to develop their grammar.
EL3	Plays were screened to develop their listening skill.
EL4	
Integrated Activity	
IA1	Group discussion.
IA2	Debate.

: using PPT, video, library resources, ICT techniques, E-
learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)		
Programme Name	B. A. English	
Course Name	Environmental Studies	
Course Code	GEVS11	
Class	I year (2014-2015)	
Semester	Odd	
Staff Name	Mr. V Sathish	
Credits	2	
L. Hours /P. Hours	2 / WK	
Total 30Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 20 Hrs (5 units; 5×4=20; 4Hrs /unit)		

Course Objectives

- > To develop a word in which people are aware and concerned about environment.
- > To make student aware of the threats of environmental degradation.
- To make students work individually and collectively to solve current problems and prevent future problems.

Syllabus

Course Calendar		
Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Gave an introduction on Environmental Studies.	
2-L2	Discussed the type of environment.	
3- P1	Welcoming of First year and Inauguration of Literary Association	
4-L3	Spoke about the scope of EVS.	
5-L4	Allotting portion for Internal Test-I	
	Internal Test I begins 30.07.2014	
6-IT-I	Internal Test-I	
7-L5	Test Paper distribution and result analysis	

37

	Entering Internal Test-I Marks into University portal
8-L6	Spoke about the different types of resources.
9-L7	Spoke about threats forced by the environment.
10-P2	College level meeting/Cell function
11-L8	Discussed eco- system in general.
12-L9	Taught about food chain.
13-P3	Department Seminar
14-L10	Explained the ecological pyramids.
15-L11	Explained the ecological succession.
16-L12	Allotting portion for Internal Test-II
	Internal Test II begins 18.08.2014
17-IT-1	Internal Test-II
18-L13	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
19-L14	Discussed biodiversity.
20- P2	College level meeting/ function
21-L15	Discussed the causes of biodiversity loss.
22-L16	Spoke about environmental pollution.
23- L17	Allotting portion for Internal Test-III
	Internal Test III begins 15.09.2014
24- IT-III	Internal Test-III
25-L18	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
26-MT	Model Test 24.10.2014
27-MT	Model Test
28-MT	Model Test
29-L19	Model test paper distribution and previous year university question paper
	discussion
30-L20	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	The students were made aware of their surroundings
CO2	Concern regarding the environment was created among the students
CO3	Threats faced by the environment highlighted to the students
CO4	Students understood how each individual can wrote for the environment
CO5	Students encouraged each other to work for the welfare of the environment
CO6	
CO7	
CO8	
CO9	
Experimental Learning	

EL1	Students were made to plant new saplings
EL2	Students were engaged to clean the unwanted waste in the campus
EL3	Students reduced using plastic items
EL4	
Integrated Activity	
IA1	A debate on what causes more pollution was conducted
IA2	A group discussion on how deforestation affects wild life was
	conducted

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

Principle

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English
Course Name	Indian Writing in English
Course Code	JMEN11
Class	I year (2014-2015)
Semester	Odd
Staff Name	H. Soman Manjore
Credits	5
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)	

Course Objectives

- To create awareness among the students of the rich and ancient literary cultures of India.
- > To introduce students to the major literary works of Indian writers.
- > To introduce students to the major movements and figures of Indian writing in English.
- > To expose students to the aesthetics of Indian Writing in English.

Syllabus

Course Calendar

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Gave an introduction to Indian Writing in English	
2-L2	Spoke about poetry in general	
3- L3	Gave an introduction to A.K.Ramanujan and his literary works	
4-L4	Taught "Small Scale Reflections Upon a Great House" by Ramanujan.	
5-L5	Analysed the tone of the poem	
6-L6	Did a thematic analysis of the poem	
7-L7	Analysed the symbols and imageries in the poem.	
8-L8	Analysed the figures of speech in the poem.	
9-L9	Did a critical analysis of the poem.	
10-P1	Welcoming of First year and Inauguration of Literary Association	

Taught "Obituary" by Nissim Ezekiel Continued "Obituary" Explored the themes in "Obituary" Analysed the tone of the poem Explained the figures of speech in the poem Did a critical analysis of the norm
Explored the themes in "Obituary" Analysed the tone of the poem Explained the figures of speech in the poem
Analysed the tone of the poem Explained the figures of speech in the poem
Explained the figures of speech in the poem
Did a critical analysis of the poem
Briefly introduced Nissim Ezekiel
Spoke about the works and literary achievements of Nissim Ezekiel
Taught "In India and Philosophy"
Continued teaching "In India and Philosophy"
Analysed the themes in the poem
Analysed the tone and figures of speech in the poem
Allotting portion for Internal Test-I
Internal Test I begins 30.07.2014
Did a critical analysis on the poem.
Introduced R Parthasarathy and spoke about Tamil Literature
Internal Test-I
Taught the poem.
Analysed the tine and setting of the poem.
Analysed the themes in the poem.
Test Paper distribution and result analysis
Entering Internal Test-I Marks into University portal
Explored the symbols and tools in the poem.
Explained the mood and setting in the poem.
Did a critical analysis of the poem.
College level meeting/Cell function
Gave an introduction to Kamala Das
Briefed on the works and literary achievements of Kamala Das
Spoke about the important works and significant themes in the works of Kamala
Das
Taught "A Hot Noon In Malabar"
Dealt with the themes in the poem
Analysed Kamala Das as a feminist poet.
Analysed the tone and setting in the poem.
Explored the figures of speech in the poem.
Did a critical analysis of the poem.
Gave an introduction on Jayanta Mahapathra.
Taught "Grass"
Analysed the themes in "Grass"
Analysed the tone, setting and mood in "Grass"
Explored the figures of speech in the poem.
Did a critical analysis of "Grass".
Gave an introduction on Meena Alexander
Department Seminar

53- L49	Explored the themes in the poem.
54- L50	Explained the tone and setting of the poem.
55-L51	Analysed the figures of speech in the poem.
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins 18.08.2014
57-L53	Did a critical analysis of the poem.
58-L54	Taught "Muse"
59-IT-II	Internal Test-II
60- L55	Explained the themes in "Muse".
61- L56	-Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Explored the tools and symbols in "Muse".
63- L58	Did a critical analysis of "Muse".
64- L59	Introduced K N Daruwalla and his works.
65-L60	Taught "Death of a Bird"
66- L61	Thematically analysed "Death of a Bird".
67- L62	Explored the tone, setting and figures of speech in the poem.
68- L63	Critically analysed the poem.
69- L64	Introduced Gauri Deshpande and her contributions to literature.
70- L65	Taught "The Female of Species"
71- L66	Analysed "The Female of Species"
72- L67	Introduced Girish Karnard and taught "The Fire and the Rain"
73- L68	Taught "The Fire and the Rain"
74-P4	College level meeting/ function
75- L69	Taught "Kanyadan" by Vijay Tendulkar
76- L70	Critically analysed "Kanyadan" by Vijay Tendulkar
77- L71	Taught "In Custody" by Anita Desai
78- L72	Analysed "In Custody" by Anita Desai
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins 15.09.2014
80- L74	Introduced Rohinton Mistry and his works
81- L75	Taught "Family Matters"
82-IT-III	Internal Test-III
83- L76	Did a critical analysis of "Family Matters"
84- L77	Test Paper distribution and result analysis
85- L78	Revision
	Entering Internal Test-III Marks into University portal
86-L79	Model Test 24.10.2014
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Course Outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students became aware of the rich Indian culture and writings.
CO2	Students developed a better understanding of the Indian society.
CO3	Students came to know of major movements and prominent figures
	in Indian Writing in English.
CO4	Students were able to get a taste of English language in the native
	Indian style.
CO5	Students were made aware of problems faced by the Dalits and
	other suppressed communities through literature.
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Students watched the movie "The Fire and the Rain" adapted from
	Girish Karnard's novel.
EL2	Students composed their own poems on a scenery based on rural
	India.
EL3	Students interpreted an Indian work of their choice using different
	literary theories.
EL4	
Integrated Activity	
IA1	A debate on women empowerment in India was conducted.
IA2	Students shared their individual views on a selected Indian literary
	work.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-learning
# For Advanced Learner	resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare fo
# For slow learner	higher study. : special care taken, motivate the advanced learner to support the
# Extension activity	slow learner to study.To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name B.A. English Course Name Literary Forms Course Code GAEN31 II year (2014-2015) Class Semester Odd Staff Name Dr. Prabha Paul Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- Students are exposed to know about different genres in English Literature
- \succ They will come to know about the types of poems
- > They will come to know about the types of drama

Syllabus

Unit I : Section I - Poetry Chapter II Poetical Types

The Lyric The Ode The Sonnet The Elegy

Unit II :

The Idyll The Ballad

The Satire

Unit III : Section II - Drama Chapter II - Dramatic Types

Tragedy and Comedy

Tragi-comedy

Farce and Melodrama

The Masque

The One Act Play

The Dramatic Monologue

Unit IV : Section III Prose

The Essay

The Novel

The Short Story

Unit V :

Biography Autobiography Criticism

Course Ca		
Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
<u>1-L1</u>	Introduction to Literary Forms	
2-L2	The Lyric – Introduction	
3- L3	The Lyric	
4-L4	Rhyme scheme in Lyric	
5-L5	Ode – Inroduction	
6-L6	Pindaric Ode	
7-L7	Horatian Ode	
8-L8	Irregular Ode	
9-L9	Sonnet – An Introduction	
10-P1	Welcoming of First year and Inauguration of Literary Association	
11-L10	Petrarchan Sonnet	
12-L11	Spenserian Sonnet	
13-L12	Miltonic Sonnet	
14-L13	Shakespearean Sonnet	
15-L14	How Sonnet differs from each other	
16-L15	The Elegy – Introduction	
17-L16	Personal Elegy	
18-L17	Impersonal Elegy	
19-L18	Idyll – Introduction	
20-L19	Idyll - Definition	
21-L20	Few examples of Idyll	
22-L21	How to write an Idyll?	
23-L22	Allotting portion for Internal Test-I	
	Internal Test I begins 30.07.2014	
24-L23	The Ballad – An overview	
25-L24	Types of Ballad	
26-IT-1	Internal Test-I	
27-L25	Folk Ballad	
28-L26	Broadside Ballad	
29-L27	Literary Ballad	
30-L28	- Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
31- L29	A few examples of Ballad	
32- L30	Satire – Introduction	
33- L31	Types of satire	
<u>34-P2</u>	College level meeting/Cell function	
35- L32	Horatian Satire	
36- L33	Juvenalian Satire	
37- L34	Menippean Satire	
38- L35	Drama – Introduction and its types	
<u>39- L35</u> 39- L36	Tragedy	
40- L37	Examples of Tragedy	

41- L38	Comedy	
42- L39	Examples of Comedy	
43- L40	Tragi-comedy	
44- L41	Examples of Tragi-comedy	
45- L42	Farce	
46- L43	Examples of Farce	
40° L43 47- L44	Melodrama	
48- L45	Examples of Melodrama	
49- L46	Masque	
50- L47	Examples of Masque	
50 ET/ 51- P3	Department Seminar	
51 13 52- L48	One-Act Play	
53- L49	Examples of One-Act Plays	
53-L19 54-L50	Dramatic Monologue	
51 L50	Examples of Dramatic Monologue	
56-L52	Allotting portion for Internal Test-II	
	Internal Test II begins 18.08.2014	
57-L53	Prose and its types	
58-L54	The Essay	
59-IT-II	Internal Test-II	
60- L55	Famous Essays an overview	
61- L56	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
62- L57	The Novel	
63- L58	Types of Novels	
64- L59	Mysteries and Thrillers	
65-L60	Romance and Science fiction	
66- L61	History and Fantasy	
67- L62	Bildungsroman and roman-a-clef	
68- L63	The Short Story	
69- L64	Famous short stories	
70- L65	Biography – An Introduction	
71- L66	Famous biographies	
72- L67	Autobiography – Introduction	
73- L68	Difference between biography and autobiography	
74-P4	College level meeting/ function	
75- L69	Famous Autobiographies	
76- L70	Criticism – Introduction	
77- L71	Factual and Positive	
78- L72	Negative and Constructive	
79- L73	Allotting portion for Internal Test-III	
	Internal Test III begins 15.09.2014	
80- L74	Destructive and Practical	
81- L75	Aesthetic and Logical	
82-IT-III	Internal Test-III	
83- L76	Revision	
84- L77	Test Paper distribution and result analysis	
85- L78	Revision	

	Entering Internal Test-III Marks into University portal	
86- L79	Model Test 24.10.2014	
87-MT	Model Test	
88-MT	Model Test	
89-MT	Model test paper distribution and previous year university question paper	
	discussion	
90-L-80	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course "Literary Forms"
CO1	Came to know about several genres in English Literature
CO2 Learnt many rhyme schemes in poetry	
CO3	Learnt to compose poems
CO4	Learnt the difference between biography and autobiography
CO5	Understood several sonnets
CO6	Learnt the techniques followed in drama
CO7	Learnt the varieties in novel
CO8	Learnt so many criticism
CO9	Learnt various sounds through English poems
Experimental	
Learning	
EL1	Videos shown regarding one act plays
EL2	Poems given to them to find the rhyme scheme
EL3	Made them to recite the poem
EL4	
Integrated Activity	
IA1	Quiz
IA2	Mindgame

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,	
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.	
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.	
# Extension activity	: Motivate student to take classes for school students.	
HOD Signature	Staff Signature	

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name Part II English Course Code J2EN11 Class I year (2014-2015) Semester Odd Staff Name Dr. Nalina Palin Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To learn different types of composition
- > To improve their writing skills
- > To improve students's communicative skills
- > To learn different genres like prose, drama and fiction

Syllabus

Unit I Prose	Prescribed Essays	
1. On saying Please	: A.G. Gardiner	
2. How I Became a Public Sp	eaker : George Bernard Shaw	
3. Shyness My Shield	: M.K. Gandhi	
4. Buddha The Light of Asia	: Ernest O Hauser	
Unit II Drama		
1. TARA	: Mahesh Dhattani	
Unit III Fiction		
1.GREAT EXPECTATION	: Charles Dickens	
(Abridged)		
Unit IV Language Studies		
1. VOCABULARY		
Unit V Composition		
1. Group discussion		
2. Paragrafh writing		
3. Review writing (Books and	d film)	

Course Calendar

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Importance of communicative skills	
2-L2	Taught different genres in English	

3- L3	Explained the form of prose and prose writers		
4-L4	Introduced A.G.Gardiner		
5-L5	Read and explained "On saying Please"		
6-L6	Interpreted the text "On Saying Please"		
7-L7	Introduced George Bernard Shaw		
8-L8	Explained the text "How I Became a Public Speaker"		
9-L9	Continued the text		
10-P1	Welcoming of First year and Inauguration of Literary Association		
11-L10	Explained the features of group discussion		
12-L11	Group discussion on "Social Issues"		
13-L12	Gave introduction on M.K.Gandhi		
14-L13	Read and explained "Shyness My Shield "		
15-L14	Elaborated the text "Shyness My Shield"		
16-L15	Continued the text		
17-L16	Introduced the writer Ernest O Hauser		
18-L17	Analysed the text "Buddha The Light of Asia"		
19-L18	Continued the text		
20-L19	Interpreted the text "Buddha The Light of Asia"		
21-L20	Students wrote essay on Political Issues		
22-L21	Gave introduction on Mahesh Dhattani		
23-L22			
	Internal Test I begins 30.07.2014		
24-L23	Read and explained "TARA"		
25-L24	Interpreted the play Tara		
26-IT-1	Internal Test-I		
27-L25	Explained the critical analysis of the play		
28-L26	Character analysis of the play		
29-L27	Continued the play		
30-L28	Test Paper distribution and result analysis		
	Entering Internal Test-I Marks into University portal		
31- L29	Group discussion on "Environmental Issues"		
32-L30	Read and explained "Tara"		
33- L31	Characterization of the play "TARA"		
34-P2	College level meeting/Cell function		
35-L32	Made students to introduced themselves		
36- L33	Read and explained "Tara"		
37-L34	Thematically analysed the play "Tara"		
38- L35	Gave introduction on Charles Dickens		
39- L36	Explained he history of the play		
40- L37	Talked about the contemporaries of Charles Dickens		
41-L38	Taught the fiction "Great Expectations"		
42-L39	Interpreted the fiction		
43- L40	Character analysis of the novel		
44- L41	Thematical interpretation of the novel		
45- L42	Continued the novel		
46- L43	Explained the novel "Great Expectations"		
47- L44	Revised the play		
48- L45	Revised the play		

49- L46	Revised the prose writers	
50- L47	Revised the prose works	
51- P3	Department Seminar	
52- L48	Interpreted the novel "Great Expectations"	
53- L49	Explained the components of paragraphs	
54- L50	Students wrote a paragraph on "Education"	
55- L51	Taught to write "Review"	
56-L52	- Allotting portion for Internal Test-II	
	Internal Test II begins 18.08.2014	
57-L53	Revision	
58-L54	Class test	
59-IT-II	Internal Test-II	
60- L55	Screened the movie and taught to write review	
61- L56	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
62- L57	Students wrote self-introduction	
63- L58	Group discussion	
64- L59	Vocabulary	
65-L60	Taught Homonyms.	
66- L61	Glossary	
67- L62	Class test	
68- L63	Taught Homophones	
69- L64	Explained about review	
70- L65	Explained the features of paragraph	
71- L66	Taught to write review	
72- L67	Group discussion	
73- L68	Revision	
74-P4	College level meeting/ function	
75- L69	Group discussion	
76- L70	Taught Homophones	
77- L71	Revisied the novel "Great expectation"	
78- L72	Taught new words	
79- L73	Allotting portion for Internal Test-III	
	Internal Test III begins 15.09.2014	
80- L74	Taught vocabulary	
81- L75	Revised the novel "Great expectation"	
82-IT-III	Internal Test-III	
83-L76	Revision	
84- L77	- Test Paper distribution and result analysis	
85- L78	Revision	
06.1.70	Entering Internal Test-III Marks into University portal	
86-L79	Model Test 24.10.2014	
87-MT	Model Test	
88-MT	Model Test	
89-MT	Model test paper distribution and previous year university question paper	
00 1 00	discussion Feedback of the Course, analysis and report proposition	
90-L-80	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Course Outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Understood different genres in English
CO2	Students learn to write essays
CO3	Students improve their communicative skills
CO4	Understood the history of the play
CO5	Learnt to write different composition
CO6	Study how to write review
CO7	Learnt about fiction
CO8	Study several vocabularies
CO9	Learnt to write essays
Experimental	
Learning	
EL1	Visited the library
EL2	Screened Mahesh Dhattani's play
EL3	Students wrote by their own
EL4 Screened the movie and students wrote review	
Integrated Activity	
IA1	Quiz
IA2	Debate

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-	
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.	
# For slow learner	: special care taken, motivate the advanced learner to support	
	the slow learner to study. To attend the remedial classes.	
# Extension activity	: Motivate student to take classes for school students.	
HOD Signature	Staff Signature	

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Phonetics and Spoken English	
Course Code	GSEN3A	
Class	II year (2014-2015)	
Semester	Odd	
Staff Name	Dr. Jebaraj Kingsly Zechariah	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- To motivate the students to make use proper sounds in English.
 To introduce the 44 sounds to the students.
- > To train the students in developing communication skills in English.

Syllabus

Unit I	- Vowels, Stress
Unit-II	- Consonants, Intonation
Unit-III	- Transcription of words, sentences and marking of stress
Unit-IV	-At a Bank I
	–At a Bank II
	-At a hotel reception Hall
	-Helping a friend to obtain a flat I, II, III
	-A Discussion between two friends
	-Booking Accommodation at an outstanding hotel
	-Enquiring about flight /Arrivals
	- Enquiry for information
	-At the Restaurant
	-Visiting a Doctor
	-At the Library
Unit-V	-Greeting, Introduction, Information, Invitation, Permission,
	Request, Offers, Complements, Sympathy, Apology.
	Complaint, Gratitude, Persuasion, Suggestion, Warning, Opinion, Turn talking, Interview, Group Discussion, Public Speaking.

Course Calendar

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Introduction to the significance of sounds.
2-L2	Introduction to English Phonetics.

2 1 2	Discussion on the Oppone of Super-
3- L3 4-L4	Discussion on the Organs of Speech. Discussion on the Organs of Speech.
4-L4 5-L5	Classification of English Speech Sounds.
5-L5 6-L6	Practice of first four Pure vowels.
0-L0 7-L7	Practice of second four Pure vowels.
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Practice of the last four Pure vowels.
10- L9	Classification of Pure vowels.
10-L) 11-L10	Practice of Diphthongs.
11-L10 12-L11	Practice of Diphthongs.
12-L11 13-L12	Classification of Diphthongs.
13 L12 14-L13	Practice of Consonants.
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins 30.07.2014
16-L15	Practice of Consonants.
17-IT-1	Internal Test-I
18-L16	Practice of Consonants.
19-L17	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Classification of Consonants Based on Place of articulation.
21- L19	Classification of Consonants Based on Manner of articulation.
22- P2	College level meeting/Cell function
23-L20	Rules governing Stress in English.
24-L21	Rules governing Stress in English.
25-L22	Discussion on Introduction in English.
26-L23	Discussion on Introduction in English.
27-L24	Transcription of words and sentences
28-L25	Transcription of words and sentences.
29-L26	Transcription of words and sentences.
30-L27	Making Stress.
31-L28	Making Stress.
32-L29	Introduction to Spoken English.
33-L30	Conversation at a Bank I and Bank II.
34- P3	Department Seminar
35-L31	Conversation at a reception Hall.
36-L32	- Allotting portion for Internal Test-II
07.100	Internal Test II begins 18.08.2014
37-L33	Helping a friend to obtain a flat-a Conversation.
38- IT-II	Internal Test-II
39-L34	Booking Accommodation and Enquiring about flight /Arrivals.
40-L35	Test Paper distribution and result analysis
41 I 26	Entering Internal Test-II Marks into University portal
41-L36	Visiting a Doctor and Conversation at a Library.
42-L37	Langue Functions – Greeting and Introduction.
43- L38 44- P4	Langue Functions – Invitation and Permission.
44- P4 45-L39	College level meeting/ function
45-L39 46-L40	Langue Functions - Request, Offers and Complements.
40-L40	Langue Functions - Sympathy and Apology.

47-L41	Langue Functions - Complaint and Gratitude.
48-L42	Langue Functions - Persuasion and Suggestion.
49-L43	Langue Functions -, Warning and Opinion.
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins 15.09.2014
51 L45	Turn talking and Interview.
52- L46	Group Discussion.
53-IT-III	Internal Test-III
54-L47	Public Speaking.
55-L48	- Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test 24.10.2014
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

COs of the course " <course name="">"</course>
Students have been exposed to English Speech Sounds
Students have learnt the 44 sounds.
Students have learnt the 44 sounds and symbols.
Students have learnt to Transcribe words.
Students have learnt the Transcribe words and sentences.
Students were given training to speak on given occasions.
Students were made to listen to English from people of various
nations.
Assignment on transcription was given.
Group Discussion.
Role Plays.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Pre Raphaelite and Victorian Age	
Course Code	GMEN51	
Class	III year (2014-2015)	
Semester	Odd	
Staff Name	Dr K. Vijila	
Credits	6	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

- To know about Pre Raphelite movement
- > To learn about aesthetic sense of the Pre Raphelite
- > To learn about Victorian novelists.
- > To learn about the position of women writers in Victorian age

Syllabus

Unit – I The Age of Tennyson (1832 – 1887)

Verse General Prose The Novel Age of Hardy Text : Hudson: History of English Literature

Unit – II	Poetry			
	-	Tennyson	-	Lotos eaters
		Browning	-	Andrea Del Sarto
		Mathew Arnold	-	Forsaken Merman
		Rossetti	-	The Blessed Damozel
Unit – III	Prose			
	Rusk	kin : Kin's Treasur	ies (Ses	ame and Lilies)
Unit – IV	Drama			
		John Galswor	thy : Ju	istice
Unit – V	Fiction		-	
		George Eliot :	Silas M	larner
		-		

Course Cal	lendar
Hour	Class Schedule
allotment	

	Odd Semester Begin on 18.06.2018
1-L1	Interpreted the Pre – Raphaelites Movement
2-L2	Explained the life and career of various writers and painters
3- L3	Illustrated the characteristics of Pre – Raphalite writers
4-L4	Detailed the note on "The Age of Tennyson
5-L5	Explained the Features of Verse
6-L6	Talked about Verse Writers
7-L7	Talked about different forms and techniques of verse
8-L8	Explained about the verse witters of Victorian Age
9-L9	Talked about the Themes and techniques of the Verses
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Illustrated the features of prose
12-L11	Talked about various prose writers
13-L12	Themes used in prose works
14-L13	Elaborate note on prose writers and their themes
15-L14	Introduced Tennyson
16-L15	Explained the poetic style of Tennyson
17-L16	Read and Explained the poetic style of Tennyson
18-L17	Interpreted "lotus Eaters"
19-L18	Life and career of Browning
20-L19	Read and interpreted "Andrea Del sarto"
21-L20	Analysis of the poem Andrea Del Sarto
22-L21	Explained the poetic diction of the poem
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 30.07.2014
24-L23	Explained the history of novel
25-L24	Talked about several novelists
26-IT-1	Internal Test-I
27-L25	Themes and techniques of Victorian novelists
28-L26	Gothic element in Victorian novels
29-L27	Explained the pessimistic approach of Victorian novels
30-L28	Test Paper distribution and result analysis
21.1.20	Entering Internal Test-I Marks into University portal
31-L29	
32-L30	Introduced Mathew Arnold
33-L31	Analysed the poem Forsaken Merman
34-P2	College level meeting/Cell function
35-L32	Talked about position of women in Victorian age
36- L33	Explained Age of Hardy
37-L34	Elaborate the note on Age of Hardy
38-L35	Continued Age of Hardy
39-L36	Talked about the writers in the "Age of Hardy"
40-L37	Writing style and techniques in the "Age of Hardy"
41-L38	Explained the themes and techniques of Arnolds poems
42-L39	Life and career of Ruskin
43-L40	Prose style of Ruskin
44- L41	Elaborated "Blink's Treasuries"
45- L42	Analysed the Prose

47-1.44 Explained the text "Kings Treasuries" 48-1.45 Continued to read the text 49-1.46 Illustrated the Text 50-1.47 Concluded the text "King's Treasuries" 51-19 Department Seminar 52-148 Revised the prose writers and text 53-149 Introduced the writers John Galsworthy 54-150 Read and Explained the text "Justice" 55-151 Interpreted the text "Justice" 56-1.52		
48-145 Continued to read the text 49-146 Illustrated the Text 50-147 Concluded the text "King's Treasuries" 51-P3 Department Seminar 52-148 Revised the prose writers and text 53-149 Introduced the writers John Galsworthy 54-150 Read and Explained the text "Justice" 55-151 Interpreted the text "Justice" 56-152 - Allotting portion for Internal Test-II Internal Test II begins 18.08.2014 57-153 Analysis of the text "Justice" 58-154 Continued the text 59-17-11 Internal Test-II Internal Test-II Internal Test-II Marks into University portal 61-155 Explained the Text 63-158 Revised the play 64-159 Taught the history of the play 65-160 Life and career of George Eliot 66-161 Talked about the novel Silas Marners 69-164 Explained the novel Silas Marner" 70-165 Continued the novel "Silas Marner" 71-166 Screened the play 75-169 Group discussion 76-17	46- L43	Talked about the style techniques and theme of Ruskin's Prose work
49- L46 Illustrated the Text 50- L47 Concluded the text "King's Treasuries" 51- P3 Department Seminar 52- L48 Revised the prose writers and text 53- L49 Introduced the writers John Galsworthy 54- L50 Read and Explained the text "Justice" 55- L51 Interpreted the text "Justice" 56-L52 - Allotting portion for Internal Test-II 57-L53 Analysis of the text "Justice" 58-L54 Continued the text 59-TI-II Internal Test-II 60- L55 Explained the Text 61- L56 - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal 62- L57 Continued the Text 63- L58 Revised the play 64- L59 Taught the history of the play 65- L60 Life and career of George Eliot 66- L61 Talked about modernisms 67- L62 Explained the novel "Silas Marner" 70- L65 Continued the novel "Silas Marner" 70- L66 Screened the play 72- L67 Quiz 73- L68 Talked about the novel "Silas Marner" <th></th> <th>Explained the text "Kings Treasuries"</th>		Explained the text "Kings Treasuries"
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51- P3 Department Seminar 52- L48 Revised the prose writers and text 53- L49 Introduced the writers John Galsworthy 54- L50 Read and Explained the text "Justice" 55- L51 Interpreted the text "Justice" 56-L52	49- L46	Illustrated the Text
52- L48 Revised the prose writers and text 53- L49 Introduced the writers John Galsworthy 54- L50 Read and Explained the text "Justice" 55- L51 Interpreted the text "Justice" 56-L52	50- L47	Concluded the text "King's Treasuries"
53- L49 Introduced the writers John Galsworthy 54- L50 Read and Explained the text "Justice" 55- L51 Interpreted the text "Justice" 56-L52 Allotting portion for Internal Test-II 57-L53 Analysis of the text "Justice" 58-L54 Continued the text 59-IT-II Internal Test II begins 18.08.2014 57-L53 Analysis of the text "Justice" 58-L54 Continued the text 59-IT-II Internal Test-II 60- L55 Explained the Text 61- L56	51- P3	Department Seminar
54-L50 Read and Explained the text "Justice" 55-L51 Interpreted the text "Justice" 56-L52	52- L48	Revised the prose writers and text
55-L51 Interpreted the text "Justice" 56-L52	53- L49	Introduced the writers John Galsworthy
56-L52	54- L50	Read and Explained the text "Justice"
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57-L53 Analysis of the text "Justice" 58-L54 Continued the text 59-IT-II Internal Test-II 60-L55 Explained the Text 61-L56	56-L52	Allotting portion for Internal Test-II
58-L54 Continued the text 59-IT-II Internal Test-II 60-L55 Explained the Text 61-L56		Internal Test II begins 18.08.2014
59-IT-II Internal Test-II 60- L55 Explained the Text 61- L56	57-L53	Analysis of the text "Justice"
60-L55 Explained the Text 61-L56	58-L54	Continued the text
61-L56	59-IT-II	Internal Test-II
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Entering Internal Test-II Marks into University portal62- L57Continued the Text63- L58Revised the play64- L59Taught the history of the play65- L60Life and carcer of George Eliot66- L61Talked about modernisms67- L62Explained the poetic diction of George Eliot68- L63Talked about the novel Silas Marners69- L64Explained the novel "Silas Marner"70- L65Continued the novel "Silas Marner"71- L66Screened the play72- L67Quiz73- L68Talked about the novel "Silas marner"74-P4College level meeting/ function75- L69Group discussion76- L70Revised the Victorian Age77- L71Revised the Age of Hardy79- L73	<u>61- L5</u> 6	-Test Paper distribution and result analysis
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68- L63Talked about the novel Silas Marners69- L64Explained the novel "Silas Marner"70- L65Continued the novel "Silas Marner"71- L66Screened the play72- L67Quiz73- L68Talked about the novel "Silas marner"74-P4College level meeting/ function75- L69Group discussion76- L70Revised the Victorian Age77- L71Revised the Pre-Raphalite78- L72Revised the Age of Hardy79- L73 Allotting portion for Internal Test-III80- L74Revision81- L75Revision82-IT-IIIInternal Test-III83- L76Revision84- L77 Test Paper distribution and result analysis85- L78	67- L62	Explained the poetic diction of George Eliot
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73- L68Talked about the novel "Silas marner"74-P4College level meeting/ function75- L69Group discussion76- L70Revised the Victorian Age77- L71Revised the Pre-Raphalite78- L72Revised the Age of Hardy79- L73 Allotting portion for Internal Test-IIIInternal Test III begins 15.09.201480- L74Revision81- L75Revision82-IT-IIIInternal Test-III83- L76Revision84- L77 Test Paper distribution and result analysis85- L78	71- L66	Screened the play
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76- L70Revised the Victorian Age77- L71Revised the Pre-Raphalite78- L72Revised the Age of Hardy79- L73 Allotting portion for Internal Test-III79- L7380- L74Revision81- L75Revision82-IT-IIIInternal Test-III83- L76Revision84- L77 Test Paper distribution and result analysis85- L78	74-P4	College level meeting/ function
77- L71 Revised the Pre-Raphalite 78- L72 Revised the Age of Hardy 79- L73 Allotting portion for Internal Test-III Internal Test III begins 15.09.2014 80- L74 Revision 81- L75 Revision 82-IT-III Internal Test-III 83- L76 Revision 84- L77 Test Paper distribution and result analysis 85- L78		
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79- L73 Allotting portion for Internal Test-III Internal Test-III begins 15.09.2014 80- L74 Revision 81- L75 Revision 82-IT-III Internal Test-III 83- L76 Revision 84- L77 Test Paper distribution and result analysis 85- L78		
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82-IT-III Internal Test-III 83- L76 Revision 84- L77 Test Paper distribution and result analysis 85- L78		
83- L76 Revision 84- L77 Test Paper distribution and result analysis 85- L78		
84- L77 Test Paper distribution and result analysis 85- L78		
85- L78		
		Test Paper distribution and result analysis
	85- L78	
		Entering Internal Test-III Marks into University portal
86- L79 Model Test 24.10.2014		
87-MT Model Test		
88-MT Model Test		
89-MT Model test paper distribution and previous year university question paper	89-MT	Model test paper distribution and previous year university question paper

	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students learnt about sensuous approach of Pre – Raphelite
CO2	Understood the importance of picturesqueness
CO3	Learn various writers and painters of Pre – Raphelite
CO4	Students know the aesthetic sense of Pre – Raphelite
CO5	Learnt several Writers of Pre – Raphelite and Victorian Age
CO6	Learn about Portrayal of ordinary people in Victorian Age
CO7	Students learn the pessimistic approach of Victorian Age
CO8	Understood the accepts of Gothic elements in Victorian Age
CO9	Learn the Poetics diction in Victorian Poetry
Experimental	
Learning	
EL1	Comparative study on Pre – Raphelite and Victorian Age
EL2	Students went to library to read Victorian Age
EL3	Students wrote Review on Several prescribed Text
EL4	Students wrote Review on Several Prescribed Text
Integrated Activity	
IA1	Debate
IA2	Quiz

# Blended Learning	: using PPT, video, library resources, ICTD techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study .to attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name B.A. English Course Name **Regional Literature in Translation** Course Code GMEN64 III year (2014-2015) Class Semester Odd Staff Name Dr. J. Jebaraj Kingsly Zechariah Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem

Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To introduce the theories of translation
- > To give exposure to literature produced in regional languages
- > to give an insight into various cultures dealt in regional literature
- \triangleright

Syllabus

Unit I

Tirukkural

Chapter4 – the power of Virtue Chapter 7-The Wealth of children Chapter9- Hospitality Chapter11-Gratitude Chapter13-Self Control/Restraint

Raj Gauthaman: Dalit Culture Lovely Stephen:Dalit Women:The problem of self Emancipation Text:

No Alphabet in Sight : New Dalit Writing from south India ed:k.SathyaNarayana

Unit III

Bama : Karukku

M.Mukundan:Dance

Unit IV

Girish Karnad - Yayati

Unit v

Short stories from Sundara Ramasamy waves

Course Calendar

Hour	Class Schedule
allotment	

	Odd Semester Begin on 18.06.2018	
1-L1	Discussion on the significance and challenges of translation	
2-L2	Introduction to translation theories	
3- L3	Contribution of Thiruvalluvar to literature	
4-L4	Analysis of the chapter, "The power of virtue"	
5-L5	Analysis of the chapter, "The power of virtue"	
6-L6	Justification of the title of the chapter	
7-L7	Comparison of the original text with GUpopes translation	
8-L8	Critical analysis of the chapter"The wealth of children"	
9-L9	Critical analysis of the chapter "The wealth of children"	
10-P1	Welcoming of First year and Inauguration of Literary Association	
11-L10	Justification of the title of the chapter	
12-L11	Introduction to Raj Gauthaman as a writer	
13-L12	Critical analysis "Dalit culture"	
14-L13	Critical analysis "Dalit culture"	
15-L14	Discussion on various theames in various Dalit culture	
16-L15	Introduction to lovely Stephen as a writer	
17-L16	Critical analysis Dalit women : The problem of self emelsiphation	
18-L17	Critical analysis Dalit women : The problem of self emelsiphation	
19-L18	Feministic reading of Dalit women: The problem of self emelsiphation	
20-L19	The various themes of Dalit women: The problem of self emelsiphation	
21-L20	Introduction of Bama as a writer	
22-L21	Critical analysis of Karukku	
23-L22	Allotting portion for Internal Test-I	
	Internal Test I begins 30.07.2014	
24-L23	Critical analysis of Karukku	
25-L24	Critical analysis of Karukku	
26-IT-1	Internal Test-I	
27-L25	Social discrimination in Karukku	
28-L26	Discussion on various themes in Karukku	
29-L27	Social relevance in Karukku	
30-L28	-Test Paper distribution and result analysis	
31- L29	Entering Internal Test-I Marks into University portal Critical analysis of Thiruvalluvar's "Hospitality"	
31- L29 32- L30		
32-L30 33-L31	Critical analysis of Thiruvalluvar's "Hospitality" Critical analysis of Thiruvalluvar's "Hospitality"	
33-L31 34-P2	College level meeting/Cell function	
34-12 35-L32	Critical analysis of Thiruvalluvar's "Gratitude"	
36- L33	Critical analysis of Thiruvalluvar's "Gratitude"	
30- L33 37- L34	Critical analysis of Thiruvalluvar's "Gratitude"	
37-L34 38-L35	Critical analysis of Thiruvalluvar's "Self restrant"	
39- L35	Critical analysis of Thiruvalluvar's "Self restrant"	
40- L37	Critical analysis of Thiruvalluvar's "Self restrant"	
40- L37 41- L38	Discussions on Thiruvalluvar as Divine poet with reference to Prescribed	
FI 1250	chapters	
42- L39	Estimate on G.U. popes translation	
43- L40	Predominent themes in the prescribed chapters of thiruvalluvar	
44- L41	Challenges G.U. pope would have faced while translating	
	Chancinges 5.6. pope would have faced while translating	

87-MT 88-MT	Model Test Model Test
86- L79	Model Test 24.10.2014
	Entering Internal Test-III Marks into University portal
85- L78	Contribution of regional literature in India
84- L77	- Test Paper distribution and result analysis
83- L76	Dominent themes in the course
82-IT-III	Internal Test-III
81- L75	Common themes dealt in the course
80- L74	General understanding of the course
00 171	Internal Test III begins 15.09.2014
79- L73	- Allotting portion for Internal Test-III
78- L72	Summary and analysis of nineth story in waves
77- L71	Summary and analysis of eighth story in waves
76- L70	Summary and analysis of seventh story in waves
75-L69	Summary and analysis of sixth story in waves
74-P4	College level meeting/ function
73- L68	Critical analysis of the fifth story in waves
72- L67	Plot construction of the fifth story in waves
71- L66	Critical analysis of the fourth story in waves
70- L65	Plot construction of the fourth story in waves
69- L64	Critical analysis of the third story in waves
68- L63	Plot construction of the third story in waves
67- L62	Critical analysis of the second story in waves
66- L61	Plot construction of the second story in waves
65- L60	Critical analysis of the first story in waves
64- L59	Plot construction of the first story in waves
63- L58	Introductio to waves
62- L57	Introductio of Sundararamasamy as a short story writer
	Entering Internal Test-II Marks into University portal
61- L56	Test Paper distribution and result analysis
60- L55	
59-IT-II	Internal Test-II
58-L54	Various themes in yayati
57-L53	Various themes in yayati
	Internal Test II begins 18.08.2014
56-L52	Allotting portion for Internal Test-II
55- L51	Characterisation in yayati
54- L50	Characterisation in yayati
53- L49	Discussions on yayati as a mythological story
52- L48	Critical summary of yayati
51- P3	Department Seminar
50- L47	Critical summary of yayati
49- L46	Critical summary of yayati
48- L45	Critical summary of yayati
47- L44	Critical summary of yayati
46- L43	Girish Karanard as a dramatist
45- L42	The structural significance of thirukkural

89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students were exposed to regional literature
CO2	Students understood the social culture and political dimensions of
	India
CO3	Students understood the social culture and political dimensions of
	India
CO4	Students gained into the theories of translation
CO5	Students learnt the various themes of the prescribed regional
	literature
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Quiz was conducted
EL2	Students were asked to translate a few passages
EL3	Students were asked to report the difficulties they experienced
	while translation
EL4	
Integrated Activity	
IA1	Group discussion on the common themes in this course
IA2	Group discussion on the varied approaches to the literature

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classesss. : Motivate student to take classes for school students.
" Extension dervity	. More vale statement to take enables for sensor statemes.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name M.A. English Course Name Shakespeare Course Code HEHM31 Class II year (2014-2015) Semester Odd Staff Name Dr. E. Edward David Sundararaj Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To gain an insight in the age of Shakespeare.
- To make the students understand the themes and techniques of Shakespearean plays and sonnets.
- > To make the students realise the relevance of shakespeare to the present age.

Syllabus

UNIT-I

Midsummer Night's Dream

UNIT-II

Hamlet

UNIT- III

Measure for Measure

UNIT-IV

Antony and Cleopatra

UNIT-V

Quartos and Folios Textual Criticism Shakespearean Criticism Historical Plays Narrative Poems

Reference;

A.C.Bradley-Shakespearean Tragedy G.Wilson Knight-The Wheel of Fire, The Imperial Theme A.W.Pollard-Shakespeare Folios and Quartos Britannica Encyclopaedia on Shakespeare

Hour	lendar Class Schedule		
allotment	Odd Semester Basin on 1906 2019		
1 T 1	Odd Semester Begin on 18.06.2018		
1-L1	Introduction to Shakespeare as a dramatist		
<u>2-L2</u>	An insight into Shakespearean comedy		
<u>3-L3</u>	A discussion on the plot summary of A Midsummer Night's Dream		
<u>4-L4</u>	Continuation of the discussion on plot summary		
<u>5-L5</u>	Analysis of first 2 Acts		
6-L6	Critical analysis of Acts III and IV		
7-L7	Critical analysis of Act V		
8-L8	Theme of love in the play		
9-L9	Superstitious Elements in the play		
10-P1	Welcoming of First year and Inauguration of Literary Association		
11-L10	Role of Dreams in the play		
12-L11	Loss of individual identity in the drama		
13-L12	Theme of male dominance		
14-L13	General Criticism on the drama		
15-L14	Introduction to Shakespearean Tragedy		
16-L15	Plot overview of Hamlet		
17-L16	Plot overview of Hamlet		
18-L17	Critical analysis of Act I in Hamlet		
<u>19-L18</u>	Critical analysis of Act II in Hamlet		
20-L19	Critical analysis of Act III in Hamlet		
21-L20	Critical analysis of Act IV in Hamlet Critical analysis of Act V in Hamlet		
22-L21			
23-L22	Allotting portion for Internal Test-I Internal Test I begins 30.07.2014		
24122	8		
24-L23	The impossibility of Certainty		
25-L24 26-IT-1	The complexity of Action in Hamlet Internal Test-I		
20-11-1 27-L25			
27-L25 28-L26	The Mystery of Death in Hamlet A psychoanalytical reading of Hamlet		
28-L20 29-L27	Character Sketch of Hamlet		
30-L28	-Test Paper distribution and result analysis Entering Internal Test-I Marks into University portal		
31- L29	General Criticism on the play Hamlet		
<u>31- L29</u> 32- L30	Characteristics of Shakespeare's problem plays		
32- L30 33- L31	Plot overview of Measure for Measure		
<u>33- L31</u> 34-P2			
34-P2 35- L32	College level meeting/Cell function Plot overview of Measure for Measure		
<u>35- L32</u> 36- L33			
<u>36- L33</u> 37- L34	Critical analysis of Act I		
<u>37- L34</u> 38- L35	Critical analysis of Act II Critical analysis of Act III		
	Critical analysis of Act III Critical analysis of Act IV		
<u>39-L36</u>	Critical analysis of Act IV		
40- L37 41- L38	Critical analysis of Act V Theme of Justice with Mercy in the play		
41-1 1X	I THEME OF JUSTICE WITH METCY IN THE DIAV		

86- L79	Model Test 24.10.2014
0.4	Entering Internal Test-III Marks into University portal
85- L78	Revision
84- L77	- Test Paper distribution and result analysis
83- L76	General criticism of the Drama
82-IT-III	Internal Test-III
81-L75	Character sketch of Cleopatra
80- L74	Character sketch of Antony
00 :	Internal Test III begins 15.09.2014
79- L73	Allotting portion for Internal Test-III
78- L72	The Clash of East and West
77- L71	The struggle between Reason and Emotion
76- L70	Critical analysis of Act V
75- L69	Critical analysis of Act IV
74-P4	College level meeting/ function
73- L68	Critical analysis of Act III of the play
72- L67	Critical analysis of the play –Act II
71- L66	Critical analysis of the play –Act I
70- L65	Plot summary of Antony and Cleopatra
69- L64	Plot summary of Antony and Cleopatra
68- L63	Introduction to Roman Plays
67- L62	Narrative structure in the poems
66- L61	Themes in Shakespeare's Narrative Poems
65- L60	Introduction to Shakespeare's Narrative Poems
64- L59	Study of Shakespeare's Historical Plays
63- L58	Study of Shakespeare's Historical Plays
62- L57	Study of Shakespeare's Historical Plays
	Entering Internal Test-II Marks into University portal
61- L56	Test Paper distribution and result analysis
60- L55	Discussion on Shakespearean Criticism
59-IT-II	Internal Test-II
58-L54	Discussion on Shakespearean Criticism
57-L53	Discussion on Shakespearean Criticism
	Internal Test II begins 18.08.2014
56-L52	Allotting portion for Internal Test-II
55- L51	Study of Textual criticism on Shakespeare
54- L50	Study of Textual criticism on Shakespeare
53- L49	Study of Textual criticism on Shakespeare
52- L48	Analysis of Quartos and Folios of Shakespeare
51- P3	Department Seminar
49- L40 50- L47	Analysis of Quartos and Folios of Shakespeare
48- L43 49- L46	Analysis of Quartos and Folios of Shakespeare
47- L44 48- L45	Other Critics view on the play
47- L44	General criticism on the play
45- L42 46- L43	Appearance Vs Reality in the play
44- L41 45- L42	Temptation in the play
43- L40 44- L41	Character of Isabella
43- L40	Theme of Disguise in the play

87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students have gained an insight into the age of Shekaspeers
<u>CO1</u>	Students have gained an insight into the age of Shakespeare
CO2	Students understood various themes in his plays
CO3	Students learnt the dramatic techniques of Shakespeare
CO4	The relevance of Shakespeare's dramas to the present age was studied
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Quiz was conducted
EL2	Hamlet was screened
EL3	Antony and Cleopatra was screened
EL4	Quiz was conducted
Integrated Activity	
IA1	Group discussion on Shakespeare as a dramatist
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-	
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.	
# For slow learner	: special care taken, motivate the advanced learner to support	
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.	
HOD Signature	Staff Signature	

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Social History of English	
Course Code	JAEN11	
Class	I year (2014-2015)	
Semester	Odd	
Staff Name	Dr. B Beneson Thilagar Christadoss	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- To learn and acquire general knowledge about the old, the medieval or middle and modern period of England in political perspective.
- To correlate the socio political history with the literary history of English and to perceive how the literature from the land reflexes nations history.
- To decipher the knowledge of socio political history and enabling them to get familiarized with representative literary & Cultural texts.

Syllabus Unit-I		
		Introduction- A brief outline of British History
Chapter	Ι	The Renaissance
	II	The Reformation
Unit-II		
Chapter	III	The Religion of England
-	IV	The Elizabethan Theatre
	VI	The Civil War and its Social Consequences
Unit-III		-
Chapter	VII	Puritanism
-	VII	Restoration England
	XI	Coffee- House Life in London.
Unit-IV		
Chapter	XIII	The Industrial Revolution
•	XIV	The Methodist Movement
	XV	Other Humanitarian Movement
Unit-V		
Chapter	XVI	Effects of the French Revolution

XIX Development of Education in Victorian England

Course Ca	Iendar
Hour allotment	Class Schedule
unotiment	Odd Semester Begin on 18.06.2018
1-L1	Introduction to British History.
2-L2	100 years war.
3- L3	War of the Roses and Tudor period.
4-L4	Stuart period and the house of Winsor.
5-L5	The Renaissance-Introduction invention and discoveries.
6-L6	Renaissance in Italy, France and England. Renaissance writers and summing up Renaissance.
7-L7	Reformation- Introduction, movement in England.
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Reformation during Henry VIII, Edward VI.
10- L9	Religious settlement and results of the movement.
11-L10	Introduction- The religion of England.
12-L11	High Church, Low Church, Origin of Methodism, Baptists.
13-L12	Congregationalism, Presbyterianism-Quakerism, Unitarianism, The Adventists.
14-L13	Introduction to Elizabethan Theatre, various Theatres and Elizabethan audience.
15-L14	Shakespeare's theatrical contribution and summing up.
_	Internal Test I begins 30.07.2014
16-L15	Introduction to Civil War-causes of Civil War, its significance.
17-IT-1	Internal Test-I
18-L16	Results of Civil War and summing up the effect of Civil War.
19-L17	-Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Introduction to Puritanism, Origin, Ideals, Daily routine.
21- L19	Puritan contribution to Literature, Puritanism and politics ,summing up
22- P2	College level meeting/Cell function
23-L20	Introduction: Restoration England, Religion formation of political parties.
24-L21	Development of Science, Royal Society, Revival of theatre.
25-L22	Social Structure and distribution of wealth
26-L23	Introduction to Coffee- House-origin development and separate Coffee- Houses.
27-L24	Important Coffee- Houses in England and suppression of Coffee- Houses during French revolution.
28-L25	Summing up Restoration and Coffee- Houses in England.
29-L26	Introduction to Industrial Revolution.
30-L27	Factors favourable in England for Industrial development.
31-L28	Revolution in textile Industry, Iron and coal Industries.
32-L29	Improvemence in means of transport, Inland navigation & results of Industrial Revolution.
33-L30	Introduction- Methodist Movement-Origin.
34- P3	Department Seminar
35-L31	Service renounced by John Wesley, George Whitefield and other Methodists.
36-L32	Social effects and influence on English Literature.
	Internal Test II begins 18.08.2014
37- L33	Introduction Other Humanitarian Movements.

38- IT-II	Internal Test-II
39-L34	Establishment of hospital-prison reform-revision of legal system.
40-L35	Anti-Slavery Movements.
	Entering Internal Test-II Marks into University portal
41-L36	Poor law amendment act, summing up Other Humanitarian Movement.
42- L37	Introduction-effects of French Revolution.
43- L38	Causes for the French Revolution and effects of French Revolution, The
	National Debt.
44- P4	College level meeting/ function
45-L39	Passing Corn Law, Anti Corn Law League, repeal of Corn Law.
46-L40	Reform Bill of1832 and how French Revolution influenced English Literature
	and Summing up.
47-L41	Introduction- Victorian Age.
48-L42	General features of people's character.
49-L43	The great exhibition, the Oxford movement.
50-L44	Summing up of Victorian Age.
	Internal Test III begins 15.09.2014
51 L45	Introduction-development in Secondary Education and Educational reforms.
52- L46	Gladstone's Education Act of 1870, The test of 1871, and development of
	women's education.
53-IT-III	Internal Test-III
54-L47	Establishment of Board of Education and summing up.
55-L48	- Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test 24.10.2014
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>		
CO1	Would have learnt and acquire general knowledge.		
CO2	The historical movements.		
CO3	Cultural politics of England.		
CO4	Would have understood the socio cultural background on which a		
	literary test is grounded.		
CO5			
CO6			
CO7			
CO8			
CO9			
Experimental			
Learning			
EL1	Group discussion on movements in the history of England.		

EL2	
EL3	PPT
EL4	
Integrated Activity	
IA1	Quiz on the revolutionist other topics.
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-		
	learning resources, Google classroom, study tour, etc.,		
# For Advanced Learner	: use library books, E- books, motivate student to prepare for		
	higher study.		
# For slow learner	: special care taken, motivate the advanced learner to support		
	the slow learner to study. To attend the remedial classes.		
# Extension activity	: Motivate student to take classes for school students.		
HOD Signature	Staff Signature		

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

(Trepared by start member handning the course)		
Programme Name	B.A. English	
Course Name	Women's writing	
Course Code	GMEN5B	
Class	I year (2018-2021)	
Semester	Odd	
Staff Name	Mrs. ANTO SINDHUJA. R	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- To understand the role of literature in creating social awareness for upliftment of women
- To know about Womens' Empowerment
- To learn the impact of Women's Empowerment on family as well as social welfare.
- \blacktriangleright To study the female writers and the themes explored by them.

Syllabus

Unit-I: Poetry

Maya Angelou -	Phenomenal Women
Judith Wright -	Woman to Man
Kishwar Naheed -	I am not that Woman

Unit-II: prose

jean rhys - the day they burned the books Virginia Woolf - Shakespeare's Sister

Unit-III: Short-Story

Nadine Gardiner	-	A Correspondence Course
Katherine Mansfie	ld - An I	deal Family
Alice Munroe	-	The Photographer
Unit-IV: Fiction		

Meena Alexander - Nampally Road

Unit-V:Drama

Suzan-Lori Parks - Topdog/Underdog

Texts Prescribed:

Women's Writing: Anthology. Mainspring Publishers. Chennai- 600042. Nampally Road. Meena Alexander. Orient Blackswan.

Hour	Class Schedule		
allotment			
	Odd Semester Begin on 18.06.2018		
1-L1	Taught about "Feminism"		
2-L2	Talked about three phases of "Feminism"		
3- L3	Discussed about Maya Angelou and her contemporary writers		
4-L4	Explained the poem "Phenomenal Woman"		
5-L5	Analysed the poetical techniques, themes.		
6-L6	Gave introduction about Judith wright and her poem "Woman to Man"		
7-L7	Explained the poem "Woman to Man"		
8- P1	Welcoming of First year and Inauguration of Literary Association		
9- L8	Discussed about the background and narrative technique of the poem		
10- L9	Shared about woman's problems in the family and society		
11-L10	Discussed about the themes of the poem "Woman to Man"		
12-L11	Talked about social construction of gender		
13-L12	Learnt about kishwar Naheed and contemporary writers		
14-L13	Explained the poem i am not that women		
15-L14			
16-L15	Exchanged the views on tradition that affects women		
17-IT-1	Internal Test-I		
18-L16	Taught about Virginia Woolf		
19-L17	Test Paper distribution and result analysis		
	Entering Internal Test-I Marks into University portal		
20-L18	Explained the prose work "Shakespeare's Sister"		
21- L19	Interpreted the life of Jean Rhys		
22- P2	College level meeting/Cell function		
23-L20	Explained the prose "The Day they Burnt the Book"		
24-L21	Discussed about the multidimensional role played by women		
25-L22	Analysis of women in our own and other cultures from a variety of disciplinary		
	perspective		
26-L23	Talked about Carol Ann Duffy		
27-L24	Detailed analysis of the poem Originally		
28-L25	Interpreted the lesson "The Day they Burnt the Book"		
29-L26	Detailed the history of Drama		
30-L27	Talked about the condition of women in the society		
31-L28	Gave detailed story of Suzan Lori - parks		
32-L29	Figured out the discrimination of man and woman		
33-L30	Explained the play "Topdog/Underdog"		
34- P3	Department Seminar		
35-L31	Gave lecture on the characterization on "Topdog/Underdog"		
36-L32	Allotting portion for Internal Test-II		
	Internal Test II begins 18.08.2014		

37- L33	Told about the themes of the play "Topdog/Underdog"	
38- IT-II	Internal Test-II	
39-L34	Talked about Nadine Gardimer	
40-L35	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
41-L36	Interpreted the short story "The correspondence Course"	
42- L37	Explained the play Topdog/Underdog	
43- L38	Told about Katherine Mansfield	
44- P4	College level meeting/ function	
45-L39	Taught the short story "An Ideal Family"	
46-L40	Interpreted the novel "Nampally Road"	
47-L41	Gave lecture on characteristics of the novel "Nampally Road"	
48-L42	Elucidated the short story "The Photographer"	
49-L43	Explained the short story "The Ogitigraoger"	
50-L44	Allotting portion for Internal Test-III	
	Internal Test III begins 15.09.2014	
51 L45	Interpreted the characters of the play "Topdoy/Underdog"	
52- L46	Explained the novel "Nampally Road"	
53-IT-III	Internal Test-III	
54-L47	Elucidated the novel "Nampally Road"	
55-L48	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test 24.10.2014	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Model test paper distribution and previous year university question paper	
	discussion	
60-L50	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Course Outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Understood the multidimensional soles played by women
CO2	Got clear views on the lives and experiences of women in various
	cultural contexts
CO3	Recognized the masculine bias in the history of knowledge
CO4	Analyzed images of women in literary texts.
CO5	Knew issues relating to women's experience
CO6	Understood the problems faced by women
CO7	Understood the role of literature in women's empowerment
CO8	Learnt about female writers
CO9	Learnt the themes dealt by women writers.
Experimental	
Learning	
EL1	Visited the department library
EL2	Screened women's problem in the society
EL3	Visited the college general library

EL4	EL4 Students took seminar on women empowerment.	
Integrated Activity		
IA1	Debate	
IA2	Skit on women's liberation	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-	
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.	
# For slow learner	: special care taken, motivate the advanced learner to support	
	the slow learner to study. To attend the remedial classes.	
# Extension activity	: Motivate student to take classes for school students.	
HOD Signature	Staff Signature	

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name American Literature Course Code GMEN22 Class I year (2014-2015) Semester Even Staff Name Dr. J. Jebaraj Kingsly Zechariah Credits 4 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To familiarise the students with major periods and trends in American literature.
- Compare different texts to one another and the historical context in which they appear.
- Make the students aware of significant prose and poetry the American Literature has produced.

Syllabus

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Gave an introduction on American Literature	
2-L2	Spoke about Walt Whitman, his life, his literary career	
3- L3	Explained pastoral poems	
4-L4	Spoke about the events that led to President Abraham Lincoln's death	
5-L5	Analysis and interpretation of the poem	
6-L6	Analysis and interpretation of the poem	
7-L7	Broke down the structure of the poem	
8-L8	Explained the style and techniques in the poem	
9-L9	Discussed the themes and symbols in the poem	
10-P1	Welcoming of First year and Inauguration of Literary Association	
11-L10	Discussed lyric poems	
12-L11	Briefed the life and literary career of Edgar Allen Poe	
13-L12	Taught "The Sleeper" by Edgar Allen Poe	

14-L13	Discussed the themes in "The Sleeper"		
15-L14	Explained the different rhyme schemes and the rhyme scheme in "The Sleeper"		
16-L15	Spoke about Robert Frost and his literary works		
17-L16	Analysed lines 1-8 of "After Apple- Picking"		
18-L17	Analysed lines 9-17 of "After Apple- Picking"		
19-L18	Analysed lines 18-26 of "After Apple- Picking"		
20-L19	Analysed lines 27-36 of "After Apple- Picking"		
21-L20	Discussed the themes in the poem "After Apple- Picking"		
22-L21	Spoke on the life and works of Emily Dickinson		
23-L22	Allotting portion for Internal Test-I		
	Internal Test I begins 19.01.2015		
24-L23	Taught the poem "Some Keep The Sabbath Going To Church"		
25-L24	Analysed the poetic devices in "Some Keep The Sabbath Going To Church"		
26-IT-1	Internal Test-I		
27-L25	Did a critical analysis of "Some Keep The Sabbath Going To Church"		
28-L26	Discussed the tone and setting of the poem "Some Keep The Sabbath Going To		
	Church"		
29-L27	Discussed the life and works of Wallace Stevens		
30-L28	Test Paper distribution and result analysis		
	Entering Internal Test-I Marks into University portal		
31- L29	Taught "The Emperor of Ice Cream"		
32- L30	Discussed the themes and symbols in "The Emperor of Ice Cream"		
33- L31	Did a critical analysis of "The Emperor of Ice Cream"		
34-P2	College level meeting/Cell function		
35- L32	Briefed on Harlem Renaissance.		
36- L33	Discussed the life and literary achievements of Langston Hughes		
37- L34	Elaborated on the poem "Harlem Night- The Club"		
38- L35	Discussed the themes in "Harlem Night- The Club"		
39- L36	Discussed the symbols and imageries in "Harlem Night- The Club"		
40- L37	Did a critical analysis of "Harlem Night- The Club"		
41- L38	Briefed the life and literary career of E.E. Cummings		
42- L39	Analysed "In just spring and the Cambridge ladies"		
43- L40	Dissected the themes and imageries in "In just spring and the Cambridge ladies"		
44- L41	Spoke about symbols and tools in "In just spring and the Cambridge ladies"		
45- L42	Gave a brief introduction on Silviya Plath		
46- L43	Spoke about confessional poetry		
47- L44	Taught "To Daddy and Mary's song"		
48- L45	Discussed the themes in "To Daddy and Mary's Song"		
49- L46	Analysed "To Daddy and Mary's Song" critically		
50- L47	Discussed the symbols and tools in "To Daddy and Mary's Song"		
51- P3	Department Seminar		
52- L48	Explained "All My Sons" by Arthur Miller		
53- L49	Critically analysed "All My Sons" by Arthur Miller		
54- L50	Analysed the tools and symbols in "All My Sons"		
55- L51	Spoke of the background behind the play.		
56-L52	Allotting portion for Internal Test-II		
	Internal Test II begins 16.02.2015		
57-L53	Explained "The Turn of the Screw"		

58-L54	Dealt with themes and symbols in "The Turn of the Screw".	
59-IT-II	Internal Test-II	
60- L55	Theoretically analysed "The Turn of the Screw".	
61- L56	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
62- L57	Discussed the imageries in To Daddy and Mary's Song"	
63- L58	Spoke about Ralph Waldo Emerson and his literary career	
64- L59	Briefly introduced the works of Ralph Waldo Emerson	
65- L60	Taught "Self Reliance" by Ralph Waldo Emerson	
66- L61	Dealt with the themes in "Self Reliance" by Ralph Waldo Emerson	
67- L62	Analysed the message in "Self Reliance" by Ralph Waldo Emerson	
68- L63	Discussed famous literary speeches.	
69- L64	Briefed the life and literary achievements of William Faulkner.	
70- L65	Briefed the Nobel Prize Acceptance Speech by Faulkner	
71- L66	Analysed the message in the speech	
72- L67	Spoke about the life and literary works of Eugene O'Neill	
73- L68	Gave an introduction on "The Emperor Jones"	
74-P4	College level meeting/ function	
75- L69	Explained Bertrand Malamud's "The Assistant"	
76- L70	Discussed the themes and symbols in "The Assistant"	
77- L71	Did a character analysis of "The Assistant"	
78- L72	Theoretically analysed "The Assistant"	
79- L73	Allotting portion for Internal Test-III	
	Internal Test III begins 16.03.2015	
80- L74	Introduced Henry James' "The Turn of the Screw"	
81- L75	Briefed "The turn of the Screw"	
82-IT-III	Internal Test-III	
83- L76	Did a critical analysis of "The Turn of The Screw"	
84- L77	Test Paper distribution and result analysis	
85- L78	Did a theoretical analysis of "The Turn of the Screw"	
	Entering Internal Test-III Marks into University portal	
86- L79	Model Test 16.04.2015	
87-MT	Model Test	
88-MT	Model Test	
89-MT	Model test paper distribution and previous year university question paper	
00 T 00	discussion	
90-L-80	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	The students learnt the different trends prevalent in America	
CO2	Students understood how major happenings in America affected	
	the literature of that period	
CO3	CO3 Students were made familiar with significant historical events lik	
	'The Great Depression' that took place in America.	
CO4	Students understood the significant themes that dominated the	

	American Literature.
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Students were made to listen to William Faulkner's Nobel Prize
	Acceptance Speech.
EL2	Students were made to watch the movie version of Arthur Miller's
	"All My Sons".
EL3	
EL4	
Integrated Activity	
IA1	Students enacted a scene from "The Emperor Jones" by Eugene
	O'Neill.
IA2	Students shared their own interpretation of "When Lilacs Last in
	the Doorway Bloomed" individually.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
# For slow learner	higher study. : special care taken, motivate the advanced learner to support the alow learner to study. To attend the remedial classes
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	M.A. English	
Course Name	British literature IV	
Course Code	HEHM22	
Class	I year (2018-2021)	
Semester	Even	
Staff Name	Dr. Jeyasundar Raj	
Credits	5	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

- > To familiarize the Students with the British writers
- > To acquaint the Students with the present trends of British literature.

Syllabus

by nabus	
Unit-I Poetry	
Hopkins	- God's Grandeur
W.B. Yeats	- The Lake Isle if Innis Free
T.S. Eliot	- The Hollow Men
W.H. Auden	- The Fall of Rome
Unit -II Poetry	
Dylan Thomas	- Light Breaks where No sun Shines
Philip Larkin	- Ambulances & Church Going
Ted Hughes	- The Jeguar & Hawk Roosting
Seamus Heaney	- Digging & Bog Oak
Unit III-Prose	
E.M. Forster	- Does Culture Matter?
George Orwell	- The prevention of Literature
J.B. Priestley	- Student Mobs
Bertrand Russell	- Can We Afford to Keep open Minds?
Unit IV- Drama	
Samuel Beckett	- Waiting for Godot
Harold Pinter	- The Caretaker
Unit V-Fiction	
Joseph Conrad	- Lord Jim
George Orwell	-Animal Farm

Course C	lalendar
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Course Cur	
Hour	Class Schedule
allotment	

	Odd Semester Begin on 18.06.2018
1-L1	Save an idea about British literature
2-L2	Introduced the writer Hopkins
3- L3	Read the poem "God's Grandeur"
4-L4	Explained the poem
5-L5	Illustrated the poem with Example
6-L6	Talked about the themes
7-L7	Discussed the style and techniques.
8-L8	Briefed the poem
9-L9	Introduced the poet W.B.Yeats.
10-P1	Welcoming of First year and Inauguration literary Association
11-L10	Discussed about his age
12-L11	Read the poem "The Lake Isle of Innis Free"
13-L12	Explained the poem
14-L13	Illustrated the poem with example
15-L14	Talked about the themes
16-L15	Discussed the style and techniques
17-L16	Briefed the poem
18-L17	Introduced the poet T.S. Eliot
19-L18	Discussed about his age
20-L19	Read the poem "The Hollow Men"
21-L20	Explained the poem
22-L21	Illustrated the poem with example
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 19.01.2015
24-L23	Talked about the themes
25-L24	Discussed the style and Techniques
26-IT-1	Internal Test-I
27-L25	Introduced the poet W.H. Auden
28-L26	Read and explained the poem "The Fall of Rome"
29-L27	Illustrated the ;poem with example
30-L28	-Test Paper distribution and result analysis
21 1 20	Entering Internal Test-I Marks into University portal
31-L29	Talked about the themes
32-L30	Discussed the Style and Techniques
33-L31	Introduced the Poet Dylan Thomas
34-P2	College level meeting/Cell function
35-L32	Explained the poem "Light Breaks where No Sun Shines"
36-L33	Talked about the themes
37-L34	Introduced the poet Philip Larkin
38-L35	Explained the poem "Ambulances"
39-L36	Explained the poem "Church Going"
40-L37	Discussed the themes in both the poems
41-L38	Introduced the poet Ted Hughes
42-L39	Explained the poem "The Jaguar"
43- L40	Explained the poem "Hawk Roosting"
44- L41 45- L42	Talked about the themes present in the poems
	Introduced the poet Seamus Heaney

AC T 42	E-ulained de marger (Dialine)
46- L43	Explained the poem "Digging"
47-L44	Explained the poem "Bog Oak"
48- L45	Explained the prose "Does Culture Matter" by E.M. Forster.
49- L46	Discussed the Characters and themes
50- L47	Talked about the prose "Student Mobs" by J.B. Priestly
51-P3	Department Seminar
52-L48	Analysed the prose "Can We Afford to keep open Mindo" by Russell.
53-L49	Talked about the style of all the prose writers Introduced the writer Samuel Beckett
54- L50 55- L51	
55-L51 56-L52	Talked about his Contemporaries
30-L32	- Allotting portion for Internal Test-II Internal Test II begins 16.02.2015
57-L53	Explained the Drama ":Waiting For Godot
58-L54	Discussed the Characters and themes
59-IT-II	Internal Test-II
60- L55	Briefed the drama.
61-L56	-Test Paper distribution and result analysis
01 1.50	Entering Internal Test-II Marks into University portal
62- L57	Introduced the dramatist Harold Pinter.
63- L58	Explained the Drama "The Caretaker"
64- L59	Continued the drama
65-L60	Discussed the theme.
66- L61	Briefed the Drama.
67-L62	Introduced the writer Joseph Conrad.
68- L63	Explained the fiction "Lord Jim"
69- L64	Continued the fiction
70- L65	Discussed the Themes.
71- L66	Briefed the Fiction
72- L67	Introduced the writer George Orwell
73- L68	Explained the fiction "Animal Farm"
74-P4	College level meeting/ function
75- L69	Continued the Fiction
76- L70	Explain the Fiction
77- L71	Discussed the themes present in the fiction
78- L72	Explained the styles and techniques
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins 16.03.2015
80- L74	Elaborated the characters.
81-L75	Gave a Detailed idea of all the dramas.
82-IT-III	Internal Test-III
83- L76	Gave a Detailed idea on the fictions prescribed.
84-L77	- Test Paper distribution and result analysis
85- L78	Gave a detailed idea on the poems prescribed.
06 1 50	Entering Internal Test-III Marks into University portal
86-L79	Model Test 16.04.2015
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper

	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
C01	The students got an idea about the British Poets
CO2	
CO3	They Became Familiar about the British
CO4	
CO5	Dramas
CO6	
CO7	They became aware of the British history
CO8	
CO9	
Experimental	
Learning	
EL1	Enacted the drama "Waiting for Godot"
EL2	
EL3	Screened the drama "The Caretaker"
EL4	
Integrated Activity	
IA1	Group discussion
IA2	Debate.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

St. John's College, Palayamkottai Department of English COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

(Trepared by start member hundring the course	// //
Programme Name	B. A. English
Course Name	Communicative Grammar and Usage
Course Code	GAEN21
Class	I year (2014-2015)
Semester	Even
Staff Name	Dr. H. Soman Manjore
Credits	5
L. Hours /P. Hours	5 / WK
Total 75 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 65 Hrs (5 units; 5×13=65; 13Hrs /unit)	

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	The sentences different types
2-L2	The structure of sentences
3- L3	Transformation of sentences
4-L4	The verb
5-L5	The sentences different types
6-L6	The structure of sentences
7-L7	Transformation of sentences
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Tenses
10- L9	Auxiliary verbs
11-L10	Word classes from class
12-L11	Word classes function class
13-L12	Tenses present
14-L13	Auxiliary verbs
15-L14	Word classes from class
16-L15	Word classes function class
17- L16	Tenses exercises
18- L17	Auxiliary verbs exercises
19- L18	Tenses present continuous, past continuous ,future continuous
20- L19	Tenses present perfect ,past ,future
21- L20	Allotting portion for Internal Test-I
	Internal Test I begins 19.01.2015
22- L21	Present perfect continuous ,past perfect continuous ,future perfect continuous
23- IT-1	Internal Test-I

24- L22	Concord introduction	
25- L23	Linkers	
26- L24	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
27- L25	Punctuation	
28- L26	Punctuation in the sentences	
29- L27	Punctuation Exercise	
30- P2	College level meeting/Cell function	
31-L28	Concord	
32-L29	Linkers	
33-L30	Punctuation	
34- L31	Letter writing introduction	
35- L32	Messages through E-mail and fax	
36- L33	Concord	
37- L34	Linkers	
38- L35	Punctuation	
39- L36	Letter writing	
40- L37	steps to learn how to write an official letter	
41- L38	Create your heading.	
42-P3	Department Seminar	
43- L39	Write your salutation.	
44- L40	Use your body paragraphs to state your reasons for writing .	
45- L41	Add your closing body paragraph and signature.	
46- L42	Mention and add your enclosures.	
47- L43	Allotting portion for Internal Test-II	
	Internal Test II begins 16.02.2015	
47- L43 48- L44		
	Internal Test II begins 16.02.2015	
	Internal Test II begins 16.02.2015 Proofread and send your letter.	
48- L44	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing	
48- L44 49-IT-II	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing Internal Test-II	
48- L44 49-IT-II 50-L45	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing Internal Test-II Report writing	
48- L44 49-IT-II 50-L45 51- L46 52- L47	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing Internal Test-II Report writing - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Step 1: Decide on the 'Terms of reference'	
48- L44 49-IT-II 50-L45 51- L46 52- L47 53- L48	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing Internal Test-II Report writing	
48- L44 49-IT-II 50-L45 51- L46 52- L47 53- L48 54- L49	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing Internal Test-II Report writing	
48- L44 49-IT-II 50-L45 51- L46 52- L47 53- L48 54- L49 55- L50	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing Internal Test-II Report writing - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Step 1: Decide on the 'Terms of reference' Step 2: Decide on the procedure Step 3: Find the information Step 4: Decide on the structure	
48- L44 49-IT-II 50-L45 51- L46 52- L47 53- L48 54- L49 55- L50 56- L51	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing Internal Test-II Report writing	
48- L44 49-IT-II 50-L45 51- L46 52- L47 53- L48 54- L49 55- L50 56- L51 57- L52	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing Internal Test-II Report writing — Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Step 1: Decide on the 'Terms of reference' Step 2: Decide on the procedure Step 3: Find the information Step 4: Decide on the structure Step 5: Draft the first part of your report Step 6: Analyse your findings and draw conclusions	
48- L44 49-IT-II 50-L45 51- L46 52- L47 53- L48 54- L49 55- L50 56- L51 57- L52 58- L53	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing Internal Test-II Report writing — - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Step 1: Decide on the 'Terms of reference' Step 2: Decide on the procedure Step 3: Find the information Step 4: Decide on the structure Step 5: Draft the first part of your report Step 6: Analyse your findings and draw conclusions Step 7: Make recommendations	
48- L44 49-IT-II 50-L45 51- L46 52- L47 53- L48 54- L49 55- L50 56- L51 57- L52 58- L53 59-P4	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing Internal Test-II Report writing	
48- L44 49-IT-II 50-L45 51- L46 52- L47 53- L48 54- L49 55- L50 56- L51 57- L52 58- L53	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing Internal Test-II Report writing — - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Step 1: Decide on the 'Terms of reference' Step 2: Decide on the procedure Step 3: Find the information Step 4: Decide on the structure Step 5: Draft the first part of your report Step 6: Analyse your findings and draw conclusions Step 7: Make recommendations	
48- L44 49-IT-II 50-L45 51- L46 52- L47 53- L48 54- L49 55- L50 56- L51 57- L52 58- L53 59-P4 60- L54 61- L55	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing	
48- L44 49-IT-II 50-L45 51- L46 52- L47 53- L48 54- L49 55- L50 56- L51 57- L52 58- L53 59-P4 60- L54 61- L55 62- L56	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing Internal Test-II Report writing — Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Step 1: Decide on the 'Terms of reference' Step 2: Decide on the procedure Step 3: Find the information Step 4: Decide on the structure Step 5: Draft the first part of your report Step 6: Analyse your findings and draw conclusions Step 8: Draft the executive summary and table of contents. Note making Advertisements, Telegram	
48- L44 49-IT-II 50-L45 51- L46 52- L47 53- L48 54- L49 55- L50 56- L51 57- L52 58- L53 59-P4 60- L54 61- L55 62- L56 63- L57	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing Internal Test-II Report writing	
48- L44 49-IT-II 50-L45 51- L46 52- L47 53- L48 54- L49 55- L50 56- L51 57- L52 58- L53 59-P4 60- L54 61- L55 62- L56	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing Internal Test-II Report writing	
48- L44 49-IT-II 50-L45 51- L46 52- L47 53- L48 54- L49 55- L50 56- L51 57- L52 58- L53 59-P4 60- L54 61- L55 62- L56 63- L57 64- L58	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing Internal Test-II Report writing	
48- L44 49-IT-II 50-L45 51- L46 52- L47 53- L48 54- L49 55- L50 56- L51 57- L52 58- L53 59-P4 60- L54 61- L55 62- L56 63- L57	Internal Test II begins 16.02.2015 Proofread and send your letter. Report writing Internal Test-II Report writing	

67-IT-III	Internal Test-III
68- L61	Essay writing
69- L62	Precise writing
70- L63	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
71-MT	Model Test 16.04.2015
72-MT	Model Test
73-MT	Model Test
74-L64	Model test paper distribution and previous year university question paper
	discussion
75-L65	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	
CO2	
CO3	
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

Blended Learning
Blended Learning
: using PPT, video, library resources, ICT techniques, Elearning resources, Google classroom, study tour, etc.,
: use library books, E- books, motivate student to prepare for higher study.
: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
: Motivate student to take classes for school students.

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name B A English

Programme Name	B.A. English
Course Name	Contemporary Literature.
Course Code	GMEN62
Class	III year (2014-2015)
Semester	Even
Staff Name	Dr.J. Pinky Diana Evelyn
Credits	6
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /	unit)

Course Objectives

- > To familiarize the students with the Contemporary Writers.
- > To acquaint the students with the present trends of Literature.

Syllabus

Synabus		
Unit I	Post War and Postm	odern Literature.
	from Sanders, Andrew .Sho	rt Oxford History of English literature 3ed.
Unit II	Poetry	
	Philip Larkin	The Whitsun Weddings.
	Ted Hughes	Thought Fox, Hawk roosting.
	Andrew Motion	Better Life, The Dog of the Light Brigade.
	Carol Ann Duffy	Mrs.Lazarus, Circe.
Unit III	Fiction	
	Kinsley Amis	Lucky Jim.
Unit IV	Fiction	
	Yann Martel	Life of Pi.
Unit V	Drama	
	Bertolt Brecht	Mother Courage and Her Children.
		-

Hour	Class Schedule
allotment	
	Odd Semester Begins
1-L1	Introduced the paper 'Post war Post modern Literature'.
2-L2	Explained the various topics present.
3- L3	Gave a detailed account of the writers present.
4-L4	Elaborated the important events.

5-L5	Briefed the paper.	
6-L6	Talked about the history of English literature.	
7-L7	Discussed about poetry.	
8-L8	Had a discussion about the various Contemporary Writers.	
9-L9	Introduced the poet Philip Larkin.	
10-P1	Welcoming of First year and Inauguration of Literary Association	
11-L10	Discussed about his Contemporaries.	
12-L11	Read the poem 'The Whitsun Weddings'.	
13-L12	Explained the Poem.	
14-L13	Continued the poem and talked about the themes.	
15-L14	Briefed the poem.	
16-L15	Introduced the poet Ted Hughes.	
17-L16	Discussed about his Contemporaries.	
18-L17	Read the poem 'Thought Fox'.	
19-L18	Explained the poem.	
20-L19	Continued the poem.	
21-L20	Illustrated the poem with examples.	
22-L21	Talked about the themes.	
23-L22	- Allotting portion for Internal Test-I	
	Internal Test I begins 19.01.2015	
24-L23	Briefed the poem.	
25-L24	Introduced the poet Andrew Motion.	
26-IT-1	Internal Test-I	
27-L25	Discussed about his Contemporaries.	
28-L26	Read the poem 'Better Life'.	
29-L27	Explained the poem.	
30-L28	Test Paper distribution and result analysis	
Entering Internal Test-I Marks into University portal		
31- L29	Illustrated the poem with examples.	
32- L30	Briefed the poem.	
33- L31	Read and explained the poem "Hawk roosting" by Ted Hughes.	
34-P2	College level meeting/Cell function	
35- L32	Illustrated the poem with examples.	
36- L33	Briefed the poem.	
37- L34	Read the poem "The Dog of the Light Brigade".	
38- L35	Explained the poem.	
39- L36	Continued the poem	
40- L37	Talked about the various themes.	
41- L38	Introduced the writer Carol Ann Duffy.	
42- L39	Discussed his Contemporaries.	
43- L40	Read the poem "Mrs.Lazarus".	
44- L41	Explained the poem.	
45- L42	Illustrated the poem with examples.	
46- L43	Talked about the themes.	
47-L44	Briefed the poem.	
48- L45	Read the poem 'Circe.'	
49- L46 50- L47	Explained the poem. Illustrated the poem with examples.	

51- P3	Department Seminar
52- L48	Talked about the themes.
53- L49	Briefed the poem.
54- L50	Introduced the author Kinsley Amis.
55- L51	Discussed about his age and Contemporaries.
56-L52	- Allotting portion for Internal Test-II
	Internal Test II begins 16.02.2015
57-L53	Read the novel Lucky Jim.
58-L54	Continued the novel.
59-IT-II	Internal Test-II
60- L55	Explained the story.
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Discussed the characters.
63- L58	Explained the theme of the novel "Lucky Jim."
64- L59	Briefed the novel.
65-L60	Introduced the writer Yann Martel.
66- L61	Read the novel "Life of Pi."
67-L62	Continued the novel.
68- L63	Explained the story.
69-L64	Discussed the characters.
70- L65	Explained the theme of the novel "Life of Pi."
71-L66	Briefed the story.
72-L67	Introduced the writer Bertolt Brecht.
73- L68	Discussed about the age and Contemporaries.
74-P4	College level meeting/ function
75- L69	Read the drama "Mother Courage and Her Children".
76- L70	Continued the drama.
77- L71	Discussed the characters.
78- L72	Explained the theme of the drama.
79- L73	- Allotting portion for Internal Test-III
	Internal Test III begins 16.03.2015
80- L74	Briefed the drama.
81- L75	Talked about the difference present in the novels.
82-IT-III	Internal Test-III
83- L76	Analysed the styles and techniques in the novels.
84- L77	Test Paper distribution and result analysis
85- L78	Discussed the techniques in the drama.
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 16.04.2015
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	The Students understood the Contemporary Writers.
CO2	They became familiar with the Contemporary dramatist.
CO3	They came to know all the present novelist.
CO4	They understood the present history of English Literature.
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Enacted the drama "Mother Courage and Her Children".
EL2	
EL3	Screened the novel "Lucky Jim."
EL4	Screened the novel "Life of Pi."
Integrated Activity	
IA1	Debate.
IA2	Group Discussion.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

St. John's College, Palayamkottai Department of English COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English
Course Name	Effective Communication
Course Code	GSEN4A
Class	II year (2014-2015)
Semester	Even
Staff Name	Mr S. Christober Jacob
Credits	4
L. Hours /P. Hours	4 / WK
Total 60Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 50Hrs (5 units; 5×10=50; 10Hrs /u	nit)

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Introduction
2-L2	Listening
3- L3	Listening to audio
4-L4	Listeing to video tapes of conversation
5-L5	Listening to video tapes of speeches
6-L6	Instruction to make notes
7-L7	Instruction to make notes
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Speaking
10- L9	Using correct expressions in given situation
11-L10	Using correct expressions in given situation
12-L11	Using correct expressions in given context
13-L12	Using correct expressions in given context
14-L13	Role play
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins 19.01.2015
16-L15	Role play
17-IT-1	Internal Test-I
18-L16	Narration of Jokes
19-L17	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Narration of Jokes
21- L19	Commentary on vital events
22- P2	College level meeting/Cell function

23-L20	Commentary on vital events ,matches.
24-L21	Conductin quizzes.
25-L22	Introducing VIPs
26-L23	Welcoming and Vote of thanks.
27-L24	Compering a function, miming, Interview and presenting reports.
28-L25	Group discussion
29-L26	Reading
30-L27	Testing the students ability
31-L28	Reading speed for excellent and average students
32-L29	Types of reading
33-L30	Descriptive and explorative
34- P3	Department Seminar
35-L31	Writing
36-L32	Allotting portion for Internal Test-II
-	Internal Test II begins 16.02.2015
37- L33	Report writing ,minutes of meeting
38- IT-II	Internal Test-II
39-L34	resume and effective profiling
40-L35	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	resume and effective profiling
42- L37	resume and effective profiling
43- L38	resume and effective profiling
44- P4	College level meeting/ function
45-L39	Communication during emergency through print media
46-L40	Communication during emergency through electronic media
47-L41	Traditional and innovative tasks may be devised
48-L42	Traditional and innovative tasks may be devised
49-L43	Traditional and innovative tasks may be devised
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins 16.03.2015
51 L45	Traditional and innovative tasks may be devised
52- L46	Traditional and innovative tasks may be devised
53-IT-III	Internal Test-III
54-L47	Revision
55-L48	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test 16.04.2015
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>

CO1	
CO2	
CO3	
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Experimental Learning	
Experimental Learning EL1	
Learning	
Learning EL1	
Learning EL1 EL2	
Learning EL1 EL2 EL3	
Learning EL1 EL2 EL3 EL4	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name Indian Writing in English Course Code HEHM13 Class I year (2018-2021) Semester Even Staff Name Dr. H.Soman Manjore Credits 4 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem

Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To familiarize the students with the Indian writers.
- > To acquait the students with the present trends of Indian literature.

Syllabus

Unit I Poetry	
Henry Louis Vivian Derozio	- Sonnet : To The Moon & Poetry
Rabindranath Tagore	- Gitanjali Songs –1,2,4,12&24
Sarojini Naidu	- The Soul's Prayer & Songs of Radha- The Quest
Toru Dutt	- The Lotus & Lakshman
Unit II Poetry	
Sri Aurobindo	- Savithri- Book I-CANTO II
Unit III Drama	
Rabindranath Tagore	- Chitra
Srinivasa Iyengar	- Surgeon General's Prescription
Unit IV Prose	
Rabindranath Tagore	- Nobel Prize Acceptance Speech
Swami Vivekanada	- Chicago Address
Ananda Koomarasawamy	- Dance of Shiva-Extract- Hindu view of Art: Theory Of Beauty
Unit V Fiction	
Kamala Markandeya	- Nectar in a Sieve
R.K.Narayan	- The Vendor of Sweets

Hour allotment	Class Schedule
	Odd Semester Begin on 18.06.2018

·	
1-L1	Introduced the poet Henry Louis Vivian Derozio
2-L2	Discussed about the age and his contemporaries
3- L3	Read and explained the "Sonnet :To the Moon & Poetry"
4-L4	Continued the poem
5-L5	Illustrated it with examples
6-L6	Briefed the poem
7-L7	Introduced the poet Rabindranath Tagore
8-L8	Discussed about the Indian poets
9-L9	Explained songs 1,2,4,12&24 from "Gitanjali"
10-P1	Welcoming of First year and Inauguration Literary Association
11-L10	Continued the poems
12-L11	Discussed the various themes in the poems
13-L12	Briefed the sonnets
14-L13	Introduced the poet Sarojini Naidu
15-L14	Read and explained the poem The Soul's Prayer
16-L15	Continued the poem
17-L16	Talked about the theme of the poem D 1 1 1
18-L17	Read and explained the poem "songs of Radha – The Quest"
19-L18	Continued the poem
20-L19	Discussed the styles and techniques of Sarojini Naidu
21-L20	Introduced the poet Toru Dutt
22-L21	Explained the poem "The Lotus"
23-L22	- Allotting portion for Internal Test-I
24 1 22	Internal Test I begins 19.01.2015
24-L23	Continued the poem
25-L24	Elabrated the theme
26-IT-1	Internal Test-I
27-L25	Explained the poem "Lakshman"
28-L26	Continued the poem.
29-L27 30-L28	Elaborated the style.
30-L28	-Test Paper distribution and result analysis
31- L29	Entering Internal Test-I Marks into University portal Briefed the poem.
31- L29 32- L30	Introduced the poet Sri Aurobindo
32-L30 33-L31	Read and explained the poem "Savithri- Book I-Canto II
33-L31 34-P2	College level meeting/Cell function
34-F2 35-L32	Continued the poem
36-L33	Elaborated theme
37-L34	Discussed the style used by the poet.
37-L34 38-L35	Briefed the poem.
39-L35	Discussed about drama
40- L37	Introduced Tagore as a dramatist.
40- L37 41- L38	Read and explained the drama "Chitra"
41-L38 42-L39	Continued the drama
43- L40	Continued the drama
44- L41	Continued the theme
45- L42	Discussed the style and techniques of Tagore
46- L43	Briefed the drama
70° L 1 3	

47- L44	Introduced Srinivasa Iyengar
48- L45	Read and explained the drama "Surgeon General's Prescription"
49- L46	Continued the drama
50- L47	Illustrated the theme
51- P3	Department Seminar
52- L48	Elaborated the style and techniques used by the dramatist.
53- L49	Briefed the drama
54- L50	Read and explained the prose "Noble Prize Acceptance Speech"
55- L51	Continued the prose
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins 16.02.2015
57-L53	Highlighted the main points
58-L54	Read and explained the prose "Chicago Address" by Swami Vivekanda
59-IT-II	Internal Test-II
60- L55	Continued the prose
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Highlighted the main points
63- L58	Gave introduction about the prose writer Ananda Koomarasway
64- L59	Read and explained "Dance of Shiva"-Extract –Hindu view of- Swamy
	Art:Theory of Beauty
65- L60	Continued the prose piece
66- L61	Elaborated the themes involved
67- L62	Talked about the style and techniques used by the prose writer
68- L63	Introduced Kamala Markandeya
69- L64	Read and explained "Nectar in a Sieve"
70- L65	Continued the novel
71- L66	Explained the theme
72- L67	Elaborated the style and techniques
73- L68	Highlighted the main points
74-P4	College level meeting/ function
75- L69	Introduced R.K.Narayan
76- L70	Gave introduction about fiction "The Vendor of Sweets"
77- L71	Read and explaind the fiction
78- L72	Continued the fiction
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins 16.03.2015
80- L74	Continued the fiction "The Vendor of Sweets"
81-L75	Elaborated the themes involved
82-IT-III	Internal Test-III
83-L76	Discuss the styles and techniques
84- L77	- Test Paper distribution and result analysis
85- L78	Briefed the fiction
06 1 70	Entering Internal Test-III Marks into University portal
86- L79	Model Test 16.04.2015
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper

	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
C01	The students came to know various
CO2	Indian writers
CO3	
CO4	They understood different Indian poems and their themes
CO5	
CO6	
CO7	They understood the style of the Indian authors
CO8	
CO9	
Experimental	
Learning	
EL1	Enacted the drama "Chitra"
EL2	Screened the fiction "Nectar in a sieve"
EL3	
EL4	
Integrated Activity	
IA1	Group discussion
IA2	Debate

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English
Course Name	Jacobean to Augustan age
Course Code	GMEN21
Class	I year (2014-2015)
Semester	Even
Staff Name	K. Vijila
Credits	6
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /	unit)

Course Objectives

- > Understanding texts with special reference to the periods.
- Interpretation and appreciation of selected texts from the genres of poetry, prose and drama.
- > To know more about the various writers and their style of writing
- > To know more about various movements in the history.

Syllabus

Unit I :

Age of Milton and Dryden

Unit II : Poetry

John Donne	: A Valediction Forbidding Mourning
George Herbert	: The Collar
John Milton	: On His Blindness
Henry Vaughan	: The Retreat
TT D	

Unit III : Prose

Swift : The Spider and Bee Episodes from *The Battle of Books*

Unit IV : Drama

: All for Love

Unit V : Fiction

Daniel Defoe

John Dryden

: Robinson Crusoe

Hour allotment	Class Schedule
	Odd Semester Begin on 18.06.2018
1-L1	Discussion of the previous ages
2-L2	Introduction to John Milton
3- L3	Age of Milton
4-L4	Major Authors in the Age of Milton
5-L5	Characteristics of the Age of Milton

6-L6	The Puritanic Age
7-L7	Closure of Past times
8-L8	Puritans struggle for righteousness and liberty
9-L9	Civil War
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	The Puritan Movement
12-L11	Decay of Drama
13-L12	Want of the spirit of the unity
14-L13	Paradise Lost as an Epic poem also milestone
15-L14	Introduction to Dryden
16-L15	Dryden as a neoclassical poet
17-L16	Age of Dryden
18-L17	Dryden as a father of criticism
19-L18	Dryden's contribution to English Literature
20-L19	Background of the restoration Age
21-L20	Major incidents of the Age
22-L21	Introduction to Metaphysical Poets
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 19.01.2015
24-L23	Characteristics of Metaphysical Poems
25-L24	John Donne - Author Introduction
26-IT-1	Internal Test-I
27-L25	A Valediction Forbidding Mourning
28-L26	A Valediction Forbidding Mourning - Critical Approach
29-L27	A Valediction Forbidding Mourning - Symbols and imageries
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	George Herbert - Author Introduction
32- L30	The Collar
33- L31	The Collar - Critical Approach
34-P2	College level meeting/Cell function
35- L32	The Collar - Symbols and imageries
36- L33	John Milton and his sufferings in his life
37-L34	On His Blindness
38- L35	On His Blindness- Autobiographical approach
39-L36	Henry Vaughan - Author Introduction
40- L37	The Retreat
41-L38	The Retreat - Critical Approach
42-L39	The Retreat - Symbols and imageries
43- L40	Introduction to Jonathan Swift
44- L41	Introduction to <i>The Battle of Books</i>
45-L42	Introduction to The Spider and the Bee episode
46- L43	The Spider and the Bee
47-L44	Spider as an architect
48- L45	Symbols in the prose
49- L46 50- L47	Ancients vs Modern
50- L47 51- P3	Swift's point of view Department Seminar
51- F5	Department Seminar

52- L48	History hidden in symbols
53- L49	Dryden as a dramatist
53 L49	Introduction to All for Love
55-L51	All for Love - Act I
56-L52	
J0-LJ2	Internal Test II begins 16.02.2015
57-L53	All for Love - Act II
57-L35 58-L54	All for Love - Act III
59-IT-II	
	Internal Test-II
60-L55	All for Love - Act IV
61- L56	-Test Paper distribution and result analysis
(2, 1, 57	Entering Internal Test-II Marks into University portal
62-L57	All for Love - Act V
63-L58	All for Love - Honorvs Love
64-L59	All for Love - Passion vs Reason
65-L60	All for Love - Authority vs Freedom
66-L61	All for Love - minor themes
67-L62	All for Love - Discussing major Characters
68-L63	Daniel Defoe - Author Introduction
69- L64	Robinson Crusoe - An introduction
70- L65	Robinson CrusoeChapters 1-5
71- L66	Robinson CrusoeChapters 6-10
72- L67	Robinson Crusoe Chapters 11-15
73- L68	Robinson CrusoeChapters 16-20
74-P4	College level meeting/ function
75- L69	Robinson Crusoe Chapters 21- 25
76- L70	Robinson Crusoe Chapters 26-31
77- L71	Robinson Crusoe Theme of religion
78- L72	Robinson Crusoemistakes and insights
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins 16.03.2015
80- L74	Robinson Crusoetheme of isolation
81- L75	Robinson CrusoeCourage and Determination
82-IT-III	Internal Test-III
83- L76	Crusoe's attitude towards religion
84- L77	Test Paper distribution and result analysis
85- L78	Robinson CrusoeSymbols and imageries
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 16.04.2015
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course "Jacobean to Augustan Age"
0	8 8

CO1	Understood the age with the prescribed texts
CO2	Came to know about the various writings
CO3	Came across so many movements in Literature
CO4	Started appreciating prose and poetry
CO5	Learnt so many adventures through novel
CO6	Came to know about the value of books
CO7	Started appreciating Drama and Fiction
CO8	
CO9	
Experimental	
Learning	
EL1	Shown the value of books by making them to read
EL2	Shown the clips of Robinson Crusoe
EL3	Engaged them in enacting
EL4	
Integrated Activity	
IA1	Quiz
IA2	Mindgame

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
# For slow learner	higher study. : special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)		
Programme Name	B.A. English	
Course Name	Literary Criticism and Theory	
Course Code	GMEN63	
Class	III year (2014-2015)	
Semester	Even	
Staff Name	Dr. R. Jeya Sundararaj	
Credits	6	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Hour	Class Schedule
allotment	
	Odd Semester Begins
1-L1	The moral Approach :LITERATURE AND MORAL IDEAS
2-L2	ELIOT –Religion and Literature
3- L3	describe: give the reader a sense of the writer's overall purpose and intent.
4-L4	describe: give the reader a sense of the writer's overall purpose and intent
5-L5	describe: give the reader a sense of the writer's overall purpose and intent.
6-L6	describe: give the reader a sense of the writer's overall purpose and intent.
7-L7	analyze: examine how the structure and language of the text convey its meaning.
8-L8	analyze: examine how the structure and language of the text convey its meaning
9-L9	analyze: examine how the structure and language of the text convey its meaning
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	interpret: state the significance or importance of each part of the text.
12-L11	assess: make a judgment of the work's worth or value
13-L12	interpret: state the significance or importance of each part of the text.
14-L13	assess: make a judgment of the work's worth or value
15-L14	interpret: state the significance or importance of each part of the text.

16-L15	assess: make a judgment of the work's worth or value	
17-L16	interpret: state the significance or importance of each part of the text.	
18-L17	assess: make a judgment of the work's worth or value	
19-L18	The PSYCHOLOGICAL Approach :LITERATURE AND PSYCHOLOGICAL	
20-L19	The myth in JANE AUSTEN-Geoffrey gorer	
21-L20	describe: give the reader a sense of the writer's overall purpose and	
	intent.	
22-L21	describe: give the reader a sense of the writer's overall purpose and intent.	
23-L22		
23-122	Internal Test I begins 19.01.2015	
24-L23	describe: give the reader a sense of the writer's overall purpose	
	and intent.	
25-L24	analyze: examine how the structure and language of the text convey its meaning	
26-IT-1	Internal Test-I	
27-L25	analyze: examine how the structure and language of the text convey its meaning	
28-L26	analyze: examine how the structure and language of the text convey its	
	meaning	
29-L27	interpret: state the significance or importance of each part of the text.	
30-L28	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
31- L29	interpret: state the significance or importance of each part of the text.	
32- L30	interpret: state the significance or importance of each part of the text.	
33- L31	assess: make a judgment of the work's worth or value	
34-P2	College level meeting/Cell function	
35- L32	assess: make a judgment of the work's worth or value	
36- L33	assess: make a judgment of the work's worth or value	
37- L34	The SOCIOLOGICAL Approach :LITERATURE AND SOCIAL IDEALS	
38- L35	JOSEPH WOOD KRUTCH "THE TRAGIC FALLACY"	
39- L36	describe: give the reader a sense of the writer's overall purpose and intent.	
40- L37	describe: give the reader a sense of the writer's overall purpose and intent.	
41- L38	describe: give the reader a sense of the writer's overall purpose and intent.	
42- L39	analyze: examine how the structure and language of the text convey its meaning	
43- L40	analyze: examine how the structure and language of the text convey its meaning	
44- L41	analyze: examine how the structure and language of the text convey its meaning	
45- L42	interpret: state the significance or importance of each part of the text	
46- L43	interpret: state the significance or importance of each part of the text	
	interpret: state the significance or importance of each part of the text interpret: state the significance or importance of each part of the text	

49- L46	assess: make a judgment of the work's worth or value	
50- L47	assess: make a judgment of the work's worth or value	
51- P3	Department Seminar	
52- L48	The FORMALISTIC Approach :LITERATURE AS AESTHETIC	
	STRUCTURE	
53- L49	CLEANTH BROOKS :KEATS' SYLVAN HISTORIC :HISTORY WITHOUT	
	FOOTNOTES	
54- L50	describe: give the reader a sense of the writer's overall purpose and	
	intent.	
55- L51	describe: give the reader a sense of the writer's overall purpose and	
56-L52	intent Allotting portion for Internal Test-II	
J0-LJ2	Internal Test II begins 16.02.2015	
57-L53		
	describe: give the reader a sense of the writer's overall purpose and intent.	
58-L54	analyze: examine how the structure and language of the text convey its meaning	
59-IT-II	Internal Test-II	
60- L55	analyze: examine how the structure and language of the text convey its	
	meaning	
61- L56	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
62- L57	analyze: examine how the structure and language of the text convey its	
	meaning	
63- L58	interpret: state the significance or importance of each part of the text	
64- L59	interpret: state the significance or importance of each part of the text	
65- L60	interpret: state the significance or importance of each part of the text	
66- L61	assess: make a judgment of the work's worth or value	
67- L62	assess: make a judgment of the work's worth or value	
68- L63	assess: make a judgment of the work's worth or value	
69- L64	assess: make a judgment of the work's worth or value	
70- L65	The ARCHETYPAL Approach :LITERATURE in the light of myth GILBERT	
71- L66	MURRAY AND ORESTES	
72- L67	describe: give the reader a sense of the writer's overall purpose and intent.	
73- L68	describe: give the reader a sense of the writer's overall purpose and intent.	
74-P4	College level meeting/ function	
75- L69	analyze: examine how the structure and language of the text convey its meaning	
76- L70	analyze: examine how the structure and language of the text convey its	
70-L70	meaning	
77- L71	interpret: state the significance or importance of each part of the text	
77 L71 78- L72	interpret: state the significance or importance of each part of the text	
70 L72 79- L73	Allotting portion for Internal Test-III	
12 113	Internal Test III begins 16.03.2015	
80- L74	assess: make a judgment of the work's worth or value	
81- L75	assess: make a judgment of the work's worth or value	
82-IT-III	Internal Test-III	

83- L76	CONCLUSION
84- L77	- Test Paper distribution and result analysis
85- L78	REVISION
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 16.04.2015
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	
CO2	
CO3	
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study.To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

ST. JOHN'S COLLEGE, PALAYAMKOTTAI DEPARTMENT OF ENGLISH

COURSE ACADEMIC PLAN		
(PREPARED BY STAFF MEMBER HANDLING THE COURSE)		
PROGRAMME NAME	B.A. ENGLISH	
COURSE NAME	Literary Critics	
COURSE CODE	GAEN41	
CLASS	II YEAR (2014-2015)	
SEMESTER	Even	
STAFF NAME	Dr U. Kethrapal	
CREDITS	6	
L. HOURS /P. HOURS	6 / WK	
TOTAL 90 HRS/SEM		
INTERNAL TEST-3 HRS		
MODEL TEST-3 HRS		
DEPT. MEETINGS-2 HRS		
COLLEGE MEETINGS-2 HRS		
REMAINING 80 HRS (5 UNITS; 5×16=80; 16HRS /UNIT)		

COURSE CALENDAR

HOUR	CLASS SCHEDULE
ALLOTMENT	
	ODD SEMESTER BEGINS
1-L1	
2-L2	his view of forms
3- L3	his view of art
4-L4	his attack of poetry
5-L5	function of poetry
6-L6	his comments on drama
7-L7	his observations on style
8-L8	
9-L9	
10-P1	WELCOMING OF FIRST YEAR AND INAUGURATION OF
	LITERARY ASSOCIATION
11-L10	crucial to Aristotle's defence of art is his
12-L11	Aristotle: art is not useless
13-L12	Aristotle: good art is not dangerous
14-L13	doctrine of catharsis
15-L14	Aristotle's critical responses
16-L15	Aristotle on tragedy
17-L16	art is not deceptive:
18-L17	sensuous art is not a bad thing:
19-L18	Philip Sidney
	as a literary critic
20-L19	Apologie for poetrie
21-L20	the school of abuse
22-L21	ben Jonson's criticism :introduction
23-L22	ALLOTTING PORTION FOR INTERNAL TEST-I

	INTERNAL TEST I BEGINS 19.01.2015
24-L23	
	his classicism
25-L24	the qualifications of a poet
26-IT-1	INTERNAL TEST-I
27-L25	his observation on style
28-L26	estimates on bacon and Shakespeare
29-L27	his liberal concept of rules
30-L28	- TEST PAPER DISTRIBUTION AND RESULT ANALYSIS
	ENTERING INTERNAL TEST-I MARKS INTO UNIVERSITY PORTAL
31- L29	conclusion –the value of his criticism
32- L30	Dryden on the function of poetry
33- L31	an essay on dramatic poesy: an introduction
34-P2	COLLEGE LEVEL MEETING/CELL FUNCTION
35- L32	VIOLATION OF THE THREE UNITIES
36- L33	EUGENIUS ARGUMENTS ON SUPERIORITY OF MODERNS OVER THE ANCIENTS
37- L34	CRITES'S ARGUMENTS IN FAVOUR OF THE ANCIENTS
38- L35	LISIDEIUS'S VIEW IN FAVOUR OF SUPERIORITY OF THE
	FRENCH DRAMA OVER ENGLISH DRAMA
39- L36	NEANDER'S VIEW IN FAVOUR OF MODERN (ENGLISH)
	DRAMA
40- L37	
41- L38	introduction
42- L39	fidelity to facts of nature:
43- L40	Shakespeare's realism:
44- L41	mingling of tragic and comic element:
45- L42	three unities:
46- L43	faults of Shakespeare
47- L44	conclusion:
48- L45	
49- L46	introduction:
50- L47	themes of poetry:'
51- P3	DEPARTMENT SEMINAR
52- L48	language of poetry:
53- L49	concept of poetry:
54- L50	use of metre:
55- L51	conclusion:
56-L52	ALLOTTING PORTION FOR INTERNAL TEST-II
	INTERNAL TEST II BEGINS 16.02.2015
57-L53	
58-L54	Coleridge's philosophical ideas and the German philosophers
59-IT-II	INTERNAL TEST-II
60- L55	Coleridge on fancy and imagination:
61- L56	TEST PAPER DISTRIBUTION AND RESULT ANALYSIS
	ENTERING INTERNAL TEST-II MARKS INTO UNIVERSITY PORTAL

62- L57	primary imagination:
63- L58	secondary imagination:
64- L59	Coleridge on poetry and language of poetry:
65- L60	Coleridge on poets:
66- L61	
67- L62	the social role of poetry and criticism
68- L63	a moralist
69- L64	return to classical values
70- L65	preface to poems of 1853
71- L66	the function of criticism
72- L67	the study of poetry
73- L68	
74-P4	COLLEGE LEVEL MEETING/ FUNCTION
75- L69	What is a classic?
76- L70	use of poetry and the use of criticism
77- L71	hamlet and his problems
78- L72	function of criticism
79- L73	- ALLOTTING PORTION FOR INTERNAL TEST-III
	INTERNAL TEST III BEGINS 16.03.2015
80- L74	Eliot's metaphysical poets
81- L75	
82-IT-III	INTERNAL TEST-III
83- L76	
84- L77	- TEST PAPER DISTRIBUTION AND RESULT ANALYSIS
85- L78	
	ENTERING INTERNAL TEST-III MARKS INTO UNIVERSITY
	PORTAL
86- L79	MODEL TEST 16.04.2015
87-MT	MODEL TEST
88-MT	MODEL TEST
89-MT	MODEL TEST PAPER DISTRIBUTION AND PREVIOUS YEAR
	UNIVERSITY QUESTION PAPER DISCUSSION
90-L-80	FEEDBACK OF THE COURSE, ANALYSIS AND REPORT
	PREPARATION
	LAST WORKING DAY ON 23.11.2018

COURSE OUTCOMES

LEARNING OUTCOMES	COS OF THE COURSE " <course name="">"</course>
CO1	
CO2 CO3	
C03	
CO5 CO6	
C06 C07	
CO8	

CO9	
EXPERIMENTAL	
LEARNING	
EL1	
EL2	
EL3	
EL4	
INTEGRATED	
ACTIVITY	
IA1	
IA2	

BLENDED LEARNING : USING PPT, VIDEO, LIBRARY RESOURCES, ICT TECHNIQUES, E-LEARNING RESOURCES, GOOGLE CLASSROOM, STUDY TOUR, ETC.,

FOR ADVANCED LEARNER : USE LIBRARY BOOKS, E- BOOKS, MOTIVATE STUDENT TO PREPARE FOR HIGHER STUDY.

FOR SLOW LEARNER : SPECIAL CARE TAKEN, MOTIVATE THE ADVANCED LEARNER TO SUPPORT THE SLOW LEARNER TO STUDY.TO ATTEND THE REMEDIAL CLASSES.

EXTENSION ACTIVITY : MOTIVATE STUDENT TO TAKE CLASSES FOR SCHOOL STUDENTS.

HOD SIGNATURE SIGNATURE STAFF

PRINCIPAL

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name Part II English Course Code G2EN31 II year (2014-2015) Class Semester Even Staff Name Dr.M.B.Reginald Prithviraj Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To Improve Students Communicative Skills
- > To learn the form and function of Grammer
- To develop the Writing Skills
- > To Learn the form of poetry and prose

Syllabus

UNIT I:PROSE

1.Tight corners :E.V.Lucas 2. Three Days to see: Helen Keller 3.Science and Culture:Laurence m.Gould 4.Spring Time :O'Henry **UNIT II POERTY** 1.Lead,Kindly Light :Cardinal Newman 2. The Paper Boat :Rabindranath Tagore 3."Shall I Compare Thee to a Summer's Day? : William Shakespeare (sonnet XVIII) 4.My Last Duchess : Robert Browing 5.Mending Wall : Robert Frost **Unit III : Communicative Grammer (Text:Form and Function)** Chapter I,II,III,IV,V **UN IT IV:COMMUNICATIVE GRAMMER Contd...** Chapter VI, VII, IX, X, XII **UNIT V:COMPOSITION** Comprehension writing Agenda writing **Minutes Writing** Advertisement **TEXT BOOKS** 1.PROSE AND POETRY COLLECTION FOR GRADUATES.Ed by The

Writing

Members of the Board of Studies Part II English ,MS University-Tirunelveli Manimekala publication

- 2.FORM AND FUNCTION (A Communicative Grammar for Colleges).Ed.by V.Sasikumar & V.Syamala.Emerald Publishers
- 3.LANGUAGE STUDY AND COMPOSITION .Ed. By The members of the Bord of Studies Part II Englilsh ,MS.University-Tirunelveli.Harrows Publication

Course Ca		
Hour	Class Schedule	
allotment		
4.7.4	Odd Semester Begin on 18.06.2018	
1-L1	Importance of Communication Skills	
<u>2-L2</u>	Taught the form and History of prose	
3- L3	Explained the Life of E.V.Lucas	
4-L4	Talked about Contemporary prose Writers	
5-L5	Read and Explained the text "Tight Corners"	
6-L6	Continued the text "Tight Corners"	
7-L7	Interpreted the text "Tight Corners"	
8-L8	Introduced Helen Keller	
9-L9	Read and Explain the text "Three Days to See"	
10-P1	Welcoming of First year and Inauguration of Literary Association	
11-L10	Illustrated the Text	
12-L11	Critically analysed the text "Three Days to See"	
13-L12	Introduced the writer "Laurence M.Gould"	
14-L13	Interpreted the Text "Science and Culture"	
15-L14	Analysis of the text "Science and Culture"	
16-L15	Concluded the Text"Science and Culture"	
17-L16	Introduced O.Henry	
18-L17	Read and Explained the "Spring Time"	
19-L18	Interpreted the Text "spring Time"	
20-L19	Eloborate note on the text "Spring time"	
21-L20	Revised the Prose Texts	
22-L21	Revised the prose Texts	
23-L22	Allotting portion for Internal Test-I	
	Internal Test I begins 19.01.2015	
24-L23	Explained the forms and techniques of the poetry	
25-L24	Life and Career of "Cardinal Newman"	
26-IT-1	Internal Test-I	
27-L25	Read and explained "Lead"	
28-L26	Interpreted the poem "Lead"	
29-L27	Explain the Themes and narrative techniques of the poem	
30-L28	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
31- L29	Explained the poem "Kindly Light"	
31 L2) 32- L30	Continued the poem	
33- L31	Discussed the Themes and narrative techniques	
34-P2	College level meeting/Cell function	
35- L32	Explained "Indian Writing in English"	
JJ 1134		

27 1 24	Explained the near "The Dense Dest"
37- L34 38- L35	Explained the poem "The Paper Boat"
38- L35 39- L36	Continued the poem "The Paper Boat" Life and Career of William Shakespeare
39-L36 40-L37	1
40- L37 41- L38	Taught the poem shall I Compare Thee to a Summer's Day"
41- L38 42- L39	Explained the Themes and techniques of the poem Detailed note on Sonnets
43- L40 44- L41	Introduced "Robert Browning" Eloborated the poem My Last Duchess
44- L41 45- L42	Continued the poem
43- L42 46- L43	Discussed the Themes and techniques of the poem
40- L43 47- L44	Concluded the poem
47-L44 48-L45	Life and career of Robert Frost
49- L45	Interpreted the poem "Mending Wall"
50- L47	Continued the poem "Mending Wall"
51-P3	Department Seminar
52- L48	Discussed the Narrative Technique of the poem
53- L48	Revised the poem
54- L50	Taught Grammar Chapter I
55-L51	Practised Comprehension Writing
56-L52	Allotting portion for Internal Test-II
Internal Test II begins 16.02.2015	
57-L53	Worked out Comprehension Writing
58-L54	Discussed about the features of Agenda Writing
59-IT-II	Internal Test-II
60- L55	Talked about the features of Agenda Writing
61-L56	
	Entering Internal Test-II Marks into University portal
62- L57	Taught the guidelines for "Minutes Writing"
63- L58	Taught Grammar II
64- L59	Minutes for "Literary Association"
65-L60	Guidelines for Effective Writing
66-L61	Importance of Agenda and Minutes Writing
67-L62	Revised Prose Writers and Text
68- L63	Revised the poems
69-L64	Importance of Advertisement
70- L65	Taught Grammar III
71- L66	Grammar IV
72- L67	Grammar V
73- L68	Discussed about innovative ideas for advertisement
74-P4	College level meeting/ function
75- L69	Taught Grammar VI
76- L70	Grammar VII
77- L71	Grammar IX
78- L72	Comprehension Writing
79- L73	- Allotting portion for Internal Test-III
	Internal Test III begins 16.03.2015
80- L74	Taught Grammar X
	0

82-IT-III	Internal Test-III
83- L76	Taught Advertisement Writing
84- L77	- Test Paper distribution and result analysis
85- L78	Revision
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 16.04.2015
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students improved their Communicative skills
CO2	Students learnt to write agenda
CO3	Students learnt grammar
CO4	Studied the form and function of grammar
CO5	Students improved their vocabulary
CO6	Developed their reading and Writing Skills
CO7	Learnt the history of play
CO8	Students learnt to write composition
CO9	Learnt about advertisement
Experimental	
Learning	
EL1	Students wrote agenda for literary association
EL2	Students designed advertisement creatively
EL3	Comprehension writing
EL4	Visited the library
Integrated Activity	
IA1	Group Discussion
IA2	Quiz

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B. A. English	
Course Name	Regional Literature in Translation	
Course Code	GMEN64	
Class	III year (2014-2015)	
Semester	Even	
Staff Name	Dr Nalina Palin	
Credits	5	
L. Hours /P. Hours	5 / WK	
Total 75 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 65 Hrs (5 units; 5×13=65; 13Hrs /unit)		

Course Objectives

- \blacktriangleright to make the students aware of native culture .
- > to make the students understand the richness of native culture
- ➤ to make the students aware of native literature
- ➤ to make the students enjoy native literature and language
- ➤ to make the students aware of effects of translations
- ➢ to make the students appreciate native literature

Syllabus

Unit I: Poetry

Tiruvalluvar	- Tirukkural (Translated by G.U. Pope)
	Chapter -8: The Possession of Love
	Chapter-11: Gratitude
	Chapter-40: Learning
Unit II . Dootwy	• 0

Unit-II: Poetry	
Subramanya Bharathi	- There is no fear
Mu. Mehta	- Charge Sheet
Adavan Theetchanya	- Self-Realization
Unit III :Short- Story	
U.R. Anantha Murthy	- A Horse for the Sun
Vaikom Muhammad Basheer	– Walls
Ambain(C.S.Lakshmi)	- Gifts
Unit IV:Fiction	
Sundara Ramaswamy	- Tamarind History
Unit V: Drama	
Girish Karnad	- Nagamandala
ext Prescribed Regional Literat	ure in English Ed Board of

Text Prescribed: Regional Literature in English. Ed. Board of Studies. Angel Publishers.Chennai-8 Tamarind History. Sundara Ramaswamy. Peguin India.

Hour allotment	Class Schedule	
anotinent	Even Semester Begins	
1-L1	Introducing regional literature and the effects of translation in regional literature	
2-L2	Introduction to Thiruvallur and Thirukkural	
3-L3	Lecture on Thirukkural – chapter – The Possession of Love	
4-L4	Discussion on love and relationship	
5-L5	Introducing poetry of regional literature	
6-L6	Introduction to Subramaniya Bharathi and his writings	
7-L7	Lecture on the role of Subramaniya Bharathi in Independence	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Lecture on poems There is no fear and its themes	
10- L9	Discussion on the influences of Subramaniya Bharathi's poems in Independence	
11-L10	Introduction to the short story A Horse for the Sun	
12-L11	Lecture on the short story A Horse for the Sun	
13-L12	Lecture on the themes on the short story A Horse for the Sun	
14-L13	Discussion on the character on the short story A Horse for the Sun	
15-L14	Introduction to Thirukkural chapter – Gratitude	
16-L15	Lecture on chapter – Gratitude Thirukkural	
17- L16	Lecture on the themes of Thriukkural chapter Gratitude	
18- L17	Discussion on the ideas of Gratitude	
19- L18	Introduction to Mr. Mehta's poem charge sheet	
20- L19	Lecture on the poem charge sheet	
21- L20	Allotting portion for Internal Test-I	
	Internal Test I begins 19.01.2015	
22- L21	Discussion on the themes of the poem charge sheet	
23- IT-1	Internal Test-I	
24- L22	Discussion on the writers of Regional Literature	
25- L23	Discussion on the major themes of Regional Literature	
26- L24	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
27- L25	Introduction to the short story walls by Vaikom Muhammad Basheer	
28- L26	Lecture on the short story walls	
29- L27	Lecture on the themes of the short story walls	
30- P2	College level meeting/Cell function	
31-L28	Discussion on the ideas of the short story walls	
32-L29	Introduction to Thirukkural chapter – learning	
33-L30	Lecture on chapter learning Thirukkural	
34- L31	Lecture on the themes of chapter Thirukkural	
35- L32	Discussion on the idea of learning	
36- L33	Introduction to the poem Self – Realization by Adaven Theetchanya	
37- L34	Lecture on the poem Self – Realization	
38-L35	Lecture on the themes of the poem Self – Realization	
39- L36	Introduction to the short story Gifts by Ambai	
40- L37	Background of the short story Gifts	

41- L38	Lecture on the short story Gifts
41-L38 42-P3	Department Seminar
43- L39	Discussion on the themes of the short story Gifts
44- L40	Discussion on the role of women in Regional Literature
45- L41	Discussion on the suppressed state of women in the society
46- L42	Discussion on the culture of the native people
47-L43	Allotting portion for Internal Test-II
	Internal Test II begins 16.02.2015
48- L44	Introduction to the novels of Regional Literature
49-IT-II	Internal Test-II
50-L45	Introducing Sundara Ramaswamy and his works.
51- L46	-Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
52- L47	Background of the novel Tamarind History.
53- L48	Introducing the characters of the novel Tamarind History.
54- L49	Lecture on the novel Tamarind History.
55- L50	-do-
56- L51	Lecture on the themes of the novel Tamarind History.
57- L52	Discussion on the major themes of the novel Tamarind History.
58- L53	Discussion on the characters of the novel.
59-P4	College level meeting/ function
60- L54	Introducing Girish Karnad and his works.
61- L55	Lecture on the myths in Girish Karnad's works.
62- L56	Lecture on the background of the play Nagamandala.
63- L57	Introducing the characters of the play.
64- L58	Allotting portion for Internal Test-III
	Internal Test III begins 16.03.2015
65- L59	Lecuture on the play Nagamandala.
66- L60	-do-
67-IT-III	Internal Test-III
68- L61	Lecture on the of the play Nagamandala.
69- L62	Discussions on the characters of the play Nagamandala.
70- L63	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
71-MT	Model Test 16.04.2015
72-MT	Model Test
73-MT	Model Test
74-L64	Model test paper distribution and previous year university question paper
	discussion
75-L65	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students learnt the values of the Tamil culture.
CO2	Students learnt the importance of regional literature.
CO3	Students got the knowledge of regional writers and their works.

CO4	Students learnt the influence of regional literature.
	<u> </u>
CO5	Students got the knowledge of the importance of translation.
CO6	Students got the knowledge of their native cultures.
CO7	Students got the knowledge of the supertitious beliefs of natives.
CO8	Students learnt human values.
CO9	Students got the knowledge of the sweetness of native literature.
Experimental	
Learning	
EL1	Powerpoint presentations were made for students.
EL2	Documentaries related to the works were shown to the students.
EL3	Video-shows were shown to the students on the themes of native
	literature.
EL4	Presentations of students on R.L.
Integrated Activity	
IA1	Group Discussion for students.
IA2	Topic related to presentations by students.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

(Trepared by start member handling the course	·/
Programme Name	M.A. English
Course Name	Research Methodology
Course Code	HEHM43
Class	I year (2018-2020)
Semester	Odd
Staff Name	Dr. M. Sri Vidhya @ Thangalakshmi
Credits	4
L. Hours /P. Hours	4 / WK
Total 60Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 50 Hrs (5 units; $5 \times 10=50$; 10 Hrs /	unit)

Course Objectives

- > To introduce the students to Research Methodology and its nuances
- \blacktriangleright To make the students to follow the techniques of research
- ➢ To doM.A dissertation
- > To present Papers and publish Journals

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Primary Research
2-L2	Secondary Research
3- L3	Selecting a Topic
4-L4	The Central Information System – Library
5-L5	Boolean Search
6-L6	Full – Text Databases
7-L7	Inflibnet
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Compiling a Working Bibliography
10- L9	Taking Notes and Working Outline and writing drafts
11-L10	Plagiarism – an introduction
12-L11	How to avoid Plagiarism
13-L12	Documentation – An Introduction
14-L13	Mechanics of Writing – Part I
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins 19.01.2015
16-L15	Mechanics of Writing – Part II
17-IT-1	Internal Test-I
18-L16	Mechanics of Writing – Part III
19-L17	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal

20-L18	Mechanics of Writing – Part IV
20 210 21- L19	Mechanics of Writing – Part V
22- P2	College level meeting/Cell function
23-L20	Format of the Research Paper – Part I
24-L21	Format of the Research Paper – Part II
25-L22	Format of the Research Paper – Part III
26-L23	Format of the Research Paper – Part IV
27-L24	Format of the Research Paper – Part V
28-L25	Documentation – Part I
29-L26	Documentation – Part II
30-L27	Documentation – Part III
31-L28	Documentation – Part IV
32-L29	Documentation – Part V
33-L30	Documentation – Part VI
34- P3	Department Seminar
35-L31	Documentation – Part VII
36-L32	- Allotting portion for Internal Test-II
27 1 22	Internal Test II begins 16.02.2015
37- L33 38- IT-II	Revision Internal Test-II
39-L34	Discussion and clarification of doubts
40-L35	
+0-L33	Entering Internal Test-II Marks into University portal
41-L36	Citing Sources in the Text – Part I
42- L37	Citing Sources in the Text – Part II
43- L38	Citing Sources in the Text – Part III
44- P4	College level meeting/ function
45-L39	Citing Sources in the Text – Part IV
46-L40	Citing Sources in the Text – Part V
47-L41	Citing Sources in the Text – Part VI
48-L42	Citing Sources in the Text – Part VII
49-L43	Citing Sources in the Text – Part VIII
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins 16.03.2015
51 L45	Abbreviations – an Intro
52-L46	Abbreviations
53-IT-III	Internal Test-III
54-L47	Students' Seminar on various Research Methodology topics - Test Paper distribution and result analysis
55-L48	Entering Internal Test-III Marks into University portal
56- MT	Model Test 16.04.2015
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018
	Last working day on 25.11.2018

Course Outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
	How to avoid Plagiarism
CO2	Each and every student presented their seminar topics with
	PowerPoint presentations
CO3	To use Abbreviations
CO4	To use Secondary sources
CO5	To use journals and articles for research
CO6	To cite the library resources
CO7	To use the web sources
CO8	To do the research paper easily
CO9	To do the proof reading properly
Experimental	
Learning	
EL1	How to make work-cited list
EL2	How to make Bibliography
EL3	How to avoid Plagiarism
EL4	Learnt about the software URKUND which detects Plagiarism
Integrated Activity	
IA1	Visited ManonmaniamSundaranar University Library and learnt on
	the uses of Inflibnet
IA2	The whole students joined as a member to access online journals
# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature
C	

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name Romatic Age Course Code GMEN41 II year (2014-2015) Class Semester Even Staff Name Dr.Nalina Palin Credits 5 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To understand the text with special
- > To understand Romantic Age (reference to the periods)
- To understand and appreciate selected texts from the genres of poets, prose and drama
- > To understand the difference between classicism and Romaticism

Syllabus

Unit I

The Age of Wordsworth(1798-1832) The Older Poets The Younger Poets General Prose The Novel Text:Hudson:History of English Literrature Unit II Poetry Wordsworth – Ode on Intimations of immortality Colerdige - Christabel Unit III poetry Keats -Ode on a Grecian Urn,Eve of st.Agnes Shelley -Ode to the West wind

Byron -The Prisoner of chillon

Unit IV Prose

Charles Lamb - Dream children poor relations

Hazlitt -Indian Jugglers

Unit V Fiction

Jane Austen -Emma

Hour Class Schedule

allotment	
	Odd Semester Begin on 18.06.2018
1-L1	General introduction to Romantic Literature
2-L2	General introduction to Romantic Poetry
3- L3	Introducing the late poets
4-L4	First generation poets
5-L5	Second generation poets
6-L6	Importance of nature
7-L7	Postolgia
8-L8	Supernaturals
9-L9	Imaginations
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Personal touch
12-L11	Concern for the society
13-L12	General Introduction to the prose (Romantic)
14-L13	Important prose writers
15-L14	Theme
16-L15	Society
17-L16	Personal and political
18-L17	Charles Lamb
19-L18	William Hazlitt
20-L19	Prose and Poetry (Romantic)
21-L20	William Wordsworth
22-L21	S.T.Coleridge
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 19.01.2015
24-L23	Keats
25-L24	Byron
26-IT-1	Internal Test-I
27-L25	Shelley
28-L26	William Blake
29-L27	Emotion
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Sense and Sensuality
32-L30	Rebellian
33-L31	Heroism
34-P2	College level meeting/Cell function
35-L32	Ruins and relics of the ancient past
36- L33	Crush on nature
37-L34	Experimentation with poetic form
38-L35	Individualism
39-L36	Free Expression
40- L37	Personal feelings
41-L38	Emotion and imagination
42-L39	Superior intellect and social standing
43- L40	Challenge the enlightenment
44- L41	Hopeless and Hopeful romantic

86- L79 87-MT 88-MT	Model Test 16.04.2015 Model Test Model Test
	Entering Internal Test-III Marks into University portal
85- L78	Discussing the syllabus
84- L77	Test Paper distribution and result analysis
83- L76	Summary and characters
82-IT-III	Internal Test-III
81- L75	Emma
80- L74	Pride and prejudice ,Emma
	Internal Test III begins 16.03.2015
79- L73	Allotting portion for Internal Test-III
78- L72	Dependence of women on marriage
77- L71	Theme
76- L70	Novelist
75- L69	Introduction to jane Austen
74-P4	College level meeting/ function
73- L68	Philosopher
72- L67	Commentator
71- L66	Literary Critic
70- L65	Dramatist
69- L64	English essayist
68- L63	Introduction to William Hazlitt
67- L62	The London magazine
66- L61	Pen name (Elia)
65- L60	Tales from Shakespeare
64- L59	Children's books
63- L58	Mary Lamb
62- L57	Co-anthored
	Entering Internal Test-II Marks into University portal
61- L56	-Test Paper distribution and result analysis
60- L55	Essay of Elia
59-IT-II	Internal Test-II
58-L54	Antiquarian
57-L53	Poet
	Internal Test II begins 16.02.2015
56-L52	Allotting portion for Internal Test-II
55- L51	Essayist
54- L50	Theme
53- L49	Lambs essay
52- L48	Introduction to Charles Lamb
51- P3	Department Seminar
50- L47	Literary Realism
49- L46	Intuition ,emotion and imagination
48- L45	Great reverence for nature
47- L44	Nature of romanticism
45- L42 46- L43	Romantique Romantic and romantique
4)-14/	Romantique

89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Understood Romantic Literature
CO2	Romantic Poetry
CO3	Classic Literature
CO4	Difference between classicism and romantic
CO5	Lake poets
CO6	First Generations poets
CO7	Industrial revolution
CO8	Second generation poets
CO9	French revolution
Experimental	
Learning	
EL1	Discussion
EL2	Debate
EL3	Clearing the doubts
EL4	Emma movie
Integrated Activity	
IA1	Enacted in the class
IA2	The poems were recited

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name B.A. English Course Name Shakespeare Course Code GMEN61 Class III year (2014-2015) Semester Even Staff Name Dr Heiz Dawson Credits 4 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To acquaint the students to the dramatic and theatrical conventions of Shakespeare
- To enable the learners to analyse plot, characters, themes and stage craft of his plays.

Syllabus

Unit – I: Shakespeare's Sonnets: Sonnet: 18: Shall I compare thee to a summer's day? 29: When in disgrace with fortune and men's eyes 33: Full many a glorious morning I have seen 104: To me, fair friend, you never can be old Unit – II As You Like It Unit – III Othello Unit – IV Julius Caesar Unit – V Elizabethan Stage & Audience **Fools and Clowns** Women in Shakespeare Supernatural Elements in Shakespeare

Course Ca	lendar		
Hour	Class Schedule		
allotment			
	Odd Semester Begins		
1-L1	Gave an introduction to Shakespeare and his works.		
2-L2	Gave an introduction to Shakespeare's sonnet "Shall I compare thee to a		
	summer's day" and other sonnets in general.		
3- L3	Taught "Shall I compare thee to a summer's day".		
4-L4	Taught "When in disgrace with fortune and men's eyes"		
5-L5	Taught "Full many a glorious morning I have seen"		
6-L6	Taught "To me, fair friend, you never can be old"		
7-L7	Asked the students to come up with a critical appreciation of the sonnets.		
8-L8	Revision of Unit-1		
9-L9	Test on Unit-1		
10-P1	Welcoming of First year and Inauguration of Literary Association		
11-L10	General introduction to Shakespeare's plays.		
12-L11	Taught Act I. Scene I of As You Like It		
13-L12	Taught Act I, Scenes II, III		
14-L13	Taught Act II, Scenes I- IV		
15-L14	Taught Act II, Scenes V –VII		
16-L15	Taught Act III, Scenes I, II		
17-L16	Taught Act III, Scenes III-V		
18-L17	Taught Act IV, Scenes I,II		
19-L18	Taught Act IV, Scenes III		
20-L19	Taught Act V, Scenes I-III		
21-L20	Taught Act V, Scenes IV		
22-L21	Discussed Epilogue		
23-L22	Allotting portion for Internal Test-I		
	Internal Test I begins 19.01.2015		
24-L23	Revision		
25-L24	Revision		
26-IT-1	Internal Test-I		
27-L25	Discussed the characters in As You Like It		
28-L26	Discussed the themes in As You Like It		
29-L27	Gave a critical analysis to As You Like It		
30-L28	Test Paper distribution and result analysis		
	Entering Internal Test-I Marks into University portal		
31- L29	Othello Act I, Scenes I,II		
32- L30	Othello Act I, Scenes III		
33- L31	Othello Act II, Scenes I,II		
34-P2	College level meeting/Cell function		
35- L32	Othello Act II, Scenes III		
36- L33	Othello Act III, Scenes I-III		
37- L34	Othello Act III, Scenes IV		
38- L35	Othello Act IV, Scene I		
39- L36	Othello Act IV, Scenes II,III		

	Othello Act V, Scenes I,II	
	Discussed the characters	
-	Discussed the themes	
	Discussed the setting	
	Discussed the symbols	
	Discussed the genre	
	Critical analysis of the play	
	Julius Caesar Act I, Scene I	
	Julius Caesar Act I, Scene II	
-	Julius Caesar Act I, Scene III	
-	Julius Caesar Act II, Scene I	
51- P3	Department Seminar	
	Julius Caesar Act II, Scenes II-IV	
	Julius Caesar Act III, Scene I	
-	Julius Caesar Act III, Scene II,III	
	Julius Caesar Act IV, Scenes I,II	
56-L52 _	Allotting portion for Internal Test-II	
	Internal Test II begins 16.02.2015	
	Julius Caesar Act V, Scenes I-III	
	Julius Caesar Act V, Scenes IV,V	
59-IT-II	Internal Test-II	
	Revision	
61-L56	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
	Introduction to the Elizabethan Age	
	Introduction to the Elizabethan stage	
	A discussion about the Elizabethan audience.	
	A detailed explanation on the Elizabethan stage	
	A detailed explanation on the Elizabethan audience	
	Introduction to fools and clowns in Shakespeare's plays	
	Discussing the roles of fools and clowns in in Shakespeare's plays	
	Analyzing the different fools in different plays.	
	Discussion on the life of women in Elizabethan Age	
	Analyzing the women characters in the plays	
	Discussion on the significant women characters in Shakespeare's plays.	
	Discussion on the insignificant women characters in Shakespeare's plays.	
74-P4	College level meeting/ function	
	Introduction to supernatural elements in Shakespeare's plays	
76- L70	Witchcraft and the supernatural in Shakespeare's day	
76- L70 77- L71	Witchcraft and the supernatural in Shakespeare's day Supernatural techniques Shakespeare used in his dramas.	
76- L70 Y 77- L71 S 78- L72 S	Witchcraft and the supernatural in Shakespeare's day Supernatural techniques Shakespeare used in his dramas. Supernatural elements in Shakespeare's songs.	
76- L70 77- L71	Witchcraft and the supernatural in Shakespeare's day Supernatural techniques Shakespeare used in his dramas. Supernatural elements in Shakespeare's songs. Allotting portion for Internal Test-III	
76- L70 Y 77- L71 \$ 78- L72 \$ 79- L73	Witchcraft and the supernatural in Shakespeare's day Supernatural techniques Shakespeare used in his dramas. Supernatural elements in Shakespeare's songs Allotting portion for Internal Test-III Internal Test III begins 16.03.2015	
76- L70 7 77- L71 9 78- L72 9 79- L73 1 80- L74 1	Witchcraft and the supernatural in Shakespeare's day Supernatural techniques Shakespeare used in his dramas. Supernatural elements in Shakespeare's songs Allotting portion for Internal Test-III Internal Test III begins 16.03.2015 Revising Unit 1	
76- L70 Y 77- L71 \$ 78- L72 \$ 79- L73 80- L74 1 81- L75 1	Witchcraft and the supernatural in Shakespeare's day Supernatural techniques Shakespeare used in his dramas. Supernatural elements in Shakespeare's songs Allotting portion for Internal Test-III	
76- L70 7 77- L71 9 78- L72 9 79- L73 1 80- L74 1 81- L75 1 82-IT-III 1	Witchcraft and the supernatural in Shakespeare's day Supernatural techniques Shakespeare used in his dramas. Supernatural elements in Shakespeare's songs Allotting portion for Internal Test-III Internal Test III begins 16.03.2015 Revising Unit 1 Revising Unit 2,3 Internal Test-III	
76- L70 7 77- L71 9 78- L72 9 79- L73 1 80- L74 1 81- L75 1 82-IT-III 1	Witchcraft and the supernatural in Shakespeare's day Supernatural techniques Shakespeare used in his dramas. Supernatural elements in Shakespeare's songs Allotting portion for Internal Test-III	

85- L78	Revising Unit 5
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 16.04.2015
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course "Shakespeare"
	The students will be able to,
CO1	Develop sufficient ability for reading and understanding
	Elizabethan English to allow for better comprehension of
	Shakespeare's plays, poems and sonnets.
CO2	Compare experiences with themes and issues brought up in
	Shakespeare's works.
CO3	Analyze Shakespeare's literary development verbally and in
	writing.
CO4	Identify major literary characters in Shakespeare's works.
CO5	
CO6	
C07	
CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

Blended Learning
Blended Learning
using PPT, video, library resources, ICT techniques, E-learning resources, Google classroom, study tour, etc.,
use library books, E- books, motivate student to prepare for higher study.
For slow learner
Extension activity
HOD Signature
Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B. A. English	
Course Name	Value Based Education	
Course Code	GVBE21	
Class	I year (2014-2015)	
Semester	Even	
Staff Name	F. Shophet Peter	
Credits	2	
L. Hours /P. Hours	2 / WK	
Total 30Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 20 Hrs (5 units; 5×4=20; 4Hrs /unit)		

Course Objectives

- > To enable the students understand the social realities
- To inculcate an essential value system
- Building a healthy society

Syllabus

Course Ca	lendar	
Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	A talk on Social Justice was given .	
2-L2	Parameten of Social Justice was discussed.	
3- P1	Welcoming of First year and Inauguration of Literary Association	
4-L3	Student were enlightened about various Social reformers	
5-L4	Allotting portion for Internal Test-I	
	Internal Test I begins 19.01.2015	

6-IT-I	Internal Test-I	
7-L5	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
8-L6	The concept of human rights was discussed.	
9-L7	Talked about human rights and Indian constitution.	
10-P2	College level meeting/Cell function	
11-L8	Talked about the right of minorities and other suppressed people.	
12-L9	Talked about the right of women and children.	
13-P3	Department Seminar	
14-L10	Talked about the Dalits and the marginalised people.	
15-L11	Discussed social issues in general.	
16-L12	Allotting portion for Internal Test-II	
	Internal Test II begins 16.02.2015	
17-IT-1	Internal Test-II	
18-L13	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
19-L14	Spoke about Mass media & its effects .	
20- P2	College level meeting/ function	
21-L15	Gave a lecture on globalisation.	
22-L16	Taught various values & ethics.	
23- L17	Allotting portion for Internal Test-III	
	Internal Test III begins 16.03.2015	
24- IT-III	Internal Test-III	
25-L18	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
26-MT	Model Test 16.04.2015	
27-MT	Model Test	
28-MT	Model Test	
29-L19	Model test paper distribution and previous year university question paper	
	discussion	
30-L20	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	The students were enlightened about various social realities .	
CO2	Essential values and ethics were inculcated among the students .	
CO3	Awareness regarding public health and welfare was created among	
	the students.	
CO4		
CO5		
CO6		
CO7		
CO8		

Students were made to share their views on Human Rights	
2 Students spoke on the issue of marginalisation	
Students were made to read news clipping of public problems and	
analyse them.	
A debate on mass media was conducted.	
Students were asked to present their thoughts on value ethics	
individually.	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-learning
	resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the
	slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	M.A. English	
Course Name	Women's Writing in English	
Course Code	HEHM41	
Class	I year (2013-2014)	
Semester	Even	
Staff Name	DR.R.Jeya Sundararaj	
Credits	5	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

- To impart the knowledge of the feminine / feminist
 Perceptions of life
- To make the students understand the universal feminine issues

Syllabus

UNIT-I Poetry		
Sylvia Plath	-	The Colossus
Maya Angelou	-	Caged Bird
ImitiazDharker	-	Choice
Judith Wright	-	Clock and Heart
UNIT-II Prose		
Virginia Woolf	-	To Cambridge Women
Arundhathi Roy	-	The Loneliness of Noam Chomsky
UNIT-III Fiction		
JhumphaLahiri	-	The Namesake
Alice Walker	-	The Colour Purple
UNIT-IV Drama		-
MahaSwetadevi	-	Mother of 1084
Caryl Churchill	-	Top Girls
UNIT-V Feminist Theory		-
Simonede Beauvoir	-	Woman and the Other
Elaine Showalter	-	Towards a Feminist Poetics

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Introduced Sylvia Plath

2-L2Gave an idea on Poetry3- L3Read and explain the poem "The Colossus"		
1 1		
	Continued the Poem	
	Discussed the theme of the poem	
6-L6 Analysed the various techniques used by the author		
7-L7 Concluded the poem		
8-L8 Introduced Maya Angelou		
9-L9 Gave an idea about the poem "Caged Bird"	· · · ·	
10-P1 Welcoming of First year and Inauguration of Literary	Association	
11-L10 Read and explained the poem		
12-L11 Continued the poem "Caged Bird"		
13-L12 Discussed the theme of the poem		
14-L13 Analysed the various techniques used by the author		
15-L14 Concluded the poem		
16-L15 Introduced Imitiaz Dharker		
17-L16 Gave an idea about his writing skill		
18-L17 Explained the poem "Choice"		
19-L18 Continued the poem		
20-L19Discussed the poem of the poem "Choice"		
21-L20 Analysed the various techniques used by the writer		
22-L21 Concluded the poem		
23-L22 Allotting portion for Internal Test-I		
Internal Test I begins 19.01.2015		
24-L23 Introduced Judith Wright		
25-L24 Discussed about her contemporaries		
26-IT-1 Internal Test-I		
27-L25 Read and explained the poem "Clock and Heart"		
28-L26 Continued the poem		
29-L27 Explained the themes present in the poem		
30-L28 Test Paper distribution and result analysis		
Entering Internal Test-I Marks into University p	portal	
31- L29Analysed the various techniques used by the author		
32- L30 Concluded the poem		
33-L31 Introduced Virginia Woolf		
34-P2 College level meeting/Cell function		
35- L32 Discussed about her contemporaries		
36-L33 Read and explained the prose work 'To Cambridge Women'		
37-L34 Continued the work		
38- L35 Analysed the various techniques used by the author		
39-L36 Summarised the prose piece		
40- L37 Introduced Arundhathi Roy		
41- L38 Discussed about her contemporaries		
42- L39 Read and explained the prose 'The Lonliness of Noam Chomsk	y'	
43- L40 Continued the work		
44- L41 Analysed the various techniques used		
45- L42 Concluded the work		
46- L43 Introduced Jhumpha Lahiri		
47-L44 Discussed about her contemporaries		

48- L45	Read and explained the fiction "The Namesake"		
49- L46	Continued the fiction		
50- L47	Analysed the characters		
51- P3	Department Seminar		
51 13 52- L48	Elaborated the techniques in the novel		
53- L49	Introduced Alice Walker		
53-L19 54-L50	Read and explained 'The Colour Purple'		
51 <u>255</u> 55- L51	Continued the novel		
56-L52	Allotting portion for Internal Test-II		
00 202	Internal Test II begins 16.02.2015		
57-L53	Analysed the characters		
58-L54	Elaborated the techniques		
59-IT-II	Internal Test-II		
60- L55	Introduced Maha Swetadevi		
61-L56	Test Paper distribution and result analysis		
01 200	Entering Internal Test-II Marks into University portal		
62- L57	Read and explained the drama 'Mother of 1084'		
63- L58	Continued the drama		
64- L59	Analysed the characters		
65- L60	Elaborated the techniques used in the drama		
66- L61	Concluded the drama		
67- L62	Read and explained Caryl Churchill's "Top Girls"		
68- L63	Continued the drama		
69- L64	Discussed the characters		
70- L65	Elaborated the techniques used in the drama		
71- L66	Concluded the drama		
72- L67	Introduced criticism		
73- L68	Read and explained Simonede Beauvoir's"Women and the Other"		
74-P4	College level meeting/ function		
75- L69	Continued the text		
76- L70	Discussed in detail		
77- L71	Concluded the theory		
78- L72	Read and explained Elaine showalter's "Towards a feminist poetics		
79- L73	Allotting portion for Internal Test-III		
	Internal Test III begins 16.03.2015		
80- L74	Continued the text		
81- L75	Discussed in detail		
82-IT-III	Internal Test-III		
83- L76	Concluded the text		
84- L77	Test Paper distribution and result analysis		
85- L78	Revision		
	Entering Internal Test-III Marks into University portal		
86- L79	Model Test 16.04.2015		
87-MT	Model Test		
88-MT	Model Test		
89-MT	Model test paper distribution and previous year university question paper		
	discussion		
90-L-80	Feedback of the Course, analysis and report preparation		

Last Working day on 23.11.2018

Course Outcomes

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	They learnt about various
CO2	Women Writers
CO3	
CO4	They understood various genres
CO5	Written by women
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Visited the library
EL2	Wrote reviews
EL3	
EL4	
Integrated Activity	
IA1	Group discussion
IA2	Quiz

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension estivity	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Age of Hardy & Modern Age	
Course Code	GMEN52	
Class	III year (2015-2016)	
Semester	Odd	
Staff Name	Mr.J ROBIN DEEPAK	
Credits	5	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /	unit)	

Course Objectives

\triangleright	To gain	knowledge	about the	modern age.
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> The works written by various writers.

Syllabus

Unit I		
	The Age of Hardy	
	The Present Age	
Unit II	Poetry	
	Hopkins	The Windhower
	T.S Eliot	The Love Song of Alfred .J. Prufrock
	W.H. Auden	The Shield of Achilles
	W.B. Yeats	The Second Coming
Unit III	Prose	
	Eliot	Hamlet and his Problems
Unit IV	Drama	
	Bernard Shaw	Pygmalion
Unit V	Fiction	
	Thomas Hardy	The Mayor of Caster bridge

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Introduced the History of English Literature.	
2-L2	Discussed the Age of Hardy.	
3- L3	Elaborated the various writers of that age.	
4-L4	Continued the lesson.	
5-L5	Explained the style used by various writers.	
6-L6	Summarized the age.	

7-L7	Introduced the Present Age.		
8-L8	Read and explained the present age.		
9-L9	Elaborated the various writers of the age.		
10-P1	Welcoming of First year and Inauguration of Literary Association		
1011 11-L10	Continued the lesson.		
11-L10 12-L11	Explained the style used by different writers.		
12-L11 13-L12	Summarized the age.		
13 L12 14-L13	Introduced Hopkins.		
15-L14	Explained about his Contemporaries.		
16-L15	Read and elaborated the Poem "The Windhower"		
17-L16	Continued the poem.		
18-L17	Discussed the themes and styles of the writer.		
19-L18	Concluded the poem.		
20-L19	Introduced T.S Eliot.		
21-L20	Read and explained the poem "The Love Song of Alfred .J. Prufrock".		
22-L21	Continued the poem.		
23-L22	Allotting portion for Internal Test-I		
	Internal Test I begins 20.07.2015		
24-L23	Discussed the themes and styles used by the writer.		
25-L24	Concluded the poem.		
26-IT-1	Internal Test-I		
27-L25	Introduced W.H. Auden		
28-L26	Read and the elaborated the Poem "The Shield of Achilles "		
29-L27	Continued the poem.		
30-L28	Test Paper distribution and result analysis		
	Entering Internal Test-I Marks into University portal		
31- L29	Discussed the themes and styles used in the poem		
32- L30	Concluded the poem.		
33- L31	Introduced the W.B. Yeats		
34-P2	College level meeting/Cell function		
35- L32	Read and the elaborated the Poem "The Second Coming".		
36- L33	Continued the poem.		
37- L34	Discussed the themes and styles used by the writer.		
38- L35	Concluded the poem.		
39- L36	Summarized all the poems in Unit II.		
40- L37	Introduced T.S Eliot.		
41-L38	Discussed about his age.		
42-L39	Talked about the various prose works.		
43- L40	Read and explained "Hamlet and his Problems".		
44- L41	Continued the prose.		
45- L42	Discussed the styles used by the writer.		
46- L43	Explained the themes.		
47-L44	Elaborated the narrative techniques used.		
48- L45	Concluded the poem.		
49- L46	Discussed about drama.		
49- L46 50- L47	Continued to have a discussion about various dramatists.		
49- L46			

53- L49	Talked about his works.	
54- L50	Introduced "Pygmalion"	
55-L51	Read and explained the work.	
56-L52	Allotting portion for Internal Test-II	
	Internal Test II begins 31.08.2015	
57-L53	Continued the drama.	
58-L54	Discussed the Characters in the drama.	
59-IT-II	Internal Test-II	
60- L55	Explained the theme used in "Pygmalion".	
61- L56	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
62- L57	Summarized the drama.	
63- L58	Concluded the drama.	
64- L59	Screened the drama "Pygmalion".	
65- L60	Introduced Thomas Hardy.	
66- L61	Explained about his Contemporaries.	
67- L62	Read and explained the novel "The Mayor of Caster bridge"	
68- L63	Continued the novel.	
69- L64	Discussed the Characters in the novel.	
70- L65	Explained the themes used in the novel.	
71- L66	Talked about the works of Thomas Hardy.	
72- L67	Summarized the novel.	
73- L68	Concluded the novel.	
74-P4	College level meeting/ function	
75- L69	Had a discussion about The Age of Hardy	
76- L70	Had a discussion about The Present Age	
77- L71	Continued the discussion.	
78- L72	Made a comparative study.	
79- L73	Allotting portion for Internal Test-III	
	Internal Test III begins 05.09.2015	
80- L74	Had a literary quiz in the prescribed syllabus	
81- L75	Continued the quiz.	
82-IT-III	Internal Test-III	
83- L76	Revision.	
84- L77	Test Paper distribution and result analysis	
85- L78	Revision.	
	Entering Internal Test-III Marks into University portal	
86-L79	Model Test 16.10.2015	
87-MT	Model Test	
88-MT	Model Test	
89-MT	Model test paper distribution and previous year university question paper	
00 1 00	discussion	
90-L-80	Feedback of the Course, analysis and report preparation Lost Working day on 22 11 2018	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course " <course name="">"</course>

CO1	They gained knowledge about the Present age and writers.
CO2	They became familiar with the age of Hardy.
CO3	
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Screened the drama Pygmalion
EL2	They wrote review on their prescribed novel "The Mayor of Caster
	bridge"
EL3	
EL4	
Integrated Activity	
IA1	Group Discussion .
IA2	Quiz.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

(riepared by start memoer nandning the course		
Programme Name	M.A. English	
Course Name	American Literature	
Course Code	HEHM14	
Class	I year (2014-2015)	
Semester	Odd	
Staff Name	Dr. Edward David Sundar Raj	
Credits	4	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

- > To familiarise the students with major periods and trends in American literature.
- Compare different texts to one another and the historical context in which they appear.
- Make the students aware of significant prose and poetry the American Literature has produced.

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Gave an introduction on American Literature	
2-L2	Spoke about Walt Whitman, his life, his literary career	
3- L3	Explained pastoral poems	
4-L4	Spoke about the events that led to President Abraham Lincoln's death	
5-L5	Analysis and interpretation of the poem	
6-L6	Analysis and interpretation of the poem	
7-L7	Broke down the structure of the poem	
8-L8	Explained the style and techniques in the poem	
9-L9	Discussed the themes and symbols in the poem	
10-P1	Welcoming of First year and Inauguration of Literary Association	
11-L10	Discussed lyric poems	
12-L11	Briefed the life and literary career of Edgar Allen Poe	
13-L12	Taught "The Sleeper" by Edgar Allen Poe	
14-L13	Discussed the themes in "The Sleeper"	
15-L14	Explained the different rhyme schemes and the rhyme scheme in "The Sleeper"	
16-L15	Spoke about Robert Frost and his literary works	
17-L16	Analysed lines 1-8 of "After Apple- Picking"	

18-L17	Analysed lines 9-17 of "After Apple- Picking"	
19-L18	Analysed lines 18-26 of "After Apple- Picking"	
20-L19	Analysed lines 27-36 of "After Apple- Picking"	
21-L20	Discussed the themes in the poem "After Apple- Picking"	
22-L21	Spoke on the life and works of Emily Dickinson	
23-L22	Allotting portion for Internal Test-I	
	Internal Test I begins 20.07.2015	
24-L23	Taught the poem "Some Keep The Sabbath Going To Church"	
25-L24	Analysed the poetic devices in "Some Keep The Sabbath Going To Church"	
26-IT-1	Internal Test-I	
27-L25	Did a critical analysis of "Some Keep The Sabbath Going To Church"	
28-L26	Discussed the tone and setting of the poem "Some Keep The Sabbath Going To	
	Church"	
29-L27	Discussed the life and works of Wallace Stevens	
30-L28	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
31- L29	Taught "The Emperor of Ice Cream"	
32- L30	Discussed the themes and symbols in "The Emperor of Ice Cream"	
33- L31	Did a critical analysis of "The Emperor of Ice Cream"	
34-P2	College level meeting/Cell function	
35- L32	Briefed on Harlem Renaissance.	
36- L33	Discussed the life and literary achievements of Langston Hughes	
37- L34	Elaborated on the poem "Harlem Night- The Club"	
38- L35	Discussed the themes in "Harlem Night- The Club"	
39- L36	Discussed the symbols and imageries in "Harlem Night- The Club"	
40- L37	Did a critical analysis of "Harlem Night- The Club"	
41- L38	Briefed the life and literary career of E.E. Cummings	
42- L39	Analysed "In just spring and the Cambridge ladies"	
43- L40	Dissected the themes and imageries in "In just spring and the Cambridge ladies"	
44- L41	Spoke about symbols and tools in "In just spring and the Cambridge ladies"	
45- L42	Gave a brief introduction on Silviya Plath	
46- L43	Spoke about confessional poetry	
47- L44	Taught "To Daddy and Mary's song"	
48- L45	Discussed the themes in "To Daddy and Mary's Song"	
49- L46	Analysed "To Daddy and Mary's Song" critically	
50- L47	Discussed the symbols and tools in "To Daddy and Mary's Song"	
51- P3	Department Seminar	
52- L48	Explained "All My Sons" by Arthur Miller	
53- L49	Critically analysed "All My Sons" by Arthur Miller	
54- L50	Analysed the tools and symbols in "All My Sons"	
55- L51	Spoke of the background behind the play.	
56-L52	Allotting portion for Internal Test-II	
	Internal Test II begins 31.08.2015	
57-L53	Explained "The Turn of the Screw"	
58-L54	Dealt with themes and symbols in "The Turn of the Screw".	
59-IT-II	Internal Test-II	
60- L55	Theoretically analysed "The Turn of the Screw".	
61- L56	Test Paper distribution and result analysis	

	Entering Internal Test-II Marks into University portal	
62- L57	Discussed the imageries in To Daddy and Mary's Song"	
63- L58	Spoke about Ralph Waldo Emerson and his literary career	
64- L59	Briefly introduced the works of Ralph Waldo Emerson	
65- L60	Taught "Self Reliance" by Ralph Waldo Emerson	
66- L61	Dealt with the themes in "Self Reliance" by Ralph Waldo Emerson	
67- L62	Analysed the message in "Self Reliance" by Ralph Waldo Emerson	
68- L63	Discussed famous literary speeches.	
69- L64	Briefed the life and literary achievements of William Faulkner.	
70- L65	Briefed the Nobel Prize Acceptance Speech by Faulkner	
71- L66	Analysed the message in the speech	
72- L67	Spoke about the life and literary works of Eugene O'Neill	
73- L68	Gave an introduction on "The Emperor Jones"	
74-P4	College level meeting/ function	
75- L69	Explained Bertrand Malamud's "The Assistant"	
76- L70	Discussed the themes and symbols in "The Assistant"	
77- L71	Did a character analysis of "The Assistant"	
78- L72	Theoretically analysed "The Assistant"	
79- L73	- Allotting portion for Internal Test-III	
	Internal Test III begins 05.10.2015	
80- L74	Introduced Henry James' "The Turn of the Screw"	
81- L75	Briefed "The turn of the Screw"	
82-IT-III	Internal Test-III	
83- L76	Did a critical analysis of "The Turn of The Screw"	
84- L77	- Test Paper distribution and result analysis	
85- L78	Did a theoretical analysis of "The Turn of the Screw"	
	Entering Internal Test-III Marks into University portal	
86- L79	Model Test 16.10.2015	
87-MT	Model Test	
88-MT	Model Test	
89-MT	Model test paper distribution and previous year university question paper	
	discussion	
90-L-80	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	The students learnt the different trends prevalent in America	
CO2	Students understood how major happenings in America affected	
	the literature of that period	
CO3	Students were made familiar with significant historical events like	
	'The Great Depression' that took place in America.	
CO4	Students understood the significant themes that dominated the	
	American Literature.	
CO5		
CO6		
CO7		

CO8	
CO9	
Experimental	
Learning	
EL1	Students were made to listen to William Faulkner's Nobel Prize
	Acceptance Speech.
EL2	Students were made to watch the movie version of Arthur Miller's
	"All My Sons".
EL3	
EL4	
Integrated Activity	
IA1	Students enacted a scene from "The Emperor Jones" by Eugene
	O'Neill.
IA2	Students shared their own interpretation of "When Lilacs Last in
	the Doorway Bloomed" individually.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Augustan -18 th century literature	
Course Code	GMEN31	
Class	II year (2014-2015)	
Semester	Odd III	
Staff Name	Dr.Nalina Palin	
Credits	6	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

- > To understand texts with special reference to the periods
- > To interpret and appreciate the selected texts
- ➢ To understand Augustan age
- > To understand Eighteenth century Literture

Syllabus

Unit I

The Age of Pope (1700-1745)

Verse

Prose and the Drama

The Age of Johnson(1745-1798)

General Prose

The Novel

Verse

Text:Hudson: History of English Literature

Unit II

Poetry

Alexander Pope – An Essay on Man: Epistle II, partI: I know then thyself, presume not to scan

Which serv'd the past, and must the times to come Robert Burns –My Luv is like Red Red Rose Thomas Gray-Elegy Written in a country Churchyard Willaim Blake-The Tiger

Unit III

Prose Addison and Steele:

Sir Roger at Church Character of Will Wimble

Unit IV

Drama

Sheridan – The Rivals

Unit V

Fiction

Goldsmith-The Vicar of Wakefield

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	General interpretation to Augustan Age	
2-L2	General interpretation to eighteenth century	
3- L3	The Age of Pope	
4-L4	Verse	
5-L5	Prose	
6-L6	Drama	
7-L7	Satire	
8-L8	Discussion Poetry	
9-L9	Essay on Criticism	
10-P1	Welcoming of First year and Inauguration of Literary Association	
11-L10	Translation of Horrer	
12-L11	Heroic Couplet	
13-L12	Augustan age	
14-L13	Essay on Criticism	
15-L14	The Rape of the hoch	
16-L15	The Dunciad	
17-L16	An Essay on Man	
18-L17	Jonathan Swift	
19-L18	John Dryden	
20-L19	Samuel Johnson	
21-L20	John Milton	
22-L21	John Donne	
23-L22	Allotting portion for Internal Test-I	
	Internal Test I begins 20.07.2015	
24-L23	Edmund Spenser	
25-L24	Satire	
26-IT-1	Internal Test-I	
27-L25	Age of Transition	
28-L26	Addison	
29-L27	Dr.Jhonson	
30-L28	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
31- L29	John Dryden	
32-L30	Spirit of English Poetry	
33-L31	The Glorian revolution of 1688	
34-P2	College level meeting/Cell function	
35- L32	The Age of pope – The Classical Age	
36- L33	Neo classical age	
37- L34	Characteristics of the age of Pope	

38- L35	Principle of classification	
39- L36	Daniel Defoe	
40- L37	The Age of Johnson	
41- L38	Importance	
42- L39	Prose	
43- L40	Novel	
44- L41	Verse	
45- L42	James Boswell	
46- L43	Age of Sensibility	
47- L44	Thomas Gray	
48- L45	William Collins	
49- L46	Robert Burns	
50- L47	William Cowper	
51- P3	Department Seminar	
52- L48	William Blake	
53- L49	Addison and Steele	
54- L50	The spectator	
55- L51	Coverley Papers	
56-L52	Allotting portion for Internal Test-II	
	Internal Test II begins 31.08.2015	
57-L53	The periodical essay	
58-L54	The Rise of Journalism	
59-IT-II	Internal Test-II	
60- L55	Will Wimble	
61- L56	Test Paper distribution and result analysis	
Entering Internal Test-II Marks into University portal		
62-L57	Sir Roger at Church	
63- L58	Sir Roger's Ancestors	
64- L59	Literary Culture	
65-L60	The Development of English Prose	
66-L61	Addison – Writing style	
67-L62	His Poetial Works	
68-L63	Prose works	
69-L64	Journalism	
70- L65	The mision of Minrole	
71 1 4	The vision of Mirzah	
71-L66	Addison -42 essays	
72- L67	Addison -42 essays Steele	
72- L67 73- L68	Addison -42 essays Steele The Spectator	
72- L67 73- L68 74-P4	Addison -42 essays Steele The Spectator	
72- L67 73- L68 74-P4 75- L69	Addison -42 essays Steele The Spectator Each paper -2500 words	
72- L67 73- L68 74-P4 75- L69 76- L70	Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration	
72- L67 73- L68 74-P4 75- L69 76- L70 77- L71	Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration Harmory and better understanding of their suitation	
72- L67 73- L68 74-P4 75- L69 76- L70 77- L71 78- L72	Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration Harmory and better understanding of their suitation Addison and Steele-(Both Politicians)	
72- L67 73- L68 74-P4 75- L69 76- L70 77- L71	Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration Harmory and better understanding of their suitation Addison and Steele-(Both Politicians) Allotting portion for Internal Test-III	
72- L67 73- L68 74-P4 75- L69 76- L70 77- L71 78- L72 79- L73	Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration Harmory and better understanding of their suitation Addison and Steele-(Both Politicians) Allotting portion for Internal Test-III Internal Test III begins 05.10.2015	
72- L67 73- L68 74-P4 75- L69 76- L70 77- L71 78- L72 79- L73 80- L74	Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration Harmory and better understanding of their suitation Addison and Steele-(Both Politicians) Allotting portion for Internal Test-III Internal Test III begins 05.10.2015 The Tatler (A British Literaty and society Journal)	
72- L67 73- L68 74-P4 75- L69 76- L70 77- L71 78- L72 79- L73	Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration Harmory and better understanding of their suitation Addison and Steele-(Both Politicians) Allotting portion for Internal Test-III Internal Test III begins 05.10.2015	

83- L76	Clearing the doubts
84- L77	Test Paper distribution and result analysis
85- L78	
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 16.10.2015
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	Understood eighteenth century literature	
CO2	Augustan Age	
CO3	Political Influence	
CO4	Poetry –style	
CO5	Prose-Language	
CO6	Drama-Society-Understood	
CO7	Theme of the writers	
CO8	The society of the eighteeth century	
CO9	The moral Standard of the people	
Experimental		
Learning		
EL1	Read poetry in the class	
EL2	Erracted in the class (drama)	
EL3	Prose lesson are discussed	
EL4	4 The Photographs of the Writers are shown	
Integrated Activity		
IA1	Movies were shown (18 th century)	
IA2	The poems were Recited in the class	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name British Literature II Course Code HEHM12 Class I year (2014-2015) Semester Odd Staff Name Mr. David Augustin Karunakaran Credits 4 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To know the British Literature.
- > To understand the writing style of British Literature.
- \succ To study the culture of the nation.
- > To understand the different usage in the Restoration Peroid.

Syllabus

Unit –	I Poetry-	T
Ome	I I UCH y	

Milton	-	Paradise Lost Book II- Select lines (1-389)
Pope	-	The Rape of the Lock.

Unit –II Poetry –II		
John Donne	-	Ecstasie.
Herbert	-	Afflicition.
Marwell	-	To His Coy Mistress.
William Collins	-	The Passions.
William Blake	-	The Night.
Unit –III Prose		
Goldsmith	-	Beau Tibbs & Mrs.Tibbs.
		(The Citizen of the World Letters XV&XVI).
Swift	-	A Tale of a Tub.
Unit –IV Prose		
Joseph Addison	-	Sir Roger at Home &
		A Hunting Scene with Sir Roger.
Unit-V Drama		
Sheridan	-	The School for Scandal

-

Course Calendar		
Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Introduced British Literature	
2-L2	Explained several writers of that period	
3- L3	Life history of Milton	
4-L4	Taught Milton and his works	
5-L5	Explained" Paradise Lost"	
6-L6	Read and analysed "Paradise Lost" Book II	
7-L7	Interpreted the poem "Paradise Lost"	
8-L8	Continued the poem.	
9-L9	Discussed themes and techniques of the poem.	
10-P1	Welcoming of First year and Inauguration of Literary Association	
11-L10	Critical appreciation of the poem	
12-L11	Explained the forms of the poem	
13-L12	Introduced Alexander Pope	
14-L13	Interpreted the poem "The Rape of the Lock"	
15-L14	Explain the difference between epic and the poem	
16-L15	Continued the poem "The Rape of the Lock"	
17-L16	Interpreted the theme and the technique of the poem	
18-L17	The narrative style of the poem	
19-L18	Briefed the poem	
20-L19	Taught the poem "The Rape of the Lock"	
21-L20	Introduced Metaphysical poets ted	
22-L21	Life and history of John Donne	
23-L22	Allotting portion for Internal Test-I	
	Internal Test I begins 20.07.2015	
24-L23	Read and interpreted "The Ecstasie "	
25-L24	Explained the poem "The Ecstasie"	
26-IT-1	Internal Test-I	
27-L25	Critical analysis of the poem	
28-L26	Introduced Herbert	
29-L27	Explained Affliction	
30-L28	-Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
31- L29	Illustrated the poem Affliction	
32- L30	Elaborate note on narrative technique of the poem	
33- L31	Critical appreciation of the poem	
34-P2	College level meeting/Cell function	
35- L32	Introduced the poet Marvell	
36- L33	Interpreted the poem "To His Coy Mistress"	
37- L34	Critical Analysis of the poem	
38- L35	Continued the poem	

20 1.26	
39-L36	Briefed the poem
40- L37	Summed up
41-L38	Life history of William Collins
42-L39	Interpreted the poem "The passions"
43- L40	Explained the poem
44- L41	Taught the life of William Blake
45-L42	Gave lecture on the poem the night
46- L43	Interpreted the poem the night
47-L44	Introduced the life of Sheridan.
48- L45	Explained the life of Sheridan and his contemporaries.
49- L46	Characterisation of the play.
50- L47	Explained the play "The School for Scandal"
51-P3	Department Seminar
52-L48	Title justification of the play.
53-L49	Continued the play.
54-L50	Introduced Goldsmith
55-L51	Read and Explained "Beau Tibbs & Mrs.Tibbs".
56-L52	Allotting portion for Internal Test-II Internal Test II begins 31.08.2015
57-L53	8
57-L35 58-L54	Interpreted the text "Beau Tibbs & Mrs.Tibbs".
58-L34 59-IT-II	Continued the text. Internal Test-II
60- L55	Introduced the life and career of Swift
-	
61- L56	-Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal
62- L57	Explained the text "The Tale of aTub."
63- L58	Critical Appreciation of "The Tale of aTub."
64- L59	Interpreted the text
65-L60	Introduced Joseph Addison and other prose writers.
66- L61	Taught the prose "Sir Roger at Home."
67-L62	Elaborated the text "Sir Roger at Home."
67 L02	Explained the text "A Hunting Scene with Sir Roger."
69-L64	Interpreted the text.
70- L65	Briefed the text.
70- L05 71- L66	Summed up Addison and his work.
71-L00 72-L67	Explained about prose writers and their themes.
72- L07 73- L68	Talked about the play wrights.
73-100 74-P4	College level meeting/ function
75-L69	Introduced Goldsmith
76-L70	Interpreted the play "She Stoops to Conquer."
77-L71	Characterisation of the play.
78- L72	Explained the play.
79-L73	Allotting portion for Internal Test-III
	Internal Test III begins 05.10.2015
80- L74	Continued the play.
81- L75	Critical Appreciation of the play.
82-IT-III	Internal Test-III
83- L76	Discussed the themes of the play.
-	

84- L77	Test Paper distribution and result analysis
85- L78	Revision.
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 16.10.2015
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Learnt the Restoration period.
CO2	Learnt the Social activities in that period.
CO3	Studied the change in human behaviour.
CO4	Learnt various writers of Restoration period.
CO5	Understood the history of British Literary.
CO6	Analysed different themes and techniques of that period.
CO7	Understood the moral precepts of that period.
CO8	Studied various genres of that period.
CO9	Understood the overall view of British Literature.
Experimental	
Learning	
EL1	Screened the play.
EL2	Students wrote poem by their own.
EL3	Students wrote essay by their own.
EL4	Visited the library
Integrated Activity	
IA1	Group Discussion.
IA2	Debate.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)Programme NameM.A. English

Programme Name	M.A. English
Course Name	British Literature I
Course Code	HEHM11
Class	I year (2015-2016)
Semester	Even
Staff Name	Mrs. Anto Sindhuja. R
Credits	6
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /	unit)

Course Objectives

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\triangleright	to know	the British	Literature
·			

- ➤ to study various British authors
- ➢ to familiarize the students with the Romantic Age
- ➢ to gain knowledge about various genres in literature

Syllabus

Unit	I Poetry		
	Wordsworth ·	-	Tintern Abbey
	Coleridge ·	-	Ode to Dejection
	Keats	-	Ode on a Grecian Urn
	Shelly -	-	The Cloud
Unit	II Poetry		
	Tennyson ·	-	Tithonus
	Browning -	-	The Last Ride Together
	Arnold ·	-	Dover Beach
	D.G. Rossetti	-	A Death – Parting
Unit	III Prose		
	Charles Lamb	-	Valentine's Day, Oxford in the vacation and A
			Bachelor's complaint
	Hazlitt	-	My First Acquaintance with Poets
			On Coffee House Politicians
Unit	IV	Fiction	
	Jane Austen	-	Persuasion
	Charles Dicken	IS	- Great Expectations
Unit	V Drama		
	Bernard Shaw -	-	The Apple Cart
	Oscar Wilde	-	The Importance of being Earnest
Course Cale	endar		
Hour			Class Schedule
allotment			

	Even Semester Begin on 18.06.2018
1-L1	Gave introduction on British Literature
2-L2	Explained the themes, techniques and style of Romantic Age
3- L3	Elaborated about the Romantic writers
4-L4	Introduced Wordsworth and his contemporary writers
5-L5	Read and explain Tintern Abbey
6-L6	Discussed the themes and techniques of Tintern Abbey
7-L7	Continued the poem Tintern Abbey
8-L8	Brief note on the author and the poem
9-L9	Elaborated the Wordsworth poetry
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Talked about the Romantic age
12-L11	Interpreted various forms of poetry
13-L12	Introduced Coleridge
14-L13	Explained the difference among various forms of poetry
15-L14	Taught Ode to Dejection
16-L15	Read and interpreted the themes of ode
17-L16	Interpreted the style and techniques of Coleridge
18-L17	Continued the poem Ode to Dejection
19-L18	Brief the poem Ode to Dejection
20-L19	Introduced the women writers
21-L20	Explained the Age of Tennyson
22-L21	Introduced the poet Keats
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 20.07.2015
24-L23	Explained the poem Ode on Grecian Urn
25-L24	Interpreted the themes and techniques of the poem
26-IT-1	Internal Test-I
27-L25	Introduced the novelist Jane Austen
28-L26	Explained the novel Persuasion
29-L27	Critically analysed the novel Persuasion
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31-L29	Continued the novel Persuasion
32-L30	Analysed the characters of the novel
33-L31	Explained the novel Persuasion
34-P2	College level meeting/Cell function
35-L32	Talked about British Literature
36-L33	Gave introduction to Drama
37-L34	Elaborated the types of drama
38-L35	Introduced Bernard Shaw
39-L36	Read and explained the play The Apple Cart
40-L37	Taught Act I of the play
41-L38	Interpreted the play
42-L39	Analysed the theme of the play
43-L40	Taught Act II of the Play
44- L41	Brief the play
45- L42	Introduced the poet Shelley

46- L43	Read and interpreted the poem The Cloud
47- L44	Gave introduction on the poem "Tithonus"
48- L45	Introduced Tennyson
49- L46	Elaborated the poem Tithonus
50- L47	Dealt with the themes and techniques of the poem
51- P3	Department Seminar
52- L48	Talked about Tennyson's poetry
53- L49	Introduced Robert Browning
54- L50	Explained the poem The Last Ride Together
55- L51	Read and interpreted The Last Ride Together
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins 31.08.2015
57-L53	Taught about Mathew Arnold
58-L54	Explained the poem Dover Beach
59-IT-II	Internal Test-II
60- L55	Dealt about D.G. Rossetti
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Explained the poem A Death Parting
63- L58	Elaborated on Charles Lamb and Prose
64- L59	Interpreted the poem
65- L60	Explained about Hazlitt
66- L61	Taught My First Acquaitance with the poets and the other poems
67- L62	Introduction of Charles Dickens and other fiction writers
68- L63	Introduced the novel Great Expectations
69- L64	Analysed the characters of the novel
70- L65	Read and explained the novel
71-L66	Interpreted the themes of the novel
72-L67	Continued the novel
73-L68	Elaborated the novel Great Expectations
74-P4	College level meeting/ function
75-L69	Talked about The British Novelist and novels
76- L70	Introduced Oscar Wilde and his contemporaries
77-L71	Taught the play The Importance of Being Earnest
78-L72	Explained Act I
79- L73	Allotting portion for Internal Test-III
00 I 74	Internal Test III begins 05.10.2015
80- L74	Interpreted themes and techniques
81-L75	Brief the play Internal Test-III
82-IT-III	
83-L76	Continued the play The Importance of Being Earnest
84-L77	- Test Paper distribution and result analysis
85- L78	Revised the poem On Coffee House politicians
96 I 70	Entering Internal Test-III Marks into University portal Model Test 16.10.2015
86- L79 87-MT	Model Test 10.10.2015 Model Test
87-MT 88-MT	Model Test Model Test
	Model test paper distribution and previous year university question paper
89-MT	would lest paper distribution and previous year university question paper

	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	Students get through knowledge about Romantic Age	
CO2	Students learnt about various genres of Romantic Age	
CO3	Students studied thoroughly about the drama	
CO4	Gained knowledge about British Literature paper III	
CO5	Understand the writers position in /English Literature	
CO6	Improved their syntax vocabulary	
CO7	Learnt to write various genres	
CO8	Understood the techniques and the styles of Romantic poets	
CO9	Learnt about women writers	
Experimental		
Learning		
EL1	Students wrote poems by their own	
EL2	Students visited the libraries	
EL3	Skit	
EL4	Students wrote an essay	
Integrated Activity		
IA1	Enacted the play	
IA2	Group discussion	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name Canadian Literature Course Code GMEN5A Class III year (2015-2016) Semester Odd Staff Name Dr.M .B.Reginald Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To make students awake of Canadian writers/ works
- > To make students understood the richnes in Canadian literary works
- > To make students aware of style and techniques of Canadian writers
- > To make students understood the culture of canada

Syllabus

UNIT I Prose

Catherine Parr Traill	-	The Backwoods of Canada
Sara Jeannette Duncan	-	From the Imperialist
Sinclair Ross	-	As for me and my house
Alice Munro	-	The Photographer
UNIT II Poetry		
Phyllis Webb	-	Marvell's Garden
George Bowering	-	Grandfather
Alpurdy	-	Elegy for a grandfather
George Elliott Clark	-	How Exile Melts to one hundred roses

UNIT III Short story

Stephen Leacock The Hosterly of Mr.Smith The Ministrations of the Rev.Mr.Smith The Whirlwind Campaign of Mariposa The Beacon on the Hill

UNIT IV Drama

Sharon Pollock Blood Relations

UNIT V

Margaret Lawrence; Fire-Dwellers

Course Ca Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Introduction to canadian literature
2-L2	Introducing the literary works of Canada and Canadian writers
3- L3	Introduction to the major literary ideas of Canadian writers
4-L4	Introducing atherine parrTraill and her works
5-L5	Lecture on the prose The Backwoods of Canada
6-L6	Discussion on the prose The Backwoods of Canada
7-L7	Lecture on the themes of The Backwoods of Canada
8-L8	Introducing the poetry writers of Canada
9-L9	Introducing Phyllis Webb and his poems/works
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Lecture on the poem Marvell's Garden
12-L11	Lecture on the major themes of the poem Marvell's Garden
13-L12	Introducing Stephen Leacode and his short stories
14-L13	Lecture on the short story The History of Mr.Smith
15-L14	Lecture on the short story The History of Mr.Smith
16-L15	Discussion on the themes of the history of Mr.Smith
17-L16	Introduction to Sarah Jeannette Duncan's from the imperialists
18-L17	Lecture on from the imperialist
19-L18	Discussion on the ideas of from the imperialists
20-L19	Introduction to the poem Grandfather by George Bowering
21-L20	Lecture on the poem Grandfather
22-L21	Lecture on the themes of the poem Grandfather
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 20.07.2015
24-L23	Introducing Stephen Leacock's The ministrations of the Rev Mr Smith
25-L24	Lecture on the short story The Ministrations of the Rev Mr Smith
26-IT-1	Internal Test-I
27-L25	Lecture on the short story The Ministrations of the Rev Mr Smith
28-L26	Discussion on the themes of The Ministrations of the Rev.Mr.Smith
29-L27	Introducing Sinclair Ross As for me and my house
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Lecture on the prose As for me and my house
32- L30	Lecture on the themes of As for me and my House
33- L31	Discussion on the important ideas of As for me and My House
34-P2	College level meeting/Cell function
35- L32	Lecture on the poem Elegy for a Grandfather
36- L33	Lecture on the themes of elegy for a Grandfather
37- L34	Discussion on the importance of relationships
38- L35	Introduction to the short story The Whirlwind Campaign of Mariposa
39- L36	Lecture on the Whirlwind campaign of Mariposa
40- L37	Lecture on the Whirlwind campaign of Mariposa

41- L38	Lecture on the themes of the Whirlwind campaign of mariposa
42- L39	Discussion on Alice Munro's literary works
43- L40	Introduction to Alice Munro's The Photographer
44- L41	Lecture on Alice Munro's The Photographer
45- L42	Lecture on the themes of The Photographer
46- L43	Introduction to George Elliott Clark How Exile melts to one hundred roses
47- L44	Lecture on How Exile melts to one hundred roses
48- L45	Lecture on How Exile melts to one hundred roses
49- L46	Lecture on themes of How Exile melts to one hundred roses
50- L47	Introduction to the shortstory The Beacon on the Hill
51- P3	Department Seminar
52- L48	Lecture on the short story The Beacon on the Hill
53- L49	Lecture on the short story The Beacon on the Hill
54- L50	Lecture on the themes of The Beacon on the Hill
55- L51	Introduction to the dramas of Canadian Literature
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins 31.08.2015
57-L53	Background Sharon Pollocks Blood Relations
58-L54	Introducing the characters of Blood Relations
59-IT-II	Internal Test-II
60- L55	Lecture on the Drama Blood relations
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Lecture on the Drama Blood relations
63- L58	Lecture on the Drama Blood relations
64- L59	Lecture on the motifs and themes of Blood Relations
65- L60	Discussion on the themes of Blood Relations
66- L61	Introducing the novelist of Canada
67- L62	Introduction to Margaret Laurence and her works
68- L63	Introduction to Fire- Dwellers
69- L64	Background to Fire-Dwellers
70- L65	Introducing the characters of Fire-Dwellers
71-L66	Lecture on the novel Fire-Dwellers
72-L67	Lecture on the novel Fire-Dwellers
73-L68	Lecture on the novel Fire-Dwellers
74-P4	College level meeting/ function
75-L69	Lecture on the novel Fire-Dwellers
76- L70	Lecture on the themes of Fire-Dwellers
77-L71	Discussion on the critical ideas Fire-Dwellers
78- L72	Discussion on the characters of Fire-Dwellers
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins 05.09.2015
80- L74	Discussion on the latest themes of Canadian Literature
81-L75	Discussion on the latest writers, their works and their themes
82-IT-III	Internal Test-III
83- L76	Discussion on Margaret Laurence other works
07 7 - 0	Test Paper distribution and result analysis
85- L78	Discussion on comparing Margaret Laurence's Fire-Dwellers with her other

	works
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 16.10.2015
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
Learning Outcomes	Cos of the course (course name/
CO1	Students learnt about the present writers of Canada
CO2	Students got the knowledge of Canadian Landscapes
CO3	Students got the knowledge of Canadian cultures
CO4	Students learnt the present themes of Canadian
CO5	Students got the knowledge of Canadian works /writers
CO6	Students learnt the struggles in the lives of natives
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Videos of Canadian landscapes were shown to the students
EL2	Powerpoints were presented to the students about Canadian writers
EL3	Documentaries were shown about Canada
EL4	
Integrated Activity	
IA1	Group Discussion was made on various topics
IA2	Students presented seminor on Canadian themes

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature
U U	C C

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name Critical Theory II Course Code HEHM32 Class II year (2015-2016) Semester Odd Staff Name Dr. R. Jeya Sundarraj Credits 5 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To make the students aware of the new trends in literary analysis
- > To motivate the students to create independent understanding of the text
- > To cultivate the habit of perceiving literature
- > To expose the students in a new directionality

Syllabus

UNITI	
Paul De Man -	The Resistance to Theory
UNIT II	
M.H.Abrams -	How to do Things with the Text
UNIT III	
Edward Said -	Culture and Imperialism
UNIT IV	-
Michel Foucault -	The Order of Discourse
UNIT V	
Richard Kerridge -	Environmentalism and Eco Criticism

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	An elaborate overview of criticism	
2-L2	A lecture on the new trends of criticism	
3- L3	Introduceded theories	
4-L4	Discussed the relevance of theories	
5-L5	Discussed the importance of new properties	
6-L6	Introduced the syllabus	
7-L7	Introduced the pioneers of theories	

8-L8	Introduces Paul de man
9-L9	Introduces the deconstruction theory
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Discussed a few deconstructionists
12-L11	Discussed Derrida
13-L12	Introduces Saussure, Fersinand de
13 <u>L12</u> 14-L13	Introduces Paul De Mans The Resistance to theory
15-L14	Discussed the contents of the Article
16-L15	Discussed deconstruction again
17-L16	Established de man as a deconstructionist
18-L17	Conducted an interactive session on the Resistance to Theory
19-L18	Introduced M.H.Abrams
20-L19	Introduced the feet "How to do things with the text "
21-L20	Made a comparative analysis
22-L21	Compared M.H.Abrams with Paul de man
23-L22	- Allotting portion for Internal Test-I
	Internal Test I begins 20.07.2015
24-L23	Discussed area in the examination point of view
25-L24	Prepared the students for the tests
26-IT-1	Internal Test-I
27-L25	Gave an elaborate overview of cultural theory
28-L26	Introduced the pioneer of cultural theory
29-L27	Introduced Edward Said
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Discussed Edward Said as against the post colonial backdrop
32- L30	Introduced Said;s culture and imperialism
33- L31	Introduced Said;s perception of post coloniality
34-P2	College level meeting/Cell function
35- L32	Compared Said with other post colonial theorist
36- L33	A discussion of Home Bha bha was done
37- L34	Invited the students for a feedback
38- L35	Conducted an interactive session on theories
39- L36	Introduced Michel Foucault
40- L37	Introduced his principal works
41- L38	Discussed Foucault's main area of focus
42-L39	Introduced The Order of Discourse
<u>43-L40</u>	Introduced Foucault's perception of human kind
44- L41	Discussed "The Order of Discourse"
45-L42	Provided a write up extract to help the students
46- L43	Gave an overview of the clinical impact on man
47-L44	Motivated the students to present ideas on Foucault
48- L45	Got a feedback regarding
49-L46	Established Foucault as a unique theorist
50- L47	Gave a lecture an Ecology and Literature
51-P3	Department Seminar
52-L48	Introduced the seminar topics (internals)
53- L49	Alloted seminar papers for the students (internals)

54- L50	Gave the assignment topics	
55- L51	A discussion on the time table for the presentation of seminar papers	
56-L52	Allotting portion for Internal Test-II	
	Internal Test II begins 31.08.2015	
57-L53	Prepared the students for the test	
58-L54	Asked the students to be ready with their idea on Eco Criticism	
59-IT-II	Internal Test-II	
60- L55	Gave an examination point of view focus	
61- L56	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
62- L57	Introduced Eco Criticism	
63- L58	Introduced Environmentalism	
64- L59	Introduced Environmental Criticism	
65- L60	Gave a lecture on Richard Kerridge and the associated persnolities	
66- L61	Introduced Richard Kerridge as a great	
67- L62	Environmental theorist	
68- L63	Introduced his article "Environmentalism and Eco Criticism "	
69- L64	Discussed Kerridge's main focus in the article	
70- L65	Discussed a few other Eco theorists	
71- L66	Gave an elaborate lecture on Ecology	
72- L67	Establishes the link between Ecology and literature	
73- L68	Asked the students to apply Eco Criticism on Romantic Poets	
74-P4	College level meeting/ function	
75- L69	A discussion on the third internal tests	
76- L70	Provided the students a write up on Kerridge and Eco Criticism	
77- L71	Helped the students to view the focus	
78- L72	A motivational lecture towards preparing for the University exams	
79- L73	Allotting portion for Internal Test-III	
	Internal Test III begins 05.09.2015	
80- L74	Conducted seminars (internals)	
81-L75	Conducted seminars (internals)	
82-IT-III	Internal Test-III	
83- L76	Gave a feedback on the submitted assignment topics	
84- L77	Test Paper distribution and result analysis	
85- L78	Prepared the students well in advance for the University exams	
	Entering Internal Test-III Marks into University portal	
86- L79	Model Test 16.10.2015	
87-MT	Model Test	
88-MT	Model Test	
89-MT	Model test paper distribution and previous year university question paper	
	discussion	
90-L-80	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students gained a remarkable knowledge of theories

CO2	Gained a new interpretative potential
CO3 The seminar papers presented gained elegance	
CO4	The students came to know how to recent trends in analysis
CO5	The students turned out to be capable of independent meanings
CO6	They gained a new sense of direction
CO7	Towards the interpretation of tests
CO8	Presentation of seminar papers in Seminars / workshops / increased
CO9	
Experimental	
Learning	
EL1	ICT techniques
EL2	Counselling to slow learners
EL3	PPT/Video library/E.books
EL4	Remedial Teaching
Integrated Activity	
IA1	
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
# FOI Auvanceu Leannei	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	English Language Teaching	
Course Code	PEHM44	
Class	II year (2015-2016)	
Semester	Even	
Staff Name	J. Pinky Diana Evelyn	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To make the students aware of the new trends of teaching
- > To make the students Understand the new
- ➤ Communicative patterns.
- > To make the students understand the various skills.

Syllabus

Unit I - Listening Skills

- Introduction and Definition
- Listening Process
- Listening in Language Teaching
- Teaching Listening

Unit II - Speaking Skills

- Introduction and Definition
- Direct Method
- Situational Method
- Factors affecting Learners' Speaking
 - i. Cognitive Factors
 - ii. Linguistic Factors
 - iii. Affective Factors

Unit III - Reading Skills

- Introduction and Definition
- Silent and Loud Reading
- Learning Structures
- Pronunciation

Unit IV - Writing Skills

- Introduction and Definition
- Grammatical Skills

- i. Linkers
- ii. Vocabulary
- Coherence and Cohesion
- Paragraph Writing

Unit V - Testing

- Introduction and Definition
- Features of a Good Test
- Types of Tests
- i. Achievement Test
- ii. Proficiency Test
- iii. Diagnostic Test
- iv. Aptitude Test

Textbooks

- 1. Ray Mackay, A Basic Introduction to English Language Teaching
- 2. Roger Hawkey, A Modular Approach to English Language Skills.
- 3. G. Ramabadracharyulu et al. ,Methods of Teaching English Language.

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Introduced listening skills	
2-L2	Gave a detailed introduction and definition	
3- L3	Elaborated listening in language teaching.	
4-L4	Continued listening in language teaching.	
5-L5	Briefed listening skills.	
6-L6	Introduced speaking skills	
7-L7	Gave a detailed introduction and definition.	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Taught Direct Method.	
10- L9	Defined cognitive factors which affected speaking.	
11-L10	Elaborated linguistic factors which affected speaking.	
12-L11	Briefed affective factors.	
13-L12	Introduced reading skills.	
14-L13	Gave a detailed introduction and definition.	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins 20.07.2015	
16-L15	Discussed grammatical skills.	
17-IT-1	Internal Test-I	
18-L16	Explained linkers and its uses.	
19-L17	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	Taught the importance of vocabulary.	
21- L19	Briefed about coherence and cohesion	
22- P2	College level meeting/Cell function	
23-L20	Defined paragraph writing.	
24-L21	Introduced testing.	

25-L22	Gave a detailed introduction and definition
26-L23	Talked about the features of a good test.
20-L23 27-L24	Discussed about the various types of tests.
27-L24 28-L25	Explained Achievement test.
28-L25 29-L26	
30-L27	Discussed proficiency test. Briefed Diagnostic test.
30-L27 31-L28	Elaborated Aptitude test.
31-L28 32-L29	
32-L29 33-L30	Discussed writing skills.
33-L30 34- P3	Talked about silent and loud reading.
34- P3 35-L31	Department Seminar
35-L31 36-L32	Discussed learning structures.
30-L32	- Allotting portion for Internal Test-II
37- L33	Internal Test II begins 31.08.2015
37-L33 38- IT-II	Talked about the uses of good pronunciation Internal Test-II
39-L34	Discussed situational method.
40-L35	-Test Paper distribution and result analysis
41 1 26	Entering Internal Test-II Marks into University portal
41-L36	Explained the objectives of situational method.
42-L37	Continued situational method.
43-L38	Had a discussion on all the skills.
44- P4	College level meeting/ function
45-L39	Revised unit I
46-L40	Revised unit II & III
47-L41	Revised unit IV
48-L42	Revised unit V
49-L43	Final Revision.
50-L44	- Allotting portion for Internal Test-III
51 T 45	Internal Test III begins 05.09.2015
51 L45	Gave more details about the objectives of Direct method.
52- L46	Gave more details about the various methods.
53-IT-III	Internal Test-III
54-L47	Elaborated the importance of grammar and its usage.
55-L48	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test 16.10.2015
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
50 T T C	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	The students learnt the new trends of teaching English.
CO2	They understood the various skills involved.

Goa	
CO3	They became familiar with all the skills.
CO4	Different methods of teaching.
CO5	They came to know the importance of grammar in teaching
	English.
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	The students were asked to read aloud.
EL2	Work sheets were given to develop their grammar.
EL3	Plays were screened to develop their listening skill.
EL4	
Integrated Activity	
IA1	Group discussion.
IA2	Debate.

video, library resources, ICT techniques, E-
es, Google classroom, study tour, etc., oks, E- books, motivate student to prepare for
aken, motivate the advanced learner to support to study. To attend the remedial classes.
ent to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name Literary Forms Course Code SAEN21 II year (2015-2016) Class Semester Odd Staff Name Mr. V SATHISH Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- Students are exposed to know about different genres in English Literature
- \succ They will come to know about the types of poems
- > They will come to know about the types of drama

Syllabus

Unit I : Section I - Poetry Chapter II Poetical Types

The Lyric The Ode The Sonnet The Elegy

Unit II :

The Idyll The Ballad

The Satire

Unit III : Section II - Drama Chapter II - Dramatic Types

Tragedy and Comedy

Tragi-comedy

Farce and Melodrama

The Masque

The One Act Play

The Dramatic Monologue

Unit IV : Section III Prose

The Essay

The Novel

The Short Story

Unit V :

Biography Autobiography Criticism

Calendar Class Schedule	
Class Schedule	
Odd Semester Begin on 18.06.2018	
Introduction to Literary Forms	
The Lyric – Introduction	
The Lyric	
Rhyme scheme in Lyric	
Ode – Inroduction	
Pindaric Ode	
Horatian Ode	
Irregular Ode	
Sonnet – An Introduction	
Welcoming of First year and Inauguration of Literary Association	
Petrarchan Sonnet	
Spenserian Sonnet	
Miltonic Sonnet	
Shakespearean Sonnet	
How Sonnet differs from each other	
The Elegy – Introduction	
Personal Elegy	
Impersonal Elegy	
Idyll – Introduction	
Idyll - Definition	
Few examples of Idyll	
How to write an Idyll?	
Allotting portion for Internal Test-I	
Internal Test I begins 20.07.2015	
The Ballad – An overview	
Types of Ballad	
Internal Test-I	
Folk Ballad	
Broadside Ballad	
Literary Ballad	
Test Paper distribution and result analysis	
Entering Internal Test-I Marks into University portal	
A few examples of Ballad	
Satire – Introduction	
Types of satire	
College level meeting/Cell function	
Horatian Satire	
Juvenalian Satire	
Menippean Satire	
Drama – Introduction and its types	
Tragedy	

44- L41	Examples of Tragi-comedy	
45- L42	Farce	
46- L43	Examples of Farce	
47- L44	Melodrama	
48- L45	Examples of Melodrama	
49- L46	Masque	
50- L47	Examples of Masque	
51- P3	Department Seminar	
52- L48	One-Act Play	
53- L49	Examples of One-Act Plays	
54- L50	Dramatic Monologue	
55- L51	Examples of Dramatic Monologue	
56-L52	Allotting portion for Internal Test-II	
	Internal Test II begins 31.08.2015	
57-L53	Prose and its types	
58-L54	The Essay	
59-IT-II	Internal Test-II	
60- L55	Famous Essays an overview	
61- L56	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
62-L57	The Novel	
63-L58	Types of Novels	
64-L59	Mysteries and Thrillers	
65- L60 66- L61	Romance and Science fiction	
67-L62	History and Fantasy	
	Bildungsroman and roman-a-clef	
68- L63 69- L64	The Short Story Famous short stories	
70- L65		
70- L65 71- L66	Biography – An Introduction Famous biographies	
71- L00 72- L67	Autobiography – Introduction	
72-L07 73-L68	Difference between biography and autobiography	
73-108 74-P4	College level meeting/ function	
75-L69	Famous Autobiographies	
76-L70	Criticism – Introduction	
77-L71	Factual and Positive	
78-L72	Negative and Constructive	
	Allotting portion for Internal Test-III	
79-L73		
	Internal Test III begins 05.09.2015 Destructive and Practical	
79- L73	Internal Test III begins 05.09.2015 Destructive and Practical	
79- L73 80- L74	Internal Test III begins 05.09.2015	
79- L73 80- L74 81- L75	Internal Test III begins 05.09.2015 Destructive and Practical Aesthetic and Logical	
79- L73 80- L74 81- L75 82-IT-III	Internal Test III begins 05.09.2015 Destructive and Practical Aesthetic and Logical Internal Test-III	

	Entering Internal Test-III Marks into University portal
86- L79	Model Test 16.10.2015
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course "Literary Forms"
CO1	Came to know about several genres in English Literature
CO2	Learnt many rhyme schemes in poetry
CO3	Learnt to compose poems
CO4	Learnt the difference between biography and autobiography
CO5	Understood several sonnets
CO6	Learnt the techniques followed in drama
CO7	Learnt the varieties in novel
CO8	Learnt so many criticism
CO9	Learnt various sounds through English poems
Experimental	
Learning	
EL1	Videos shown regarding one act plays
EL2	Poems given to them to find the rhyme scheme
EL3	Made them to recite the poem
EL4	
Integrated Activity	
IA1	Quiz
IA2	Mindgame

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Phonetics and Spoken English	
Course Code	GSEN3A	
Class	II year (2015-2016)	
Semester	Odd	
Staff Name	Mr. Jebaraj kingsly	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To motivate the students to make use proper sounds in English.
- To introduce the 44 sounds to the students.
- > To train the students in developing communication skills in English.

Syllabus

Unit I	- Vowels, Stress
Unit-II	- Consonants, Intonation
Unit-III	- Transcription of words, sentences and marking of stress
Unit-IV	-At a Bank I
	–At a Bank II
	-At a hotel reception Hall
	-Helping a friend to obtain a flat I, II, III
	-A Discussion between two friends
	-Booking Accommodation at an outstanding hotel
	-Enquiring about flight /Arrivals
	- Enquiry for information
	-At the Restaurant
	-Visiting a Doctor
	-At the Library
Unit-V	-Greeting, Introduction, Information, Invitation, Permission,
	Request, Offers, Complements, Sympathy, Apology.
	Complaint, Gratitude, Persuasion, Suggestion, Warning, Opinion, Turn talking, Interview, Group Discussion, Public Speaking.

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Introduction to the significance of sounds.
2-L2	Introduction to English Phonetics.

2 1 2	Discussion on the Oregons of Speech	
3- L3 4-L4	Discussion on the Organs of Speech. Discussion on the Organs of Speech.	
4-L4 5-L5	Classification of English Speech Sounds.	
5-L5 6-L6	Practice of first four Pure vowels.	
0-L0 7-L7	Practice of first four Pure vowels.	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Practice of the last four Pure vowels.	
10- L9	Classification of Pure vowels.	
10-L) 11-L10	Practice of Diphthongs.	
11-L10 12-L11	Practice of Diphthongs.	
13-L12	Classification of Diphthongs.	
13 L12 14-L13	Practice of Consonants.	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins 20.07.2015	
16-L15	Practice of Consonants.	
17-IT-1	Internal Test-I	
18-L16	Practice of Consonants.	
19-L17	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	Classification of Consonants Based on Place of articulation.	
21- L19	Classification of Consonants Based on Manner of articulation.	
22- P2	College level meeting/Cell function	
23-L20	Rules governing Stress in English.	
24-L21	Rules governing Stress in English.	
25-L22	Discussion on Introduction in English.	
26-L23	Discussion on Introduction in English.	
27-L24	Transcription of words and sentences	
28-L25	Transcription of words and sentences.	
29-L26	Transcription of words and sentences.	
30-L27	Making Stress.	
31-L28	Making Stress.	
32-L29	Introduction to Spoken English.	
33-L30	Conversation at a Bank I and Bank II.	
34- P3	Department Seminar	
35-L31	Conversation at a reception Hall.	
36-L32	- Allotting portion for Internal Test-II	
07.100	Internal Test II begins 31.08.2015	
37-L33	Helping a friend to obtain a flat-a Conversation.	
38- IT-II	Internal Test-II	
39-L34	Booking Accommodation and Enquiring about flight /Arrivals.	
40-L35	Test Paper distribution and result analysis	
A1 I 26	Entering Internal Test-II Marks into University portal	
41-L36	Visiting a Doctor and Conversation at a Library.	
42-L37	Langue Functions – Greeting and Introduction.	
43- L38 44- P4	Langue Functions – Invitation and Permission.	
44- P4 45-L39	College level meeting/ function	
45-L39 46-L40	Langue Functions - Request, Offers and Complements.	
40-L40	Langue Functions - Sympathy and Apology.	

47-L41	Langue Functions - Complaint and Gratitude.
48-L42	Langue Functions - Persuasion and Suggestion.
49-L43	Langue Functions -, Warning and Opinion.
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins 05.09.2015
51 L45	Turn talking and Interview.
52- L46	Group Discussion.
53-IT-III	Internal Test-III
54-L47	Public Speaking.
55-L48	- Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test 16.10.2015
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

COs of the course " <course name="">"</course>
Students have been exposed to English Speech Sounds
Students have learnt the 44 sounds.
Students have learnt the 44 sounds and symbols.
Students have learnt to Transcribe words.
Students have learnt the Transcribe words and sentences.
Students were given training to speak on given occasions.
Students were made to listen to English from people of various
nations.
Assignment on transcription was given.
Group Discussion.
Role Plays.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Pre Raphaelite and Victorian Age	
Course Code	GMEN51	
Class	III year (2015-2016)	
Semester	Odd	
Staff Name	Mr. V SATHISH	
Credits	6	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

- To know about Pre Raphelite movement
- To learn about aesthetic sense of the Pre Raphelite
- > To learn about Victorian novelists.
- > To learn about the position of women writers in Victorian age

Syllabus

Unit – I The Age of Tennyson (1832 – 1887)

Verse General Prose The Novel Age of Hardy Text : Hudson: History of English Literature

Unit – II	Poetry			
	-	Tennyson	-	Lotos eaters
		Browning	-	Andrea Del Sarto
		Mathew Arnold	-	Forsaken Merman
		Rossetti	-	The Blessed Damozel
Unit – III	Prose			
	Rusk	in : Kin's Treasur	ies (Sesa	ame and Lilies)
Unit – IV	Drama			
		John Galswor	thy : Ju	stice
Unit – V	Fiction			
		George Eliot :	Silas M	arner

Course Calendar		
Hour	Class Schedule	
allotment		

	Odd Semester Begin on 18.06.2018
1-L1	Interpreted the Pre – Raphaelites Movement
2-L2	Explained the life and career of various writers and painters
3- L3	Illustrated the characteristics of Pre – Raphalite writers
4-L4	Detailed the note on "The Age of Tennyson
5-L5	Explained the Features of Verse
6-L6	Talked about Verse Writers
7-L7	Talked about different forms and techniques of verse
8-L8	Explained about the verse witters of Victorian Age
9-L9	Talked about the Themes and techniques of the Verses
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Illustrated the features of prose
12-L11	Talked about various prose writers
13-L12	Themes used in prose works
14-L13	Elaborate note on prose writers and their themes
15-L14	Introduced Tennyson
16-L15	Explained the poetic style of Tennyson
17-L16	Read and Explained the poetic style of Tennyson
18-L17	Interpreted "lotus Eaters"
19-L18	Life and career of Browning
20-L19	Read and interpreted "Andrea Del sarto"
21-L20	Analysis of the poem Andrea Del Sarto
22-L21	Explained the poetic diction of the poem
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 20.07.2015
24-L23	Explained the history of novel
25-L24	Talked about several novelists
26-IT-1	Internal Test-I
27-L25	Themes and techniques of Victorian novelists
28-L26	Gothic element in Victorian novels
29-L27	Explained the pessimistic approach of Victorian novels
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31-L29	
32-L30	Introduced Mathew Arnold
33-L31	Analysed the poem Forsaken Merman
34-P2	College level meeting/Cell function
35-L32	Talked about position of women in Victorian age
36-L33	Explained Age of Hardy
37-L34	Elaborate the note on Age of Hardy
38-L35	Continued Age of Hardy
39-L36	Talked about the writers in the "Age of Hardy"
40- L37	Writing style and techniques in the "Age of Hardy"
41-L38	Explained the themes and techniques of Arnolds poems
42-L39	Life and career of Ruskin
43- L40	Prose style of Ruskin
44- L41	Elaborated "Blink's Treasuries"
45- L42	Analysed the Prose

r	T
46- L43	Talked about the style techniques and theme of Ruskin's Prose work
47- L44	Explained the text "Kings Treasuries"
48- L45	Continued to read the text
49- L46	Illustrated the Text
50- L47	Concluded the text "King's Treasuries"
51- P3	Department Seminar
52- L48	Revised the prose writers and text
53- L49	Introduced the writers John Galsworthy
54- L50	Read and Explained the text "Justice"
55- L51	Interpreted the text "Justice"
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins 31.08.2015
57-L53	Analysis of the text "Justice"
58-L54	Continued the text
59-IT-II	Internal Test-II
60- L55	Explained the Text
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Continued the Text
63- L58	Revised the play
64- L59	Taught the history of the play
65- L60	Life and career of George Eliot
66- L61	Talked about modernisms
67- L62	Explained the poetic diction of George Eliot
68- L63	Talked about the novel Silas Marners
69- L64	Explained the novel "Silas Marner"
70- L65	Continued the novel "Silas Marner"
71- L66	Screened the play
72- L67	Quiz
73- L68	Talked about the novel "Silas marner"
74-P4	College level meeting/ function
75- L69	Group discussion
76- L70	Revised the Victorian Age
77- L71	Revised the Pre-Raphalite
78- L72	Revised the Age of Hardy
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins 05.09.2015
80- L74	Revision
81- L75	Revision
82-IT-III	Internal Test-III
83- L76	Revision
84- L77	Test Paper distribution and result analysis
85- L78	
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 16.10.2015
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	Free and the set of the provide set of the set of paper

	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students learnt about sensuous approach of Pre – Raphelite
CO2	Understood the importance of picturesqueness
CO3	Learn various writers and painters of Pre – Raphelite
CO4	Students know the aesthetic sense of Pre – Raphelite
CO5	Learnt several Writers of Pre – Raphelite and Victorian Age
CO6	Learn about Portrayal of ordinary people in Victorian Age
CO7	Students learn the pessimistic approach of Victorian Age
CO8	Understood the accepts of Gothic elements in Victorian Age
CO9	Learn the Poetics diction in Victorian Poetry
Experimental	
Learning	
EL1	Comparative study on Pre – Raphelite and Victorian Age
EL2	Students went to library to read Victorian Age
EL3	Students wrote Review on Several prescribed Text
EL4	Students wrote Review on Several Prescribed Text
Integrated Activity	
IA1	Debate
IA2	Quiz

# Blended Learning	: using PPT, video, library resources, ICTD techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study .to attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English
Course Name	Regional Literature in Translation
Course Code	JMEN64
Class	III year (2015-2016)
Semester	Even
Staff Name	Mr. J JEBARAJ KINGSELY
Credits	6
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)	

Course Objectives

- ➤ To introduce the theories of translation
- > To give exposure to literature produced in regional languages
- > to give an insight into various cultures dealt in regional literature
- \triangleright

Syllabus

Unit I

Tirukkural

Chapter4 – the power of Virtue Chapter 7-The Wealth of children Chapter9- Hospitality Chapter11-Gratitude Chapter13-Self Control/Restraint

Raj Gauthaman: Dalit Culture Lovely Stephen:Dalit Women:The problem of self Emancipation Text:

No Alphabet in Sight : New Dalit Writing from south India ed:k.SathyaNarayana

Unit III

Bama : Karukku

M.Mukundan:Dance

Unit IV

Girish Karnad - Yayati

Unit v

Short stories from Sundara Ramasamy waves

Hour	Class Schedule
allotment	

	Odd Semester Begin on 18.06.2018
1-L1	Discussion on the significance and challenges of translation
2-L2	Introduction to translation theories
3- L3	Contribution of Thiruvalluvar to literature
4-L4	Analysis of the chapter, "The power of virtue"
5-L5	Analysis of the chapter, "The power of virtue"
6-L6	Justification of the title of the chapter
7-L7	Comparison of the original text with GUpopes translation
8-L8	Critical analysis of the chapter"The wealth of children"
9-L9	Critical analysis of the chapter "The wealth of children"
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Justification of the title of the chapter
12-L11	Introduction to Raj Gauthaman as a writer
13-L12	Critical analysis "Dalit culture"
14-L13	Critical analysis "Dalit culture"
15-L14	Discussion on various theames in various Dalit culture
16-L15	Introduction to lovely Stephen as a writer
17-L16	Critical analysis Dalit women : The problem of self emelsiphation
18-L17	Critical analysis Dalit women : The problem of self emelsiphation
19-L18	Feministic reading of Dalit women: The problem of self emelsiphation
20-L19	The various themes of Dalit women: The problem of self emelsiphation
21-L20	Introduction of Bama as a writer
22-L21	Critical analysis of Karukku
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 20.07.2015
24-L23	Critical analysis of Karukku
25-L24	Critical analysis of Karukku
26-IT-1	Internal Test-I
27-L25	Social discrimination in Karukku
28-L26	Discussion on various themes in Karukku
29-L27	Social relevance in Karukku
30-L28	-Test Paper distribution and result analysis
21. 1. 20	Entering Internal Test-I Marks into University portal
31-L29	Critical analysis of Thiruvalluvar's "Hospitality"
32-L30	Critical analysis of Thiruvalluvar's "Hospitality"
33-L31	Critical analysis of Thiruvalluvar's "Hospitality"
34-P2	College level meeting/Cell function
35-L32	Critical analysis of Thiruvalluvar's "Gratitude"
36-L33	Critical analysis of Thiruvalluvar's "Gratitude"
37-L34	Critical analysis of Thiruvalluvar's "Gratitude"
38-L35	Critical analysis of Thiruvalluvar's "Self restrant"
39-L36	Critical analysis of Thiruvalluvar's "Self restrant"
40- L37	Critical analysis of Thiruvalluvar's "Self restrant"
41- L38	Discussions on Thiruvalluvar as Divine poet with reference to Prescribed
42 1 20	chapters
42-L39	Estimate on G.U. popes translation
43- L40	Predominent themes in the prescribed chapters of thiruvalluvar
44- L41	Challenges G.U. pope would have faced while translating

45- L42	The structural significance of thirukkural	
46- L43	Girish Karanard as a dramatist	
47- L44	Critical summary of yayati	
48- L45	Critical summary of yayati	
49- L46	Critical summary of yayati	
50- L47	Critical summary of yayati	
51- P3	Department Seminar	
52- L48	Critical summary of yayati	
53- L49	Discussions on yayati as a mythological story	
54- L50	Characterisation in yayati	
55- L51	Characterisation in yayati	
56-L52	Allotting portion for Internal Test-II	
	Internal Test II begins 31.08.2015	
57-L53	Various themes in yayati	
58-L54	Various themes in yayati	
59-IT-II	Internal Test-II	
60- L55		
61- L56	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
62- L57	Introductio of Sundararamasamy as a short story writer	
63- L58	Introductio to waves	
64- L59	Plot construction of the first story in waves	
65- L60	Critical analysis of the first story in waves	
66- L61	Plot construction of the second story in waves	
67- L62	Critical analysis of the second story in waves	
68- L63	Plot construction of the third story in waves	
69- L64	Critical analysis of the third story in waves	
70- L65	Plot construction of the fourth story in waves	
71- L66	Critical analysis of the fourth story in waves	
72- L67	Plot construction of the fifth story in waves	
73- L68	Critical analysis of the fifth story in waves	
74-P4	College level meeting/ function	
75- L69	Summary and analysis of sixth story in waves	
76- L70	Summary and analysis of seventh story in waves	
77- L71	Summary and analysis of eighth story in waves	
78- L72	Summary and analysis of nineth story in waves	
79- L73	Allotting portion for Internal Test-III	
	Internal Test III begins 05.09.2015	
80- L74	General understanding of the course	
81- L75	Common themes dealt in the course	
82-IT-III	Internal Test-III	
83- L76	Dominent themes in the course	
84- L77	Test Paper distribution and result analysis	
85- L78	Contribution of regional literature in India	
	Entering Internal Test-III Marks into University portal	
86- L79	Model Test 16.10.2015	
87-MT	Model Test	
88-MT	Model Test	

89-MT	Model test paper distribution and previous year university question paper	
	discussion	
90-L-80	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students were exposed to regional literature
CO2	Students understood the social culture and political dimensions of
	India
CO3	Students understood the social culture and political dimensions of
	India
CO4	Students gained into the theories of translation
CO5	Students learnt the various themes of the prescribed regional
	literature
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Quiz was conducted
EL2	Students were asked to translate a few passages
EL3	Students were asked to report the difficulties they experienced
	while translation
EL4	
Integrated Activity	
IA1	Group discussion on the common themes in this course
IA2	Group discussion on the varied approaches to the literature

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-	
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.	
# For slow learner	: special care taken, motivate the advanced learner to support	
# Extension activity	the slow learner to study. To attend the remedial classesss. : Motivate student to take classes for school students.	
HOD Signature	Staff Signature	

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	M.A. English	
Course Name	Shakespeare	
Course Code	PHM332	
Class	I year (2015-2016)	
Semester	Odd	
Staff Name	Mr.J. JEBARAJ KINGSELY	
Credits	6	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

- > To gain an insight in the age of Shakespeare.
- To make the students understand the themes and techniques of Shakespearean plays and sonnets.
- > To make the students realise the relevance of shakespeare to the present age.

Syllabus

ÚNIT-I

Midsummer Night's Dream

UNIT-II

Hamlet

UNIT- III

Measure for Measure

UNIT-IV

Antony and Cleopatra

UNIT-V

Quartos and Folios Textual Criticism Shakespearean Criticism Historical Plays Narrative Poems

Reference;

A.C.Bradley-Shakespearean Tragedy G.Wilson Knight-The Wheel of Fire, The Imperial Theme A.W.Pollard-Shakespeare Folios and Quartos Britannica Encyclopaedia on Shakespeare

Hour	Calendar Class Schedule		
allotment	Odd Semester Begin on 18 06 2018		
1-L1	Odd Semester Begin on 18.06.2018		
2-L2	Introduction to Shakespeare as a dramatist		
2-L2 3- L3	An insight into Shakespearean comedy		
<u>3- L3</u> 4-L4	A discussion on the plot summary of A Midsummer Night's Dream Continuation of the discussion on plot summary		
<u>4-L4</u> 5-L5	Analysis of first 2 Acts		
<u>5-L5</u> 6-L6	Critical analysis of Acts III and IV		
<u>0-L0</u> 7-L7	Critical analysis of Act V		
<u>7-L7</u> 8-L8	Theme of love in the play		
<u>8-L8</u> 9-L9	Superstitious Elements in the play		
<u>9-L9</u> 10-P1	Superstitutions Elements in the play Welcoming of First year and Inauguration of Literary Association		
11-L10	Role of Dreams in the play		
12-L11	Loss of individual identity in the drama		
12-L11 13-L12	Theme of male dominance		
13-L12 14-L13	General Criticism on the drama		
15-L14	Introduction to Shakespearean Tragedy		
16-L15	Plot overview of Hamlet		
17-L16	Plot overview of Hamlet		
18-L17	Critical analysis of Act I in Hamlet		
19-L17 19-L18	Critical analysis of Act II in Hamlet		
20-L19	Critical analysis of Act III in Hamlet		
21-L20	Critical analysis of Act IV in Hamlet		
22-L21	Critical analysis of Act V in Hamlet		
23-L21 23-L22	Allotting portion for Internal Test-I		
23-122	Internal Test I begins 20.07.2015		
24-L23	The impossibility of Certainty		
25-L24	The complexity of Action in Hamlet		
26-IT-1	Internal Test-I		
27-L25	The Mystery of Death in Hamlet		
28-L26	A psychoanalytical reading of Hamlet		
29-L27	Character Sketch of Hamlet		
30-L28			
30 E 20	Entering Internal Test-I Marks into University portal		
31- L29	General Criticism on the play Hamlet		
32- L30	Characteristics of Shakespeare's problem plays		
33- L31	Plot overview of Measure for Measure		
34-P2	College level meeting/Cell function		
35-L32	Plot overview of Measure for Measure		
36- L33	Critical analysis of Act I		
37-L34	Critical analysis of Act II		
38- L35	Critical analysis of Act III		
39- L36	Critical analysis of Act IV		
40- L37	Critical analysis of Act V		
41- L38	Theme of Justice with Mercy in the play		
42- L39	Symbolism in the play		

86- L79	Model Test 16.10.2015	
0.4	Entering Internal Test-III Marks into University portal	
85- L78	Revision	
84- L77	- Test Paper distribution and result analysis	
83- L76	General criticism of the Drama	
82-IT-III	Internal Test-III	
81-L75	Character sketch of Cleopatra	
80- L74	Character sketch of Antony	
	Internal Test III begins 05.09.2015	
79- L73	Allotting portion for Internal Test-III	
78- L72	The Clash of East and West	
77- L71	The struggle between Reason and Emotion	
76- L70	Critical analysis of Act V	
75- L69	Critical analysis of Act IV	
74-P4	College level meeting/ function	
73- L68	Critical analysis of Act III of the play	
72- L67	Critical analysis of the play –Act II	
71- L66	Critical analysis of the play –Act I	
70- L65	Plot summary of Antony and Cleopatra	
69- L64	Plot summary of Antony and Cleopatra	
68- L63	Introduction to Roman Plays	
67-L62	Narrative structure in the poems	
66-L61	Themes in Shakespeare's Narrative Poems	
65-L60	Introduction to Shakespeare's Narrative Poems	
64- L59	Study of Shakespeare's Historical Plays	
63- L58	Study of Shakespeare's Historical Plays	
62- L57	Study of Shakespeare's Historical Plays	
51 200	Entering Internal Test-II Marks into University portal	
61-L56		
60- L55	Discussion on Shakespearean Criticism	
59-IT-II	Internal Test-II	
58-L54	Discussion on Shakespearean Criticism	
57-L53	Discussion on Shakespearean Criticism	
30-L32	Internal Test II begins 31.08.2015	
56-L51	Allotting portion for Internal Test-II	
54- L50 55- L51	Study of Textual criticism on Shakespeare Study of Textual criticism on Shakespeare	
53- L49	Study of Textual criticism on Shakespeare	
52- L48	Analysis of Quartos and Folios of Shakespeare	
51- P3	Department Seminar	
50- L47	Analysis of Quartos and Folios of Shakespeare	
49- L46	Analysis of Quartos and Folios of Shakespeare	
48- L45	Other Critics view on the play	
47- L44	General criticism on the play	
46- L43	Appearance Vs Reality in the play	
45- L42	Temptation in the play	
44- L41	Character of Isabella	
43- L40	Theme of Disguise in the play	

87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students have gained an insight into the age of Shekaspeers
	Students have gained an insight into the age of Shakespeare
CO2	Students understood various themes in his plays
CO3	Students learnt the dramatic techniques of Shakespeare
CO4	The relevance of Shakespeare's dramas to the present age was studied
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Quiz was conducted
EL2	Hamlet was screened
EL3	Antony and Cleopatra was screened
EL4	Quiz was conducted
Integrated Activity	
IA1	Group discussion on Shakespeare as a dramatist
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-	
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.	
# For slow learner	: special care taken, motivate the advanced learner to support	
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.	
HOD Signature	Staff Signature	

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Women's writing	
Course Code	SEEN5A	
Class	I year (2015-2016)	
Semester	Odd	
Staff Name	ANTO SINDHUJA. R	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- To understand the role of literature in creating social awareness for upliftment of women
- To know about Womens' Empowerment
- To learn the impact of Women's Empowerment on family as well as social welfare.
- \blacktriangleright To study the female writers and the themes explored by them.

Syllabus

Unit-I: Poetry

Maya Angelou -	Phenomenal Women
Judith Wright -	Woman to Man
Kishwar Naheed -	I am not that Woman

Unit-II: prose

jean rhys - the day they burned the books Virginia Woolf - Shakespeare's Sister

Unit-III: Short-Story

Nadine Gardiner	-	A Correspondence Course
Katherine Mansfie	eld - An I	deal Family
Alice Munroe	-	The Photographer
Unit-IV: Fiction		

Meena Alexander - Nampally Road

Unit-V:Drama

Suzan-Lori Parks - Topdog/Underdog

Texts Prescribed:

Women's Writing: Anthology. Mainspring Publishers. Chennai- 600042. Nampally Road. Meena Alexander. Orient Blackswan.

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Taught about "Feminism"	
2-L2	Talked about three phases of "Feminism"	
3- L3	Discussed about Maya Angelou and her contemporary writers	
4-L4	Explained the poem "Phenomenal Woman"	
5-L5	Analysed the poetical techniques, themes.	
6-L6	Gave introduction about Judith wright and her poem "Woman to Man"	
7-L7	Explained the poem "Woman to Man"	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Discussed about the background and narrative technique of the poem	
10- L9	Shared about woman's problems in the family and society	
11-L10	Discussed about the themes of the poem "Woman to Man"	
12-L11	Talked about social construction of gender	
13-L12	Learnt about kishwar Naheed and contemporary writers	
14-L13	Explained the poem i am not that women	
15-L14		
16-L15	Exchanged the views on tradition that affects women	
17-IT-1	Internal Test-I	
18-L16	Taught about Virginia Woolf	
19-L17	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	Explained the prose work "Shakespeare's Sister"	
21- L19	Interpreted the life of Jean Rhys	
22- P2	College level meeting/Cell function	
23-L20	Explained the prose "The Day they Burnt the Book"	
24-L21	Discussed about the multidimensional role played by women	
25-L22	Analysis of women in our own and other cultures from a variety of disciplinary	
	perspective	
26-L23	Talked about Carol Ann Duffy	
27-L24	Detailed analysis of the poem Originally	
28-L25	Interpreted the lesson "The Day they Burnt the Book"	
29-L26	Detailed the history of Drama	
30-L27	Talked about the condition of women in the society	
31-L28	Gave detailed story of Suzan Lori - parks	
32-L29	Figured out the discrimination of man and woman	
33-L30	Explained the play "Topdog/Underdog"	
34- P3	Department Seminar	
35-L31	Gave lecture on the characterization on "Topdog/Underdog"	
36-L32	Allotting portion for Internal Test-II	
	Internal Test II begins 31.08.2015	

-		
37- L33	Told about the themes of the play "Topdog/Underdog"	
38- IT-II	Internal Test-II	
39-L34	Talked about Nadine Gardimer	
40-L35	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
41-L36	Interpreted the short story "The correspondence Course"	
42- L37	Explained the play Topdog/Underdog	
43- L38	Told about Katherine Mansfield	
44- P4	College level meeting/ function	
45-L39	Taught the short story "An Ideal Family"	
46-L40	Interpreted the novel "Nampally Road"	
47-L41	Gave lecture on characteristics of the novel "Nampally Road"	
48-L42	Elucidated the short story "The Photographer"	
49-L43	Explained the short story "The Ogitigraoger"	
50-L44	Allotting portion for Internal Test-III	
	Internal Test III begins 05.09.2015	
51 L45	Interpreted the characters of the play "Topdoy/Underdog"	
52- L46	Explained the novel "Nampally Road"	
53-IT-III	Internal Test-III	
54-L47	Elucidated the novel "Nampally Road"	
55-L48	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test 16.10.2015	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Model test paper distribution and previous year university question paper	
	discussion	
60-L50	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Course Outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Understood the multidimensional soles played by women
CO2	Got clear views on the lives and experiences of women in various
	cultural contexts
CO3	Recognized the masculine bias in the history of knowledge
CO4	Analyzed images of women in literary texts.
CO5	Knew issues relating to women's experience
CO6	Understood the problems faced by women
CO7	Understood the role of literature in women's empowerment
CO8	Learnt about female writers
CO9	Learnt the themes dealt by women writers.
Experimental	
Learning	
EL1	Visited the department library
EL2	Screened women's problem in the society
EL3	Visited the college general library

EL4	Students took seminar on women empowerment.
Integrated Activity	
IA1	Debate
IA2	Skit on women's liberation

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name American Literature Course Code JMEN21 Class I year (2015-2016) Semester Odd Staff Name Dr. Beneson Credits 4 6 / WK L. Hours /P. Hours Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To familiarise the students with major periods and trends in American literature.
- Compare different texts to one another and the historical context in which they appear.
- Make the students aware of significant prose and poetry the American Literature has produced.

Syllabus

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Gave an introduction on American Literature
2-L2	Spoke about Walt Whitman, his life, his literary career
3- L3	Explained pastoral poems
4-L4	Spoke about the events that led to President Abraham Lincoln's death
5-L5	Analysis and interpretation of the poem
6-L6	Analysis and interpretation of the poem
7-L7	Broke down the structure of the poem
8-L8	Explained the style and techniques in the poem
9-L9	Discussed the themes and symbols in the poem
10-P1	Welcoming of First year and Inauguration of MathematicsAssociation
11-L10	Discussed lyric poems
12-L11	Briefed the life and literary career of Edgar Allen Poe
13-L12	Taught "The Sleeper" by Edgar Allen Poe

14-L13	Discussed the themes in "The Sleeper"	
15-L14	Explained the different rhyme schemes and the rhyme scheme in "The Sleeper"	
16-L15	Spoke about Robert Frost and his literary works	
17-L16	Analysed lines 1-8 of "After Apple- Picking"	
18-L17	Analysed lines 9-17 of "After Apple- Picking"	
19-L18	Analysed lines 18-26 of "After Apple- Picking"	
20-L19	Analysed lines 27-36 of "After Apple- Picking"	
21-L20	Discussed the themes in the poem "After Apple- Picking"	
22-L21	Spoke on the life and works of Emily Dickinson	
23-L22	- Allotting portion for Internal Test-I	
	Internal Test I begins	
24-L23	Taught the poem "Some Keep The Sabbath Going To Church"	
25-L24	Analysed the poetic devices in "Some Keep The Sabbath Going To Church"	
26-IT-1	Internal Test-I	
27-L25	Did a critical analysis of "Some Keep The Sabbath Going To Church"	
28-L26	Discussed the tone and setting of the poem "Some Keep The Sabbath Going To	
_	Church"	
29-L27	Discussed the life and works of Wallace Stevens	
30-L28	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
31- L29	Taught "The Emperor of Ice Cream"	
32- L30	Discussed the themes and symbols in "The Emperor of Ice Cream"	
33- L31	Did a critical analysis of "The Emperor of Ice Cream"	
34-P2	College level meeting/Cell function	
35- L32	Briefed on Harlem Renaissance.	
36- L33	Discussed the life and literary achievements of Langston Hughes	
37- L34	Elaborated on the poem "Harlem Night- The Club"	
38- L35	Discussed the themes in "Harlem Night- The Club"	
39- L36	Discussed the symbols and imageries in "Harlem Night- The Club"	
40- L37	Did a critical analysis of "Harlem Night- The Club"	
41- L38	Briefed the life and literary career of E.E. Cummings	
42- L39	Analysed "In just spring and the Cambridge ladies"	
43- L40	Dissected the themes and imageries in "In just spring and the Cambridge ladies"	
44- L41	Spoke about symbols and tools in "In just spring and the Cambridge ladies"	
45- L42	Gave a brief introduction on Silviya Plath	
46- L43	Spoke about confessional poetry	
47- L44	Taught "To Daddy and Mary's song"	
48- L45	Discussed the themes in "To Daddy and Mary's Song"	
49- L46	Analysed "To Daddy and Mary's Song" critically	
50- L47	Discussed the symbols and tools in "To Daddy and Mary's Song"	
51- P3	Department Seminar	
52- L48	Explained "All My Sons" by Arthur Miller	
53- L49	Critically analysed "All My Sons" by Arthur Miller	
54- L50	Analysed the tools and symbols in "All My Sons"	
55- L51	Spoke of the background behind the play.	
56-L52	Allotting portion for Internal Test-II	
	Internal Test II begins	
57-L53	Explained "The Turn of the Screw"	

58-L54	Dealt with themes and symbols in "The Turn of the Screw".	
59-IT-II	Internal Test-II	
60- L55	Theoretically analysed "The Turn of the Screw".	
61- L56	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
62- L57	Discussed the imageries in To Daddy and Mary's Song"	
63- L58	Spoke about Ralph Waldo Emerson and his literary career	
64- L59	Briefly introduced the works of Ralph Waldo Emerson	
65- L60	Taught "Self Reliance" by Ralph Waldo Emerson	
66- L61	Dealt with the themes in "Self Reliance" by Ralph Waldo Emerson	
67- L62	Analysed the message in "Self Reliance" by Ralph Waldo Emerson	
68- L63	Discussed famous literary speeches.	
69- L64	Briefed the life and literary achievements of William Faulkner.	
70- L65	Briefed the Nobel Prize Acceptance Speech by Faulkner	
71- L66	Analysed the message in the speech	
72- L67	Spoke about the life and literary works of Eugene O'Neill	
73- L68	Gave an introduction on "The Emperor Jones"	
74-P4	College level meeting/ function	
75- L69	Explained Bertrand Malamud's "The Assistant"	
76- L70	Discussed the themes and symbols in "The Assistant"	
77- L71	Did a character analysis of "The Assistant"	
78- L72	Theoretically analysed "The Assistant"	
79- L73	Allotting portion for Internal Test-III	
	Internal Test III begins	
80- L74	Introduced Henry James' "The Turn of the Screw"	
81- L75	Briefed "The turn of the Screw"	
82-IT-III	Internal Test-III	
83- L76	Did a critical analysis of "The Turn of The Screw"	
84- L77	Test Paper distribution and result analysis	
85- L78	Did a theoretical analysis of "The Turn of the Screw"	
	Entering Internal Test-III Marks into University portal	
86- L79	Model Test	
87-MT	Model Test	
88-MT	Model Test	
89-MT	Model test paper distribution and previous year university question paper	
	discussion	
90-L-80	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	The students learnt the different trends prevalent in America
CO2	Students understood how major happenings in America affected
	the literature of that period
CO3	Students were made familiar with significant historical events like
	'The Great Depression' that took place in America.
CO4	Students understood the significant themes that dominated the

	American Literature.
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Students were made to listen to William Faulkner's Nobel Prize
	Acceptance Speech.
EL2	Students were made to watch the movie version of Arthur Miller's
	"All My Sons".
EL3	
EL4	
Integrated Activity	
IA1	Students enacted a scene from "The Emperor Jones" by Eugene
	O'Neill.
IA2	Students shared their own interpretation of "When Lilacs Last in
	the Doorway Bloomed" individually.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
# For slow learner	higher study. : special care taken, motivate the advanced learner to support the alow learner to study. To attend the remedial classes
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	M.A. English
Course Name	British literature IV
Course Code	HEHM22
Class	I year (2015-2016)
Semester	Even
Staff Name	Dr. Nalina Paulin
Credits	5
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /	unit)

Course Objectives

- > To familiarize the Students with the British writers
- > To acquaint the Students with the present trends of British literature.

Syllabus

Bynabus	
Unit-I Poetry	
Hopkins	- God's Grandeur
W.B. Yeats	- The Lake Isle if Innis Free
T.S. Eliot	- The Hollow Men
W.H. Auden	- The Fall of Rome
Unit -II Poetry	
Dylan Thomas	- Light Breaks where No sun Shines
Philip Larkin	- Ambulances & Church Going
Ted Hughes	- The Jeguar & Hawk Roosting
Seamus Heaney	- Digging & Bog Oak
Unit III-Prose	
E.M. Forster	- Does Culture Matter?
George Orwell	- The prevention of Literature
J.B. Priestley	- Student Mobs
Bertrand Russell	- Can We Afford to Keep open Minds?
Unit IV- Drama	
Samuel Beckett	- Waiting for Godot
Harold Pinter	- The Caretaker
Unit V-Fiction	
Joseph Conrad	- Lord Jim
George Orwell	-Animal Farm
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Course (Calendar
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Hour	Class Schedule
allotment	

	Even Semester Begin on 02.12.2015
1-L1	Save an idea about British literature
2-L2	Introduced the writer Hopkins
3- L3	Read the poem "God's Grandeur"
4-L4	Explained the poem
5-L5	Illustrated the poem with Example
6-L6	Talked about the themes
7-L7	Discussed the style and techniques.
8-L8	Briefed the poem
9-L9	Introduced the poet W.B.Yeats.
10-P1	
11-L10	Discussed about his age
12-L11	Read the poem "The Lake Isle of Innis Free"
13-L12	Explained the poem
14-L13	Illustrated the poem with example
15-L14	Talked about the themes
16-L15	Discussed the style and techniques
17-L16	Briefed the poem
18-L17	Introduced the poet T.S. Eliot
19-L18	Discussed about his age
20-L19	Read the poem "The Hollow Men"
21-L20	Explained the poem
22-L21	Illustrated the poem with example
23-L22	- Allotting portion for Internal Test-I
24 1 22	Internal Test I begins 25.01.2016
24-L23	Talked about the themes
25-L24	Discussed the style and Techniques
26-IT-1	Internal Test-I
27-L25	Introduced the poet W.H. Auden
28-L26 29-L27	Read and explained the poem "The Fall of Rome"
30-L28	Illustrated the ;poem with example
30-L28	-Test Paper distribution and result analysis Entering Internal Test-I Marks into University portal
31- L29	Talked about the themes
31- L29 32- L30	Discussed the Style and Techniques
33- L31	Introduced the Poet Dylan Thomas
33-1231 34-P2	College level meeting/Cell function
35-L32	Explained the poem "Light Breaks where No Sun Shines"
36- L33	Talked about the themes
37-L34	Introduced the poet Philip Larkin
38- L35	Explained the poem "Ambulances"
39- L36	Explained the poem "Church Going"
40- L37	Discussed the themes in both the poems
41- L38	Introduced the poet Ted Hughes
42- L39	Explained the poem "The Jaguar"
43- L40	Explained the poem "Hawk Roosting"
44- L41	Talked about the themes present in the poems
45- L42	Introduced the poet Seamus Heaney

46- L43	Explained the poem "Digging"
47- L44	Explained the poem "Bog Oak"
48- L45	Explained the prose "Does Culture Matter" by E.M. Forster.
49- L46	Discussed the Characters and themes
50- L47	Talked about the prose "Student Mobs" by J.B. Priestly
50- L47 51- P3	Department Seminar
51-13 52-L48	Analysed the prose "Can We Afford to keep open Mindo " by Russell.
52 L40	Talked about the style of all the prose writers
53 LTJ 54- L50	Introduced the writer Samuel Beckett
51 L50	Talked about his Contemporaries
56-L52	Allotting portion for Internal Test-II
50 152	Internal Test II begins 22.02.2016
57-L53	Explained the Drama ":Waiting For Godot
58-L54	Discussed the Characters and themes
59-IT-II	Internal Test-II
60- L55	Briefed the drama.
61-L56	
	Entering Internal Test-II Marks into University portal
62- L57	Introduced the dramatist Harold Pinter.
63- L58	Explained the Drama "The Caretaker"
64- L59	Continued the drama
65- L60	Discussed the theme.
66- L61	Briefed the Drama.
67- L62	Introduced the writer Joseph Conrad.
68- L63	Explained the fiction "Lord Jim'
69- L64	Continued the fiction
70- L65	Discussed the Themes.
71- L66	Briefed the Fiction
72- L67	Introduced the writer George Orwell
73- L68	Explained the fiction "Animal Farm"
74-P4	College level meeting/ function
75- L69	Continued the Fiction
76- L70	Explain the Fiction
77-L71	Discussed the themes present in the fiction
78- L72	Explained the styles and techniques
79- L73	- Allotting portion for Internal Test-III
00.77	Internal Test III begins 28.03.2016
80- L74	Elaborated the characters.
81-L75	Gave a Detailed idea of all the dramas.
82-IT-III	Internal Test-III
83-L76	Gave a Detailed idea on the fictions prescribed.
84-L77	- Test Paper distribution and result analysis
85- L78	Gave a detailed idea on the poems prescribed.
0C I 70	Entering Internal Test-III Marks into University portal Marks 11 04 2016
86- L79	Model Test 11.04.2016
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper

	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 22.04.2016

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	The students got an idea about the British Poets
CO2	
CO3	They Became Familiar about the British
CO4	
CO5	Dramas
CO6	
CO7	They became aware of the British history
CO8	
CO9	
Experimental	
Learning	
EL1	Enacted the drama "Waiting for Godot"
EL2	
EL3	Screened the drama "The Caretaker"
EL4	
Integrated Activity	
IA1	Group discussion
IA2	Debate.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name Course Name Course Code Class I year (2018-2021) Semester odd Staff Name Credits 5 5 / WK L. Hours /P. Hours Total 75 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 65 Hrs (5 units; 5×13=65; 13Hrs /unit)

Course Objectives

- AAAAA

Syllabus

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	The sentences different types	
2-L2	The structure of sentences	
3- L3	Transformation of sentences	
4-L4	The verb	
5-L5	The sentences different types	
6-L6	The structure of sentences	
7-L7	Transformation of sentences	
8- P1	Welcoming of First year and Inauguration of Mathematics Association	
9- L8	Tenses	
10- L9	Auxiliary verbs	
11-L10	Word classes from class	
12-L11	Word classes function class	
13-L12	Tenses present	
14-L13	Auxiliary verbs	

15-L14	Word classes from class
16-L15	Word classes function class
17- L16	Tenses exercises
18- L17	Auxiliary verbs exercises
19- L18	Tenses present continuous, past continuous, future continuous
20- L19	Tenses present perfect ,past ,future
21- L20	Allotting portion for Internal Test-I
	Internal Test I begins
22- L21	Present perfect continuous ,past perfect continuous ,future perfect continuous
23- IT-1	Internal Test-I
24- L22	Concord introduction
25- L23	Linkers
26- L24	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
27- L25	Punctuation
28- L26	Punctuation in the sentences
29-L27	Punctuation Exercise
30- P2	College level meeting/Cell function
31-L28	Concord
31-L20 32-L29	Linkers
33-L30	Punctuation
33-L30 34-L31	Letter writing introduction
35-L32	Messages through E-mail and fax
36-L32	Concord
30 L33 37-L34	Linkers
38- L35	Punctuation
39-L36	Letter writing
40- L37	steps to learn how to write an official letter
41-L38	Create your heading.
42-P3	Department Seminar
43- L39	Write your salutation.
44- L40	Use your body paragraphs to state your reasons for writing.
45- L41	Add your closing body paragraph and signature.
46- L42	Mention and add your enclosures.
47- L43	Allotting portion for Internal Test-II
47- L45 - Alloting portion for Internal Test-II Internal Test II begins	
48- L44	Proofread and send your letter.
40- L44	
	Report writing
49-IT-II 50-L45	Internal Test-II
51-L45	Report writing Test Paper distribution and result analysis
31- L40	- Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal
52- L47	Step 1: Decide on the 'Terms of reference'
53- L47	Step 2: Decide on the procedure
54- L49	Step 3: Find the information
55- L50	Step 4: Decide on the structure
56- L51	Step 5: Draft the first part of your report
57-L52	Step 6: Analyse your findings and draw conclusions
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58- L53	Step 7: Make recommendations	
59-P4	College level meeting/ function	
60- L54	Step 8: Draft the executive summary and table of contents.	
61- L55	Note making	
62- L56	Advertisements, Telegram	
63- L57	Notices, Agenda, Minutes	
64- L58	Allotting portion for Internal Test-III	
	Internal Test III begins	
65- L59	Circulars	
66- L60	Essay writing	
67-IT-III	Internal Test-III	
68- L61	Essay writing	
69- L62	Precise writing	
70- L63	- Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
71-MT	Model Test	
72-MT	Model Test	
73-MT	Model Test	
74-L64	Model test paper distribution and previous year university question paper	
	discussion	
75-L65	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

course outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
CO1	
CO2	
CO3	
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

Blended Learning

: using PPT, video, library resources, ICT techniques, Elearning resources, Google classroom, study tour, etc.,

# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)Programme NameB.A. EnglishCourse NameContemporary Lite

Course Name	Contemporary Literature.	
Course Code	GMEN62	
Class	I year (2014-2015)	
Semester	Even	
Staff Name	J. Pinky Diana Evelyn.	
Credits	6	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

- > To familiarize the students with the Contemporary Writers.
- > To acquaint the students with the present trends of Literature.

Syllabus

Synabus		
Unit I	Post War and Postmodern Literature.	
	from Sanders, Andrew .Sho	rt Oxford History of English literature 3ed.
Unit II	Poetry	
	Philip Larkin	The Whitsun Weddings.
	Ted Hughes	Thought Fox, Hawk roosting.
	Andrew Motion	Better Life, The Dog of the Light Brigade.
	Carol Ann Duffy	Mrs.Lazarus, Circe.
Unit III	Fiction	
	Kinsley Amis	Lucky Jim.
Unit IV	Fiction	
	Yann Martel	Life of Pi.
Unit V	Drama	
	Bertolt Brecht	Mother Courage and Her Children.
		e

Hour	Class Schedule
allotment	
	Even Semester Begin on 02.12.2015
1-L1	Introduced the paper 'Post war Post modern Literature'.
2-L2	Explained the various topics present.
3- L3	Gave a detailed account of the writers present.
4-L4	Elaborated the important events.

Briefed the paper.
Talked about the history of English literature.
Discussed about poetry.
Had a discussion about the various Contemporary Writers.
Introduced the poet Philip Larkin.
Discussed about his Contemporaries.
Read the poem 'The Whitsun Weddings'.
Explained the Poem.
Continued the poem and talked about the themes.
Briefed the poem.
Introduced the poet Ted Hughes.
Discussed about his Contemporaries.
Read the poem 'Thought Fox'.
Explained the poem.
Continued the poem.
Illustrated the poem with examples.
Talked about the themes.
Allotting portion for Internal Test-I
Internal Test I begins 25.01.2016
Briefed the poem.
Introduced the poet Andrew Motion.
Internal Test-I
Discussed about his Contemporaries.
Read the poem 'Better Life'.
Explained the poem.
Test Paper distribution and result analysis
Entering Internal Test-I Marks into University portal
Illustrated the poem with examples.
Briefed the poem.
Read and explained the poem "Hawk roosting" by Ted Hughes.
College level meeting/Cell function
Illustrated the poem with examples.
Briefed the poem.
Read the poem "The Dog of the Light Brigade".
Explained the poem.
Continued the poem
Talked about the various themes.
Introduced the writer Carol Ann Duffy.
Discussed his Contemporaries.
Read the poem "Mrs.Lazarus".
Explained the poem.
Illustrated the poem with examples.
Talked about the themes.
Briefed the poem.
Read the poem 'Circe.'
Explained the poem.

51- P3	Department Seminar	
52- L48	Talked about the themes.	
53- L49	Briefed the poem.	
54- L50	Introduced the author Kinsley Amis.	
55- L51	Discussed about his age and Contemporaries.	
56-L52	- Allotting portion for Internal Test-II	
	Internal Test II begins 22.02.2016	
57-L53	Read the novel Lucky Jim.	
58-L54	Continued the novel.	
59-IT-II	Internal Test-II	
60- L55	Explained the story.	
61- L56	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
62- L57	Discussed the characters.	
63- L58	Explained the theme of the novel "Lucky Jim."	
64- L59	Briefed the novel.	
65-L60	Introduced the writer Yann Martel.	
66- L61	Read the novel "Life of Pi."	
67- L62	Continued the novel.	
68- L63	Explained the story.	
69- L64	Discussed the characters.	
70- L65	Explained the theme of the novel "Life of Pi."	
71- L66	Briefed the story.	
72- L67	Introduced the writer Bertolt Brecht.	
73- L68	Discussed about the age and Contemporaries.	
74-P4	College level meeting/ function	
75- L69	Read the drama "Mother Courage and Her Children".	
76- L70	Continued the drama.	
77- L71	Discussed the characters.	
78- L72	Explained the theme of the drama.	
79- L73	Allotting portion for Internal Test-III	
	Internal Test III begins 28.03.2016	
80- L74	Briefed the drama.	
81- L75	Talked about the difference present in the novels.	
82-IT-III	Internal Test-III	
83- L76	Analysed the styles and techniques in the novels.	
84- L77	Test Paper distribution and result analysis	
85- L78	Discussed the techniques in the drama.	
	Entering Internal Test-III Marks into University portal	
86- L79	Model Test 11.04.2016	
87-MT	Model Test	
88-MT	Model Test	
89-MT	Model test paper distribution and previous year university question paper	
	discussion	
90-L-80	Feedback of the Course, analysis and report preparation	
	Last Working day on 22.04.2016	

Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	The Students understood the Contemporary Writers.	
CO2	They became familiar with the Contemporary dramatist.	
CO3	They came to know all the present novelist.	
CO4	They understood the present history of English Literature.	
CO5		
CO6		
CO7		
CO8		
CO9		
Experimental		
Learning		
EL1	Enacted the drama "Mother Courage and Her Children".	
EL2		
EL3	Screened the novel "Lucky Jim."	
EL4	Screened the novel "Life of Pi."	
Integrated Activity		
IA1	Debate.	
IA2	Group Discussion.	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Jacobean to Augustan age	
Course Code		
Class	I year (2018-2021)	
Semester	Even	
Staff Name		
Credits	6	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

- > Understanding texts with special reference to the periods.
- Interpretation and appreciation of selected texts from the genres of poetry, prose and drama.
- > To know more about the various writers and their style of writing
- > To know more about various movements in the history.

Syllabus

Unit I :

Age of Milton and Dryden

Unit II : Po	oetry
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John Donne	: A Valediction Forbidding Mourning
George Herbert	: The Collar
John Milton	: On His Blindness
Henry Vaughan	: The Retreat
Unit III : Prose	

Swift : The Spider and Bee Episodes from *The Battle of Books*

Unit IV : Drama

: All for Love

Unit V : Fiction

Daniel Defoe

John Dryden

: Robinson Crusoe

Hour allotment	Class Schedule	
	Odd Semester Begin on 18.06.2018	
1-L1	Discussion of the previous ages	
2-L2	Introduction to John Milton	
3- L3	Age of Milton	
4-L4	Major Authors in the Age of Milton	
5-L5	Characteristics of the Age of Milton	

6-L6	The Puritanic Age
7-L7	Closure of Past times
8-L8	Puritans struggle for righteousness and liberty
9-L9	Civil War
10-P1	Welcoming of First year and Inauguration of MathematicsAssociation
11-L10	The Puritan Movement
12-L11	Decay of Drama
13-L12	Want of the spirit of the unity
14-L13	Paradise Lost as an Epic poem also milestone
15-L14	Introduction to Dryden
16-L15	Dryden as a neoclassical poet
17-L16	Age of Dryden
18-L17	Dryden as a father of criticism
19-L18	Dryden's contribution to English Literature
20-L19	Background of the restoration Age
21-L20	Major incidents of the Age
22-L21	Introduction to Metaphysical Poets
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins
24-L23	Characteristics of Metaphysical Poems
25-L24	John Donne - Author Introduction
26-IT-1	Internal Test-I
27-L25	A Valediction Forbidding Mourning
28-L26	A Valediction Forbidding Mourning - Critical Approach
29-L27	A Valediction Forbidding Mourning - Symbols and imageries
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	George Herbert - Author Introduction
32- L30	The Collar
33- L31	The Collar - Critical Approach
34-P2	College level meeting/Cell function
35- L32	The Collar - Symbols and imageries
36- L33	John Milton and his sufferings in his life
37-L34	On His Blindness
38-L35	On His Blindness- Autobiographical approach
39-L36	Henry Vaughan - Author Introduction
40- L37	The Retreat
41-L38	The Retreat - Critical Approach
42-L39	The Retreat - Symbols and imageries
43- L40	Introduction to Jonathan Swift
44- L41	Introduction to <i>The Battle of Books</i>
45-L42	Introduction to The Spider and the Bee episode
46- L43	The Spider and the Bee
47-L44	Spider as an architect
48- L45	Symbols in the prose
49- L46	Ancients vs Modern
50- L47	Swift's point of view
51- P3	Department Seminar

52- L48	History hidden in symbols
53- L49	Dryden as a dramatist
53 L19	Introduction to All for Love
51 L50	All for Love - Act I
56-L52	Allotting portion for Internal Test-II
J0-LJ2	Internal Test II begins
57-L53	All for Love - Act II
58-L54	All for Love - Act III
59-IT-II	Internal Test-II
60- L55	
61- L55	All for Love - Act IV Test Bener distribution and result analysis
01-L30	-Test Paper distribution and result analysis
(2 1 57	Entering Internal Test-II Marks into University portal
62-L57	All for Love - Act V
63-L58	All for Love - Honor vs Love
64-L59	All for Love - Passion vs Reason
65-L60	All for Love - Authority vs Freedom
66-L61	All for Love - minor themes
67-L62	All for Love - Discussing major Characters
68-L63	Daniel Defoe - Author Introduction
69-L64	Robinson Crusoe - An introduction
70- L65	Robinson Crusoe Chapters 1-5
71-L66	Robinson Crusoe Chapters 6-10
72- L67	Robinson Crusoe Chapters 11-15
73- L68	Robinson Crusoe Chapters 16-20
74-P4	College level meeting/ function
75- L69	Robinson Crusoe Chapters 21- 25
76- L70	Robinson Crusoe Chapters 26- 31
77- L71	Robinson Crusoe Theme of religion
78- L72	Robinson Crusoe mistakes and insights
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins
80- L74	Robinson Crusoe theme of isolation
81-L75	Robinson Crusoe Courage and Determination
82-IT-III	Internal Test-III
83- L76	Crusoe's attitude towards religion
84- L77	Test Paper distribution and result analysis
85- L78	Robinson Crusoe Symbols and imageries
	Entering Internal Test-III Marks into University portal
86- L79	Model Test
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course "Jacobean to Augustan Age"

C01	Understood the age with the prescribed texts
CO2	Came to know about the various writings
CO3	Came across so many movements in Literature
CO4	Started appreciating prose and poetry
CO5	Learnt so many adventures through novel
CO6	Came to know about the value of books
CO7	Started appreciating Drama and Fiction
CO8	
CO9	
Experimental	
Learning	
EL1	Shown the value of books by making them to read
EL2	Shown the clips of Robinson Crusoe
EL3	Engaged them in enacting
EL4	
Integrated Activity	
IA1	Quiz
IA2	Mindgame

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
# For slow learner	higher study. : special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

Staff Signature

COURSE ACADEMIC PLAN

 (Prepared by staff member handling the course)

 Programme Name
 M.A. English

Programme Name	M.A. English
Course Name	Indian Writing in English
Course Code	HEHM23
Class	I year (2015-2016)
Semester	Even
Staff Name	Dr. H.Soman Manjore
Credits	4
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; $5 \times 16 = 80$; 16 Hrs /u	unit)

Course Objectives

- > To familiarize the students with the Indian writers.
- > To acquaint the students with the present trends of Indian literature.

Syllabus

Unit I Poetry	
Henry Louis Vivian Derozio	- Sonnet : To The Moon & Poetry
Rabindranath Tagore	- Gitanjali Songs –1,2,4,12&24
Sarojini Naidu	- The Soul's Prayer & Songs of Radha- The Quest
Toru Dutt	- The Lotus & Lakshman
Unit II Poetry	
Sri Aurobindo	- Savithri- Book I-CANTO II
Unit III Drama	
Rabindranath Tagore	- Chitra
Srinivasa Iyengar	- Surgeon General's Prescription
Unit IV Prose	
Rabindranath Tagore	- Nobel Prize Acceptance Speech
Swami Vivekanada	- Chicago Address
Ananda Koomarasawamy	- Dance of Shiva-Extract- Hindu view of Art: Theory Of Beauty
Unit V Fiction	
Kamala Markandeya	- Nectar in a Sieve
R.K.Narayan	- The Vendor of Sweets

Hour allotment	Class Schedule
	Even Semester Begin on 02.12.2015

1-L1	Introduced the poet Henry Louis Vivian Derozio
2-L2	Discussed about the age and his contemporaries
3- L3	Read and explained the "Sonnet :To the Moon & Poetry"
4-L4	Continued the poem
5-L5	Illustrated it with examples
6-L6	Briefed the poem
7-L7	Introduced the poet Rabindranath Tagore
8-L8	Discussed about the Indian poets
9-L9	Explained songs 1,2,4,12&24 from "Gitanjali"
10-P1	
11-L10	Continued the poems
12-L11	Discussed the various themes in the poems
13-L12	Briefed the sonnets
14-L13	Introduced the poet Sarojini Naidu
15-L14	Read and explained the poem The Soul's Prayer
16-L15	Continued the poem
17-L16	Talked about the theme of the poem
18-L17	Read and explained the poem "songs of Radha – The Quest"
19-L18	Continued the poem
20-L19	Discussed the styles and techniques of Sarojini Naidu
21-L20	Introduced the poet Toru Dutt
22-L21	Explained the poem "The Lotus"
23-L22	Allotting portion for Internal Test-I
04 1 00	Internal Test I begins 25.01.2016
24-L23	Continued the poem
25-L24	Elabrated the theme
26-IT-1	Internal Test-I
27-L25	Explained the poem "Lakshman"
28-L26	Continued the poem.
29-L27	Elaborated the style.
30-L28	-Test Paper distribution and result analysis
21 1 20	Entering Internal Test-I Marks into University portal
31-L29	Briefed the poem.
32-L30	Introduced the poet Sri Aurobindo
33-L31	Read and explained the poem "Savithri- Book I-Canto II
34-P2	College level meeting/Cell function
35-L32	Continued the poem Elaborated theme
36- L33 37- L34	Discussed the style used by the poet.
37-L34 38-L35	Briefed the poem.
38-L33 39-L36	Discussed about drama
39-L36 40-L37	Introduced Tagore as a dramatist.
40- L37 41- L38	Read and explained the drama "Chitra"
41- L38 42- L39	Continued the drama
42-L39 43-L40	Continued the drama Continued the drama
43- L40 44- L41	Continued the drama Continued the theme
44- L41 45- L42	
45- L42 46- L43	Discussed the style and techniques of Tagore Briefed the drama
40- L43	Diffe uit uiallia

47- L44	Introduced Srinivasa Iyengar
48- L45	Read and explained the drama "Surgeon General's Prescription"
49- L46	Continued the drama
50- L47	Illustrated the theme
51- P3	Department Seminar
52- L48	Elaborated the style and techniques used by the dramatist.
53- L49	Briefed the drama
54- L50	Read and explained the prose "Noble Prize Acceptance Speech"
55- L51	Continued the prose
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins 22.02.2016
57-L53	Highlighted the main points
58-L54	Read and explained the prose "Chicago Address" by Swami Vivekanda
59-IT-II	Internal Test-II
60- L55	Continued the prose
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Highlighted the main points
63- L58	Gave introduction about the prose writer Ananda Koomarasway
64- L59	Read and explained "Dance of Shiva"-Extract –Hindu view of- Swamy
	Art:Theory of Beauty
65- L60	Continued the prose piece
66- L61	Elaborated the themes involved
67- L62	Talked about the style and techniques used by the prose writer
68- L63	Introduced Kamala Markandeya
69- L64	Read and explained "Nectar in a Sieve"
70- L65	Continued the novel
71- L66	Explained the theme
72- L67	Elaborated the style and techniques
73- L68	Highlighted the main points
74-P4	College level meeting/ function
75- L69	Introduced R.K.Narayan
76- L70	Gave introduction about fiction "The Vendor of Sweets"
77- L71	Read and explaind the fiction
78- L72	Continued the fiction
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins 28.03.2016
80- L74	Continued the fiction "The Vendor of Sweets"
81- L75	Elaborated the themes involved
82-IT-III	Internal Test-III
83- L76	Discuss the styles and techniques
84- L77	Test Paper distribution and result analysis
85- L78	Briefed the fiction
0.6.7.7.7	Entering Internal Test-III Marks into University portal
86-L79	Model Test 11.04.2016
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper

	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 22.04.2016

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	The students came to know various
CO2	Indian writers
CO3	
CO4	They understood different Indian poems and their themes
CO5	
CO6	
CO7	They understood the style of the Indian authors
CO8	
CO9	
Experimental	
Learning	
EL1	Enacted the drama "Chitra"
EL2	Screened the fiction "Nectar in a sieve"
EL3	
EL4	
Integrated Activity	
IA1	Group discussion
IA2	Debate

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,	
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.	
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.	
# Extension activity	: Motivate student to take classes for school students.	
HOD Signature	Staff Signature	

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course	
Programme Name	B.A. English
Course Name	Literary Criticism and Theory
Course Code	GMEN63
Class	III year (2015-2016)
Semester	Even
Staff Name	Dr. Kethrapal
Credits	6
L. Hours /P. Hours	6 / WK

Credits	
L. Hours /P. Hours	
Total 90 Hrs/Sem	
Internal Test-3 Hrs	

Model Test-3 Hrs

Dept. Meetings-2 Hrs

College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Hour	Class Schedule	
allotment		
	Even Semester Begin on 02.12.2015	
1-L1	The moral Approach :LITERATURE AND MORAL IDEAS	
2-L2	ELIOT –Religion and Literature	
3- L3	describe: give the reader a sense of the writer's overall purpose and intent.	
4-L4	describe: give the reader a sense of the writer's overall purpose and intent	
5-L5	describe: give the reader a sense of the writer's overall purpose and intent.	
6-L6	describe: give the reader a sense of the writer's overall purpose and intent.	
7-L7	analyze: examine how the structure and language of the text convey its meaning.	
8-L8	analyze: examine how the structure and language of the text convey its meaning	
9-L9	analyze: examine how the structure and language of the text convey its meaning	
10-P1		
11-L10	interpret: state the significance or importance of each part of the text.	
12-L11	assess: make a judgment of the work's worth or value	
13-L12	interpret: state the significance or importance of each part of the text.	
14-L13	assess: make a judgment of the work's worth or value	
15-L14	interpret: state the significance or importance of each part of the text.	

16-L15	assess: make a judgment of the work's worth or value	
17-L16	interpret: state the significance or importance of each part of the text.	
18-L17	assess: make a judgment of the work's worth or value	
19-L18	The PSYCHOLOGICAL Approach :LITERATURE AND PSYCHOLOGICAL	
20-L19	The myth in JANE AUSTEN-Geoffrey gorer	
21-L20	describe: give the reader a sense of the writer's overall purpose and	
	intent.	
22-L21	describe: give the reader a sense of the writer's overall purpose and	
	intent.	
23-L22	Allotting portion for Internal Test-I	
	Internal Test I begins 25.01.2016	
24-L23	describe: give the reader a sense of the writer's overall purpose and intent.	
25-L24	analyze: examine how the structure and language of the text convey its meaning	
26-IT-1	Internal Test-I	
27-L25	analyze: examine how the structure and language of the text convey its meaning	
28-L26	analyze: examine how the structure and language of the text convey its	
	meaning	
29-L27	interpret: state the significance or importance of each part of the text.	
30-L28	- Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
31- L29	interpret: state the significance or importance of each part of the text.	
32- L30	interpret: state the significance or importance of each part of the text.	
33- L31	assess: make a judgment of the work's worth or value	
34-P2	College level meeting/Cell function	
35- L32	assess: make a judgment of the work's worth or value	
36- L33	assess: make a judgment of the work's worth or value	
37- L34	The SOCIOLOGICAL Approach :LITERATURE AND SOCIAL IDEALS	
38- L35	JOSEPH WOOD KRUTCH "THE TRAGIC FALLACY"	
39- L36	describe: give the reader a sense of the writer's overall purpose and intent.	
40- L37	describe: give the reader a sense of the writer's overall purpose and intent.	
41- L38	describe: give the reader a sense of the writer's overall purpose and intent.	
42- L39	analyze: examine how the structure and language of the text convey its meaning	
43- L40	analyze: examine how the structure and language of the text convey its meaning	
44- L41	analyze: examine how the structure and language of the text convey its meaning	
45- L42	interpret: state the significance or importance of each part of the text	
46- L43	interpret: state the significance or importance of each part of the text	
47- L44	interpret: state the significance or importance of each part of the text	
48- L45	assess: make a judgment of the work's worth or value	

49- L46	assess: make a judgment of the work's worth or value		
50- L47	assess: make a judgment of the work's worth or value		
51- P3	Department Seminar		
52- L48	The FORMALISTIC Approach :LITERATURE AS AESTHETIC		
	STRUCTURE		
53- L49	CLEANTH BROOKS :KEATS' SYLVAN HISTORIC :HISTORY WITHOUT		
54 1 50	FOOTNOTES		
54- L50	describe: give the reader a sense of the writer's overall purpose and intent.		
55- L51	describe: give the reader a sense of the writer's overall purpose and intent.		
56-L52			
50-1.52	Internal Test II begins 22.02.2016		
57-L53	describe: give the reader a sense of the writer's overall purpose and		
	intent.		
58-L54	analyze: examine how the structure and language of the text convey its meaning		
59-IT-II	Internal Test-II		
60- L55	analyze: examine how the structure and language of the text convey its		
	meaning		
61- L56	Test Paper distribution and result analysis		
	Entering Internal Test-II Marks into University portal		
62- L57	analyze: examine how the structure and language of the text convey its		
	meaning		
63- L58	interpret: state the significance or importance of each part of the text		
64- L59	interpret: state the significance or importance of each part of the text		
65-L60	interpret: state the significance or importance of each part of the text		
66- L61	assess: make a judgment of the work's worth or value		
67- L62	assess: make a judgment of the work's worth or value		
68- L63	assess: make a judgment of the work's worth or value		
69- L64	assess: make a judgment of the work's worth or value		
70- L65	The ARCHETYPAL Approach :LITERATURE in the light of myth GILBERT		
71- L66	MURRAY AND ORESTES		
72- L67	describe: give the reader a sense of the writer's overall purpose and intent.		
73- L68	describe: give the reader a sense of the writer's overall purpose and intent.		
74-P4	College level meeting/ function		
75-L69	analyze: examine how the structure and language of the text convey its		
	meaning		
76- L70	analyze: examine how the structure and language of the text convey its		
	meaning		
77- L71	interpret: state the significance or importance of each part of the text		
78- L72	interpret: state the significance or importance of each part of the text		
79- L73	Allotting portion for Internal Test-III		
	Internal Test III begins 28.03.2016		
80- L74	assess: make a judgment of the work's worth or value		
81- L75	assess: make a judgment of the work's worth or value		
82-IT-III	Internal Test-III		

83- L76	CONCLUSION
84- L77	- Test Paper distribution and result analysis
85- L78	REVISION
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 11.04.2016
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 22.04.2016

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	
CO2	
CO3	
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

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ST. JOHN'S COLLEGE, PALAYAMKOTTAI DEPARTMENT OF ENGLISH

COURSE ACADEMIC PLAN	COURSE ACADEMIC PLAN		
(PREPARED BY STAFF MEMBER HANDLING THE COURSE)			
PROGRAMME NAME	B.A. ENGLISH		
COURSE NAME	Literary Critics		
COURSE CODE	GAEN41		
CLASS	I YEAR (2015-2016)		
SEMESTER	Even		
STAFF NAME	Mr. Sathish		
CREDITS	6		
L. HOURS /P. HOURS	6 / WK		
TOTAL 90 HRS/SEM			
INTERNAL TEST-3 HRS	INTERNAL TEST-3 HRS		
MODEL TEST-3 HRS			
DEPT. MEETINGS-2 HRS			
COLLEGE MEETINGS-2 HRS			
REMAINING 80 HRS (5 UNITS; 5×16=80; 16HRS /UNIT)			

COURSE CALENDAR

HOUR	CLASS SCHEDULE
ALLOTMENT	
	Even SEMESTER BEGIN ON 02.12.2015
1-L1	
2-L2	his view of forms
3- L3	his view of art
4-L4	his attack of poetry
5-L5	function of poetry
6-L6	his comments on drama
7-L7	his observations on style
8-L8	
9-L9	
10-P1	
11-L10	crucial to Aristotle's defence of art is his
12-L11	Aristotle: art is not useless
13-L12	Aristotle: good art is not dangerous
14-L13	doctrine of catharsis
15-L14	Aristotle's critical responses
16-L15	Aristotle on tragedy
17-L16	art is not deceptive:
18-L17	sensuous art is not a bad thing:
19-L18	Philip Sidney
	as a literary critic
20-L19	Apologie for poetrie
21-L20	the school of abuse
22-L21	ben Jonson's criticism :introduction
23-L22	ALLOTTING PORTION FOR INTERNAL TEST-I
	INTERNAL TEST I BEGINS 25.01.2016

24-L23		
	his classicism	
25-L24	the qualifications of a poet	
26-IT-1	INTERNAL TEST-I	
27-L25	his observation on style	
28-L26	estimates on bacon and Shakespeare	
29-L27	his liberal concept of rules	
30-L28	- TEST PAPER DISTRIBUTION AND RESULT ANALYSIS	
	ENTERING INTERNAL TEST-I MARKS INTO UNIVERSITY	
21 1 20	PORTAL	
31-L29	conclusion –the value of his criticism	
32- L30	Dryden on the function of poetry	
33-L31	an essay on dramatic poesy: an introduction	
34-P2	COLLEGE LEVEL MEETING/CELL FUNCTION	
35- L32	VIOLATION OF THE THREE UNITIES	
36- L33	EUGENIUS ARGUMENTS ON SUPERIORITY OF MODERNS	
	OVER THE ANCIENTS	
37- L34	CRITES'S ARGUMENTS IN FAVOUR OF THE ANCIENTS	
38- L35	LISIDEIUS'S VIEW IN FAVOUR OF SUPERIORITY OF THE	
	FRENCH DRAMA OVER ENGLISH DRAMA	
39- L36	NEANDER'S VIEW IN FAVOUR OF MODERN (ENGLISH)	
	DRAMA	
40- L37		
41- L38	introduction	
42- L39	fidelity to facts of nature:	
43- L40	Shakespeare's realism:	
44- L41	mingling of tragic and comic element:	
45- L42	three unities:	
46- L43	faults of Shakespeare	
47- L44	conclusion:	
48- L45		
49- L46	introduction:	
50- L47	themes of poetry:'	
51- P3	DEPARTMENT SEMINAR	
52- L48	language of poetry:	
53- L49	concept of poetry:	
54- L50	use of metre:	
55- L51	conclusion:	
56-L52	- ALLOTTING PORTION FOR INTERNAL TEST-II	
	INTERNAL TEST II BEGINS 22.02.2016	
57-L53		
58-L54	Coleridge's philosophical ideas and the German philosophers	
59-IT-II	INTERNAL TEST-II	
60- L55	Coleridge on fancy and imagination:	
61- L56	- TEST PAPER DISTRIBUTION AND RESULT ANALYSIS	
	ENTERING INTERNAL TEST-II MARKS INTO UNIVERSITY	
	PORTAL	
62- L57	primary imagination:	

63- L58	secondary imagination:	
64- L59		
65-L60	Coleridge on poetry and language of poetry:	
	Coleridge on poets:	
66-L61		
67-L62	the social role of poetry and criticism	
68- L63	a moralist	
69- L64	return to classical values	
70- L65	preface to poems of 1853	
71- L66	the function of criticism	
72- L67	the study of poetry	
73- L68		
74-P4	COLLEGE LEVEL MEETING/ FUNCTION	
75- L69	What is a classic?	
76- L70	use of poetry and the use of criticism	
77- L71	hamlet and his problems	
78- L72	function of criticism	
79- L73	- ALLOTTING PORTION FOR INTERNAL TEST-III	
	INTERNAL TEST III BEGINS 28.03.2016	
80- L74	Eliot's metaphysical poets	
81- L75		
82-IT-III	INTERNAL TEST-III	
83- L76		
84- L77	- TEST PAPER DISTRIBUTION AND RESULT ANALYSIS	
85- L78		
	ENTERING INTERNAL TEST-III MARKS INTO UNIVERSITY PORTAL	
86- L79	MODEL TEST 11.04.2016	
87-MT	MODEL TEST	
88-MT	MODEL TEST	
89-MT	MODEL TEST PAPER DISTRIBUTION AND PREVIOUS YEAR	
	UNIVERSITY QUESTION PAPER DISCUSSION	
90-L-80	FEEDBACK OF THE COURSE, ANALYSIS AND REPORT	
	PREPARATION	
	LAST WORKING DAY ON 22.04.2016	

COURSE OUTCOMES

LEARNING OUTCOMES	COS OF THE COURSE " <course name="">"</course>
CO1	
CO2	
CO3	
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	

EXPERIMENTAL	
LEARNING	
EL1	
EL2	
EL3	
EL4	
INTEGRATED	
ACTIVITY	
IA1	
IA2	

BLENDED LEARNING : USING PPT, VIDEO, LIBRARY RESOURCES, ICT TECHNIQUES, E-LEARNING RESOURCES, GOOGLE CLASSROOM, STUDY TOUR, ETC.,

FOR ADVANCED LEARNER : USE LIBRARY BOOKS, E- BOOKS, MOTIVATE STUDENT TO PREPARE FOR HIGHER STUDY.

FOR SLOW LEARNER : SPECIAL CARE TAKEN, MOTIVATE THE ADVANCED LEARNER TO SUPPORT THE SLOW LEARNER TO STUDY.TO ATTEND THE REMEDIAL CLASSES.

EXTENSION ACTIVITY : MOTIVATE STUDENT TO TAKE CLASSES FOR SCHOOL STUDENTS.

HOD SIGNATURE SIGNATURE STAFF

PRINCIPAL

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

(Trepared by start member handling the course	·/	
Programme Name	M.A. English	
Course Name	Research Methodology	
Course Code	PEHM 34	
Class	I year (2018-2020)	
Semester	Odd	
Staff Name	Dr. M. Sri Vidhya @ Thangalakshmi	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To introduce the students to Research Methodology and its nuances
- \blacktriangleright To make the students to follow the techniques of research
- > To do M.A dissertation
- > To present Papers and publish Journals

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Primary Research
2-L2	Secondary Research
3- L3	Selecting a Topic
4-L4	The Central Information System – Library
5-L5	Boolean Search
6-L6	Full – Text Databases
7-L7	Inflibnet
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Compiling a Working Bibliography
10- L9	Taking Notes and Working Outline and writing drafts
11-L10	Plagiarism – an introduction
12-L11	How to avoid Plagiarism
13-L12	Documentation – An Introduction
14-L13	Mechanics of Writing – Part I
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins
16-L15	Mechanics of Writing – Part II
17-IT-1	Internal Test-I
18-L16	Mechanics of Writing – Part III
19-L17	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal

20-L18	Mechanics of Writing – Part IV
21- L19	Mechanics of Writing – Part V
22- P2	College level meeting/Cell function
23-L20	Format of the Research Paper – Part I
24-L21	Format of the Research Paper – Part II
25-L22	Format of the Research Paper – Part III
26-L23	Format of the Research Paper – Part IV
27-L24	Format of the Research Paper – Part V
28-L25	Documentation – Part I
29-L26	Documentation – Part II
30-L27	Documentation – Part III
31-L28	Documentation – Part IV
32-L29	Documentation – Part V
33-L30	Documentation – Part VI
34- P3	Department Seminar
35-L31	Documentation – Part VII
36-L32	Allotting portion for Internal Test-II
07.1.00	Internal Test II begins
37-L33	Revision
38- IT-II	Internal Test-II
39-L34	Discussion and clarification of doubts
40-L35	- Test Paper distribution and result analysis
41-L36	Entering Internal Test-II Marks into University portalCiting Sources in the Text – Part I
41-L30 42- L37	Citing Sources in the Text – Part II
43- L37	Citing Sources in the Text – Part III
44- P4	College level meeting/ function
45-L39	Citing Sources in the Text – Part IV
46-L40	Citing Sources in the Text – Part V
47-L41	Citing Sources in the Text – Part VI
48-L42	Citing Sources in the Text – Part VII
49-L43	Citing Sources in the Text – Part VIII
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	Abbreviations – an Intro
52- L46	Abbreviations
53-IT-III	Internal Test-III
54-L47	Students' Seminar on various Research Methodology topics
55-L48	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Course Outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
	How to avoid Plagiarism
CO2	Each and every student presented their seminar topics with
	PowerPoint presentations
CO3	To use Abbreviations
CO4	To use Secondary sources
CO5	To use journals and articles for research
CO6	To cite the library resources
CO7	To use the web sources
CO8	To do the research paper easily
CO9	To do the proof reading properly
Experimental	
Learning	
EL1	How to make work-cited list
EL2	How to make Bibliography
EL3	How to avoid Plagiarism
EL4	Learnt about the software URKUND which detects Plagiarism
Integrated Activity	
IA1	Visited Manonmaniam Sundaranar University Library and learnt
	on the uses of Inflibnet
IA2	The whole students joined as a member to access online journals
# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature
	Suit Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B. A. English
Course Name	Regional Literature in Translation
Course Code	GMEN64
Class	I year (2015-2016)
Semester	Even
Staff Name	J. Robin Deepak
Credits	5
L. Hours /P. Hours	5 / WK
Total 75 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 65 Hrs (5 units; 5×13=65; 13Hrs /	unit)

Course Objectives

- \blacktriangleright to make the students aware of native culture .
- > to make the students understand the richness of native culture
- ➤ to make the students aware of native literature
- ➤ to make the students enjoy native literature and language
- ➤ to make the students aware of effects of translations
- ➢ to make the students appreciate native literature

Syllabus

Unit I: Poetry

Tiruvalluvar	- Tirukkural (Translated by G.U. Pope)
	Chapter -8: The Possession of Love
	Chapter-11: Gratitude
	Chapter-40: Learning
Unit-II · Pootry	• 0

Unit-II: Poetry	
Subramanya Bharathi	- There is no fear
Mu. Mehta	- Charge Sheet
Adavan Theetchanya	- Self-Realization
Unit III :Short- Story	
U.R. Anantha Murthy	- A Horse for the Sun
Vaikom Muhammad Basheer	– Walls
Ambain(C.S.Lakshmi)	- Gifts
Unit IV:Fiction	
Sundara Ramaswamy	- Tamarind History
Unit V: Drama	
Girish Karnad	- Nagamandala
vt Prescribed, Regional Literat	ure in English Ed Board

Text Prescribed: Regional Literature in English. Ed. Board of Studies. Angel Publishers.Chennai-8 Tamarind History. Sundara Ramaswamy. Peguin India.

Hour allotment	Class Schedule
	Even Semester Begin on 02.12.2015
1-L1	Introducing regional literature and the effects of translation in regional literature
2-L2	Introduction to Thiruvallur and Thirukkural
3- L3	Lecture on Thirukkural – chapter – The Possession of Love
4-L4	Discussion on love and relationship
5-L5	Introducing poetry of regional literature
6-L6	Introduction to Subramaniya Bharathi and his writings
7-L7	Lecture on the role of Subramaniya Bharathi in Independence
8- P1	
9- L8	Lecture on poems There is no fear and its themes
10- L9	Discussion on the influences of Subramaniya Bharathi's poems in Independence
11-L10	Introduction to the short story A Horse for the Sun
12-L11	Lecture on the short story A Horse for the Sun
13-L12	Lecture on the themes on the short story A Horse for the Sun
14-L13	Discussion on the character on the short story A Horse for the Sun
15-L14	Introduction to Thirukkural chapter – Gratitude
16-L15	Lecture on chapter – Gratitude Thirukkural
17- L16	Lecture on the themes of Thriukkural chapter Gratitude
18- L17	Discussion on the ideas of Gratitude
19- L18	Introduction to Mr. Mehta's poem charge sheet
20- L19	Lecture on the poem charge sheet
21- L20	Allotting portion for Internal Test-I
_	Internal Test I begins 25.01.2016
22- L21	Discussion on the themes of the poem charge sheet
23- IT-1	Internal Test-I
24- L22	Discussion on the writers of Regional Literature
25- L23	Discussion on the major themes of Regional Literature
26- L24	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
27- L25	Introduction to the short story walls by Vaikom Muhammad Basheer
28- L26	Lecture on the short story walls
29- L27	Lecture on the themes of the short story walls
30- P2	College level meeting/Cell function
31-L28	Discussion on the ideas of the short story walls
32-L29	Introduction to Thirukkural chapter – learning
33-L30	Lecture on chapter learning Thirukkural
34- L31	Lecture on the themes of chapter Thirukkural
35- L32	Discussion on the idea of learning
36- L33	Introduction to the poem Self – Realization by Adaven Theetchanya
37- L34	Lecture on the poem Self – Realization
38-L35	Lecture on the themes of the poem Self – Realization
39- L36	Introduction to the short story Gifts by Ambai
40- L37	Background of the short story Gifts

41- L38	Lecture on the short story Gifts
41-L38 42-P3	Department Seminar
43-L39	Discussion on the themes of the short story Gifts
44- L40	Discussion on the role of women in Regional Literature
45- L41	Discussion on the suppressed state of women in the society
46- L42	Discussion on the culture of the native people
47-L43	Allotting portion for Internal Test-II
	Internal Test II begins 22.02.2016
48- L44	Introduction to the novels of Regional Literature
49-IT-II	Internal Test-II
50-L45	Introducing Sundara Ramaswamy and his works.
51- L46	-Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
52- L47	Background of the novel Tamarind History.
53- L48	Introducing the characters of the novel Tamarind History.
54- L49	Lecture on the novel Tamarind History.
55- L50	-do-
56- L51	Lecture on the themes of the novel Tamarind History.
57- L52	Discussion on the major themes of the novel Tamarind History.
58- L53	Discussion on the characters of the novel.
59-P4	College level meeting/ function
60- L54	Introducing Girish Karnad and his works.
61- L55	Lecture on the myths in Girish Karnad's works.
62- L56	Lecture on the background of the play Nagamandala.
63- L57	Introducing the characters of the play.
64- L58	Allotting portion for Internal Test-III
	Internal Test III begins 28.03.2016
65- L59	Lecuture on the play Nagamandala.
66- L60	-do-
67-IT-III	Internal Test-III
68- L61	Lecture on the of the play Nagamandala.
69- L62	Discussions on the characters of the play Nagamandala.
70- L63	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
71-MT	Model Test 11.04.2016
72-MT	Model Test
73-MT	Model Test
74-L64	Model test paper distribution and previous year university question paper
	discussion
75-L65	Feedback of the Course, analysis and report preparation
	Last Working day on 22.04.2016

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students learnt the values of the Tamil culture.
CO2	Students learnt the importance of regional literature.
CO3	Students got the knowledge of regional writers and their works.

Get	
CO4	Students learnt the influence of regional literature.
CO5	Students got the knowledge of the importance of translation.
CO6	Students got the knowledge of their native cultures.
CO7	Students got the knowledge of the supertitious beliefs of natives.
CO8	Students learnt human values.
CO9	Students got the knowledge of the sweetness of native literature.
Experimental	
Learning	
EL1	Powerpoint presentations were made for students.
EL2	Documentaries related to the works were shown to the students.
EL3	Video-shows were shown to the students on the themes of native
	literature.
EL4	Presentations of students on R.L.
Integrated Activity	
IA1	Group Discussion for students.
IA2	Topic related to presentations by students.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name Romatic Age Course Code GMEN41 Class II year (2015-2016) Semester Even Staff Name Dr.Nalina Palin Credits 5 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To understand the text with special
- > To understand Romantic Age (reference to the periods)
- To understand and appreciate selected texts from the genres of poets, prose and drama
- > To understand the difference between classicism and Romaticism

Syllabus

Unit I

The Age of Wordsworth(1798-1832) The Older Poets The Younger Poets General Prose The Novel Text:Hudson:History of English Literrature Unit II Poetry Wordsworth – Ode on Intimations of immortality Colerdige - Christabel Unit III poetry Keats -Ode on a Grecian Urn,Eve of st.Agnes Shelley -Ode to the West wind

Byron -The Prisoner of chillon

Unit IV Prose

Charles Lamb - Dream children poor relations

Hazlitt -Indian Jugglers

Unit V Fiction

Jane Austen -Emma

Hour Class Schedule

allotment	
	Even Semester Begin on 02.12.2015
1-L1	General introduction to Romantic Literature
2-L2	General introduction to Romantic Poetry
3- L3	Introducing the late poets
4-L4	First generation poets
5-L5	Second generation poets
6-L6	Importance of nature
7-L7	Postolgia
8-L8	Supernaturals
9-L9	Imaginations
10-P1	
11-L10	Personal touch
12-L11	Concern for the society
13-L12	General Introduction to the prose (Romantic)
14-L13	Important prose writers
15-L14	Theme
16-L15	Society
17-L16	Personal and political
18-L17	Charles Lamb
19-L18	William Hazlitt
20-L19	Prose and Poetry (Romantic)
21-L20	William Wordsworth
22-L21	S.T.Coleridge
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 25.01.2016
24-L23	Keats
25-L24	Byron
26-IT-1	Internal Test-I
27-L25	Shelley
28-L26	William Blake
29-L27	Emotion
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Sense and Sensuality
32-L30	Rebellian
33-L31	Heroism
34-P2	College level meeting/Cell function
35-L32	Ruins and relics of the ancient past
36- L33	Crush on nature
37-L34	Experimentation with poetic form
38-L35	Individualism
39-L36	Free Expression
40- L37	Personal feelings
41-L38	Emotion and imagination
42-L39	Superior intellect and social standing
43- L40	Challenge the enlightenment
44- L41	Hopeless and Hopeful romantic

86- L79 87-MT	Model Test 11.04.2016 Model Test
86- L79	Model Test 11.04.2016
	Entering Internal Test-III Marks into University portal
85- L78	Discussing the syllabus
84- L77	- Test Paper distribution and result analysis
83- L76	Summary and characters
82-IT-III	Internal Test-III
81- L75	Emma
80- L74	Pride and prejudice ,Emma
	Internal Test III begins 28.03.2016
79- L73	Allotting portion for Internal Test-III
78- L72	Dependence of women on marriage
77- L71	Theme
76- L70	Novelist
75- L69	Introduction to jane Austen
74-P4	College level meeting/ function
73- L68	Philosopher
72- L67	Commentator
71- L66	Literary Critic
70- L65	Dramatist
69- L64	English essayist
68- L63	Introduction to William Hazlitt
67- L62	The London magazine
66- L61	Pen name (Elia)
65-L60	Tales from Shakespeare
64- L59	Children's books
63- L58	Mary Lamb
62- L57	Co-anthored
	Entering Internal Test-II Marks into University portal
61- L56	Test Paper distribution and result analysis
60- L55	Essay of Elia
59-IT-II	Internal Test-II
58-L54	Antiquarian
57-L53	Poet
	Internal Test II begins 22.02.2016
56-L52	Allotting portion for Internal Test-II
55- L51	Essayist
54- L50	Theme
53- L49	Lambs essay
52- L48	Introduction to Charles Lamb
51-P3	Department Seminar
50- L47	Literary Realism
49- L45	Intuition ,emotion and imagination
48- L45	Great reverence for nature
47- L44	Nature of romanticism
46- L43	Romantic and romantique
45- L42	Romantique

89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 22.04.2016

Learning Outcomes COs of the course " <course name="">"</course>	
CO1	Understood Romantic Literature
CO2	Romantic Poetry
CO3	Classic Literature
CO4	Difference between classicism and romantic
CO5	Lake poets
CO6	First Generations poets
CO7	Industrial revolution
CO8	Second generation poets
CO9	French revolution
Experimental	
Learning	
EL1	Discussion
EL2	Debate
EL3	Clearing the doubts
EL4	Emma movie
Integrated Activity	
IA1	Enacted in the class
IA2	The poems were recited

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name B.A. English Course Name Shakespeare Course Code SMEN61 Class III year (2017-2020) Semester Even Staff Name D. Gladwin Credits 4 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- \succ To acquaint the students to the dramatic and theatrical conventions of Shakespeare
- To enable the learners to analyse plot, characters, themes and stage craft of his plays.

Syllabus

Unit – I: Shakespeare's Sonnets: Sonnet: 18: Shall I compare thee to a summer's day? 29: When in disgrace with fortune and men's eyes 33: Full many a glorious morning I have seen 104: To me, fair friend, you never can be old Unit – II As You Like It Unit – III Othello Unit – IV Julius Caesar Unit – V Elizabethan Stage & Audience **Fools and Clowns** Women in Shakespeare Supernatural Elements in Shakespeare

Course Ca	lendar		
Hour	Class Schedule		
allotment			
	Odd Semester Begin on 18.06.2018		
1-L1	Gave an introduction to Shakespeare and his works.		
2-L2	Gave an introduction to Shakespeare's sonnet "Shall I compare thee to a		
	summer's day" and other sonnets in general.		
3- L3	Taught "Shall I compare thee to a summer's day".		
4-L4	Taught "When in disgrace with fortune and men's eyes"		
5-L5	Taught "Full many a glorious morning I have seen"		
6-L6	Taught "To me, fair friend, you never can be old"		
7-L7	Asked the students to come up with a critical appreciation of the sonnets.		
8-L8	Revision of Unit-1		
9-L9	Test on Unit-1		
10-P1	Welcoming of First year and Inauguration of Mathematics Association		
11-L10	General introduction to Shakespeare's plays.		
12-L11	Taught Act I. Scene I of As You Like It		
13-L12	Taught Act I, Scenes II, III		
14-L13	Taught Act II, Scenes I- IV		
15-L14	Taught Act II, Scenes V –VII		
16-L15	Taught Act III, Scenes I, II		
17-L16	Taught Act III, Scenes III-V		
18-L17	Taught Act IV, Scenes I,II		
19-L18	Taught Act IV, Scenes III		
20-L19	Taught Act V, Scenes I-III		
21-L20	Taught Act V, Scenes IV		
22-L21	Discussed Epilogue		
23-L22	Allotting portion for Internal Test-I		
	Internal Test I begins		
24-L23	Revision		
25-L24	Revision		
26-IT-1	Internal Test-I		
27-L25	Discussed the characters in As You Like It		
28-L26	Discussed the themes in As You Like It		
29-L27	Gave a critical analysis to As You Like It		
30-L28	Test Paper distribution and result analysis		
	Entering Internal Test-I Marks into University portal		
31- L29	Othello Act I, Scenes I,II		
32- L30	Othello Act I, Scenes III		
33- L31	Othello Act II, Scenes I,II		
34-P2	College level meeting/Cell function		
35- L32	Othello Act II, Scenes III		
36- L33	Othello Act III, Scenes I-III		
37- L34	Othello Act III, Scenes IV		
38- L35	Othello Act IV, Scene I		
39- L36	Othello Act IV, Scenes II,III		

40-L37 Othello Act V, Scenes I,II 41-L38 Discussed the characters 42-L39 Discussed the symbols 43-L40 Discussed the symbols 44-L41 Discussed the symbols 45-L42 Discussed the genre 46-L43 Critical analysis of the play 47-L44 Julius Caesar Act I, Scene I 48-L45 Julius Caesar Act I, Scene II 49-L46 Julius Caesar Act I, Scene II 50-147 Julius Caesar Act I, Scene II 51-P3 Department Seminar 52-L48 Julius Caesar Act II, Scene II 53-L49 Julius Caesar Act II, Scene II 54-L50 Julius Caesar Act II, Scene II.II 55-L51 Julius Caesar Act IV, Scenes I.II 56-L52				
42-1.39 Discussed the setting 43-1.40 Discussed the symbols 44-1.41 Discussed the symbols 45-1.42 Discussed the genre 46-1.43 Critical analysis of the play 47-1.44 Julius Caesar Act 1, Scene I 48-1.45 Julius Caesar Act 1, Scene II 49-1.46 Julius Caesar Act I, Scene II 50-1.47 Julius Caesar Act I, Scene II 51-19 Department Seminar 52-1.48 Julius Caesar Act II, Scene I-11V 53-1.49 Julius Caesar Act II, Scene I, III 54-1.50 Julius Caesar Act II, Scene I, III 55-1.51 Julius Caesar Act IV, Scenes I, II 56-1.52	40- L37	Othello Act V, Scenes I,II		
 43- L40 Discussed the setting 44- L41 Discussed the symbols 45- L42 Discussed the genre 46- L43 Critical analysis of the play 47- L44 Julius Caesar Act I, Scene I 48- L45 Julius Caesar Act I, Scene II 49- L46 Julius Caesar Act I, Scene II 49- L46 Julius Caesar Act I, Scene II 50- L47 Julius Caesar Act I, Scene II 51- P3 Department Seminar 52- L48 Julius Caesar Act II, Scene I 51- P3 Department Seminar 52- L49 Julius Caesar Act II, Scenes II-IV 53- L49 Julius Caesar Act II, Scenes II-IV 54- L50 Julius Caesar Act II, Scenes I,II 55- L51 Julius Caesar Act II, Scenes I,II 56-L52 - Allotting portion for Internal Test-II 57-L53 Julius Caesar Act V, Scenes I,II 58-L54 Julius Caesar Act V, Scenes I,II 58-L54 Julius Caesar Act V, Scenes I,II 59-L71-II Internal Test-II Degins 57-L53 Julius Caesar Act V, Scenes IV,V 59-IT-II Internal Test-II Marks into University portal 61- L56 - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal 62- L57 Introduction to the Elizabethan Age 63- L58 A discussion about the Elizabethan atage 64- L59 A discussion about the Elizabethan atage 64- L61 A detailed explanation on the Elizabethan atage 66- L61 A detailed explanation on the Elizabethan atage 67- L63 Discussion on the life of wome in Elizabethan Age 71-L66 Analyzing the different fools in different plays. 72- L65 Discussion on the significant women characters in Shakespeare's plays. 73- L68 Discussion on the significant women characters in Shakespeare's plays. 74- P4 Colege level meeting function 74-P4 Colege level meeting functi				
 44-1.41 Discussed the symbols 45-1.42 Discussed the genre 46-1.43 Critical analysis of the play 47-1.44 Julius Caesar Act I, Scene I 48-1.45 Julius Caesar Act I, Scene II 49-1.46 Julius Caesar Act I, Scene II 49-1.46 Julius Caesar Act I, Scene II 50-1.47 Julius Caesar Act I, Scene II 51-17 Julius Caesar Act I, Scene II 52-1.48 Julius Caesar Act II, Scene II 53-1.49 Julius Caesar Act II, Scene II 54-1.50 Julius Caesar Act II, Scene II. 55-1.51 Julius Caesar Act III, Scene II. 56-1.52 - Alloting portion for Internal Test-II 57-1.53 Julius Caesar Act V, Scenes II.II 58-1.54 Julius Caesar Act V, Scenes II.II 58-1.54 Julius Caesar Act V, Scenes II.II 59-17-11 Internal Test II begins 57-1.53 Julius Caesar Act V, Scenes IV.V 59-17-11 Internal Test-II Marks into University portal 61-1.56				
45: L42 Discussed the genre 46: L43 Critical analysis of the play 47: L44 Julius Caesar Act I, Scene II 48: L45 Julius Caesar Act I, Scene II 49: L46 Julius Caesar Act I, Scene II 50: L47 Julius Caesar Act I, Scene II 51: P3 Department Seminar 52: L48 Julius Caesar Act II, Scene I, III 53: L50 Julius Caesar Act III, Scene I, III 54: L50 Julius Caesar Act III, Scene I, III 55: L51 Julius Caesar Act IV, Scenes I, III 56: L52 - Allotting portion for Internal Test-II 16: L54 Julius Caesar Act V, Scenes I, III 58: L54 Julius Caesar Act V, Scenes IV, V 59: IT: II Internal Test-II Marks into University portal 61: L56 - Test Paper distribution and result analysis 61: L56 - Test Paper distribution and result analysis 61: L57 Introduction to the Elizabethan stage 64: L59 A discussion about the Elizabethan audience. 65: L60 A detailed explanation on the Elizabethan audience 67: L62 Introduction to fools and clowns in Shakespeare's plays. 69: L64 Analyzing the differen				
46- L43 Critical analysis of the play 47- L44 Julius Caesar Act I, Scene I 48- L45 Julius Caesar Act I, Scene II 49- L46 Julius Caesar Act I, Scene II 50- L47 Julius Caesar Act II, Scene II 51- P3 Department Seminar 52- L48 Julius Caesar Act II, Scenes II-IV 53- L49 Julius Caesar Act III, Scenes II, III 54- L50 Julius Caesar Act III, Scenes I, III 55- L51 Julius Caesar Act IV, Scenes I, II 56-L52 - Allotting portion for Internal Test-II 57-L53 Julius Caesar Act V, Scenes I, III 58-L54 Julius Caesar Act V, Scenes IV.V 59-IT-II Internal Test-II begins 57-L53 Julius Caesar Act V, Scenes IV.V 59-IT-II Internal Test-II Marks into University portal 61- L55 Revision 61- L56 - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal 62- L57 Introduction to the Elizabethan stage 64- L59 A discussion about the Elizabethan stage 65- L61 A detailed explanation on the Elizabethan audience 67- L62 <t< th=""><th></th><th></th></t<>				
47- L44 Julius Caesar Act I, Scene II 48- L45 Julius Caesar Act I, Scene II 49- L46 Julius Caesar Act I, Scene II 50- L47 Julius Caesar Act I, Scene II 51- P3 Department Seminar 52- L48 Julius Caesar Act II, Scenes I-IV 53- L49 Julius Caesar Act III, Scenes I,II 54- L50 Julius Caesar Act IV, Scenes I,II 55- L51 Julius Caesar Act IV, Scenes I,II 56- L52 - Allotting portion for Internal Test-II 57- L53 Julius Caesar Act V, Scenes I,III 58- L54 Julius Caesar Act V, Scenes I,III 59- IT-II Internal Test-II 60- L55 Revision 61- L56 - Test Paper distribution and result analysis 61- L56 - Test Paper distribution and result analysis 62- L57 Introduction to the Elizabethan Age 63- L58 Introduction to the Elizabethan audience. 65- L60 A detailed explanation on the Elizabethan audience 67- L62 Introduction to fools and clowns in Shakespeare's plays 68- L61 A detailed explanation on the Elizabethan Age 69- L64 Analyzing the different fools in different plays.		6		
48-L45 Julius Caesar Act I, Scene II 49-L46 Julius Caesar Act I, Scene I 50-L47 Julius Caesar Act II, Scene I 51-P3 Department Seminar 52-L48 Julius Caesar Act III, Scene I 53-L49 Julius Caesar Act III, Scene I 54-L50 Julius Caesar Act III, Scene I, III 55-L51 Julius Caesar Act IV, Scenes I, II 56-L52 - Allotting portion for Internal Test-II 57-L53 Julius Caesar Act V, Scenes I, II 58-L54 Julius Caesar Act V, Scenes I, III 58-L54 Julius Caesar Act V, Scenes IV, V 59-IT-II Internal Test-II 60-L55 Revision 61-L56 - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal 62-L57 Introduction to the Elizabethan Age 63-L58 Introduction to the Elizabethan stage 64-L59 A detailed explanation on the Elizabethan stage 65-L61 A detailed explanation on the Elizabethan audience 67-L62 Introduction to fools and clowns in Shakespeare's plays 68-L63 Discussion on the life of women in Elizabethan Age 71-L66				
49-L46 Julius Caesar Act I, Scene II 50-L47 Julius Caesar Act II, Scene I 51-P3 Department Seminar 52-L48 Julius Caesar Act II, Scenes I-IV 53-L49 Julius Caesar Act II, Scene I, III 54-L50 Julius Caesar Act IV, Scenes I, II 55-L51 Julius Caesar Act V, Scenes I, II 56-L52 - Allotting portion for Internal Test-II 57-L53 Julius Caesar Act V, Scenes I-III 58-L54 Julius Caesar Act V, Scenes I-V, V 59-IT-II Internal Test-II Marks into University portal 60-L55 Revision 61-L56 - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal 62-L57 Introduction to the Elizabethan Age 63-L58 Introduction to the Elizabethan stage 64-L59 A discussion about the Elizabethan stage 65-L60 A detailed explanation on the Elizabethan stage 66-L61 A detailed explanation on the Elizabethan stage 67-L62 Discussing the roles of fools and clowns in Shakespeare's plays 68-L63 Discussion on the ling ifferent fools in different plays. 70-L65 Discussion on the sign		,		
50-1.47 Julius Caesar Act II, Scene I 51-P3 Department Seminar 52-1.48 Julius Caesar Act II, Scenes II-IV 53-1.49 Julius Caesar Act III, Scene I 54-1.50 Julius Caesar Act III, Scene I,III 55-1.51 Julius Caesar Act IV, Scenes I,II 56-1.52 - Allotting portion for Internal Test-II 57-1.53 Julius Caesar Act V, Scenes I-III 58-1.54 Julius Caesar Act V, Scenes IV,V 59-IT-II Internal Test-II 60-1.55 Revision 61-1.56 - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal 62-1.57 Introduction to the Elizabethan stage 64-1.59 A discussion about the Elizabethan stage 64-1.59 A discussion about the Elizabethan audience. 65-1.61 A detailed explanation on the Elizabethan stage 66-1.61 A detailed explanation on the Elizabethan adjence 67-1.62 Discussing the roles of fools and clowns in in Shakespeare's plays 68-1.63 Discussion on the life of women characters in Shakespeare's plays. 70-1.65 Discussion on the significant women characters in Shakespeare's plays.				
51- P3 Department Seminar 52- L48 Julius Caesar Act II, Scene II-IV 53- L49 Julius Caesar Act III, Scene I 54- L50 Julius Caesar Act IIV, Scenes I,III 55- L51 Julius Caesar Act IV, Scenes I,III 56-L52				
52-148 Julius Caesar Act II, Scene II-IV 53-149 Julius Caesar Act III, Scene I, III 54-150 Julius Caesar Act IV, Scenes I, II 55-151 Julius Caesar Act IV, Scenes I, II 56-152 - Allotting portion for Internal Test-II 57-153 Julius Caesar Act V, Scenes I-III 58-154 Julius Caesar Act V, Scenes IV, V 59-IT-II Internal Test-II 60-155 Revision 61-156 - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal 62-157 Introduction to the Elizabethan Age 63-158 Introduction to the Elizabethan stage 64-159 A discussion about the Elizabethan audience. 65-160 A detailed explanation on the Elizabethan audience 67-162 Introduction to fools and clowns in Shakespeare's plays 68-163 Discussing the roles of fools and clowns in in Shakespeare's plays. 70-165 Discussion on the life of women in Elizabethan Age 71-164 Analyzing the different fools in different plays. 70-165 Discussion on the significant women characters in Shakespeare's plays. 73-168 Discussion on the significant women characters in S		Julius Caesar Act II, Scene I		
53-149 Julius Caesar Act III, Scene I 54-150 Julius Caesar Act III, Scene I,III 55-151 Julius Caesar Act IV, Scenes I,II 56-152 - Alloting portion for Internal Test-II 56-153 Julius Caesar Act V, Scenes I-III 58-154 Julius Caesar Act V, Scenes I-III 58-154 Julius Caesar Act V, Scenes IV,V 59-IT-II Internal Test-II 60-155 Revision 61-156 - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal 62-157 Introduction to the Elizabethan Age 63-158 Introduction to the Elizabethan adjence. 64-159 A discussion about the Elizabethan audience. 65-160 A detailed explanation on the Elizabethan audience 67-162 Introduction to fools and clowns in Shakespeare's plays 68-163 Discussion on the life of women in Elizabethan Age 70-165 Discussion on the life of women characters in Shakespeare's plays. 71-166 Analyzing the different fools in different plays. 70-165 Discussion on the singificant women characters in Shakespeare's plays. 71-166 Analyzing the women characters in Shakespeare's plays. <th></th> <th></th>				
54-L50 Julius Caesar Act III, Scene II,III 55-L51 Julius Caesar Act IV, Scenes I,II 56-L52		Julius Caesar Act II, Scenes II-IV		
55-L51 Julius Caesar Act IV, Scenes I,II 56-L52				
56-L52	54- L50	Julius Caesar Act III, Scene II,III		
Internal Test II begins 57-L53 Julius Caesar Act V, Scenes I-III 58-L54 Julius Caesar Act V, Scenes IV,V 59-IT-II Internal Test-II 60-L55 Revision 61-L56 - Test Paper distribution and result analysis 61-L56 - Test Paper distribution and result analysis 62-L57 Introduction to the Elizabethan Age 63-L58 Introduction to the Elizabethan stage 64-L59 A discussion about the Elizabethan audience. 65-L60 A detailed explanation on the Elizabethan audience 67-L62 Introduction to fools and clowns in Shakespeare's plays 68-L63 Discussing the roles of fools and clowns in in Shakespeare's plays 68-L64 Analyzing the different fools in different plays. 70-L65 Discussion on the life of women in Elizabethan Age 71-L66 Analyzing the women characters in the plays 72-L67 Discussion on the significant women characters in Shakespeare's plays. 73-L68 Discussion on the significant women characters in Shakespeare's plays. 74-P4 College level meeting/ function 75-L69 Introduction to supernatural elements in Shakespe		Julius Caesar Act IV, Scenes I,II		
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83- L76 Revising Unit 4				
84- L// - Test Paper distribution and result analysis		0		
	84- L77	- Test Paper distribution and result analysis		

85- L78	Revising Unit 5
	Entering Internal Test-III Marks into University portal
86- L79	Model Test
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course "Shakespeare"		
	The students will be able to,		
CO1	Develop sufficient ability for reading and understanding		
	Elizabethan English to allow for better comprehension of		
	Shakespeare's plays, poems and sonnets.		
CO2	Compare experiences with themes and issues brought up in		
	Shakespeare's works.		
CO3	Analyze Shakespeare's literary development verbally and in		
	writing.		
CO4	Identify major literary characters in Shakespeare's works.		
CO5			
CO6			
C07			
CO8			
CO9			
Experimental			
Learning			
EL1			
EL2			
EL3			
EL4			
Integrated Activity			
IA1			
IA2			

Blended Learning
Blended Learning
using PPT, video, library resources, ICT techniques, E-learning resources, Google classroom, study tour, etc.,
use library books, E- books, motivate student to prepare for higher study.
For slow learner
Extension activity
HOD Signature
Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	M.A. English	
Course Name	Women's Writing in English	
Course Code	HEHM41	
Class	I year (2015-2016)	
Semester	Even	
Staff Name	DR.R.Jeya Sundararaj	
Credits	5	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

- To impart the knowledge of the feminine / feminist
 Perceptions of life
- To make the students understand the universal feminine issues

Syllabus

UNIT-I Poetry		
Sylvia Plath	-	The Colossus
Maya Angelou	-	Caged Bird
ImitiazDharker	-	Choice
Judith Wright	-	Clock and Heart
UNIT-II Prose		
Virginia Woolf	-	To Cambridge Women
Arundhathi Roy	-	The Loneliness of Noam Chomsky
UNIT-III Fiction		
JhumphaLahiri	-	The Namesake
Alice Walker	-	The Colour Purple
UNIT-IV Drama		-
MahaSwetadevi	-	Mother of 1084
Caryl Churchill	-	Top Girls
UNIT-V Feminist Theory		-
Simonede Beauvoir	-	Woman and the Other
Elaine Showalter	-	Towards a Feminist Poetics

Hour	Class Schedule
allotment	
	Odd Semester Begin on 02.12.2015
1-L1	Introduced Sylvia Plath

2-L2	Gave an idea on Poetry	
3-L3	Read and explain the poem "The Colossus"	
4-L4	Continued the Poem	
5-L5	Discussed the theme of the poem	
6-L6	Analysed the various techniques used by the author	
7-L7	Concluded the poem	
8-L8	Introduced Maya Angelou	
9-L9	Gave an idea about the poem "Caged Bird"	
10-P1		
11-L10	Read and explained the poem	
12-L11	Continued the poem "Caged Bird"	
13-L12	Discussed the theme of the poem	
14-L13	Analysed the various techniques used by the author	
15-L14	Concluded the poem	
16-L15	Introduced Imitiaz Dharker	
17-L16	Gave an idea about his writing skill	
18-L17	Explained the poem "Choice"	
19-L18	Continued the poem	
20-L19	Discussed the poem of the poem "Choice"	
21-L20	Analysed the various techniques used by the writer	
22-L21	Concluded the poem	
23-L22	- Allotting portion for Internal Test-I	
24 1 22	Internal Test I begins 25.01.2016	
24-L23	Introduced Judith Wright	
25-L24	Discussed about her contemporaries	
26-IT-1	Internal Test-I	
27-L25	Read and explained the poem "Clock and Heart"	
28-L26	Continued the poem	
29-L27	Explained the themes present in the poem	
30-L28	-Test Paper distribution and result analysis	
21 I 20	Entering Internal Test-I Marks into University portal	
31- L29 32- L30	Analysed the various techniques used by the author Concluded the poem	
32-L30 33-L31	Introduced Virginia Woolf	
33-L31 34-P2	College level meeting/Cell function	
34-P2 35-L32	Discussed about her contemporaries	
35-L32 36-L33	Read and explained the prose work 'To Cambridge Women'	
30- L33 37- L34	Continued the work	
37-L34 38-L35	Analysed the various techniques used by the author	
39- L35 39- L36	Summarised the prose piece	
40- L37	Introduced Arundhathi Roy	
40- L37 41- L38	Discussed about her contemporaries	
41-L38 42-L39	Read and explained the prose 'The Lonliness of Noam Chomsky'	
42-L39 43-L40	Continued the work	
43- L40 44- L41	Analysed the various techniques used	
44- L41 45- L42	Concluded the work	
43- L42 46- L43	Introduced Jhumpha Lahiri	
40- L43 47- L44	Discussed about her contemporaries	
+/-L/++		

48- L45	Read and explained the fiction "The Namesake"	
49- L46	Continued the fiction	
50- L47	Analysed the characters	
51-P3	Department Seminar	
52- L48	Elaborated the techniques in the novel	
53- L49	Introduced Alice Walker	
54- L50	Read and explained 'The Colour Purple'	
55-L51	Continued the novel	
56-L52	Allotting portion for Internal Test-II	
00101	Internal Test II begins 22.02.2016	
57-L53	Analysed the characters	
58-L54	Elaborated the techniques	
59-IT-II	Internal Test-II	
60- L55	Introduced Maha Swetadevi	
61-L56		
01 250	Entering Internal Test-II Marks into University portal	
62- L57	Read and explained the drama 'Mother of 1084'	
63- L58	Continued the drama	
64- L59	Analysed the characters	
65-L60	Elaborated the techniques used in the drama	
66-L61	Concluded the drama	
67-L62	Read and explained Caryl Churchill's "Top Girls"	
68- L63	Continued the drama	
69-L64	Discussed the characters	
70- L65	Elaborated the techniques used in the drama	
71- L66	Concluded the drama	
72- L67	Introduced criticism	
73- L68	Read and explained Simonede Beauvoir's"Women and the Other"	
74-P4	College level meeting/ function	
75- L69	Continued the text	
76- L70	Discussed in detail	
77- L71	Concluded the theory	
78- L72	Read and explained Elaine showalter's "Towards a feminist poetics	
79- L73	Allotting portion for Internal Test-III	
	Internal Test III begins 28.03.2016	
80- L74	Continued the text	
81- L75	Discussed in detail	
82-IT-III	Internal Test-III	
83- L76	Concluded the text	
84- L77	Test Paper distribution and result analysis	
85- L78	Revision	
	Entering Internal Test-III Marks into University portal	
86- L79	Model Test 11.04.2016	
87-MT	Model Test	
88-MT	Model Test	
89-MT	Model test paper distribution and previous year university question paper	
	discussion	
90-L-80	Feedback of the Course, analysis and report preparation	

Last Working day on 22.04.2016

Course Outcomes

COs of the course " <course name="">"</course>
They learnt about various
Women Writers
They understood various genres
Written by women
Visited the library
Wrote reviews
Group discussion
Quiz

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	AMERICAN LIT	
Course Code	SMEN22	
Class	I year (2016-2017)	
Semester	Even	
Staff Name	Dr. BENESON	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Hour	Class Schedule	
allotment		
	Even Semester Begin on 01.12.2016	
1-L1	Edgar Allen Poe - Philosophy of Composition	
2-L2	Edgar Allen Poe - Philosophy of Composition	
3- L3	Edgar Allen Poe - The Raven	
4-L4	Identify and define words	
5-L5	Read the poem aloud again	
6-L6	Summarize the poem	
7-L7	Discuss the poem	
8- P1		
9- L8	Walt Whitman - O! Captain My! Captain	
10- L9	Identify and define words	
11-L10	Read the poem aloud again	
12-L11	Summarize the poem	
13-L12	Discuss the poem	
14-L13	O'Henry - Last Leaf	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins 24.01.2017	
16-L15	O'Henry - Last Leaf	
17-IT-1	Internal Test-I	
18-L16	James Thurber - The Night the Ghost got in	
19-L17	-Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	James Thurber - The Night the Ghost got in	

21- L19	Arthur Miller - All My Sons	
22- P2	College level meeting/Cell function	
23-L20	Introduction	
24-L21	Rising action	
25-L22	Climax	
26-L23	Falling action	
27-L24	Nathaniel Hawthorne - The Scarlet Letter	
28-L25	character	
29-L26	Setting	
30-L27	Style	
31-L28	theme	
32-L29	Point of view	
33-L30	Conclusion	
34- P3	Department Seminar	
35-L31	Henry David Thoreau - A Battle of Ants	
36-L32	Allotting portion for Internal Test-II	
	Internal Test II begins 24.02.2017	
37- L33	Henry David Thoreau - A Battle of Ants	
38- IT-II	Internal Test-II	
39-L34	Martin Luther King - I have a Dream	
40-L35	-Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
41-L36	Martin Luther King - I have a Dream	
42- L37	Walt Whitman - O! Captain My! Captain	
43- L38	O'Henry - Last Leaf	
44- P4	College level meeting/ function	
45-L39	Identify and define words	
46-L40	Read the poem aloud again	
47-L41	Summarize the poem	
48-L42	Discuss the poem	
49-L43	James Thurber - The Night the Ghost got in	
50-L44	Allotting portion for Internal Test-III	
	Internal Test III begins	
51 L45	James Thurber - The Night the Ghost got in	
52- L46	Kate Chopin - Regret	
53-IT-III	Internal Test-III	
54-L47	Kate Chopin - Regret	
55-L48	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test 05.04.2017	

57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 21.04.2017

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	
<u>CO1</u>	
CO2	
CO3	
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study.To attend the remedial classes. : Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN (Prepared by staff member handling the

COURSE ACADEMIC I LAN		
(Prepared by staff member handling the course)		
Programme Name	M.A. English	
Course Name	American Literature	
Course Code	PEHM22	
Class	I year (2018-2020)	
Semester	Even	
Staff Name	Dr. Jessica Selwyn	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-1 Hr		
Revision Test- 2 hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- \blacktriangleright To acquaint the students with different literary era, movements and authors relating to American history and literature
- > To enhance communicative and creative skills through literature

Syllabus

American Literature Core- II

Hrs	Credits
4	4

Unit – I Poetry		
Walt Whitman	-	When Lilacs Last in the Dooryard Bloomed
Emily Dickinson	-	Because I Could Not Stop for Death
Robert Frost	-	The Death of the Hired Man
Hart Crane	-	To Brooklyn Bridge
Langston Hughes	-	I, Too
Unit – II Prose		
Ralph Waldo Emerson	-	The American Scholar
Henry David Thoreau	-	Civil Disobedience
Unit – III Short Story		
Edgar Allan Poe	-	The Fall of the House of Usher
O. Henry	-	The Cop and the Anthem
-		"One Dollar's Worth"
Eudora Welty	-	A Visit of Charity
Unit – IV Drama		-
Arthur Miller	-	Death of a Salesman
Edward Albee	-	Who's Afraid of Virginia Woolf?
Unit – V Novel		-
John Steinback	-	The Grapes of Wrath
Saul Bellow	-	Seize the Day

Reference:

An Anthology: American Literature 1890- 1965. Esbert S. Oliver American Literature of the Nineteenth Century. An Anthology, William J. Fisher

Course Ca Hour	Class Schedule
allotment	
momont	Even Semester Begins on 01.12.2016
1-L1	Introduction to Walt Whitman and "When Lilacs Last in the Dooryard
1 21	Bloomed"
2-L2	"When Lilacs Last in the Dooryard Bloomed"- poem
3- L3	Introduction to Ralph Waldo Emerson
4-L4	Introduction to Transcendentalism & Henry David Thoreau/ "Civil
	Disobedience" and its background
5-L5	"When Lilacs Last in the Dooryard Bloomed"- poem
6-L6	Introduction to Emily Dickinson and "Because I Could Not Stop for Death"
7-L7	"The American Scholar"- text
8- P1	
9- L8	"When Lilacs Last in the Dooryard Bloomed"- poem
10- L9	Introduction to Emily Dickinson and "Because I Could Not Stop for Death"
11-L10	"The American Scholar"- text
12-L11	"Civil Disobedience"- text
13-L12	"Because I Could Not Stop for Death"- poem
14-L13	Introduction to Robert Frost and "The Death of the Hired Man"
15-L14	"The American Scholar"- text
	Allotting portion for Internal Test-I
	Internal Test I begins 24.01.2017
16-L15	Introduction to John Steinback and The Grapes of Wrath
17-IT-1	Internal Test-I
18-L16	"The Death of the Hired Man"- poem
19-L17	Introduction- Arthur Miller and Death of a Salesman
	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	The Grapes of Wrath- Chapter-1-10
21- L19	"The Death of the Hired Man"- poem
22- P2	College level meeting/Cell function
23-L20	Death of a Salesman- Act I
24-L21	The Grapes of Wrath- Chapter-10-20
25-L22	"The Death of the Hired Man"- poem
26-L23	Introduction to Hart Crane and "To Brooklyn Bridge"
27-L24	Death of a Salesman- Act II
28-L25	The Grapes of Wrath- Chapter- 21-30
29-L26	"To Brooklyn Bridge"
<u>30-L27</u>	Introduction to Langston Hughes and "I, Too"
31-L28	Death of a Salesman- Requiem
32-L29	The Grapes of Wrath- Character and critical analysis
33-L30	"I, Too"- poem
<u>34- P3</u>	Department meeting
35-L31	Death of a Salesman- Themes & techniques

36-L32	Introduction to Saul Bellow and Seize the Day
	Allotting portion for Internal Test-II
	Internal Test II begins 24.02.2017
37- L33	Introduction- Edgar Allan Poe & "The Fall of the House of Usher"
38- IT-II	Internal Test-II
39-L34	Death of a Salesman- Character & Critical analysis
40-L35	Seize the Day - Chapter-1 & 4
	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	"The Fall of the House of Usher"
42- L37	Introduction- O. Henry and "One Dollar's Worth"
43- L38	Introduction- Edward Albee and Who's Afraid of Virginia Woolf?
44- P4	College level meeting/ function
45-L39	"One Dollar's Worth" and "The Cop and the Anthem"
46-L40	"The Cop and the Anthem"
47-L41	Who's Afraid of Virginia Woolf?- Act I
48-L42	Seize the Day - Chapter- 5 &7
49-L43	Introduction- Eudora Welty & "A Visit of Charity"
50-L44	Who's Afraid of Virginia Woolf?- Act II
	Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	Who's Afraid of Virginia Woolf?- Act III
52- L46	Seize the Day- Character and Critical analysis
53-IT-III	Internal Test-III
54-L47	"A Visit of Charity"
55-L48	Who's Afraid of Virginia Woolf?- Character & Critical analysis
	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test 05.04.2017
57-MT	Revision test
58-MT	Revision Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 21.04.2017

Learning Outcomes	COs of the course " <course name="">"</course>		
CO1	Helps students to identify the key features of prose & poetry		
CO2	Gain knowledge of the major historical and cultural developments		
	of colonial America		
CO3	Learn about the works of individual authors		
CO4	Learn to identify the major conventions and themes of		
	transcendental literature		
CO5	Learn to appreciate literary works as expressions of individual or		

	communal values within the social, political, cultural, or religious
	contexts
CO6	Demonstrate knowledge of the development of characteristic forms
	or styles of expression during different historical periods
Experimental	
Learning	
EL1	Compare American with Indian literature and bring about the
	similar/contrasting features based on themes and techniques
EL2	Comparing Indian caste system and American racism and tracing
	their impact on the respective people.
Integrated Activity	
IA1	To encourage students to write poems breaking tradition (free
	verse)
# Blended Learning	: using PPT, video, library resources, ICT techniques, E-

# Blended Learning	: using PP1, video, library resources, IC1 techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English
Course Name	Contemporary Literature.
Course Code	GMEN62
Class	I year (2014-2015)
Semester	Even
Staff Name	J. Pinky Diana Evelyn.
Credits	6
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /	unit)

Course Objectives

- > To familiarize the students with the Contemporary Writers.
- > To acquaint the students with the present trends of Literature.

Syllabus

Synabus			
Unit I	Post War and Postmodern Literature.		
	from Sanders, Andrew .Show	rt Oxford History of English literature 3ed.	
Unit II	Poetry		
	Philip Larkin	The Whitsun Weddings.	
	Ted Hughes	Thought Fox, Hawk roosting.	
	Andrew Motion	Better Life, The Dog of the Light Brigade.	
	Carol Ann Duffy	Mrs.Lazarus, Circe.	
	-		
Unit III	Fiction		
	Kinsley Amis	Lucky Jim.	
Unit IV	Fiction	·	
	Yann Martel	Life of Pi.	
Unit V	Drama		
	Bertolt Brecht	Mother Courage and Her Children.	

Hour	Class Schedule
allotment	
	Even Semester Begin on 02.12.2016
1-L1	Introduced the paper 'Post war Post modern Literature'.
2-L2	Explained the various topics present.
3- L3	Gave a detailed account of the writers present.
4-L4	Elaborated the important events.

	D : 4 1 1
5-L5	Briefed the paper.
6-L6	Talked about the history of English literature.
7-L7	Discussed about poetry.
8-L8	Had a discussion about the various Contemporary Writers.
9-L9	Introduced the poet Philip Larkin.
10-P1	
11-L10	Discussed about his Contemporaries.
12-L11	Read the poem 'The Whitsun Weddings'.
13-L12	Explained the Poem.
14-L13	Continued the poem and talked about the themes.
15-L14	Briefed the poem.
16-L15	Introduced the poet Ted Hughes.
17-L16	Discussed about his Contemporaries.
18-L17	Read the poem 'Thought Fox'.
19-L18	Explained the poem.
20-L19	Continued the poem.
21-L20	Illustrated the poem with examples.
22-L21	Talked about the themes.
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 24.01.2017
24-L23	Briefed the poem.
25-L24	Introduced the poet Andrew Motion.
26-IT-1	Internal Test-I
27-L25	Discussed about his Contemporaries.
28-L26	Read the poem 'Better Life'.
29-L27	Explained the poem.
30-L28	-Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Illustrated the poem with examples.
32- L30	Briefed the poem.
33- L31	Read and explained the poem "Hawk roosting" by Ted Hughes.
34-P2	College level meeting/Cell function
35- L32	Illustrated the poem with examples.
36- L33	Briefed the poem.
37- L34	Read the poem "The Dog of the Light Brigade".
38- L35	Explained the poem.
39- L36	Continued the poem
40- L37	Talked about the various themes.
41- L38	Introduced the writer Carol Ann Duffy.
42- L39	Discussed his Contemporaries.
43- L40	Read the poem "Mrs.Lazarus".
44- L41	Explained the poem.
45- L42	Illustrated the poem with examples.
46- L43	Talked about the themes.
47- L44	Briefed the poem.
48- L45	Read the poem 'Circe.'
49- L46	Explained the poem.
50- L47	Illustrated the poem with examples.
50- L47	Illustrated the poem with examples.

51- P3	Department Seminar
52- L48	Talked about the themes.
53- L49	Briefed the poem.
54- L50	Introduced the author Kinsley Amis.
55- L51	Discussed about his age and Contemporaries.
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins 24.02.2017
57-L53	Read the novel Lucky Jim.
58-L54	Continued the novel.
59-IT-II	Internal Test-II
60- L55	Explained the story.
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Discussed the characters.
63- L58	Explained the theme of the novel "Lucky Jim."
64- L59	Briefed the novel.
65-L60	Introduced the writer Yann Martel.
66- L61	Read the novel "Life of Pi."
67-L62	Continued the novel.
68- L63	Explained the story.
69-L64	Discussed the characters.
70- L65	Explained the theme of the novel "Life of Pi."
71-L66	Briefed the story.
72-L67	Introduced the writer Bertolt Brecht.
73- L68	Discussed about the age and Contemporaries.
74-P4	College level meeting/ function
75- L69	Read the drama "Mother Courage and Her Children".
76- L70	Continued the drama.
77- L71	Discussed the characters.
78- L72	Explained the theme of the drama.
79- L73	- Allotting portion for Internal Test-III
	Internal Test III begins
80- L74	Briefed the drama.
81- L75	Talked about the difference present in the novels.
82-IT-III	Internal Test-III
83- L76	Analysed the styles and techniques in the novels.
84- L77	Test Paper distribution and result analysis
85- L78	Discussed the techniques in the drama.
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 05.04.2017
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 21.04.2017

Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	The Students understood the Contemporary Writers.	
CO2	They became familiar with the Contemporary dramatist.	
CO3	They came to know all the present novelist.	
CO4	They understood the present history of English Literature.	
CO5		
CO6		
CO7		
CO8		
CO9		
Experimental		
Learning		
EL1	Enacted the drama "Mother Courage and Her Children".	
EL2		
EL3	Screened the novel "Lucky Jim."	
EL4	Screened the novel "Life of Pi."	
Integrated Activity		
IA1	Debate.	
IA2	Group Discussion.	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

St. John's College, Palayamkottai Department of English COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Effective Communication	
Course Code	GSEN4A	
Class	II year (2016-2017)	
Semester	Odd	
Staff Name	Mr. Samuel	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50Hrs (5 units; 5×10=50; 10Hrs /unit)		

Hour	Class Schedule	
allotment		
	Even Semester Begins on 02.12.2016	
1-L1	Introduction	
2-L2	Listening	
3- L3	Listening to audio	
4-L4	Listeing to video tapes of conversation	
5-L5	Listening to video tapes of speeches	
6-L6	Instruction to make notes	
7-L7	Instruction to make notes	
8- P1		
9- L8	Speaking	
10- L9	Using correct expressions in given situation	
11-L10	Using correct expressions in given situation	
12-L11	Using correct expressions in given context	
13-L12	Using correct expressions in given context	
14-L13	Role play	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins 24.01.2017	
16-L15	Role play	
17-IT-1	Internal Test-I	
18-L16	Narration of Jokes	
19-L17	-Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	Narration of Jokes	
21- L19	Commentary on vital events	
22- P2	College level meeting/Cell function	
23-L20	Commentary on vital events ,matches.	

24-L21Conductin quizzes.25-L22Introducing VIPs26-L23Welcoming and Vote27-L24Compering a function		
26-L23 Welcoming and Vote		
	of thanks	
	n, miming, Interview and presenting reports.	
28-L25 Group discussion	in, mining, merview and presenting reports.	
29-L26Reading		
30-L27Reading	ability	
	cellent and average students	
32-L29 Types of reading	conone une uvorago stadents	
33-L30 Descriptive and explo	orative	
34- P3	Department Seminar	
35-L31 Writing		
	tion for Internal Test-II	
	Internal Test II begins 24.02.2017	
37-L33 Report writing ,minu		
38- IT-II	Internal Test-II	
39-L34 resume and effective		
	istribution and result analysis	
	Entering Internal Test-II Marks into University portal	
41-L36 resume and effective		
42- L37 resume and effective		
43- L38 resume and effective		
44- P4	College level meeting/ function	
45-L39 Communication duri	ng emergency through print media	
	ng emergency through electronic media	
47-L41 Traditional and innov	vative tasks may be devised	
	vative tasks may be devised	
49-L43 Traditional and innov	vative tasks may be devised	
50-L44 Allotting por	tion for Internal Test-III	
	Internal Test III begins	
51 L45 Traditional and innov	vative tasks may be devised	
52- L46 Traditional and innov	vative tasks may be devised	
53-IT-III	Internal Test-III	
54-L47 Revision		
55-L48 Test Paper •	distribution and result analysis	
Entering	Internal Test-III Marks into University portal	
56- MT Model Test 05.04.20	017	
57-MT Model Test		
58-MT Model Test		
	istribution and previous year university question paper	
discussion		
	urse, analysis and report preparation	
Last Working day of	on 21.04.2017	

Blended Learning
: using PPT, video, library resources, ICT techniques, Elearning resources, Google classroom, study tour, etc.,
: use library books, E- books, motivate student to prepare for higher study.

# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name B.A. English Course Name English Grammar and Usage Course Code SMEN23 I year (2016-2017) Class Semester Even Staff Name Dr. A. Rathina Prabhu Credits 4 L. Hours /P. Hours 4 / WK Total 60Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs

Course Objectives

Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)

- > To enhance the communicative competence by improving the grammatical skills.
- > To strengthen the writing skill by augmenting grammatical skills

Syllabus Unit-I

The Words: Uses

The Nouns - Kinds - Number - Gender - Compound Nouns - Forms of Genitives Articles Pronouns Adjectives - Kinds - Formation with Affixes Adverbs: Kinds - formation - Function- Uses Preposition - Simple and Compound Preposition; those accompanying verbs, adjectives

and nouns.

Conjunction: Coordinating, Correlatives and Subordinating.

Unit-II

The Verb:

Transitive and Intransitive and Linking - Usage Phrasal verbs Auxiliaries: Primary and Model Concord: Subject - Verb Agreement

Unit-III

The Sentence:

Kinds of Sentences Formation of Negatives Yes or No Question Word Questions

Question Tags Unit- IV Tenses: Forms and Uses Verb Forms Non finite' Present & Present Participle Infinitives and Gerunds Uses Unit- V Active & Passive voice Indirect Speech Transformation of Sentences (Pages236-237 & 248-258)

Course Ca		
Hour	Class Schedule	
allotment		
	Even Semester Begin on 01.12.2017	
1-L1	Introducing Grammar.	
2-L2	Needs of Practice.	
3- L3	The Nouns	
4-L4	Kinds	
5-L5	Number	
6-L6	Gender	
7-L7	Compound Nouns	
8- P1		
9- L8	Practice Test	
10- L9	Forms of Genitive	
11-L10	Articles -A or An	
12-L11	Articles -The	
13-L12	Zero Articles	
14-L13	Revision Test	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins 24.01.2017	
16-L15	Adjectives	
17-IT-1	Internal Test-I	
18-L16	Kinds	
19-L17	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	Formation / Functions/ Uses	
21- L19	Preposition	
22- P2	College level meeting/Cell function	
23-L20	Preposition- Simple	
24-L21	Compound Preposition	
25-L22	Conjunctions	
26-L23	Verb- Introduction	
27-L24	Transitive and Intransitive and Linking	
28-L25	Phrasal verbs -I	
29-L26	Phrasal verbs -II	

30-L27	Phrasal verbs -III	
31-L28	Auxiliaries - Test	
32-L29	Primary & Models	
33-L30	Concord	
34- P3	Department Seminar	
35-L31	Kinds of Sentences	
36-L32	Allotting portion for Internal Test-II	
	Internal Test II begins 24.02.2017	
37- L33	Formation of Negatives	
38- IT-II	Internal Test-II	
39-L34	Yes or No Question	
40-L35	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
41-L36	Word Questions	
42- L37	Practice Test	
43- L38	Question Tags	
44- P4	College level meeting/ function	
45-L39	Verb Forms	
46-L40	Non finite' Present & Present Participle	
47-L41	Infinitives	
48-L42	Gerunds	
49-L43	Active & Passive voice	
50-L44	Allotting portion for Internal Test-III	
	Internal Test III begins	
51 L45	Indirect Speech / Transformation of Sentences	
52- L46	Revision Unit-I,II and III	
53-IT-III	Internal Test-III	
54-L47	Revision Unit- IV and V	
55-L48	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test 05.04.2017	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Model test paper distribution and previous year university question paper	
	discussion	
60-L50	Feedback of the Course, analysis and report preparation	
	Last Working day on 21.04.2017	

Course Outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
CO1	
CO2	
CO3	
CO4	
CO5	
CO6	
CO7	

CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Indian Writing in English Translation	
Course Code	PEHM 24	
Class	I year (2018-2021)	
Semester	Even	
Staff Name	Mr. Sam Vasanthakumar	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To introduce the student to the polyphony of modern Indian Writing in Translation
- > To understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
- To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.

Syllabus

Unit – I Poetry

Subramania Bharathi - Panchali"s Pledge Part I Canto I Kumaran Asan - Uprightness, Psalm Salma - On Borders

Unit - II Drama

K.A. Gunasekaran - Touch Mahasweta Devi - Bayen

Unit – III Prose

P. Sivakami - Land: Woman"s Breath and Speech Rettamalai Srinivasan - A Brief History of My Life

Unit – IV Fiction

U.R. Ananthamurthy - Bharathipura Prathibha Ray - Yajasenei: The Story of Draupadi **Unit – V Short Story** Cho. Dharuman - Wetness Rabindranath Tagore - Grandfather

Hour	Class Schedule
allotment	
	Even Semester Begin on 01.12.2016

1-L1	An introduction to Subramania Bharathi and his works
2-L2	Taught Panchali's Pledge
3- L3	Critical appreciation of the poem
4-L4	Taught Kumaran Asan's Uprightness
5-L5	Critical appreciation of the poem
6-L6	Taught Salma's On Borders
7-L7	Critical appreciation of the poem
8- P1	
9- L8	Taught K. A. Gunasekaran's Touch
10- L9	Analyze the caste differences in the play
11-L10	Discussed the various themes in the play
12-L11	Gave an introduction to Mahasweta Devi and her works
13-L12	Bayen Scene I
14-L13	Bayen Scene II
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins 24.01.2017
16-L15	Bayen Scene III
17-IT-1	Internal Test-I
18-L16	Bayen Scene IV
19-L17	Test Paper distribution and result analysis
Entering Internal Test-I Marks into University portal	
20-L18	Discussed the themes in the play
21- L19	Discussed the characters in the play
22- P2	College level meeting/Cell function
23-L20	P. Sivagami's Land: Women's breath and speech – Significance of the title
24-L21	Term and naming of lands
25-L22	History of private ownership of land in India
26-L23	Controlling acts
27-L24	Women and land
28-L25	Land and Symbolism
29-L26	An introduction to A Brief History of My Life by Rettamalai Srinivasan
30-L27	Launch of Paraiyan
31-L28	Journey to London and Round Table Conference
32-L29	Formation of Adi Dravidar Community and their Education
33-L30	An introduction to U. R. Ananthamurhy and Bharathipura
34- P3	Department Seminar
35-L31	Taught pages: 1- 50
36-L32	Allotting portion for Internal Test-II
	Internal Test II begins 24.02.2017
37- L33	Taught pages: 51- 100
38- IT-II	Internal Test-II
39-L34	Taught pages: 101- 150
40-L35	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	Taught pages: 151-200
42-L37	Taught pages: 201-289
43- L38	An introduction to Pratiba Ray's Yajnaseni The story of Draupadi
44- P4	College level meeting/ function

45-L39	Discussed the feministic perspective in the novel
46-L40	Discussed the Protagonist of the novel
47-L41	Gender conflict in the novel
48-L42	Discussed the characters in the novel
49-L43	Comparing the novel with Mahabharatha
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	Taught Wetness by Cho. Dharuman
52- L46	Taught Grandfather by Tagore
53-IT-III	Internal Test-III
54-L47	Revision
55-L48	- Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test 05.04.2017
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 21.04.2017

Learning Outcomes	COs of the course "Indian Writing in English Translation"
CO1	To explore images in literary productions that express the writers'
	sense of their society
CO2	Wherever possible, a comparative study of the original and
	translated texts to see the process of negotiation that constructs,
	and is constructed in the English language translation
CO3	To encourage the students to explore texts outside of the suggested
	reading list to realize the immense treasure trove of translated
	Indian literary works.
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
# For slow learner	higher study. : special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)
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(Trepared by start member handning the course)		
Programme Name	B.A. English	
Course Name	Literary Criticism and Theory	
Course Code	JMEN52	
Class	III year (2018-2021)	
Semester	Even	
Staff Name	S SAMUEL JUDE FRANK	
Credits	6	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Hour	Class Schedule
allotment	
	Even Semester Begins on 02.12.2016
1-L1	The moral Approach :LITERATURE AND MORAL IDEAS
2-L2	ELIOT –Religion and Literature
3- L3	describe: give the reader a sense of the writer's overall purpose
	and intent.
4-L4	describe: give the reader a sense of the writer's overall purpose
	and intent
5-L5	describe: give the reader a sense of the writer's overall purpose and
	intent.
6-L6	describe: give the reader a sense of the writer's overall purpose and
	intent.
7-L7	analyze: examine how the structure and language of the text
	convey its meaning.
8-L8	analyze: examine how the structure and language of the text convey its
	meaning
9-L9	analyze: examine how the structure and language of the text convey its
	meaning
10-P1	Welcoming of First year and Inauguration of Mathematics Association
11-L10	interpret: state the significance or importance of each part of the text.
12-L11	assess: make a judgment of the work's worth or value
13-L12	interpret: state the significance or importance of each part of the text.
14-L13	assess: make a judgment of the work's worth or value
15-L14	interpret: state the significance or importance of each part of the text.
16-L15	assess: make a judgment of the work's worth or value

17-L16	interpret: state the significance or importance of each part of the text.
18-L17	assess: make a judgment of the work's worth or value
19-L18	The PSYCHOLOGICAL Approach :LITERATURE AND PSYCHOLOGICAL
20-L19	The myth in JANE AUSTEN-Geoffrey gorer
21-L20	describe: give the reader a sense of the writer's overall purpose and
	intent.
22-L21	describe: give the reader a sense of the writer's overall purpose and
22.1.22	intent.
23-L22	- Allotting portion for Internal Test-I
24122	Internal Test I begins 24.01.2017
24-L23	describe: give the reader a sense of the writer's overall purpose and intent.
25-L24	analyze: examine how the structure and language of the text convey its meaning
26-IT-1	Internal Test-I
27-L25	analyze: examine how the structure and language of the text convey its meaning
28-L26	analyze: examine how the structure and language of the text convey its
	meaning
29-L27	interpret: state the significance or importance of each part of the text.
30-L28	- Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	interpret: state the significance or importance of each part of the text.
32- L30	interpret: state the significance or importance of each part of the text.
33- L31	assess: make a judgment of the work's worth or value
34-P2	College level meeting/Cell function
35- L32	assess: make a judgment of the work's worth or value
36- L33	assess: make a judgment of the work's worth or value
37- L34	The SOCIOLOGICAL Approach :LITERATURE AND SOCIAL IDEALS
38- L35	JOSEPH WOOD KRUTCH "THE TRAGIC FALLACY"
39- L36	describe: give the reader a sense of the writer's overall purpose and intent.
40- L37	describe: give the reader a sense of the writer's overall purpose and intent.
41- L38	describe: give the reader a sense of the writer's overall purpose and intent.
42- L39	analyze: examine how the structure and language of the text convey its meaning
43- L40	analyze: examine how the structure and language of the text convey its
15 110	meaning
44- L41	analyze: examine how the structure and language of the text convey its
	meaning
45- L42	interpret: state the significance or importance of each part of the text
46- L43	interpret: state the significance or importance of each part of the text
47- L44	interpret: state the significance or importance of each part of the text
48- L45	assess: make a judgment of the work's worth or value
49- L46	assess: make a judgment of the work's worth or value

50- L47	assess: make a judgment of the work's worth or value
51- P3	Department Seminar
52- L48	The FORMALISTIC Approach :LITERATURE AS AESTHETIC STRUCTURE
53- L49	CLEANTH BROOKS :KEATS' SYLVAN HISTORIC :HISTORY WITHOUT FOOTNOTES
54- L50	describe: give the reader a sense of the writer's overall purpose and intent.
55- L51	describe: give the reader a sense of the writer's overall purpose and intent.
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins 24.02.2017
57-L53	describe: give the reader a sense of the writer's overall purpose and intent.
58-L54	analyze: examine how the structure and language of the text convey its meaning
59-IT-II	Internal Test-II
60- L55	analyze: examine how the structure and language of the text convey its meaning
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	analyze: examine how the structure and language of the text convey its meaning
63- L58	interpret: state the significance or importance of each part of the text
64- L59	interpret: state the significance or importance of each part of the text
65-L60	interpret: state the significance or importance of each part of the text
66- L61	assess: make a judgment of the work's worth or value
67- L62	assess: make a judgment of the work's worth or value
68- L63	assess: make a judgment of the work's worth or value
69- L64	assess: make a judgment of the work's worth or value
70- L65	The ARCHETYPAL Approach :LITERATURE in the light of myth GILBERT
71- L66	MURRAY AND ORESTES
72- L67	describe: give the reader a sense of the writer's overall purpose and intent.
73- L68	describe: give the reader a sense of the writer's overall purpose and intent.
74-P4	College level meeting/ function
75- L69	analyze: examine how the structure and language of the text convey its meaning
76- L70	analyze: examine how the structure and language of the text convey its meaning
77- L71	interpret: state the significance or importance of each part of the text
78- L72	interpret: state the significance or importance of each part of the text
79- L73	- Allotting portion for Internal Test-III
	Internal Test III begins
80- L74	assess: make a judgment of the work's worth or value
81- L75	assess: make a judgment of the work's worth or value
82-IT-III	Internal Test-III
83- L76	CONCLUSION

84- L77	- Test Paper distribution and result analysis
85- L78	REVISION
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 05.04.2017
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 21.04.2017

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	higher study.: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Literary Forms	
Course Code	SAEN21	
Class	I year (2018-2021)	
Semester	Even	
Staff Name	V SATHISH	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- To introduce the various genres of Literature and also various have basic understanding of various forms in Literature.
- > To make students aware of the different types of Poetry, drama & other forms.
- To introduce to the origin, development and pioneers of the various genres of literature.

Syllabus

Unit-I

Section I-Poetry-Chapter II: Poetical Types. The Lyric The Ode The Sonnet The Elegy

Unit-II

The Idyll The Ballad The Satire

Unit-III

Section II- Dramatic Types Tragedy and Comedy Tragic -Comedy Farce and Melodrama The Masque The One –Act Play The Dramatic Monologue

Unit-IV

Section III-Prose The Essay The Novel The Short- Story

Unit – V

Biography Autobiography Course Calendar

Hour	Class Schedule	
allotment		
	Even Semester Begin on 01.12.2016	
1-L1	Introduction to poetical types.	
2-L2	Original and structure of Lyric.	
3- L3	Distinguishing features of Ode.	
4-L4	Dorian and Lesbian Ode.	
5-L5	Ode in English Literature.	
6-L6	Origin of Sonnet.	
7-L7	Italian Sonnet and English Sonnet.	
8- P1		
9- L8	Spenserian variety and subject of the sonnet.	
10- L9	Introduction to Elegy.	
11-L10	Pastoral Elegy and other features.	
12-L11	Distinguishing features, style and treatment of Ode.	
13-L12	Subject of the Idyll and summing up Idyll.	
14-L13	Introduction to Ballad.	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins 24.01.2017	
16-L15	Origin and kinds of Ballad.	
17-IT-1	Internal Test-I	
18-L16	Introduction to The Satire and essential of a good Satire.	
19-L17	Subject and summing up of Satire.	
	Entering Internal Test-I Marks into University portal	
20-L18	Introduction to Dramatic types.	
21- L19	Introduction to Tragedy.	
22- P2	College level meeting/Cell function	
23-L20	Types of Tragedy.	
24-L21	Introduction to Comedy.	
25-L22	Types of Comedy.	
26-L23	Distinguishing features of Tragic –Comedy.	
27-L24	Summing up Tragedy, Comedy & Tragic –Comedy.	
28-L25	Introducing Farce.	
29-L26	Introducing Melodrama.	
30-L27	Origin and development of Masque.	
31-L28	Decline Masque.	
32-L29	Introducing The One –Act Play.	
33-L30	Origin and techniques of One –Act Play.	
34- P3	Department Seminar	
35-L31	The Dramatic Monologue – Introduction.	
36-L32	Discussion on Dramatic Monologue.	
	Internal Test II begins 24.03.2017	
37- L33	Characteristics and Nature of Dramatic Monologue.	

38- IT-II	Internal Test-II	
39-L34	Browning's contribution.	
40-L35	Definitions and origin of Essay.	
	Entering Internal Test-II Marks into University portal	
41-L36	Various types of Essay-Discussion.	
42- L37	Resent times development in essay.	
43- L38	Introduction to Novel.	
44- P4	College level meeting/ function	
45-L39	Structure, purpose and teaching of Novel.	
46-L40	18 th and 19 th Century Fiction.	
47-L41	Novel in the 20 th Century and summing up the Novel.	
48-L42	Introduction of Short-story.	
49-L43	Origin and structure of Short story.	
50-L44	Biography- Introduction.	
	Internal Test III begins	
51 L45	Morden tendency in Biography.	
52- L46	Pure & Impure Biography.	
53-IT-III	Internal Test-III	
54-L47	Introduction to Autobiography.	
55-L48	Objective & Subjective Autobiography.	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test 05.04.2017	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Difficulties of Autobiography.	
60-L50	Revising the various genres of Literature.	
	Last Working day on 21.04.2017	

T ! O /	
Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Learnt the various genres of Literature
CO2	Learnt the basic understanding of various forms in Literature.
CO3	Students aware of the different types of Poetry, drama & other
	forms.
CO4	Studied the origin, development and pioneers of the various genres
	of literature.
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	PPT
EL2	Library resources
EL3	Google classroom
EL4	Video, library books, E- books.

Integrated Activity	
IA1	Group Discussion.
IA2	Debate.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

D N		
Programme Name	M.A. English	
Course Name	Literary theory and Criticism - I	
Course Code	PEHM 23	
Class	I year (2018-2020)	
Semester	Even	
Staff Name	Dr. M. Sri Vidhya @ Thangalakshmi	
Credits	6	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

- To analyse the essence of literature with the aid of theories
 To learn the theoretical perspectives
- > To enhance various perceptions
- To bring upgradation for the existing work of art

Hour	Class Schedule
allotment	
	Even Semester Begin on 02.12.2018
1-L1	Introduction to literary theories
2-L2	Introduction to criticism
3- L3	Introduction to practical criticism
4-L4	How to interpret a work of art with critical theories
5-L5	Explanation regarding classical theories
6-L6	Trends in new theories
7-L7	Definitions of various other theories like Naturalism, Humanism, Helenism, etc,.
8-L8	Lionel Trilling and his theoretical perspectives
9-L9	The Sense of the Past – Lionel Trilling – Part I
10-P1	
11-L10	The Sense of the Past – Lionel Trilling – Part II
12-L11	The Sense of the Past – Part III
13-L12	The Sense of the Past – Part IV
14-L13	The Sense of the Past – Part V
15-L14	Northrop Frye and his theoretical perspectives
16-L15	Introduction to Mythology
17-L16	Introduction to Archetypal Criticism
18-L17	Wilbur Scott's Five Approaches to theories
19-L18	Northrop Frye's Criticism Visible and Invisible – Part I
20-L19	Why Criticism is invisible to Literature students?

21 1 20	Northman Envola Critician Visible and Invisible Dort II
21-L20 22-L21	Northrop Frye's Criticism Visible and Invisible – Part II
	Northrop Frye's Criticism Visible and Invisible – Part III
23-L22	- Allotting portion for Internal Test-I
24 1 22	Internal Test I begins 24.01.2017
24-L23	Discussion on 1 mark, 5 mark and 8 mark questions
25-L24	Revision
26-IT-1	Internal Test-I
27-L25	Communism and Capitalism
28-L26	Marxist Criticism
29-L27	Christopher Caudwell and his theoretical perceptions
30-L28	Test Paper distribution and result analysis
21 1 20	Entering Internal Test-I Marks into University portal
31-L29	The Development of Modern Poetry – Part I
32-L30	The Development of Modern Poetry – Part II
33-L31	The Development of Modern Poetry – Part III
34-P2	College level meeting/Cell function
35-L32	Terry Eagleton and his concepts
36-L33	Capitalism Madamiana and Datamakaniana
37-L34	Modernism and Postmodernism
38-L35	I.A.Richards and his aspects of theory
39-L36	I.A.Richards – Four Kinds of Meaning – Part I
40-L37	I.A.Richards – Four Kinds of Meaning – Part II
41-L38	F.R.Leavis and his concepts
42-L39	F.R.Leavis – Literary Criticism and Philosophy – Part I
43-L40	F.R.Leavis – Literary Criticism and Philosophy – Part II
44- L41	F.R.Leavis – Literary Criticism and Philosophy – Part III
45- L42 46- L43	Julia Kristeva – An Introduction
40- L43 47- L44	The ethics of Linguistics – Part I
	The ethics of Linguistics – Part II
48- L45	The ethics of Linguistics – Part III
49-L46	The ethics of Linguistics – Part IV
50- L47 51- P3	The ethics of Linguistics – Part V
51- P5 52- L48	Department Seminar
52- L48 53- L49	Luce Irigaray – An IntroductionThe Bodily encounter with the mother – Luce Irigaray – Part I
53- L49 54- L50	The Bodily encounter with the mother – Luce Ingaray – Part I The Bodily encounter with the mother – Luce Irigaray – Part II
55-L51	The Bodily encounter with the mother – Luce Ingaray – Part II The Bodily encounter with the mother – Luce Irigaray – Part III
56-L52	- Allotting portion for Internal Test-II
JU-LJ2	Internal Test II begins 24.02.2017
57-L53	Discussion on one mark questions
58-L54	Discussion on 5 mark and 8 mark questions
59-IT-II	Internal Test-II
60- L55	Revision
61-L56	Test Paper distribution and result analysis
01- LJU	Entering Internal Test-II Marks into University portal
62- L57	Feminism – An Introduction
63-L58	Elaine Showalter – An Introduction
64- L59	Three phases of Feminism
UT- LJ7	

65- L60	Feminist Criticism in the Wilderness – Part I	
66- L61	Feminist Criticism in the Wilderness – Part II	
67- L62	Feminist Criticism in the Wilderness – Part III	
68- L63	Feminist Criticism in the Wilderness – Part IV	
69- L64	Feminist Criticism in the Wilderness – Part V	
70- L65	Feminist Criticism in the Wilderness – Part VI	
71- L66	Feminist Criticism in the Wilderness – Part VII	
72- L67	Feminist Criticism in the Wilderness – Part VIII	
73- L68	Revision on the earlier discussed topics	
74-P4	College level meeting/ function	
75- L69	Miller – An Intro	
76- L70	The Critic as Host	
77- L71	Parasite and the Host	
78- L72	The relationship between the author and the critic	
79- L73	Allotting portion for Internal Test-III	
	Internal Test III begins	
80- L74	Revision	
81- L75	Discussion on one mark question	
82-IT-III	Internal Test-III	
83- L76	Possibilities of 5 marks and 8 marks	
84- L77	- Test Paper distribution and result analysis	
85- L78	Revision	
	Entering Internal Test-III Marks into University portal	
86- L79	Model Test 05.04.2017	
87-MT	Model Test	
88-MT	Model Test	
89-MT	Model test paper distribution and previous year university question paper	
	discussion	
90-L-80	Feedback of the Course, analysis and report preparation	
	Last Working day on 21.04.2017	
	Lust working duy on 21:04:2017	

Course Outcomes		
Learning Outcomes	tcomes COs of the course " <course name="">"</course>	
CO1	To do a project with practical criticism	
CO2	Exposure to various theories	
CO3	Updatedthoughts to the existing theories and work of art (vice	
	versa)	
CO4	Exposure to the usage of Library	
CO5	Knowledge of transition of learning methods	
CO6	To know about the genre of literature	
CO7	Fixation of position of a work of art	
CO8	Inspiration through the various dimensions of theories	
CO9	It enhances the interest of the researcher	
Experimental		
Learning		

EL1	Learning the different dimensions of the text	
EL2	Learning the basic concepts first and get it into the higher level	
EL3	Learning the association between society and the work of art	
EL4	Learning the political colonization of mind and the world through	
	various theories	
Integrated Activity	7	
IA1	Attending Seminars, Conferences and Workshops on various	
	theories	
IA2	Writing Scholarly papers	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

(Trepared by start member handling the course	/	
Programme Name	M.A. English	
Course Name	Research Methodology	
Course Code	PEHM 34	
Class	I year (2018-2020)	
Semester	Odd	
Staff Name	Dr. M. Sri Vidhya @ Thangalakshmi	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To introduce the students to Research Methodology and its nuances
- \succ To make the students to follow the techniques of research
- ➢ To doM.A dissertation
- > To present Papers and publish Journals

Hour	Class Schedule	
allotment		
	Even Semester Begins on 02.12.2017	
1-L1	Primary Research	
2-L2	Secondary Research	
3- L3	Selecting a Topic	
4-L4	The Central Information System – Library	
5-L5	Boolean Search	
6-L6	Full – Text Databases	
7-L7	Inflibnet	
8- P1		
9- L8	Compiling a Working Bibliography	
10- L9	Taking Notes and Working Outline and writing drafts	
11-L10	Plagiarism – an introduction	
12-L11	How to avoid Plagiarism	
13-L12	Documentation – An Introduction	
14-L13	Mechanics of Writing – Part I	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins 24.01.2017	
16-L15	Mechanics of Writing – Part II	
17-IT-1	Internal Test-I	
18-L16	Mechanics of Writing – Part III	
19-L17	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	

20-L18	Mechanics of Writing – Part IV
20 L10 21- L19	Mechanics of Writing – Part V
21 <u>21</u> 22- P2	College level meeting/Cell function
23-L20	Format of the Research Paper – Part I
24-L21	Format of the Research Paper – Part II
25-L22	Format of the Research Paper – Part III
26-L23	Format of the Research Paper – Part IV
27-L24	Format of the Research Paper – Part V
28-L25	Documentation – Part I
29-L26	Documentation – Part II
30-L27	Documentation – Part III
31-L28	Documentation – Part IV
32-L29	Documentation – Part V
33-L30	Documentation – Part VI
34- P3	Department Seminar
35-L31	Documentation – Part VII
36-L32	- Allotting portion for Internal Test-II
27.1.22	Internal Test II begins 24.02.2017
37-L33	Revision
38- IT-II	Internal Test-II
39-L34 40-L35	Discussion and clarification of doubts
40-L33	- Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal
41-L36	Citing Sources in the Text – Part I
41-L30 42-L37	Citing Sources in the Text – Part II
43- L38	Citing Sources in the Text – Part III
44- P4	College level meeting/ function
45-L39	Citing Sources in the Text – Part IV
46-L40	Citing Sources in the Text – Part V
47-L41	Citing Sources in the Text – Part VI
48-L42	Citing Sources in the Text – Part VII
49-L43	Citing Sources in the Text – Part VIII
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	Abbreviations – an Intro
52- L46	Abbreviations
53-IT-III	Internal Test-III
54-L47	Students' Seminar on various Research Methodology topics
55-L48	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test 05.04.2017
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper discussion
60-L50	Feedback of the Course, analysis and report preparation
00-L30	Last Working day on 21.04.2017
	Last WOLKING UAY UN 21.04.2017

Course Outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
	How to avoid Plagiarism
CO2	Each and every student presented their seminar topics with
	PowerPoint presentations
CO3	To use Abbreviations
CO4	To use Secondary sources
CO5	To use journals and articles for research
CO6	To cite the library resources
CO7	To use the web sources
CO8	To do the research paper easily
CO9	To do the proof reading properly
Experimental	
Learning	
EL1	How to make work-cited list
EL2	How to make Bibliography
EL3	How to avoid Plagiarism
EL4	Learnt about the software URKUND which detects Plagiarism
Integrated Activity	
IA1	Visited ManonmaniamSundaranar University Library and learnt on
	the uses of Inflibnet
IA2	The whole students joined as a member to access online journals
# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature
C	

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B. A. English	
Course Name	Regional Literature in Translation	
Course Code	JMEN64	
Class	I year (2018-2021)	
Semester	Even	
Staff Name	J. Robin Deepak	
Credits	5	
L. Hours /P. Hours	5 / WK	
Total 75 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 65 Hrs (5 units; 5×13=65; 13Hrs /unit)		

Course Objectives

- \blacktriangleright to make the students aware of native culture .
- > to make the students understand the richness of native culture
- ➤ to make the students aware of native literature
- ➤ to make the students enjoy native literature and language
- ➤ to make the students aware of effects of translations
- ➢ to make the students appreciate native literature

Syllabus

Unit I: Poetry

Tiruvalluvar	- Tirukkural (Translated by G.U. Pope)
	Chapter -8: The Possession of Love
	Chapter-11: Gratitude
	Chapter-40: Learning
Unit-II : Poetry	• 0

Unit-II : Poetry	
Subramanya Bharathi	- There is no fear
Mu. Mehta	- Charge Sheet
Adavan Theetchanya	- Self-Realization
Unit III :Short- Story	
U.R. Anantha Murthy	- A Horse for the Sun
Vaikom Muhammad Basheer	– Walls
Ambain(C.S.Lakshmi)	- Gifts
Unit IV:Fiction	
Sundara Ramaswamy	- Tamarind History
Unit V: Drama	
Girish Karnad	- Nagamandala
xt Prescribed Regional Literat	ure in English Ed Board

Text Prescribed: Regional Literature in English. Ed. Board of Studies. Angel Publishers.Chennai-8 Tamarind History. Sundara Ramaswamy. Peguin India.

Hour allotment	Class Schedule	
	Even Semester Begin on 02.12.2017	
1-L1	Introducing regional literature and the effects of translation in regional literature	
2-L2	Introduction to Thiruvallur and Thirukkural	
3- L3	Lecture on Thirukkural – chapter – The Possession of Love	
4-L4	Discussion on love and relationship	
5-L5	Introducing poetry of regional literature	
6-L6	Introduction to Subramaniya Bharathi and his writings	
7-L7	Lecture on the role of Subramaniya Bharathi in Independence	
8- P1		
9- L8	Lecture on poems There is no fear and its themes	
10- L9	Discussion on the influences of Subramaniya Bharathi's poems in Independence	
11-L10	Introduction to the short story A Horse for the Sun	
12-L11	Lecture on the short story A Horse for the Sun	
13-L12	Lecture on the themes on the short story A Horse for the Sun	
14-L13	Discussion on the character on the short story A Horse for the Sun	
15-L14	Introduction to Thirukkural chapter – Gratitude	
16-L15	Lecture on chapter – Gratitude Thirukkural	
17- L16	Lecture on the themes of Thriukkural chapter Gratitude	
18- L17	Discussion on the ideas of Gratitude	
19- L18	Introduction to Mr. Mehta's poem charge sheet	
20- L19	Lecture on the poem charge sheet	
21- L20	Allotting portion for Internal Test-I	
	Internal Test I begins 24.01.2017	
22- L21	Discussion on the themes of the poem charge sheet	
23- IT-1	Internal Test-I	
24- L22	Discussion on the writers of Regional Literature	
25- L23	Discussion on the major themes of Regional Literature	
26- L24	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
27- L25	Introduction to the short story walls by Vaikom Muhammad Basheer	
28- L26	Lecture on the short story walls	
29- L27	Lecture on the themes of the short story walls	
30- P2	College level meeting/Cell function	
31-L28	Discussion on the ideas of the short story walls	
32-L29	Introduction to Thirukkural chapter – learning	
33-L30	Lecture on chapter learning Thirukkural	
34- L31	Lecture on the themes of chapter Thirukkural	
35-L32	Discussion on the idea of learning	
36- L33	Introduction to the poem Self – Realization by Adaven Theetchanya	
37- L34	Lecture on the poem Self – Realization	
38-L35	Lecture on the themes of the poem Self – Realization	
39- L36	Introduction to the short story Gifts by Ambai	
40- L37	Background of the short story Gifts	

41- L38	Lecture on the short story Gifts
41-L38 42-P3	Department Seminar
43-L39	Discussion on the themes of the short story Gifts
44- L40	Discussion on the role of women in Regional Literature
45- L40	Discussion on the suppressed state of women in the society
46- L42	Discussion on the suppressed state of women in the society Discussion on the culture of the native people
40 L42	Allotting portion for Internal Test-II
17 113	Internal Test II begins 24.02.2017
48- L44	Introduction to the novels of Regional Literature
49-IT-II	Internal Test-II
50-L45	Introducing Sundara Ramaswamy and his works.
51- L46	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
52- L47	Background of the novel Tamarind History.
53- L48	Introducing the characters of the novel Tamarind History.
54- L49	Lecture on the novel Tamarind History.
55-L50	-do-
56- L51	Lecture on the themes of the novel Tamarind History.
57- L52	Discussion on the major themes of the novel Tamarind History.
58- L53	Discussion on the characters of the novel.
59-P4	College level meeting/ function
60- L54	Introducing Girish Karnad and his works.
61- L55	Lecture on the myths in Girish Karnad's works.
62- L56	Lecture on the background of the play Nagamandala.
63- L57	Introducing the characters of the play.
64- L58	Allotting portion for Internal Test-III
	Internal Test III begins
65- L59	Lecuture on the play Nagamandala.
66- L60	-do-
67-IT-III	Internal Test-III
68- L61	Lecture on the of the play Nagamandala.
69-L62	Discussions on the characters of the play Nagamandala.
70- L63	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
71-MT	Model Test 05.04.2017
72-MT	Model Test
73-MT	Model Test
74-L64	Model test paper distribution and previous year university question paper
75 1 65	discussion Eachback of the Course, analysis and report proportion
75-L65	Feedback of the Course, analysis and report preparation
	Last Working day on 21.04.2017

Learning Outcomes COs of the course " <course name="">"</course>	
CO1	Students learnt the values of the Tamil culture.
CO2	Students learnt the importance of regional literature.
CO3	Students got the knowledge of regional writers and their works.

de l		
CO4	Students learnt the influence of regional literature.	
CO5	Students got the knowledge of the importance of translation.	
CO6	Students got the knowledge of their native cultures.	
CO7	Students got the knowledge of the supertitious beliefs of natives.	
CO8	Students learnt human values.	
CO9	Students got the knowledge of the sweetness of native literature.	
Experimental		
Learning		
EL1	Powerpoint presentations were made for students.	
EL2	Documentaries related to the works were shown to the students.	
EL3	Video-shows were shown to the students on the themes of native	
	literature.	
EL4	Presentations of students on R.L.	
Integrated Activity		
IA1	Group Discussion for students.	
IA2	Topic related to presentations by students.	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name Romantic Age Course Code GMEN41 II year (2016-2017) Class Semester Even Staff Name Dr.Nalina Palin Credits 5 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To understand the text with special
- > To understand Romantic Age (reference to the periods)
- To understand and appreciate selected texts from the genres of poets, prose and drama
- > To understand the difference between classicism and Romaticism

Syllabus

Unit I

The Age of Wordsworth(1798-1832) The Older Poets The Younger Poets General Prose The Novel Text:Hudson:History of English Literrature Unit II Poetry Wordsworth – Ode on Intimations of immortality Colerdige - Christabel Unit III poetry Keats -Ode on a Grecian Urn,Eve of st.Agnes Shelley -Ode to the West wind

Byron -The Prisoner of chillon

Unit IV Prose

Charles Lamb - Dream children poor relations

Hazlitt -Indian Jugglers

Unit V Fiction

Jane Austen -Emma

Hour Class Schedule

allotment		
	Even Semester Begins on 02.12.2016	
1-L1	General introduction to Romantic Literature	
2-L2	General introduction to Romantic Poetry	
3- L3	Introducing the late poets	
4-L4	First generation poets	
5-L5	Second generation poets	
6-L6	Importance of nature	
7-L7	Postolgia	
8-L8	Supernaturals	
9-L9	Imaginations	
10-P1		
11-L10	Personal touch	
12-L11	Concern for the society	
13-L12	General Introduction to the prose (Romantic)	
14-L13	Important prose writers	
15-L14	Theme	
16-L15	Society	
17-L16	Personal and political	
18-L17	Charles Lamb	
19-L18	William Hazlitt	
20-L19	Prose and Poetry (Romantic)	
21-L20	William Wordsworth	
22-L21	S.T.Coleridge	
23-L22	Allotting portion for Internal Test-I	
	Internal Test I begins 24.01.2017	
24-L23	Keats	
25-L24	Byron	
26-IT-1	Internal Test-I	
27-L25	Shelley	
28-L26	William Blake	
29-L27	Emotion	
30-L28	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
31- L29	Sense and Sensuality	
32- L30	Rebellian	
33- L31	Heroism	
34-P2	College level meeting/Cell function	
35-L32	Ruins and relics of the ancient past	
36- L33	Crush on nature	
37-L34	Experimentation with poetic form	
38-L35	Individualism	
39-L36	Free Expression	
40- L37	Personal feelings	
41-L38	Emotion and imagination	
42-L39	Superior intellect and social standing	
43- L40	Challenge the enlightenment	
44- L41	Hopeless and Hopeful romantic	

86- L79 87-MT	Model Test 05.04.2017 Model Test
86- L79	Model Test 05.04.2017
	Entering Internal Test-III Marks into University portal
85- L78	Discussing the syllabus
84- L77	Test Paper distribution and result analysis
83- L76	Summary and characters
82-IT-III	Internal Test-III
81- L75	Emma
80- L74	Pride and prejudice ,Emma
	Internal Test III begins
79- L73	- Allotting portion for Internal Test-III
78- L72	Dependence of women on marriage
77- L71	Theme
76- L70	Novelist
75- L69	Introduction to jane Austen
74-P4	College level meeting/ function
73- L68	Philosopher
72- L67	Commentator
71- L66	Literary Critic
70- L65	Dramatist
69- L64	English essayist
68- L63	Introduction to William Hazlitt
67-L62	The London magazine
66-L61	Pen name (Elia)
65-L60	Tales from Shakespeare
64- L59	Children's books
63- L58	Mary Lamb
62- L57	Co-anthored
	Entering Internal Test-II Marks into University portal
61-L56	-Test Paper distribution and result analysis
60- L55	Essay of Elia
59-IT-II	Internal Test-II
58-L54	Antiquarian
57-L53	Poet
	Internal Test II begins 24.02.2017
56-L52	Allotting portion for Internal Test-II
55- L51	Essayist
54- L50	Theme
53- L48	Lambs essay
51- F3	Introduction to Charles Lamb
51- P3	Department Seminar
49- L40 50- L47	Literary Realism
48- L43 49- L46	Intuition ,emotion and imagination
47- L44 48- L45	Great reverence for nature
40- L43 47- L44	Nature of romanticism
43- L42 46- L43	Romantic and romantique
45- L42	Romantique

89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 21.04.2017

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Understood Romantic Literature
CO2	Romantic Poetry
CO3	Classic Literature
CO4	Difference between classicism and romantic
CO5	Lake poets
CO6	First Generations poets
C07	Industrial revolution
CO8	Second generation poets
CO9	French revolution
Experimental	
Learning	
EL1	Discussion
EL2	Debate
EL3	Clearing the doubts
EL4	Emma movie
Integrated Activity	
IA1	Enacted in the class
IA2	The poems were recited

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name B.A. English Course Name Shakespeare Course Code SMEN61 Class III year (2017-2020) Semester Even Staff Name D. Gladwin Credits 4 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To acquaint the students to the dramatic and theatrical conventions of Shakespeare
- To enable the learners to analyse plot, characters, themes and stage craft of his plays.

Syllabus

Unit – I: Shakespeare's Sonnets: **Sonnet:** 18: Shall I compare thee to a summer's day? 29: When in disgrace with fortune and men's eyes 33: Full many a glorious morning I have seen 104: To me, fair friend, you never can be old Unit – II As You Like It Unit – III Othello Unit – IV *Iulius Caesar* Unit – V Elizabethan Stage & Audience Fools and Clowns Women in Shakespeare Supernatural Elements in Shakespeare

Course Ca Hour	Class Schedule	
allotment		
	Even Semester Begin on 02.12.2016	
1-L1	Gave an introduction to Shakespeare and his works.	
2-L2	Gave an introduction to Shakespeare's sonnet "Shall I compare thee to a	
	summer's day" and other sonnets in general.	
3- L3	Taught "Shall I compare thee to a summer's day".	
4-L4	Taught "When in disgrace with fortune and men's eyes"	
5-L5	Taught "Full many a glorious morning I have seen"	
6-L6	Taught "To me, fair friend, you never can be old"	
7-L7	Asked the students to come up with a critical appreciation of the sonnets.	
8-L8	Revision of Unit-1	
9-L9	Test on Unit-1	
10-P1	Welcoming of First year and Inauguration of Mathematics Association	
11-L10	General introduction to Shakespeare's plays.	
12-L11	Taught Act I. Scene I of As You Like It	
13-L12	Taught Act I, Scenes II, III	
14-L13	Taught Act II, Scenes I- IV	
15-L14	Taught Act II, Scenes V –VII	
16-L15	Taught Act III, Scenes I, II	
17-L16	Taught Act III, Scenes III-V	
18-L17	Taught Act IV, Scenes I,II	
19-L18	Taught Act IV, Scenes III	
20-L19	Taught Act V, Scenes I-III	
21-L20	Taught Act V, Scenes IV	
22-L21	Discussed Epilogue	
23-L22	Allotting portion for Internal Test-I	
	Internal Test I begins 24.01.2017	
24-L23	Revision	
25-L24	Revision	
26-IT-1	Internal Test-I	
27-L25	Discussed the characters in As You Like It	
28-L26	Discussed the themes in As You Like It	
29-L27	Gave a critical analysis to As You Like It	
30-L28	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
31- L29	Othello Act I, Scenes I,II	
32- L30	Othello Act I, Scenes III	
33- L31	Othello Act II, Scenes I,II	
34-P2	College level meeting/Cell function	
35- L32	Othello Act II, Scenes III	
36- L33	Othello Act III, Scenes I-III	
37- L34	Othello Act III, Scenes IV	
38- L35	Othello Act IV, Scene I	
39- L36	Othello Act IV, Scenes II,III	

40-L37 Othello Act V, Scenes I,II 41-L38 Discussed the characters 42-L39 Discussed the symbols 43-L40 Discussed the symbols 44-L41 Discussed the symbols 45-L42 Discussed the symbols 45-L43 Critical analysis of the play 47-L44 Julius Caesar Act I, Scene I 48-L45 Julius Caesar Act I, Scene II 49-L46 Julius Caesar Act I, Scene II 50-147 Julius Caesar Act I, Scene II 51-P3 Department Seminar 52-L48 Julius Caesar Act II, Scene II-IV 53-L49 Julius Caesar Act II, Scene II-IV 53-L49 Julius Caesar Act II, Scene I, II 54-L50 Julius Caesar Act IV, Scenes I, II 56-L52 Altoting portion for Internal Test-II 57-L53 Julius Caesar Act V, Scenes IV, V 59-IT-II Internal Test-II Begins 24.02.2017 57-L53 Julius Caesar Act V, Scenes IV, V 59-IT-II Internal Test-II Marks into University portal 61-L56 Altirbution and result analysis 61-L57 Introduction to the Elizabethan audience.			
42-1.39 Discussed the setting 43-1.40 Discussed the symbols 44-1.41 Discussed the symbols 45-1.42 Discussed the genre 46-1.43 Critical analysis of the play 47-1.44 Julius Caesar Act 1, Scene I 48-1.45 Julius Caesar Act 1, Scene II 49-1.46 Julius Caesar Act 1, Scene II 50-147 Julius Caesar Act I, Scene II 51-193 Department Seminar 52-148 Julius Caesar Act II, Scene II-IV 53-149 Julius Caesar Act II, Scene I, III 54-150 Julius Caesar Act II, Scene I, III 55-1.51 Julius Caesar Act V, Scenes I, II 56-1.52	40- L37	Othello Act V, Scenes I,II	
 43- L40 Discussed the setting 44- L41 Discussed the symbols 45- L42 Discussed the genre 46- L43 Critical analysis of the play 47- L44 Julius Caesar Act I, Scene I 48- L45 Julius Caesar Act I, Scene II 49- L46 Julius Caesar Act I, Scene II 49- L46 Julius Caesar Act I, Scene II 50- L47 Julius Caesar Act I, Scene II 51- P3 Department Seminar 52- L48 Julius Caesar Act III, Scenes II-IV 53- L49 Julius Caesar Act III, Scenes II-IV 54- L50 Julius Caesar Act III, Scenes I, III 55- L51 Julius Caesar Act III, Scenes I, III 56- L52 - Allotting portion for Internal Test-II 10- 10- 10- 10- 10- 10- 10- 10- 10- 10-	-		
 44-1.41 Discussed the symbols 45-1.42 Discussed the genre 46-1.43 Critical analysis of the play 47-1.44 Julius Caesar Act I, Scene I 48-1.45 Julius Caesar Act I, Scene II 49-1.46 Julius Caesar Act I, Scene II 49-1.46 Julius Caesar Act I, Scene II 50-1.47 Julius Caesar Act I, Scene II 51-19 Department Seminar 52-148 Julius Caesar Act II, Scene II. 53-1.49 Julius Caesar Act II, Scene II. 54-150 Julius Caesar Act III, Scene II. 55-151 Julius Caesar Act III, Scene I. 54-150 Julius Caesar Act III, Scene I.III 55-151 Julius Caesar Act III, Scene I.III 56-152 - Alloting portion for Internal Test-II 57-153 Julius Caesar Act V, Scenes I.II 58-154 Julius Caesar Act V, Scenes IV.V 59-17-11 Julius Caesar Act V, Scenes IV.V 59-17-11 Julius Caesar Act V, Scenes IV.V 59-17-11 Internal Test-II Marks into University portal 61-156 - rest Paper distribution and result analysis Entering Internal Test-II Marks into University portal 62-157 Introduction to the Elizabethan Age 63-158 Introduction to the Elizabethan adience. 64-169 A detailed explanation on the Elizabethan stage 64-161 A detailed explanation on the Elizabethan stage 65-160 A detailed explanation on the Elizabethan stage 66-163 Discussing the roles of fools and clowns in Shakespeare's plays 68-163 Discussion on the life of women in Elizabethan Age 67-165 Discussion on the significant women characters in Shakespeare's plays. 70-165 Discussion on the significant women characters in Shakespeare's plays. 71-164 Analyzing the different fools in different plays. 72-164 Analyzing the different fools in different flays. 73-168 Dis			
45-142 Discussed the genre 46-143 Critical analysis of the play 47-144 Julius Caesar Act I, Scene II 48-145 Julius Caesar Act I, Scene II 49-146 Julius Caesar Act I, Scene II 50-147 Julius Caesar Act I, Scene II 51-P3 Department Seminar 52-148 Julius Caesar Act II, Scene I.IV 53-149 Julius Caesar Act III, Scene I.III 55-151 Julius Caesar Act III, Scene I.III 55-152 - Allotting portion for Internal Test-II 56-152 - Allotting portion for Internal Test-II 57-153 Julius Caesar Act IV, Scenes I.III 58-154 Julius Caesar Act V, Scenes IV.V 59-17-11 Internal Test-II 60-155 Revision 61-156 - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal 62-157 Introduction to the Elizabethan stage 64-159 A discussion about the Elizabethan audience. 65-160 A detailed explanation on the Elizabethan audience. 67-162 Introduction to fools and clowns in Shakespeare's plays. 68-163 Discussion on the lin			
46- L43 Critical analysis of the play 47- L44 Julius Caesar Act I, Scene I 48- L45 Julius Caesar Act I, Scene II 49- L46 Julius Caesar Act I, Scene II 50- L47 Julius Caesar Act II, Scene I 51- P3 Department Seminar 52- L48 Julius Caesar Act II, Scene I 53- L49 Julius Caesar Act II, Scene I 54- L50 Julius Caesar Act II, Scene I, III 55- L51 Julius Caesar Act II, Scene I, III 56-L52 - Alloting portion for Internal Test-II 57-L53 Julius Caesar Act V, Scenes I, III 58-L54 Julius Caesar Act V, Scenes IV, V 59-IT-II Internal Test-II 60- L55 Revision 61- L56 - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal 62- L57 Introduction to the Elizabethan stage 64- L59 A discussion about the Elizabethan stage 65- L61 A detailed explanation on the Elizabethan stage 66- L61 A detailed explanation on the Elizabethan audience 67- L62 Introduction to fools and clowns in Shakespeare's plays 68- L63			
47-L44 Julius Caesar Act I, Scene I 48-L45 Julius Caesar Act I, Scene II 49-L46 Julius Caesar Act I, Scene II 50-L47 Julius Caesar Act I, Scene II 51-P3 Department Seminar 52-L48 Julius Caesar Act II, Scene I 53-L49 Julius Caesar Act III, Scene I 54-L50 Julius Caesar Act III, Scene I, II 55-L51 Julius Caesar Act IV, Scenes I, II 56-L52 - Allotting portion for Internal Test-II 57-L53 Julius Caesar Act V, Scenes I, II 58-L54 Julius Caesar Act V, Scenes I, II 59-IT-II Internal Test II begins 24.02.2017 57-L53 Julius Caesar Act V, Scenes IV, V 59-IT-II Internal Test-II 60-L55 Revision 61-L56 - Test Paper distribution and result analysis 61-L57 Introduction to the Elizabethan stage 63-L58 Introduction to the Elizabethan stage 64-L59 A discussion about the Elizabethan audience. 65-L60 A detailed explanation on the Elizabethan audience 67-L62 Introduction to fools and clowns in Shakespeare's plays. 68-L63 Discussion		6	
48-L45 Julius Caesar Act I, Scene II 49-L46 Julius Caesar Act I, Scene II 50-L47 Julius Caesar Act II, Scene I 51-P3 Department Seminar 52-L48 Julius Caesar Act III, Scene I 53-L49 Julius Caesar Act III, Scene I 54-L50 Julius Caesar Act III, Scene I, III 55-L51 Julius Caesar Act IV, Scenes I, II 56-L52 - Allotting portion for Internal Test-II 57-L53 Julius Caesar Act V, Scenes I, III 58-L54 Julius Caesar Act V, Scenes I, III 58-L54 Julius Caesar Act V, Scenes I, III 59-IT-II Internal Test-II Begins 24.02.2017 57-L53 Julius Caesar Act V, Scenes IV.V 59-IT-II Introduction to Internal Test-II 60-L55 Revision 61-L56 - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal 62-L57 Introduction to the Elizabethan audience. 63-L58 Introduction to the Elizabethan audience. 65-L60 A detailed explanation on the Elizabethan stage 64-L61 A detailed explanation on the Elizabethan audience. 67-L62 <	-		
49-L46 Julius Caesar Act I, Scene II 50-L47 Julius Caesar Act II, Scene I 51-P3 Department Seminar 52-L48 Julius Caesar Act II, Scenes I-IV 53-L49 Julius Caesar Act II, Scene I, III 54-L50 Julius Caesar Act IV, Scenes I, II 55-L51 Julius Caesar Act IV, Scenes I, II 56-L52 - Allotting portion for Internal Test-II 57-L53 Julius Caesar Act V, Scenes I-III 58-L54 Julius Caesar Act V, Scenes IV, V 59-IT-II Internal Test-II Marks into University portal 60-L55 Revision 61-L56 - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal 62-L57 Introduction to the Elizabethan Age 63-L58 Introduction to the Elizabethan stage 64-L59 A discussion about the Elizabethan stage 65-L60 A detailed explanation on the Elizabethan stage 66-L61 A detailed explanation on the Elizabethan stage 67-L62 Discussing the roles of fools and clowns in Shakespeare's plays 68-L63 Discussion on the life of women in Elizabethan Age 71-L65 Analyzing the different fools		Julius Caesar Act I, Scene I	
50-147 Julius Caesar Act II, Scene I 51-P3 Department Seminar 52-148 Julius Caesar Act II, Scene II-V 53-149 Julius Caesar Act III, Scene I 54-150 Julius Caesar Act III, Scenes I,II 55-151 Julius Caesar Act IV, Scenes I,II 56-152 - Allotting portion for Internal Test-II 1 Internal Test II begins 24.02.2017 57-153 Julius Caesar Act V, Scenes IV,V 59-IT-II Internal Test-II 60-155 Revision 61-156 - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal 62-1.57 Introduction to the Elizabethan Age 63-1.58 Introduction to the Elizabethan stage 64-1.59 A discussion about the Elizabethan stage 64-1.61 A detailed explanation on the Elizabethan stage 66-1.61 A detailed explanation on the Elizabethan stage 68-1.63 Discussing the roles of fools and clowns in Shakespeare's plays 68-1.64 Analyzing the different fools in different plays. 70-1.65 Discussion on the linginficant women characters in Shakespeare's plays. 71-1.64 Analyzing the women			
51- P3 Department Seminar 52- L48 Julius Caesar Act II, Scenes II-IV 53- L49 Julius Caesar Act III, Scene I 54- L50 Julius Caesar Act IIV, Scenes I,III 55- L51 Julius Caesar Act IV, Scenes I,III 56-L52	49- L46	Julius Caesar Act I, Scene III	
52-1.48 Julius Caesar Act II, Scenes II-IV 53-1.49 Julius Caesar Act III, Scene I 54-1.50 Julius Caesar Act III, Scenes I,II 55-1.51 Julius Caesar Act IV, Scenes I,II 56-1.52	-	Julius Caesar Act II, Scene I	
53-149 Julius Caesar Act III, Scene I 54-150 Julius Caesar Act III, Scene I,III 55-151 Julius Caesar Act IV, Scenes I,II 56-152 - Allotting portion for Internal Test-II 56-153 Julius Caesar Act V, Scenes I,II 58-154 Julius Caesar Act V, Scenes I-III 58-154 Julius Caesar Act V, Scenes IV,V 59-IT-II Internal Test-II Begins 24.02.2017 57-155 Revision 61-155 Revision 61-155 Revision 61-155 Introduction to the Elizabethan Age 63-158 Introduction to the Elizabethan Age 63-159 A discussion about the Elizabethan audience. 65-160 A detailed explanation on the Elizabethan stage 66+161 A detailed explanation on the Elizabethan audience 67-162 Introduction to fools and clowns in Shakespeare's plays 68-163 Discussion on the life of women in Elizabethan Age 70-165 Discussion on the life of women characters in Shakespeare's plays. 71-166 Analyzing the women characters in the plays. 72-167 Discussion on the singinficant women characters in Shakespeare's plays. 73-168 Discu		Department Seminar	
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83- L76 Revising Unit 4			
84- L77 Test Paper distribution and result analysis		0	
	84- L77	Test Paper distribution and result analysis	

85- L78	Revising Unit 5
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 05.04.2017
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 21.04.2017

Learning Outcomes	COs of the course "Shakespeare"		
	The students will be able to,		
CO1	Develop sufficient ability for reading and understanding		
	Elizabethan English to allow for better comprehension of		
	Shakespeare's plays, poems and sonnets.		
CO2	Compare experiences with themes and issues brought up in		
	Shakespeare's works.		
CO3	Analyze Shakespeare's literary development verbally and in		
	writing.		
CO4	Identify major literary characters in Shakespeare's works.		
CO5			
CO6			
CO7			
CO8			
CO9			
Experimental			
Learning			
EL1			
EL2			
EL3			
EL4			
Integrated Activity			
IA1			
IA2			

Blended Learning
Blended Learning
using PPT, video, library resources, ICT techniques, E-learning resources, Google classroom, study tour, etc.,
use library books, E- books, motivate student to prepare for higher study.
For slow learner
Extension activity
HOD Signature
Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

D N		
Programme Name	B. A. English	
Course Name	Value Based Education	
Course Code	SVBE21	
Class	I year (2018-2021)	
Semester	Even	
Staff Name	V SATHISH	
Credits	2	
L. Hours /P. Hours	2 / WK	
Total 30Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 20 Hrs (5 units; 5×4=20; 4Hrs /unit)		

Course Objectives

- > To enable the students understand the social realities
- To inculcate an essential value system
- > Building a healthy society

Hour	Class Schedule		
allotment			
	Even Semester Begin on 01.12.2016		
1-L1	A talk on Social Justice was given .		
2-L2	Parameten of Social Justice was discussed.		
3- P1			
4-L3	Student were enlightened about various Social reformers		
5-L4	Allotting portion for Internal Test-I		
	Internal Test I begins 24.01.2017		
6-IT-I	Internal Test-I		
7-L5	Test Paper distribution and result analysis		
	Entering Internal Test-I Marks into University portal		
8-L6	The concept of human rights was discussed.		
9-L7	Talked about human rights and Indian constitution.		
10-P2	College level meeting/Cell function		
11-L8	Talked about the right of minorities and other suppressed people.		
12-L9	Talked about the right of women and children.		
13-P3	Department Seminar		
14-L10	Talked about the Dalits and the marginalised people.		

15-L11	Discussed social issues in general.	
16-L12	Allotting portion for Internal Test-II	
	Internal Test II begins 24.02.2017	
17-IT-1	Internal Test-II	
18-L13	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
19-L14	Spoke about Mass media & its effects .	
20- P2	College level meeting/ function	
21-L15	Gave a lecture on globalisation.	
22-L16	Taught various values & ethics.	
23- L17	Allotting portion for Internal Test-III	
	Internal Test III begins	
24- IT-III		
24- IT-III 25-L18	Internal Test III begins	
	Internal Test III begins Internal Test-III	
	Internal Test III beginsInternal Test-IIITest Paper distribution and result analysis	
25-L18	Internal Test III begins Internal Test-III Test Paper distribution and result analysis Entering Internal Test-III Marks into University portal	
25-L18 26-MT	Internal Test III beginsInternal Test-IIITest Paper distribution and result analysisEntering Internal Test-III Marks into University portalModel Test 05.04.2017	
25-L18 26-MT 27-MT	Internal Test III begins Internal Test-III Test Paper distribution and result analysis Entering Internal Test-III Marks into University portal Model Test 05.04.2017 Model Test	
25-L18 26-MT 27-MT 28-MT	Internal Test III begins Internal Test-III Test Paper distribution and result analysis Entering Internal Test-III Marks into University portal Model Test 05.04.2017 Model Test Model Test	
25-L18 26-MT 27-MT 28-MT	Internal Test III beginsInternal Test-IIITest Paper distribution and result analysisEntering Internal Test-III Marks into University portalModel Test 05.04.2017Model TestModel TestModel TestModel Test	

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	The students were enlightened about various social realities .
CO2	Essential values and ethics were inculcated among the students .
CO3	Awareness regarding public health and welfare was created among
	the students.
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Students were made to share their views on Human Rights
EL2	Students spoke on the issue of marginalisation
EL3	Students were made to read news clipping of public problems and
	analyse them.
EL4	
Integrated Activity	
IA1	A debate on mass media was conducted.

IA2	Students were asked to present their thoughts on value ethics individually.
# Blended Learning	: using PPT, video, library resources, ICT techniques, E-learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
# For slow learner	higher study. : special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	M.A. English	
Course Name	Women's Writing in English	
Course Code	GMEN5B	
Class	I year (2016-2017)	
Semester	Even	
Staff Name	DR.R.Jeya Sundararaj	
Credits	5	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

- To impart the knowledge of the feminine / feminist
 Perceptions of life
- To make the students understand the universal feminine issues

Syllabus

UNIT-I Poetry		
Sylvia Plath	-	The Colossus
Maya Angelou	-	Caged Bird
ImitiazDharker	-	Choice
Judith Wright	-	Clock and Heart
UNIT-II Prose		
Virginia Woolf	-	To Cambridge Women
Arundhathi Roy	-	The Loneliness of Noam Chomsky
UNIT-III Fiction		
JhumphaLahiri	-	The Namesake
Alice Walker	-	The Colour Purple
UNIT-IV Drama		-
MahaSwetadevi	-	Mother of 1084
Caryl Churchill	-	Top Girls
UNIT-V Feminist Theory		-
Simonede Beauvoir	-	Woman and the Other
Elaine Showalter	-	Towards a Feminist Poetics

Hour	Class Schedule
allotment	
	Even Semester Begins on 02.12.2017
1-L1	Introduced Sylvia Plath

0.1.0		
2-L2	Gave an idea on Poetry	
3-L3	Read and explain the poem "The Colossus"	
4-L4	Continued the Poem	
5-L5	Discussed the theme of the poem	
6-L6	Analysed the various techniques used by the author	
7-L7	Concluded the poem	
8-L8	Introduced Maya Angelou	
9-L9	Gave an idea about the poem "Caged Bird"	
10-P1		
11-L10	Read and explained the poem	
12-L11	Continued the poem "Caged Bird"	
13-L12	Discussed the theme of the poem	
14-L13	Analysed the various techniques used by the author	
15-L14	Concluded the poem	
16-L15	Introduced Imitiaz Dharker	
17-L16	Gave an idea about his writing skill	
18-L17	Explained the poem "Choice"	
19-L18	Continued the poem	
20-L19	Discussed the poem of the poem "Choice"	
21-L20	Analysed the various techniques used by the writer	
22-L21	Concluded the poem	
23-L22		
24 1 22	Internal Test I begins 24.01.2017	
24-L23	Introduced Judith Wright	
25-L24	Discussed about her contemporaries	
26-IT-1	Internal Test-I	
27-L25	Read and explained the poem "Clock and Heart"	
28-L26	Continued the poem	
29-L27	Explained the themes present in the poem	
30-L28	Test Paper distribution and result analysis	
21 I 20	Entering Internal Test-I Marks into University portal	
31- L29 32- L30	Analysed the various techniques used by the author Concluded the poem	
32-L30 33-L31	Introduced Virginia Woolf	
33-L31 34-P2	College level meeting/Cell function	
34-F2 35-L32	Discussed about her contemporaries	
35-L32 36-L33	Read and explained the prose work 'To Cambridge Women'	
30- L33 37- L34	Continued the work	
37-L34 38-L35	Analysed the various techniques used by the author	
39- L35	Summarised the prose piece	
40- L37	Introduced Arundhathi Roy	
40- L37 41- L38	Discussed about her contemporaries	
41-L38 42-L39	Read and explained the prose 'The Lonliness of Noam Chomsky'	
42-L39 43-L40	Continued the work	
43- L40 44- L41	Analysed the various techniques used	
44- L41 45- L42	Concluded the work	
43- L42 46- L43	Introduced Jhumpha Lahiri	
40- L43 47- L44	Discussed about her contemporaries	
− /- L/++		

48- L45 49- L46 50- L47	Read and explained the fiction "The Namesake" Continued the fiction	
50- L47		
	Analysed the characters	
51- P3	Department Seminar	
52- L48	Elaborated the techniques in the novel	
53- L49	Introduced Alice Walker	
54- L50	Read and explained 'The Colour Purple'	
55- L51	Continued the novel	
56-L52	Allotting portion for Internal Test-II	
30 132	Internal Test II begins 24.02.2017	
57-L53	Analysed the characters	
58-L54	Elaborated the techniques	
59-IT-II	Internal Test-II	
60- L55	Introduced Maha Swetadevi	
61-L56		
01 200	Entering Internal Test-II Marks into University portal	
62- L57	Read and explained the drama 'Mother of 1084'	
63- L58	Continued the drama	
64- L59	Analysed the characters	
65-L60	Elaborated the techniques used in the drama	
66- L61	Concluded the drama	
67-L62	Read and explained Caryl Churchill's "Top Girls"	
68- L63	Continued the drama	
69-L64	Discussed the characters	
70- L65	Elaborated the techniques used in the drama	
71- L66	Concluded the drama	
72- L67	Introduced criticism	
73- L68	Read and explained Simonede Beauvoir's"Women and the Other"	
74-P4	College level meeting/ function	
75- L69	Continued the text	
76- L70	Discussed in detail	
77- L71	Concluded the theory	
78- L72	Read and explained Elaine showalter's "Towards a feminist poetics	
79- L73	Allotting portion for Internal Test-III	
	Internal Test III begins	
80- L74	Continued the text	
81- L75	Discussed in detail	
82-IT-III	Internal Test-III	
83- L76	Concluded the text	
84- L77	Test Paper distribution and result analysis	
85- L78	Revision	
	Entering Internal Test-III Marks into University portal	
86- L79	Model Test 05.04.2017	
87-MT	Model Test	
88-MT	Model Test	
89-MT	Model test paper distribution and previous year university question paper	
	discussion	
90-L-80	Feedback of the Course, analysis and report preparation	

Last Working day on 21.04.2017

Course Outcomes

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	They learnt about various
CO2	Women Writers
CO3	
CO4	They understood various genres
CO5	Written by women
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Visited the library
EL2	Wrote reviews
EL3	
EL4	
Integrated Activity	
IA1	Group discussion
IA2	Quiz

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# E	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Age of Hardy & Modern Age	
Course Code	GMEN52	
Class	III year (2016-2017)	
Semester	Odd	
Staff Name	Mr. J ROBIN DEEPAK	
Credits	5	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

\triangleright	To gain	knowledge	about the	modern age.
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> The works written by various writers.

Syllabus

Unit I		
	The Age of Hardy	
	The Present Age	
Unit II	Poetry	
	Hopkins	The Windhower
	T.S Eliot	The Love Song of Alfred .J. Prufrock
	W.H. Auden	The Shield of Achilles
	W.B. Yeats	The Second Coming
Unit III	Prose	
	Eliot	Hamlet and his Problems
Unit IV	Drama	
	Bernard Shaw	Pygmalion
Unit V	Fiction	
	Thomas Hardy	The Mayor of Caster bridge

Hour	Class Schedule	
allotment		
	Odd Semester Begins on 16.06.2016	
1-L1	Introduced the History of English Literature.	
2-L2	Discussed the Age of Hardy.	
3- L3	Elaborated the various writers of that age.	
4-L4	Continued the lesson.	
5-L5	Explained the style used by various writers.	
6-L6	Summarized the age.	

7-L7	Introduced the Present Age.	
8-L8	Read and explained the present age.	
9-L9	Elaborated the various writers of the age.	
10-P1	Welcoming of First year and Inauguration of Literary Association	
1011 11-L10	Continued the lesson.	
11-L10 12-L11	Explained the style used by different writers.	
12-L11 13-L12	Summarized the age.	
13 L12 14-L13	Introduced Hopkins.	
15-L14	Explained about his Contemporaries.	
16-L15	Read and elaborated the Poem "The Windhower"	
17-L16	Continued the poem.	
18-L17	Discussed the themes and styles of the writer.	
19-L18	Concluded the poem.	
20-L19	Introduced T.S Eliot.	
21-L20	Read and explained the poem "The Love Song of Alfred .J. Prufrock".	
22-L21	Continued the poem.	
23-L22	Allotting portion for Internal Test-I	
	Internal Test I begins	
24-L23	Discussed the themes and styles used by the writer.	
25-L24	Concluded the poem.	
26-IT-1	Internal Test-I	
27-L25	Introduced W.H. Auden	
28-L26	Read and the elaborated the Poem "The Shield of Achilles "	
29-L27	Continued the poem.	
30-L28	Test Paper distribution and result analysis	
Entering Internal Test-I Marks into University portal		
31- L29	Discussed the themes and styles used in the poem	
32- L30	Concluded the poem.	
33- L31	Introduced the W.B. Yeats	
34-P2	College level meeting/Cell function	
35- L32	Read and the elaborated the Poem "The Second Coming".	
36- L33	Continued the poem.	
37- L34	Discussed the themes and styles used by the writer.	
38- L35	Concluded the poem.	
39- L36	Summarized all the poems in Unit II.	
40- L37	Introduced T.S Eliot.	
41-L38	Discussed about his age.	
42-L39	Talked about the various prose works.	
43- L40	Read and explained "Hamlet and his Problems".	
44- L41	Continued the prose.	
45-L42	Discussed the styles used by the writer.	
46- L43	Explained the themes.	
	Elaborated the narrative techniques used.	
47-L44		
48- L45	Concluded the poem.	
48- L45 49- L46	Concluded the poem. Discussed about drama.	
48- L45 49- L46 50- L47	Concluded the poem. Discussed about drama. Continued to have a discussion about various dramatists.	
48- L45 49- L46	Concluded the poem. Discussed about drama.	

53- L49	Talked about his works.	
54- L50	Introduced "Pygmalion"	
55- L51	Read and explained the work.	
56-L52	Allotting portion for Internal Test-II	
Internal Test II begins		
57-L53	Continued the drama.	
58-L54	Discussed the Characters in the drama.	
59-IT-II	Internal Test-II	
60- L55	Explained the theme used in "Pygmalion".	
61- L56	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
62- L57	Summarized the drama.	
63- L58	Concluded the drama.	
64- L59	Screened the drama "Pygmalion".	
65-L60	Introduced Thomas Hardy.	
66- L61	Explained about his Contemporaries.	
67- L62	Read and explained the novel "The Mayor of Caster bridge"	
68- L63	Continued the novel.	
69- L64	Discussed the Characters in the novel.	
70- L65	Explained the themes used in the novel.	
71- L66	Talked about the works of Thomas Hardy.	
72- L67	Summarized the novel.	
73- L68	Concluded the novel.	
74-P4	College level meeting/ function	
75- L69	Had a discussion about The Age of Hardy	
76- L70	Had a discussion about The Present Age	
77- L71	Continued the discussion.	
78- L72	Made a comparative study.	
79- L73	Allotting portion for Internal Test-III	
	Internal Test III begins	
80- L74	Had a literary quiz in the prescribed syllabus	
81- L75	Continued the quiz.	
82-IT-III	Internal Test-III	
83- L76	Revision.	
84- L77	Test Paper distribution and result analysis	
85- L78	Revision.	
	Entering Internal Test-III Marks into University portal	
86- L79	Model Test	
87-MT	Model Test	
88-MT	Model Test	
89-MT	Model test paper distribution and previous year university question paper	
00 1 00	discussion	
90-L-80	Feedback of the Course, analysis and report preparation	
	Last Working day on 30.10.2016	

Learning Outcomes	COs of the course " <course name="">"</course>

CO1	They gained knowledge about the Present age and writers.
CO2	They became familiar with the age of Hardy.
CO3	
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Screened the drama Pygmalion
EL2	They wrote review on their prescribed novel "The Mayor of Caster
	bridge"
EL3	
EL4	
Integrated Activity	
IA1	Group Discussion .
IA2	Quiz.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English
Course Name	Augustan -18 th century literature
Course Code	GMEN31
Class	II year (2014-2015)
Semester	Odd
Staff Name	Dr.Nalina Palin
Credits	6
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)	

Course Objectives

- > To understand texts with special reference to the periods
- > To interpret and appreciate the selected texts
- ➢ To understand Augustan age
- > To understand Eighteenth century Literture

Syllabus

Unit I

The Age of Pope (1700-1745)

Verse

Prose and the Drama

The Age of Johnson(1745-1798)

General Prose

The Novel

Verse

Text:Hudson: History of English Literature

Unit II

Poetry

Alexander Pope – An Essay on Man: Epistle II, partI: I know then thyself, presume not to scan

Which serv'd the past, and must the times to come Robert Burns –My Luv is like Red Red Rose Thomas Gray-Elegy Written in a country Churchyard Willaim Blake-The Tiger

Unit III

Prose Addison and Steele:

Sir Roger at Church Character of Will Wimble

Unit IV

Drama

Sheridan – The Rivals

Unit V

Fiction

Goldsmith-The Vicar of Wakefield

Course Calendar

Hour	Class Schedule
allotment	
	Odd Semester Begins on 16.06.2016
1-L1	General interpretation to Augustan Age
2-L2	General interpretation to eighteenth century
3- L3	The Age of Pope
4-L4	Verse
5-L5	Prose
6-L6	Drama
7-L7	Satire
8-L8	Discussion Poetry
9-L9	Essay on Criticism
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Translation of Horrer
12-L11	Heroic Couplet
13-L12	Augustan age
14-L13	Essay on Criticism
15-L14	The Rape of the hoch
16-L15	The Dunciad
17-L16	An Essay on Man
18-L17	Jonathan Swift
19-L18	John Dryden
20-L19	Samuel Johnson
21-L20	John Milton
22-L21	John Donne
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 25.07.2016
24-L23	Edmund Spenser
25-L24	Satire
26-IT-1	Internal Test-I
27-L25	Age of Transition
28-L26	Addison
29-L27	Dr.Jhonson
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	John Dryden
32- L30	Spirit of English Poetry
33- L31	The Glorian revolution of 1688
34-P2	College level meeting/Cell function
35- L32	The Age of pope – The Classical Age
36- L33	Neo classical age
37- L34	Characteristics of the age of Pope

38- L35	Principle of classification
38-L35 39-L36	Daniel Defoe
40- L37	
40- L37 41- L38	The Age of Johnson
41-L38 42-L39	Importance
	Prose
43-L40	Novel
44- L41	Verse
45-L42	James Boswell
46- L43	Age of Sensibility
47-L44	Thomas Gray
48- L45 49- L46	William Collins Robert Burns
50- L47 51- P3	William Cowper
	Department Seminar
52-L48	William Blake
53- L49 54- L50	Addison and Steele
	The spectator
55-L51	Coverley Papers
56-L52	- Allotting portion for Internal Test-II
57 1 52	Internal Test II begins 22.08.2016
57-L53 58-L54	The periodical essay The Rise of Journalism
58-L54 59-IT-II	
60- L55	Internal Test-II Will Wimble
61- L55	Test Paper distribution and result analysis
61- L56	Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal
61- L56 62- L57	-Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Sir Roger at Church
61- L56 62- L57 63- L58	Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Sir Roger at Church Sir Roger's Ancestors
61- L56 62- L57 63- L58 64- L59	Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Sir Roger at Church Sir Roger's Ancestors Literary Culture
61- L56 62- L57 63- L58 64- L59 65- L60	Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61	Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61 67- L62	Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61 67- L62 68- L63	Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64	Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65	Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66	Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67	Test Paper distribution and result analysisEntering Internal Test-II Marks into University portalSir Roger at ChurchSir Roger's AncestorsLiterary CultureThe Development of English ProseAddison –Writing styleHis Poetial WorksProse worksJournalismThe vision of MirzahAddison -42 essaysSteele
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68	Test Paper distribution and result analysisEntering Internal Test-II Marks into University portalSir Roger at ChurchSir Roger's AncestorsLiterary CultureThe Development of English ProseAddison –Writing styleHis Poetial WorksProse worksJournalismThe vision of MirzahAddison -42 essaysSteeleThe Spectator
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4	Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays Steele The Spectator College level meeting/ function
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4 75- L69	
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4 75- L69 76- L70	Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4 75- L69 76- L70 77- L71	
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4 75- L69 76- L70 77- L71 78- L72	
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4 75- L69 76- L70 77- L71	Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration Harmory and better understanding of their suitation Addison and Steele-(Both Politicians)
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4 75- L69 76- L70 77- L71 78- L72 79- L73	Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal Sir Roger at Church Sir Roger's Ancestors Literary Culture The Development of English Prose Addison –Writing style His Poetial Works Prose works Journalism The vision of Mirzah Addison -42 essays Steele The Spectator College level meeting/ function Each paper -2500 words To dispel ignorance and promote toleration Harmory and better understanding of their suitation Addison and Steele-(Both Politicians)
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4 75- L69 76- L70 77- L71 78- L72 79- L73 80- L74	
61- L56 62- L57 63- L58 64- L59 65- L60 66- L61 67- L62 68- L63 69- L64 70- L65 71- L66 72- L67 73- L68 74-P4 75- L69 76- L70 77- L71 78- L72 79- L73	Test Paper distribution and result analysis

83- L76	Clearing the doubts
84- L77	Test Paper distribution and result analysis
85- L78	
	Entering Internal Test-III Marks into University portal
86- L79	Model Test 17.10.2016
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 30.10.2016

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Understood eighteenth century literature
CO2	Augustan Age
CO3	Political Influence
CO4	Poetry –style
CO5	Prose-Language
CO6	Drama-Society-Understood
CO7	Theme of the writers
CO8	The society of the eighteeth century
CO9	The moral Standard of the people
Experimental	
Learning	
EL1	Read poetry in the class
EL2	Erracted in the class (drama)
EL3	Prose lesson are discussed
EL4	The Photographs of the Writers are shown
Integrated Activity	
IA1	Movies were shown (18 th century)
IA2	The poems were Recited in the class

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name **British Fiction** Course Code SMEN12 I year (2016-2017)Class Semester Odd Staff Name Dr. A. Rathina Prabhu Credits 4 L. Hours /P. Hours 4 / WK Total 60Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 50 Hrs (5 units; $5 \times 10=50$; 10 Hrs /unit)

Course Objectives

- > To the understand the culture of Britain
- \succ To familiarize the student with the condition of the genre
- > To enhance imagination skills through reading

Syllabus

Unit- I	
Henry Field	ling : Joseph Andrews
Unit - II	
Sir Walter	Scott : Kenil Worth
Unit - III	
Charles Di	ckens : Oliver Twist
Unit - IV	
Thomas H	ardy : Far from the Madding Crowd

Unit - V

Doris Lessing : The Grass is Singing

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 16.06.2016	
1-L1	Introduction to Fiction	
2-L2	Introduction to British fiction	
3- L3	British authors	
4-L4	Influence of fiction	
5-L5	Different genres of literature	
6-L6	Author introduction Joseph Andrews	
7-L7	Henry fielding and his contribution	
8- P1	Welcoming of First year and Inauguration of Literary Association	

9- L8	Backward history of Joseph Andrew
10- L9	Thematic analysis
11-L10	Character analysis
12-L11	Style of unity
13-L12	Revision
14-L13	Revision
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins 25.07.2016
16-L15	Introduction to Scott
17-IT-1	Internal Test-I
18-L16	Scott and his contribution to the society
19-L17	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Kenil Worth introduction
21- L19	Character wise analysis
22- P2	College level meeting/Cell function
23-L20	Character wise analysis
24-L21	Character wise analysis
25-L22	Thematic analysis
26-L23	Character analysis
27-L24	Revision
28-L25	Revision
29-L26	Charles Dickens world/age
30-L27	Oliver Twist and society
31-L28	Character wise analysis
32-L29	Character analysis
33-L30	Character analysis
34- P3	Department Seminar
35-L31	Thematic analysis/ revision
36-L32	Allotting portion for Internal Test-II
	Internal Test II begins 22.08.2016
37- L33	Hardy and his age
38- IT-II	Internal Test-II
39-L34	Contribution of the society
40-L35	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	Character analysis
42- L37	Class room discussion
43- L38	Group discussion
44- P4	College level meeting/ function
45-L39	Introduction- Doris
46-L40	Age of Doris
47-L41	The Grass is Singing - analysis
48-L42	Character analysis
49-L43	Revision
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins 03.10.2016
51 L45	Revision Unit I and II

52- L46	Revision Unit III and IV
53-IT-III	Internal Test-III
54-L47	Revision Unit V
55-L48	- Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test 17.10.2016
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 30.11.2016

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name **Canadian** Literature Course Code HEHM33 Class III year (2016-2017) Semester Odd Staff Name Dr.M .B.Reginald Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To make students awake of Canadian writers/ works
- > To make students understood the richnes in Canadian literary works
- > To make students aware of style and techniques of Canadian writers
- > To make students understood the culture of canada

Syllabus

UNIT I Prose

Catherine Parr Traill	-	The Backwoods of Canada
Sara Jeannette Duncan	-	From the Imperialist
Sinclair Ross	-	As for me and my house
Alice Munro	-	The Photographer
UNIT II Poetry		
Phyllis Webb	-	Marvell's Garden
George Bowering	-	Grandfather
Alpurdy	-	Elegy for a grandfather
George Elliott Clark	-	How Exile Melts to one hundred roses

UNIT III Short story

Stephen Leacock The Hosterly of Mr.Smith The Ministrations of the Rev.Mr.Smith The Whirlwind Campaign of Mariposa The Beacon on the Hill

UNIT IV Drama

Sharon Pollock Blood Relations

UNIT V

Margaret Lawrence; Fire-Dwellers

Course Ca Hour	Class Schedule	
allotment		
	Odd Semester Begin on 16.06.2016	
1-L1	Introduction to canadian literature	
2-L2	Introducing the literary works of Canada and Canadian writers	
3- L3	Introduction to the major literary ideas of Canadian writers	
4-L4	Introducing atherine parrTraill and her works	
5-L5	Lecture on the prose The Backwoods of Canada	
6-L6	Discussion on the prose The Backwoods of Canada	
7-L7	Lecture on the themes of The Backwoods of Canada	
8-L8	Introducing the poetry writers of Canada	
9-L9	Introducing Phyllis Webb and his poems/works	
10-P1	Welcoming of First year and Inauguration of Literary Association	
11-L10	Lecture on the poem Marvell's Garden	
12-L11	Lecture on the major themes of the poem Marvell's Garden	
13-L12	Introducing Stephen Leacode and his short stories	
14-L13	Lecture on the short story The History of Mr.Smith	
15-L14	Lecture on the short story The History of Mr.Smith	
16-L15	Discussion on the themes of the history of Mr.Smith	
17-L16	Introduction to Sarah Jeannette Duncan's from the imperialists	
18-L17	Lecture on from the imperialist	
19-L18	Discussion on the ideas of from the imperialists	
20-L19	Introduction to the poem Grandfather by George Bowering	
21-L20	Lecture on the poem Grandfather	
22-L21	Lecture on the themes of the poem Grandfather	
23-L22	Allotting portion for Internal Test-I	
	Internal Test I begins	
24-L23	Introducing Stephen Leacock's The ministrations of the Rev Mr Smith	
25-L24	Lecture on the short story The Ministrations of the Rev Mr Smith	
26-IT-1	Internal Test-I	
27-L25	Lecture on the short story The Ministrations of the Rev Mr Smith	
28-L26	Discussion on the themes of The Ministrations of the Rev.Mr.Smith	
29-L27	Introducing Sinclair Ross As for me and my house	
30-L28	-Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
31- L29	Lecture on the prose As for me and my house	
32- L30	Lecture on the themes of As for me and my House	
33- L31	Discussion on the important ideas of As for me and My House	
34-P2	College level meeting/Cell function	
35- L32	Lecture on the poem Elegy for a Grandfather	
36- L33	Lecture on the themes of elegy for a Grandfather	
37- L34	Discussion on the importance of relationships	
38- L35	Introduction to the short story The Whirlwind Campaign of Mariposa	
39- L36	Lecture on the Whirlwind campaign of Mariposa	
40- L37	Lecture on the Whirlwind campaign of Mariposa	

41- L38	Lecture on the themes of the Whirlwind campaign of mariposa	
42- L39	Discussion on Alice Munro's literary works	
43- L40	Introduction to Alice Munro's The Photographer	
44- L41	Lecture on Alice Munro's The Photographer	
45- L42	Lecture on the themes of The Photographer	
46- L43	Introduction to George Elliott Clark How Exile melts to one hundred roses	
47- L44	Lecture on How Exile melts to one hundred roses	
48- L45	Lecture on How Exile melts to one hundred roses	
49- L46	Lecture on themes of How Exile melts to one hundred roses	
50- L47	Introduction to the shortstory The Beacon on the Hill	
51- P3	Department Seminar	
52- L48	Lecture on the short story The Beacon on the Hill	
53- L49	Lecture on the short story The Beacon on the Hill	
54- L50	Lecture on the themes of The Beacon on the Hill	
55- L51	Introduction to the dramas of Canadian Literature	
56-L52	Allotting portion for Internal Test-II	
	Internal Test II begins	
57-L53	Background Sharon Pollocks Blood Relations	
58-L54	Introducing the characters of Blood Relations	
59-IT-II	Internal Test-II	
60- L55	Lecture on the Drama Blood relations	
61- L56	61- L56Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
62- L57	Lecture on the Drama Blood relations	
63- L58	Lecture on the Drama Blood relations	
64- L59	Lecture on the motifs and themes of Blood Relations	
65- L60	Discussion on the themes of Blood Relations	
66- L61	Introducing the novelist of Canada	
67- L62	Introduction to Margaret Laurence and her works	
68- L63	Introduction to Fire- Dwellers	
69- L64	Background to Fire-Dwellers	
70- L65	Introducing the characters of Fire-Dwellers	
71-L66	Lecture on the novel Fire-Dwellers	
72-L67	Lecture on the novel Fire-Dwellers	
73-L68	Lecture on the novel Fire-Dwellers	
74-P4	College level meeting/ function	
75-L69	Lecture on the novel Fire-Dwellers	
76- L70	Lecture on the themes of Fire-Dwellers	
77- L71	Discussion on the critical ideas Fire-Dwellers	
78- L72	Discussion on the characters of Fire-Dwellers	
79- L73	Allotting portion for Internal Test-III	
	Internal Test III begins	
80- L74	Discussion on the latest themes of Canadian Literature	
81- L75	Discussion on the latest writers, their works and their themes	
82-IT-III	Internal Test-III	
83- L76	Discussion on Margaret Laurence other works	
	Test Paper distribution and result analysis	
85- L78	Discussion on comparing Margaret Laurence's Fire-Dwellers with her other	

	works
	Entering Internal Test-III Marks into University portal
86- L79	Model Test
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 30.10.2016

Learning Outcomes	COs of the course " <course name="">"</course>
Learning Outcomes	cos of the course \course hame>
CO1	Students learnt about the present writers of Canada
CO2	Students got the knowledge of Canadian Landscapes
CO3	Students got the knowledge of Canadian cultures
CO4	Students learnt the present themes of Canadian
CO5	Students got the knowledge of Canadian works /writers
CO6	Students learnt the struggles in the lives of natives
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Videos of Canadian landscapes were shown to the students
EL2	Powerpoints were presented to the students about Canadian writers
EL3	Documentaries were shown about Canada
EL4	
Integrated Activity	
IA1	Group Discussion was made on various topics
IA2	Students presented seminor on Canadian themes

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature
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COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name Critical Theory II Course Code HEHM32 Class II year (2014-2015) Odd Semester Staff Name Dr.R.JeyaSundarraj Credits 5 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To make the students aware of the new trends in literary analysis
- > To motivate the students to create independent understanding of the text
- > To cultivate the habit of perceiving literature
- > To expose the students in a new directionality

Syllabus

UNITI	
Paul De Man -	The Resistance to Theory
UNIT II	
M.H.Abrams -	How to do Things with the Text
UNIT III	
Edward Said -	Culture and Imperialism
UNIT IV	-
Michel Foucault -	The Order of Discourse
UNIT V	
Richard Kerridge -	Environmentalism and Eco Criticism

Hour	Class Schedule	
allotment		
	Odd Semester Begins on 16.06.2016	
1-L1	An elaborate overview of criticism	
2-L2	A lecture on the new trends of criticism	
3- L3	Introduceded theories	
4-L4	Discussed the relevance of theories	
5-L5	Discussed the importance of new properties	
6-L6	Introduced the syllabus	
7-L7	Introduced the pioneers of theories	

8-L8	Introduces Paul de man
9-L9	Introduces the deconstruction theory
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Discussed a few deconstructionists
12-L11	Discussed Derrida
13-L12	Introduces Saussure, Fersinand de
14-L13	Introduces Paul De Mans The Resistance to theory
15-L14	Discussed the contents of the Article
16-L15	Discussed deconstruction again
17-L16	Established de man as a deconstructionist
18-L17	Conducted an interactive session on the Resistance to Theory
19-L18	Introduced M.H.Abrams
20-L19	Introduced the feet "How to do things with the text "
21-L20	Made a comparative analysis
22-L21	Compared M.H.Abrams with Paul de man
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 25.07.2016
24-L23	Discussed area in the examination point of view
25-L24	Prepared the students for the tests
26-IT-1	Internal Test-I
27-L25	Gave an elaborate overview of cultural theory
28-L26	Introduced the pioneer of cultural theory
29-L27	Introduced Edward Said
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Discussed Edward Said as against the post colonial backdrop
32- L30	Introduced Said;s culture and imperialism
33- L31	Introduced Said;s perception of post coloniality
34-P2	College level meeting/Cell function
35- L32	Compared Said with other post colonial theorist
36- L33	A discussion of Home Bha bha was done
37- L34	Invited the students for a feedback
38-L35	Conducted an interactive session on theories
39-L36	Introduced Michel Foucault
40-L37	Introduced his principal works
41-L38	Discussed Foucault's main area of focus
42-L39	Introduced The Order of Discourse
43-L40	Introduced Foucault's perception of human kind
44- L41	Discussed "The Order of Discourse"
45-L42	Provided a write up extract to help the students
46- L43	Gave an overview of the clinical impact on man
47-L44	Motivated the students to present ideas on Foucault
48- L45	Got a feedback regarding
49- L46	Established Foucault as a unique theorist
50- L47	Gave a lecture an Ecology and Literature
51-P3	Department Seminar
52- L48	Introduced the seminar topics (internals)
53- L49	Alloted seminar papers for the students (internals)

54- L50	Gave the assignment topics
55- L51	A discussion on the time table for the presentation of seminar papers
56-L52	- Allotting portion for Internal Test-II
	Internal Test II begins 22.08.2016
57-L53	Prepared the students for the test
58-L54	Asked the students to be ready with their idea on Eco Criticism
59-IT-II	Internal Test-II
60- L55	Gave an examination point of view focus
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Introduced Eco Criticism
63- L58	Introduced Environmentalism
64- L59	Introduced Environmental Criticism
65- L60	Gave a lecture on Richard Kerridge and the associated personlities
66- L61	Introduced Richard Kerridge as a great
67- L62	Environmental theorist
68- L63	Introduced his article "Environmentalism and Eco Criticism "
69- L64	Discussed Kerridge's main focus in the article
70- L65	Discussed a few other Eco theorists
71-L66	Gave an elaborate lecture on Ecology
72- L67	Establishes the link between Ecology and literature
73- L68	Asked the students to apply Eco Criticism on Romantic Poets
74-P4	College level meeting/ function
75-L69	A discussion on the third internal tests
76- L70	Provided the students a write up on Kerridge and Eco Criticism
77-L71	Helped the students to view the focus
78- L72	A motivational lecture towards preparing for the University exams
79- L73	- Allotting portion for Internal Test-III
00 174	Internal Test III begins 03.10.2016
80- L74	Conducted seminars (internals)
81-L75	Conducted seminars (internals)
82-IT-III	Internal Test-III
83-L76	Gave a feedback on the submitted assignment topics
84- L77	- Test Paper distribution and result analysis
85- L78	Prepared the students well in advance for the University exams
96 I 70	Entering Internal Test-III Marks into University portal Model Test 17.10.2016
86- L79	Model Test
87-MT	
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper discussion
00 1 90	discussion Feedback of the Course, analysis and report propagation
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 30.10.2016

Learning Outcomes	COs of the course " <course name="">"</course>	
C01	Students gained a remarkable knowledge of theories	

CO2	Gained a new interpretative potential
CO3	The seminar papers presented gained elegance
CO4	The students came to know how to recent trends in analysis
CO5	The students turned out to be capable of independent meanings
CO6	They gained a new sense of direction
CO7	Towards the interpretation of tests
CO8	Presentation of seminar papers in Seminars / workshops / increased
CO9	
Experimental	
Learning	
EL1	ICT techniques
EL2	Counselling to slow learners
EL3	PPT/Video library/E.books
EL4	Remedial Teaching
Integrated Activity	
IA1	
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	English Language Teaching	
Course Code	PEHM44	
Class	II year (2016-2017)	
Semester	Even	
Staff Name	J. Pinky Diana Evelyn	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /	unit)	

Course Objectives

- > To make the students aware of the new trends of teaching
- > To make the students Understand the new
- ➤ Communicative patterns.
- > To make the students understand the various skills.

Syllabus

Unit I - Listening Skills

- Introduction and Definition
- Listening Process
- Listening in Language Teaching
- Teaching Listening

Unit II - Speaking Skills

- Introduction and Definition
- Direct Method
- Situational Method
- Factors affecting Learners' Speaking
 - i. Cognitive Factors
 - ii. Linguistic Factors
 - iii. Affective Factors

Unit III - Reading Skills

- Introduction and Definition
- Silent and Loud Reading
- Learning Structures
- Pronunciation

Unit IV - Writing Skills

- Introduction and Definition
- Grammatical Skills

- i. Linkers
- ii. Vocabulary
- Coherence and Cohesion
- Paragraph Writing

Unit V - Testing

- Introduction and Definition
- Features of a Good Test
- Types of Tests
- i. Achievement Test
- ii. Proficiency Test
- iii. Diagnostic Test
- iv. Aptitude Test

Textbooks

- 1. Ray Mackay, A Basic Introduction to English Language Teaching
- 2. Roger Hawkey, A Modular Approach to English Language Skills.
- 3. G. Ramabadracharyulu et al. ,Methods of Teaching English Language.

Hour	Class Schedule	
allotment		
	Odd Semester Begins on 16.06.2016	
1-L1	Introduced listening skills	
2-L2	Gave a detailed introduction and definition	
3- L3	Elaborated listening in language teaching.	
4-L4	Continued listening in language teaching.	
5-L5	Briefed listening skills.	
6-L6	Introduced speaking skills	
7-L7	Gave a detailed introduction and definition.	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Taught Direct Method.	
10- L9	Defined cognitive factors which affected speaking.	
11-L10	Elaborated linguistic factors which affected speaking.	
12-L11	Briefed affective factors.	
13-L12	Introduced reading skills.	
14-L13	Gave a detailed introduction and definition.	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins 25.07.2016	
16-L15	Discussed grammatical skills.	
17-IT-1	Internal Test-I	
18-L16	Explained linkers and its uses.	
19-L17	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	Taught the importance of vocabulary.	
21- L19	Briefed about coherence and cohesion	
22- P2	College level meeting/Cell function	
23-L20	Defined paragraph writing.	
24-L21	Introduced testing.	

25-L22	Gave a detailed introduction and definition
26-L23	Talked about the features of a good test.
20-L23 27-L24	Discussed about the various types of tests.
27-L24 28-L25	Explained Achievement test.
28-L25 29-L26	Discussed proficiency test.
30-L27	Briefed Diagnostic test.
30-L27 31-L28	Elaborated Aptitude test.
31-L28 32-L29	Discussed writing skills.
32-L29 33-L30	Talked about silent and loud reading.
33-L30 34- P3	
34- P3 35-L31	Department Seminar
	Discussed learning structures.
36-L32	Allotting portion for Internal Test-II
27 1 22	Internal Test II begins 22.08.2016
37- L33 38- IT-II	Talked about the uses of good pronunciation Internal Test-II
39-L34	Discussed situational method.
40-L35	-Test Paper distribution and result analysis
41 1 2 6	Entering Internal Test-II Marks into University portal
41-L36	Explained the objectives of situational method.
42-L37	Continued situational method.
43-L38	Had a discussion on all the skills.
44- P4	College level meeting/ function
45-L39	Revised unit I
46-L40	Revised unit II & III
47-L41	Revised unit IV
48-L42	Revised unit V
49-L43	Final Revision.
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins 03.10.2016
51 L45	Gave more details about the objectives of Direct method.
52- L46	Gave more details about the various methods.
53-IT-III	Internal Test-III
54-L47	Elaborated the importance of grammar and its usage.
55-L48	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test 17.10.2016
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 30.10.2016

Learning Outcomes	COs of the course " <course name="">"</course>
C01	The students learnt the new trends of teaching English.
CO2	They understood the various skills involved.

CO3	They became familiar with all the skills.		
CO4	Different methods of teaching.		
CO5	They came to know the importance of grammar in teaching		
	English.		
CO6			
CO7			
CO8			
CO9			
Experimental			
Learning			
EL1	The students were asked to read aloud.		
EL2	L2 Work sheets were given to develop their grammar.		
EL3	EL3 Plays were screened to develop their listening skill.		
EL4			
Integrated Activity			
IA1	Group discussion.		
IA2	Debate.		

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)		
Programme Name	B. A. English	
Course Name	Environmental Studies	
Course Code	SEVS11	
Class	I year (2016-2017)	
Semester	Odd	
Staff Name	Mr. V sathish	
Credits	2	
L. Hours /P. Hours	2 / WK	
Total 30Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 20 Hrs (5 units; 5×4=20; 4Hrs /unit)		

Course Objectives

- > To develop a word in which people are aware and concerned about environment.
- > To make student aware of the threats of environmental degradation.
- To make students work individually and collectively to solve current problems and prevent future problems.

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 16.06.2016	
1-L1	Gave an introduction on Environmental Studies.	
2-L2	Discussed the type of environment.	
3- P1	Welcoming of First year and Inauguration of Literary Association	
4-L3	Spoke about the scope of EVS.	
5-L4	Allotting portion for Internal Test-I	
	Internal Test I begins 25.07.2016	
6-IT-I	Internal Test-I	
7-L5	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
8-L6	Spoke about the different types of resources.	
9-L7	Spoke about threats forced by the environment.	
10-P2	College level meeting/Cell function	
11-L8	Discussed eco- system in general.	
12-L9	Taught about food chain.	
13-P3	Department Seminar	
14-L10	Explained the ecological pyramids.	
15-L11	Explained the ecological succession.	
16-L12	Allotting portion for Internal Test-II	

	Internal Test II begins 22.08.2016
17-IT-1	Internal Test-II
18-L13	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
19-L14	Discussed biodiversity.
20- P2	College level meeting/ function
21-L15	Discussed the causes of biodiversity loss.
22-L16	Spoke about environmental pollution.
23- L17	Allotting portion for Internal Test-III
	Internal Test III begins 03.10.2016
24- IT-III	Internal Test-III
25-L18	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
26-MT	Model Test 17.10.2016
27-MT	Model Test
28-MT	Model Test
29-L19	Model test paper distribution and previous year university question paper
	discussion
30-L20	Feedback of the Course, analysis and report preparation
	Last Working day on 30.11.2016

Learning Outcomes	COs of the course " <course name="">"</course>
C01	The students were made aware of their surroundings
CO2	Concern regarding the environment was created among the
	students
CO3	Threats faced by the environment highlighted to the students
CO4	Students understood how each individual can wrote for the
	environment
CO5	Students encouraged each other to work for the welfare of the
	environment
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Students were made to plant new saplings
EL2	Students were engaged to clean the unwanted waste in the campus
EL3	Students reduced using plastic items
EL4	
Integrated Activity	
IA1	A debate on what causes more pollution was conducted
IA2	A group discussion on how deforestation affects wild life was
	conducted

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Principle

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English
Course Name	Indian Writing in English I
Course Code	HEHM23
Class	I year (2018-2021)
Semester	Odd
Staff Name	Dr.Kethrapaul
Credits	4
L. Hours /P. Hours	4 / WK
Total 60Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)	

Course Objectives

- > To introduce the learners the rich literary tradition in Indian Writing in English.
- > To acquaint the students the various genres in Indian Writing in English.
- > To gather knowledge about different cultures prevail in India.
- > To know more about the Indian way of yearning for the past.

Syllabus

Unit I : Prose	
M.K. Gandhi	: The Gospel of Non-Violence
Jawaharlal Nehru	: Tryst with Destiny
C. Rajagopalachari	: Tree Speaks
Unit II : Poetry	-
Rabindranath Tagore	: From <i>Gitanjali</i> : The Tame Bird was in a Cage
Nissim Ezekiel	: Night of the Scorpion
A.K. Ramanujan	: Small-Scale Reflections on a Great House
Kamala das	: The Old Play House
Unit III : Short-Stories	
R.K. Narayan	: Astrologer's Day
Ruskin Bond	: The Woman on Platform No. 8
Prem Chand	: Idgah
Unit IV : Drama	
Vijay Tendulkar	: Silence! The Court is in Session
Unit V : Fiction	
Mulk Raj Anand	: Untouchable

Course Calendar

Hour	Class Schedule
allotment	

	Odd Semester Begin on 16.06.2016
1-L1	Introduction to Indian Writing in English
2-L2	Leading authors in Indian Writing in English
3- L3	M.K. Gandhi – Introduction
4-L4	The Gospel of Non-Violence
5-L5	Creed of Non-Violence
6-L6	Non-Violence as a religion
7-L7	Jawaharlal Nehru - Introduction
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Briefing about India's freedom
10- L9	Tryst with Destiny
11-L10	C. Rajagopalachari - Introduction
12-L11	Tree Speaks
13-L12	Lecture on Nature
14-L13	Rabindranath Tagore - Biography
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins 25.07.2016
16-L15	Gitanjali - An overview
17-IT-1	Internal Test-I
18-L16	The Tame Bird was in a Cage
19-L17	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Nissim Ezekiel – Biography
21- L19	Night of the Scorpion
22- P2	College level meeting/Cell function
23-L20	Night of the Scorpion - Thematic Analysis
24-L21	A.K. Ramanujan– Biography
25-L22	Small-Scale Reflections on a Great House
26-L23	Kamala Das – Biography
27-L24	The Old Playhouse
28-L25	R.K. Narayan – Biography
29-L26	An Astrologer's Day
30-L27	Ruskin Bond – Biography
31-L28	The Woman on Platform No. 8
32-L29	An awareness among the students regarding the lesson
33-L30	Prem Chand – Biography
34- P3	Department Seminar
35-L31	Idgah - Religious views
36-L32	Allotting portion for Internal Test-II
	Internal Test II begins 22.08.2016
37- L33	Vijay Tendulkar – Biography
38- IT-II	Internal Test-II
39-L34	Silence! The Court is in Session
40-L35	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	Silence! The Court is in Session- Act I
42- L37	Silence! The Court is in Session- Act II
43- L38	Silence! The Court is in Session- Act III

44- P4	College level meeting/ function
45-L39	Silence! The Court is in Session- Thematic Analysis
46-L40	Mulk Raj Anand– Biography
47-L41	Untouchable - first half of the novel
48-L42	Untouchable - Second half of the novel
49-L43	Thematic Analysis
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins 03.10.2016
51 L45	Character analysis
52- L46	Racial discrimination in Untouchable
53-IT-III	Internal Test-III
54-L47	Theme of poverty in Untouchable
55-L48	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test 17.10.2016
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 30.10.2016

Learning Outcomes	COs of the course "Indian Writing in English I"
CO1	Understood the rich tradition of Indian Literature
CO2	Understood various genres in IWE
CO3	Understood Unity in Diversity
CO4	Learnt various writings of various authors in IWE
CO5	Understood the caste discrimination in India
CO6	Understood the female infanticide through the play
CO7	Understood the power of love through various lessons
CO8	Learnt the love of nature
CO9	
Experimental	
Learning	
EL1	Video clippings were shown to them
EL2	Made them to recite the poetry
EL3	PPTs were shown to them
EL4	Documentaries were shown to them
Integrated Activity	
IA1	Quiz
IA2	Mind games

Blended Learning

: using PPT, video, library resources, ICT techniques, E-learning resources, Google classroom, study tour, etc.,
: use library books, E- books, motivate student to prepare for higher study.

For Advanced Learner

# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name Literary Forms Course Code SAEN21 II year (2016-2017) Class Semester Odd Staff Name V SATHISH Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- Students are exposed to know about different genres in English Literature
- \succ They will come to know about the types of poems
- > They will come to know about the types of drama

Syllabus

Unit I : Section I - Poetry Chapter II Poetical Types

The Lyric The Ode The Sonnet The Elegy

Unit II :

The Idyll The Ballad

The Satire

Unit III : Section II - Drama Chapter II - Dramatic Types

Tragedy and Comedy

Tragi-comedy

Farce and Melodrama

The Masque

The One Act Play

The Dramatic Monologue

Unit IV : Section III Prose

The Essay

The Novel

The Short Story

Unit V :

Biography Autobiography Criticism

Hour	alendar Class Schedule	
allotment	Class Schedule	
	Odd Semester Begins on 16.06.2016	
1-L1	Introduction to Literary Forms	
2-L2	The Lyric – Introduction	
3- L3	The Lyric	
4-L4	Rhyme scheme in Lyric	
5-L5	Ode – Inroduction	
6-L6	Pindaric Ode	
7-L7	Horatian Ode	
8-L8	Irregular Ode	
9-L9	Sonnet – An Introduction	
10-P1	Welcoming of First year and Inauguration of Literary Association	
11-L10	Petrarchan Sonnet	
12-L11	Spenserian Sonnet	
13-L12	Miltonic Sonnet	
14-L13	Shakespearean Sonnet	
15-L14	How Sonnet differs from each other	
16-L15	The Elegy – Introduction	
17-L16	Personal Elegy	
18-L17	Impersonal Elegy	
19-L18	Idyll – Introduction	
20-L19	Idyll - Definition	
21-L20	Few examples of Idyll	
22-L21	How to write an Idyll?	
23-L22	Allotting portion for Internal Test-I	
	Internal Test I begins 25.07.2016	
24-L23	The Ballad – An overview	
25-L24	Types of Ballad	
26-IT-1	Internal Test-I	
27-L25	Folk Ballad	
28-L26	Broadside Ballad	
29-L27	Literary Ballad	
30-L28	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
31-L29	A few examples of Ballad	
<u>32-L30</u>	Satire – Introduction	
<u>33- L31</u>	Types of satire	
<u>34-P2</u>	College level meeting/Cell function	
<u>35-L32</u>	Horatian Satire	
<u>36- L33</u>	Juvenalian Satire	
<u>37- L34</u>	Menippean Satire	
<u>38- L35</u>	Drama – Introduction and its types	
39- L36	Tragedy	

41- L38	Comedu
41- L38 42- L39	Comedy Examples of Comedy
42- L39 43- L40	Examples of Comedy
	Tragi-comedy
44- L41	Examples of Tragi-comedy
45-L42	Farce
46- L43	Examples of Farce
47-L44	Melodrama
48- L45	Examples of Melodrama
49- L46	Masque
50- L47	Examples of Masque
51-P3	Department Seminar
52-L48	One-Act Play
53- L49	Examples of One-Act Plays
54-L50	Dramatic Monologue
55-L51	Examples of Dramatic Monologue
56-L52	- Allotting portion for Internal Test-II
57 1 50	Internal Test II begins 22.08.2016
57-L53	Prose and its types
58-L54	The Essay
59-IT-II	Internal Test-II
60- L55	Famous Essays an overview
61- L56	Test Paper distribution and result analysis
(2) I 57	Entering Internal Test-II Marks into University portal
62-L57	The Novel
63-L58	Types of Novels
64-L59	Mysteries and Thrillers
65-L60	Romance and Science fiction
66-L61	History and Fantasy
67-L62	Bildungsroman and roman-a-clef
68-L63	The Short Story
69-L64	Famous short stories
70-L65	Biography – An Introduction
71-L66	Famous biographies
72-L67	Autobiography – Introduction
73-L68	Difference between biography and autobiography
74-P4	College level meeting/ function
75-L69	Famous Autobiographies
76- L70	Criticism – Introduction
77- L71	Factual and Positive
78-L72	Negative and Constructive
79- L73	- Allotting portion for Internal Test-III
00 174	Internal Test III begins 03.10.2016
80- L74	Destructive and Practical
81-L75	Aesthetic and Logical
82-IT-III	Internal Test-III
83-L76	Revision
84- L77	- Test Paper distribution and result analysis
85- L78	Revision

	Entering Internal Test-III Marks into University portal
86- L79	Model Test 17.10.2016
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 30.10.2016

Learning Outcomes	COs of the course "Literary Forms"
CO1	Came to know about several genres in English Literature
CO2	Learnt many rhyme schemes in poetry
CO3	Learnt to compose poems
CO4	Learnt the difference between biography and autobiography
CO5	Understood several sonnets
CO6	Learnt the techniques followed in drama
CO7	Learnt the varieties in novel
CO8	Learnt so many criticism
CO9	Learnt various sounds through English poems
Experimental	
Learning	
EL1	Videos shown regarding one act plays
EL2	Poems given to them to find the rhyme scheme
EL3	Made them to recite the poem
EL4	
Integrated Activity	
IA1	Quiz
IA2	Mindgame

# Blended Learning	 : using PPT, video, library resources, ICT techniques, E-learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For Advanced Learner	
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name Literature and Gender Course Code PEHE11 I year (2018-2021) Class Semester Odd Staff Name S.Samuel Jude Frank Credits 4 L. Hours /P. Hours 4 / WK Total 60Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)

Course Objectives

- > To enchance the knowledge of gender.issues
- > To enable the knowledge of feminism
- > To understand the importance equality in gender

Syllabus Literature and Gender (Elective I) **Unit I Poetry Sylvia Plath** Daddy The Arrival of the Bee Box Edge. **Imiaz Dharker** Blessing Purdah 1 Battle –Line. **Unit II Drama** Ama Ata Aidoo The Dilemma of a Ghost Manjula Padmanabhan Harvest -**Unit III Fiction Toni Morrison** The Beloved The Grass is Singing **Doris Lessing** -**Unit IV Non-Fiction** Virginia Woolf -A Room of One's Own(Chapter IV) Simon de Beauvoir The Second Sex (Book I,"Facts and Myths) -

Unit V Fic	tion		X	,	• /
Anita Bi	rookner	-	Hotel Du Lac		
Shobhaa	n De	-	Socialite Evenings		
Course Cal	endar		_		
Hour			Class Schedule		
allotment					

	Odd Semester Begins on 16.06.2016
1-L1	What is literature?
2-L2	How do gender comes in literature?
3- L3	American poets
4-L4	Sylvia Plath: an introduction
5-L5	Feminism
6-L6	Daddy: an appraisal.
7-L7	Compassion of Daddy to Hitler
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	The Arrival: a new view
10- L9	Bee Box
11-L10	Radical feministic views
12-L11	Male& Female
13-L12	Importance of Corners
14-L13	Edge
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins 25.07.2016
16-L15	Introducing Imtiaz Dharker
17-IT-1	Internal Test-I
18-L16	Who is God?
19-L17	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	What is Blessing?
21- L19	Bessing.
22- P2	College level meeting/Cell function
23-L20	Muslims.
24-L21	Cultures followed
25-L22	Patriarch, among Muslims
26-L23	Purdah: a new perspective
27-L24	What is War?
28-L25	What is limit?
29-L26	Battle Line
30-L27	Line between men and Women
31-L28	African Literature
32-L29	Writers of Africa Ama Ata Aidoo
33-L30	Introducing Ato Yawson
34- P3	Department Seminar
35-L31	Introducing Enlalee
36-L32	Allotting portion for Internal Test-II
	Internal Test II begins 22.08.2016
37- L33	The culture and dilemma in the play
38- IT-II	Internal Test-II
39-L34	Introducing Manjula Padmanaban
40-L35	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	Introducing OM
42- L37	Introducing Ma and Jeya

43- L38	Several themes that comes in the play
44- P4	College level meeting/ function
45-L39	Introducing Tony Morrison
46-L40	Introducing Margaret Garner
47-L41	Introducing Robert & Children.
48-L42	The feministic views; problems & Suppression
49-L43	A new view perspective of the fiction
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins 03.10.2016
51 L45	Introducing Doris's Grass is Singing
52- L46	Discussing Virginia Woolf and her "A Room of one's own"
53-IT-III	Internal Test-III
54-L47	Interpreting Simon de Beauvoir's The Second Sex
55-L48	- Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test 17.10.2016
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 30.10.2016

Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	Enabled the knowledge various women writing.	
CO2	Enabled the knowledge of feminism	
CO3	Understood the women's culture of writing.	
CO4	Understood the view of women over life and literature	
CO5	Enable to overcome in gender suppression	
CO6		
CO7		
CO8		
CO9		
Experimental		
Learning		
EL1	Inacted a drama in the class.	
EL2	Recited poems in the classroom.	
EL3	Role play was done	
EL4		
Integrated Activity		
IA1	The lion and The Jewel movie was projected.	
IA2	Seminars had been taken by the pupils	

Blended Learning

: using PPT, video, library resources, ICT techniques, Elearning resources, Google classroom, study tour, etc.,

# For Advanced Learner	: use library books, E- books, motivate student to prepare for
# For slow learner	higher study.: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name Modern Literature - I Course Code PEHM11 Class I year (2016-2017) Odd Semester Staff Name J.Pinky Diana evelyn Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- \succ To introduce the students to new areas of literature .
- To impact the students more knowledge about the various periods starting from Chaucer.

Syllabus	
I Semester	
Modern Literature I – Core I	
(Chaucer to the Jacobean Age)	
Unit – I	
Geoffrey Chaucer -	The Prologue to the Canterbury Tales In the beginning The Knight The prioress The Clerk The Cook The Wife of Bath
Edmund Spenser -	Prothalamion
Unit - II	
Sir Thomas Wyatt -	I find no Peace
	London, Hast thou Accursed Me
Lord Francis Bacon -	Of Truth Of Adversity Of Friendship The Book of Father
The Bible -	The Book of Esther
Unit - IV	
Christopher Marlowe -	
•	The Spanish Tragedy
Unit - V	

Course Ca Hour	Class Schedule		
allotment			
	Odd Semester Begins on 16.06.2016		
1-L1	Introduced History OF English Literature.		
2-L2	Explained the age of Chaucer.		
3- L3	Taught about Chaucer and his contemporary writers.		
4-L4	Gave elaborate note on chaucer's works		
5-L5	Introduced the prologue to the Canterbury Tales.		
6-L6	Explained about the Canterbury Tales.		
7-L7	Read and explained "The knight".		
8-L8	Taught the poem "In the beginning".		
9-L9	Interpreted the style and techniques of chaucer's work.		
10-P1	Welcoming of First year and Inauguration of Literary Association		
11-L10	Gave elaborate note on the poem "The prioress".		
12-L11	Talked about all the pilgrims in the poem "The Canterbury Tales".		
13-L12	Taught the poem "The Clerk".		
14-L13	Read and Explained 'The Cook".		
15-L14	Compared "The Wife of Bath "and modern women.		
16-L15	Introduced Edmund Spenser.		
17-L16	Explained the themes ,techniques and style of Spenser's poetry.		
18-L17	Read and explained the poem "Prothalamion".		
19-L18	Interpreted the poem "Prothalamion".		
20-L19	Continued the poem "Prothalamion".		
21-L20	Explained the narrative techniques of the poem "Prothalamion".		
22-L21	Briefed the poem		
23-L22	Allotting portion for Internal Test-I		
	Internal Test I begins 25.07.2016		
24-L23	Introduced sir Thomas Wyatt		
25-L24	Explained the contemporaries of Thomas Wyatt		
26-IT-1	Internal Test-I		
27-L25	Read and explained the poem 'I find no peace'.		
28-L26	Explained and poem.		
29-L27	Interpreted the poem 'I find no peace'		
30-L28	Test Paper distribution and result analysis		
	Entering Internal Test-I Marks into University portal		
31- L29	Continued the poem.		
32- L30	Introduced Henry Howard, Earl of surrey.		
33- L31	Talked about his contemporaries		
34-P2	College level meeting/Cell function		
35- L32	Read and explained the poem 'London Hast Thou Accursed Me'.		
36- L33	Continued the poem.		
37- L34	Interpreted the poem.		
38- L35	Briefed the poem 'London Hast Thou Accursed Me'.		
39- L36	Taught about Jacobean Age.		
40- L37	Discussed about the modern literature.		

Ben Johnson - The Alchemist Thomas Dekker - The shoe Maker's Holiday.

41- L38	Gave introduced on 'The Bible'.		
42- L39	Talked about several writers of the modern literature.		
43- L40	Discussed the theme of modern literature.		
44- L41	Elaborated the style and techniques of modern literature.		
45- L42	Taught the difference between 'I find no peace and 'London Hast Thou		
	Accursed Me'.		
46- L43	Continued the lesson.		
47- L44	Gave Elaborate note on the types of plays.		
48- L45	Gave lecture about the history of play.		
49- L46	Introduced Thomas Dekker and his work 'The Shoe Marker's Holiday'.		
50- L47	Briefed the story.		
51- P3	Department Seminar		
52- L48	Explained the theme.		
53- L49	Introduced Francis bacon and his works.		
54- L50	Explained the essay 'of truth'.		
55- L51	Explained the essay 'of adversity'.		
56-L52	Allotting portion for Internal Test-II		
	Internal Test II begins 22.08.2016		
57-L53	Explained the essay 'of friendship'.		
58-L54	Discussed the style of bacon's writings		
59-IT-II	Internal Test-II		
60- L55	Elaborated his style.		
61- L56	Test Paper distribution and result analysis		
	Entering Internal Test-II Marks into University portal		
62- L57	The chapter from 'The Book of Esther' was discussed		
63- L58	Continued 'The Book of Esther'		
64- L59	Explained the themes and style.		
65-L60	Briefed the event.		
66- L61	Introduced Christopher Marlowe and his works.		
67- L62	Talked about the age.		
68- L63	Discussed the story 'Dr. Faustus'.		
69- L64	Continued the play.		
70- L65	Interpreted the play.		
71- L66	Briefed the story.		
72- L67	Introduced Thomas Kyd and his works.		
73- L68	Explained 'The Spanish Tragedy'.		
74-P4	College level meeting/ function		
75- L69	Explained the themes and style.		
76- L70	Discussed the story.		
77- L71	Explained 'The Various Characters'.		
78- L72	Introduced Ben Jonson and his play 'The Alchemist'.		
79- L73	Allotting portion for Internal Test-III		
	Internal Test III begins 03.10.2016		
80- L74	Explained the play.		
81-L75	Interpreted the play.		
82-IT-III	Internal Test-III		
83- L76	Elaborated the play.		
84- L77	- Test Paper distribution and result analysis		

85- L78	Discussed the characters and style in the play 'The Alchemist'.	
	Entering Internal Test-III Marks into University portal	
86- L79	Model Test 17.10.2016	
87-MT	Model Test	
88-MT	Model Test	
89-MT	Model test paper distribution and previous year university question paper	
	discussion	
90-L-80	Feedback of the Course, analysis and report preparation	
	Last Working day on 30.10.2016	

Course Outcomes			
Learning Outcomes	COs of the course " <course name="">"</course>		
_			
CO1	Came to know about the age of Chaucer.		
CO2	Learnt about various authors.		
CO3	Students gained through knowledge about history of English		
	literature		
CO4	Understood the Jacobean age.		
CO5	Got an idea on Spenser's poem.		
CO6	Students learnt different themes ,techniques and style of prose.		
CO7	Improved their vocabulary.		
CO8	Students got clear view about plays and its history.		
CO9	Students learnt several playwrights and plays.		
Experimental			
Learning			
EL1	Screened the play "The Shoe Maker's Holiday".		
EL2	Enacted "The Spanish Tragedy"		
EL3	Screened the play "Dr. Faustus".		
EL4	Visited the Department Library.		
Integrated Activity			
IA1	Skit		
IA2	Enacted biblical event from the book of Esther.		

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature
110D Signature	Start Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

(Tepared by start member handling the course		
Programme Name	B.A. English	
Course Name	Phonetics and Spoken English	
Course Code	JSEN3A	
Class	II year (2016-2017)	
Semester	Odd	
Staff Name	Mr. JEBARAJ KINGSLY	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- To motivate the students to make use proper sounds in English.
 To introduce the 44 sounds to the students.
- > To train the students in developing communication skills in English.

Syllabus

og mas as	
Unit I	- Vowels, Stress
Unit-II	- Consonants, Intonation
Unit-III	- Transcription of words, sentences and marking of stress
Unit-IV	-At a Bank I
	–At a Bank II
	-At a hotel reception Hall
	-Helping a friend to obtain a flat I, II, III
	-A Discussion between two friends
	-Booking Accommodation at an outstanding hotel
	-Enquiring about flight /Arrivals
	- Enquiry for information
	-At the Restaurant
	-Visiting a Doctor
	-At the Library
Unit-V	-Greeting, Introduction, Information, Invitation, Permission,
	Request, Offers, Complements, Sympathy, Apology.
	Complaint, Gratitude, Persuasion, Suggestion, Warning, Opinion, Turn talking, Interview, Group Discussion, Public Speaking.

Course Calendar

Hour	Class Schedule
allotment	
	Odd Semester Begins on 16.06.2016
1-L1	Introduction to the significance of sounds.
2-L2	Introduction to English Phonetics.

2 1 2	Discussion on the Oregons of Speech
3- L3 4-L4	Discussion on the Organs of Speech. Discussion on the Organs of Speech.
4-L4 5-L5	Classification of English Speech Sounds.
5-L5 6-L6	Practice of first four Pure vowels.
0-L0 7-L7	Practice of first four Pure vowels.
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Practice of the last four Pure vowels.
10- L9	Classification of Pure vowels.
10-L) 11-L10	Practice of Diphthongs.
11-L10 12-L11	Practice of Diphthongs.
13-L12	Classification of Diphthongs.
13 L12 14-L13	Practice of Consonants.
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins 25.07.2016
16-L15	Practice of Consonants.
17-IT-1	Internal Test-I
18-L16	Practice of Consonants.
19-L17	-Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Classification of Consonants Based on Place of articulation.
21- L19	Classification of Consonants Based on Manner of articulation.
22- P2	College level meeting/Cell function
23-L20	Rules governing Stress in English.
24-L21	Rules governing Stress in English.
25-L22	Discussion on Introduction in English.
26-L23	Discussion on Introduction in English.
27-L24	Transcription of words and sentences
28-L25	Transcription of words and sentences.
29-L26	Transcription of words and sentences.
30-L27	Making Stress.
31-L28	Making Stress.
32-L29	Introduction to Spoken English.
33-L30	Conversation at a Bank I and Bank II.
34- P3	Department Seminar
35-L31	Conversation at a reception Hall.
36-L32	- Allotting portion for Internal Test-II
07.1.00	Internal Test II begins 22.08.2016
37-L33	Helping a friend to obtain a flat-a Conversation.
38- IT-II	Internal Test-II
39-L34	Booking Accommodation and Enquiring about flight /Arrivals.
40-L35	Test Paper distribution and result analysis
41 I 26	Entering Internal Test-II Marks into University portal
41-L36	Visiting a Doctor and Conversation at a Library.
42-L37	Langue Functions – Greeting and Introduction.
43- L38 44- P4	Langue Functions – Invitation and Permission.
44- P4 45-L39	College level meeting/ function
45-L39 46-L40	Langue Functions - Request, Offers and Complements.
40-L40	Langue Functions - Sympathy and Apology.

47-L41	Langue Functions - Complaint and Gratitude.
48-L42	Langue Functions - Persuasion and Suggestion.
49-L43	Langue Functions -, Warning and Opinion.
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins 03.10.2016
51 L45	Turn talking and Interview.
52- L46	Group Discussion.
53-IT-III	Internal Test-III
54-L47	Public Speaking.
55-L48	- Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test 17.10.2016
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 30.10.2016

Course Outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students have been exposed to English Speech Sounds
CO2	Students have been exposed to English Speech Sounds Students have learnt the 44 sounds.
CO2	
	Students have learnt the 44 sounds and symbols.
CO4	Students have learnt to Transcribe words.
CO5	Students have learnt the Transcribe words and sentences.
CO6	Students were given training to speak on given occasions.
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Students were made to listen to English from people of various
	nations.
EL2	Assignment on transcription was given.
EL3	
EL4	
Integrated Activity	
IA1	Group Discussion.
IA2	Role Plays.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Pre Raphaelite and Victorian Age	
Course Code	GMEN51	
Class	III year (2016-2017)	
Semester	Odd	
Staff Name	V SATHISH	
Credits	6	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

- To know about Pre Raphelite movement
- > To learn about aesthetic sense of the Pre Raphelite
- > To learn about Victorian novelists.
- > To learn about the position of women writers in Victorian age

Syllabus

Unit – I The Age of Tennyson (1832 – 1887)

Verse General Prose The Novel Age of Hardy Text : Hudson: History of English Literature

Unit – II	Poetry			
	-	Tennyson	-	Lotos eaters
		Browning	-	Andrea Del Sarto
		Mathew Arnold	-	Forsaken Merman
		Rossetti	-	The Blessed Damozel
Unit – III	Prose			
	Rusk	kin : Kin's Treasur	ies (Sesa	ame and Lilies)
Unit – IV	Drama			
		John Galswor	thy : Ju	stice
Unit – V	Fiction			
		George Eliot :	Silas M	arner

Course Cal	lendar
Hour	Class Schedule
allotment	

	Odd Semester Begin on 16.06.2016
1-L1	Interpreted the Pre – Raphaelites Movement
2-L2	Explained the life and career of various writers and painters
3- L3	Illustrated the characteristics of Pre – Raphalite writers
4-L4	Detailed the note on "The Age of Tennyson
5-L5	Explained the Features of Verse
6-L6	Talked about Verse Writers
7-L7	Talked about different forms and techniques of verse
8-L8	Explained about the verse witters of Victorian Age
9-L9	Talked about the Themes and techniques of the Verses
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Illustrated the features of prose
12-L11	Talked about various prose writers
13-L12	Themes used in prose works
14-L13	Elaborate note on prose writers and their themes
15-L14	Introduced Tennyson
16-L15	Explained the poetic style of Tennyson
17-L16	Read and Explained the poetic style of Tennyson
18-L17	Interpreted "lotus Eaters"
19-L18	Life and career of Browning
20-L19	Read and interpreted "Andrea Del sarto"
21-L20	Analysis of the poem Andrea Del Sarto
22-L21	Explained the poetic diction of the poem
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins
24-L23	Explained the history of novel
25-L24	Talked about several novelists
26-IT-1	Internal Test-I
27-L25	Themes and techniques of Victorian novelists
28-L26	Gothic element in Victorian novels
29-L27	Explained the pessimistic approach of Victorian novels
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31-L29	
32-L30	Introduced Mathew Arnold
33-L31	Analysed the poem Forsaken Merman
34-P2	College level meeting/Cell function
35-L32	Talked about position of women in Victorian age
36- L33	Explained Age of Hardy
37-L34	Elaborate the note on Age of Hardy
38-L35	Continued Age of Hardy
39-L36	Talked about the writers in the "Age of Hardy"
40-L37	Writing style and techniques in the "Age of Hardy"
41-L38	Explained the themes and techniques of Arnolds poems
42-L39	Life and career of Ruskin
43- L40	Prose style of Ruskin
44- L41	Elaborated "Blink's Treasuries"
45- L42	Analysed the Prose

46-L43 Talked about the style techniques and theme of Ruskin's Prose work 47. L44 Explained the text "King's Treasuries" 48-L45 Continued to read the text 49-L46 Illustrated the Text 50-L47 Concluded the text "King's Treasuries" 51-P3 Department Seminar 52-L48 Revised the prose writers and text 53-L49 Introduced the writers John Galsworthy 54-L50 Read and Explained the text " Justice" 55-L51 Internal Test-II 54-L54 Continued the text "Justice" 56-L52		
48- L45 Continued to read the text 49- L46 Illustrated the Text 50- L47 Concluded the text "King's Treasuries" 51- P3 Department Seminar 52- L48 Revised the prose writers and text 53- L49 Introduced the writers John Galsworthy 54- L50 Read and Explained the text "Justice" 55- L51 Interpreted the text "Justice" 56-L52	46- L43	Talked about the style techniques and theme of Ruskin's Prose work
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88-MT Model Test		
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89-MT Model test paper distribution and previous year university question paper		
	89-MT	Model test paper distribution and previous year university question paper

	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 30.10.2016

Learning Outcomes	COs of the course " <course name="">"</course>			
CO1	Students learnt about sensuous approach of Pre – Raphelite			
CO2	Understood the importance of picturesqueness			
CO3	Learn various writers and painters of Pre – Raphelite			
CO4	Students know the aesthetic sense of Pre – Raphelite			
CO5	Learnt several Writers of Pre – Raphelite and Victorian Age			
CO6	Learn about Portrayal of ordinary people in Victorian Age			
CO7	Students learn the pessimistic approach of Victorian Age			
CO8	Understood the accepts of Gothic elements in Victorian Age			
CO9	Learn the Poetics diction in Victorian Poetry			
Experimental				
Learning				
EL1	Comparative study on Pre – Raphelite and Victorian Age			
EL2	Students went to library to read Victorian Age			
EL3	Students wrote Review on Several prescribed Text			
EL4	Students wrote Review on Several Prescribed Text			
Integrated Activity				
IA1	Debate			
IA2	Quiz			

# Blended Learning	: using PPT, video, library resources, ICTD techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study .to attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Regional Literature in Translation	
Course Code	JMEN64	
Class	III year (2016-2017)	
Semester	Even	
Staff Name	Mr Jebaraj Kingsley	
Credits	6	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

- ➢ To introduce the theories of translation
- > To give exposure to literature produced in regional languages
- > to give an insight into various cultures dealt in regional literature
- \triangleright

Syllabus

Unit I

Tirukkural

Chapter4 – the power of Virtue Chapter 7-The Wealth of children Chapter9- Hospitality Chapter11-Gratitude Chapter13-Self Control/Restraint

Raj Gauthaman: Dalit Culture Lovely Stephen:Dalit Women:The problem of self Emancipation Text:

No Alphabet in Sight : New Dalit Writing from south India ed:k.SathyaNarayana

Unit III

Bama : Karukku

M.Mukundan:Dance

Unit IV

Girish Karnad - Yayati

Unit v

Short stories from Sundara Ramasamy waves

Course Calendar

Hour	Class Schedule
allotment	

	Odd Semester Begin on 16.06.2016
1-L1	Discussion on the significance and challenges of translation
2-L2	Introduction to translation theories
3- L3	Contribution of Thiruvalluvar to literature
4-L4	Analysis of the chapter, "The power of virtue"
5-L5	Analysis of the chapter, "The power of virtue"
6-L6	Justification of the title of the chapter
7-L7	Comparison of the original text with GUpopes translation
8-L8	Critical analysis of the chapter"The wealth of children"
9-L9	Critical analysis of the chapter "The wealth of children"
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Justification of the title of the chapter
12-L11	Introduction to Raj Gauthaman as a writer
13-L12	Critical analysis "Dalit culture"
14-L13	Critical analysis "Dalit culture"
15-L14	Discussion on various theames in various Dalit culture
16-L15	Introduction to lovely Stephen as a writer
17-L16	Critical analysis Dalit women : The problem of self emelsiphation
18-L17	Critical analysis Dalit women : The problem of self emelsiphation
19-L18	Feministic reading of Dalit women: The problem of self emelsiphation
20-L19	The various themes of Dalit women: The problem of self emelsiphation
21-L20	Introduction of Bama as a writer
22-L21	Critical analysis of Karukku
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins
24-L23	Critical analysis of Karukku
25-L24	Critical analysis of Karukku
26-IT-1	Internal Test-I
27-L25	Social discrimination in Karukku
28-L26	Discussion on various themes in Karukku
29-L27	Social relevance in Karukku
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Critical analysis of Thiruvalluvar's "Hospitality"
32-L30	Critical analysis of Thiruvalluvar's "Hospitality"
33-L31	Critical analysis of Thiruvalluvar's "Hospitality"
34-P2	College level meeting/Cell function
35-L32	Critical analysis of Thiruvalluvar's "Gratitude"
36-L33	Critical analysis of Thiruvalluvar's "Gratitude"
37-L34	Critical analysis of Thiruvalluvar's "Gratitude"
38- L35	Critical analysis of Thiruvalluvar's "Self restrant"
39-L36	Critical analysis of Thiruvalluvar's "Self restrant"
40- L37	Critical analysis of Thiruvalluvar's "Self restrant"
41- L38	Discussions on Thiruvalluvar as Divine poet with reference to Prescribed
40.1.00	chapters C.U.
42-L39	Estimate on G.U. popes translation
43-L40	Predominent themes in the prescribed chapters of thiruvalluvar
44- L41	Challenges G.U. pope would have faced while translating

45- L42	The structural significance of thirukkural
46- L43	Girish Karanard as a dramatist
47- L44	Critical summary of yayati
48- L45	Critical summary of yayati
49- L46	Critical summary of yayati
50- L47	Critical summary of yayati
51- P3	Department Seminar
52- L48	Critical summary of yayati
53- L49	Discussions on yayati as a mythological story
54- L50	Characterisation in yayati
55- L51	Characterisation in yayati
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins
57-L53	Various themes in yayati
58-L54	Various themes in yayati
59-IT-II	Internal Test-II
60- L55	
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Introductio of Sundararamasamy as a short story writer
63- L58	Introductio to waves
64- L59	Plot construction of the first story in waves
65- L60	Critical analysis of the first story in waves
66- L61	Plot construction of the second story in waves
67- L62	Critical analysis of the second story in waves
68- L63	Plot construction of the third story in waves
69- L64	Critical analysis of the third story in waves
70- L65	Plot construction of the fourth story in waves
71- L66	Critical analysis of the fourth story in waves
72- L67	Plot construction of the fifth story in waves
73- L68	Critical analysis of the fifth story in waves
74-P4	College level meeting/ function
75- L69	Summary and analysis of sixth story in waves
76- L70	Summary and analysis of seventh story in waves
77- L71	Summary and analysis of eighth story in waves
78- L72	Summary and analysis of nineth story in waves
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins
80- L74	General understanding of the course
81- L75	Common themes dealt in the course
82-IT-III	Internal Test-III
83- L76	Dominent themes in the course
84- L77	Test Paper distribution and result analysis
85- L78	Contribution of regional literature in India
	Entering Internal Test-III Marks into University portal
86- L79	Model Test
87-MT	Model Test
88-MT	Model Test

89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 30.10.2016

Learning Outcomes	COs of the course " <course name="">"</course>		
CO1	Students were exposed to regional literature		
CO2	Students understood the social culture and political dimensions of		
	India		
CO3	Students understood the social culture and political dimensions of		
	India		
CO4	Students gained into the theories of translation		
CO5	Students learnt the various themes of the prescribed regional		
	literature		
CO6			
CO7			
CO8			
CO9			
Experimental			
Learning			
EL1	Quiz was conducted		
EL2	Students were asked to translate a few passages		
EL3	Students were asked to report the difficulties they experienced		
	while translation		
EL4			
Integrated Activity			
IA1	Group discussion on the common themes in this course		
IA2	Group discussion on the varied approaches to the literature		

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classesss. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name Romantic Period Course Code PEHM13 Class I year (2018-2021) Semester Odd Staff Name Dr. K. Vijila Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > Make the students to get knowledge about the Romantic Writers
- Students were brought to notice the culture of the Romantic Writers Age
- Students were accustomed to get a picture about the period
- Resolution and Independance, ode to Autumn ode to the west wind, Kubla Khan

Syllabus

Unit – 1 Poetry		
William Collins	-	Ode to Evening
William Blake	-	The Chimney Sweeper
William Cowper	-	On the Receipt of my Mother's Picture
Robert Burns	-	Highland Mary

Unit -2 Poetry

William Wordsworth	-	Resolution and Independence
John Keats	-	Ode to Autumn
P.B.Shelley	-	Ode to the West Wind
S.T. Coleridge	-	Kubla Khan
Unit -3 Prose		
Charles Lamb	-	Christ's Hospital
		The Southern Sea House
William Hazlitt	-	The Fight
Unit – 4 Fiction		C
Jane Austen	-	Emma
Emily Bronte	-	Wuthering Heights
Unit – 5 Fiction		8 8
Sir Walter Scott	-	Kenilworth
Maria Edgeworth	-	Belinda
Unit – 4 Fiction Jane Austen Emily Bronte Unit – 5 Fiction Sir Walter Scott		The Fight Emma Wuthering Heights Kenilworth

Course Ca Hour allotment	Class Schedule
	Odd Semester Begins on 16.06.2016
1-L1	Talked in general about the Romantic Writers
2-L2	Discussed about the various aspects of the romantic Writers
3- L3	Taught the poem ode to the West Wind
4-L4	Critically analysed the poem ode to the west wind
5-L5	Discussed the theme and technique of the poem ode to the west wind
6-L6	
7-L7	
8-L8	
9-L9	
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Critically analysed the them and technique of the poem from the ode to the west wind
12-L11	Taught the poem kubla khan
13-L12	Critically analysed the poem kubla khan
14-L13	Interpreted the features of the poem kubla khan
15-L14	Discussed the various aspect of the poem
16-L15	Taught the poem ode to Autumn
17-L16	Discussed the theme and technique of the poem
18-L17	Analysed the various aspects of the poem
19-L18	Critically analysed the theme of the poem
20-L19	Discussed the psycho Analytica; themes of the poems
21-L20	
22-L21	
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins 25.07.2016
24-L23	Explained the poem in a detailed way
25-L24	Discussed all the theories
26-IT-1	Internal Test-I
27-L25	Conducted a test to check the students Discussed the cultural Theories
28-L26	
29-L27	
30-L28	-Test Paper distribution and result analysis
21 1 20	Entering Internal Test-I Marks into University portal
<u>31- L29</u>	Students visited the library for reference work
32-L30	Students visited the library for reference work
33-L31	
34-P2	College level meeting/Cell function
35-L32	Taught the poem Resolution and Independence
36-L33	Taught the poem Resolution and Independence
37-L34	Analysed the theme and Technique of the poem Resolution and Independence
38-L35	Analysed the theme and Technique of the poem Resolution and Independence
39- L36 40- L37	Explained the poem in detail method
40-1.3/	Critically Analysed the poems of Romantic writers

Internal Test-III Condected a test to check the students
Condected a test to check the students
Condected a test to check the students
Internal Test-III
Explained and critically analysed all the aspcts of the romantic writers
Explained and critically analysed all the aspects of the romantic writers
Internal Test III begins 03.10.2016
Allotting portion for Internal Test-III
The history of the writers were discussed
The stories and the poems of the romantic writers were discussed
The stories and the poems of the romantic writers were discussed
Reference works were done
College level meeting/ function
Critically analysed the novel and the theories were discussed
Critically analysed the novel and the theories were discussed
Taught Maria Edgeworth's novel Belinda
Discussed the various aspects of the period
Library work was done by the students
Work of William Hazlitt
Critically analysed the prose
Taught William Hazlitt's the Fight
Discussed the cultural theories related to Emily Bornte's age
Discussed the cultural theories related to Emily Bornte's age
Critically analysed the story Wulthering Height
Taught Emily Bronfe's wulthering Heights
Entering Internal Test-II Marks into University portal
Test Paper distribution and result analysis
Internal Test-II
The form ,temper and the changes of the Age was discussed
General characteristics were discussed
Internal Test II begins 22.08.2016
Allotting portion for Internal Test-II
Shelly's revolutionary idealism was explained in a detailed way
Shelly's revolutionary idealism was explained in a detailed way
Wordsworth's Theory of Poetry was explained
Age of Wordsworth ,Keats and Coleridge were explained
Department Seminar
Romantic Revival was explained
Romantic Revival was explained
A clear cut picture of the romantic world was explained to the students
A clear cut picture of the romantic world was explained to the students
A clear cut picture of the romantic world was explained to the students
The Theories were discussed in a detail way
The Theories were discussed in a detail way
Interpreted the poem in various aspects
Interpreted the poem in various aspects

86- L79	Model Test 17.10.2016
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 30.10.2016

Learning Outcomes	COs of the course " <course name="">"</course>
C01	Students got knowledge about the Romantic writers
CO2	Students got knowledge about the Romantic writers
CO3	Students got a clue upon the subject
CO4	Students were brought to notice syllabus
CO5	Romantic writers revolutionary idealism and theory of poetry was understood by students
CO6	Romantic writers revolutionary idealism and theory of poetry was understood by students
CO7	Romantic writers revolutionary idealism and theory of poetry was understood by the students
CO8	Students were indoctrinated with new information
CO9	Students were indoctrinated with new information
Experimental	
Learning	
EL1	Motivated the advanced learner to support the slow learner
EL2	Motivated the advanced leaner to support the slow learner
EL3	To attend the remedial classes
EL4	Motivate the students to prepare for higher study
Integrated Activity	
IA1	Students visited the library for reference work
IA2	Used E-learning resources

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name M.A. English Course Name Shakespeare Course Code PEHM33 Class I year (2016-2017) Semester Odd Staff Name JEBARAJ KINGSLY Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To gain an insight in the age of Shakespeare.
- To make the students understand the themes and techniques of Shakespearean plays and sonnets.
- > To make the students realise the relevance of shakespeare to the present age.

Syllabus

UNIT-I

Midsummer Night's Dream

UNIT-II

Hamlet

UNIT- III

Measure for Measure

UNIT-IV

Antony and Cleopatra

UNIT-V

Quartos and Folios Textual Criticism Shakespearean Criticism Historical Plays Narrative Poems

Reference;

A.C.Bradley-Shakespearean Tragedy G.Wilson Knight-The Wheel of Fire, The Imperial Theme A.W.Pollard-Shakespeare Folios and Quartos Britannica Encyclopaedia on Shakespeare

er Begins on 16.06.2016 to Shakespeare as a dramatist to Shakespearean comedy
to Shakespeare as a dramatist
1 1
on the plot summary of A Midsummer Night's Dream
of the discussion on plot summary
irst 2 Acts
ysis of Acts III and IV
ysis of Act V
ve in the play
Elements in the play
ning of First year and Inauguration of Literary Association
ms in the play
vidual identity in the drama
le dominance
cism on the drama
to Shakespearean Tragedy
v of Hamlet
v of Hamlet
ysis of Act I in Hamlet
vsis of Act II in Hamlet
vsis of Act III in Hamlet
vsis of Act IV in Hamlet
vsis of Act V in Hamlet
ing portion for Internal Test-I
Internal Test I begins 25.07.2016
pility of Certainty
ity of Action in Hamlet
Internal Test-I
of Death in Hamlet
lytical reading of Hamlet
etch of Hamlet
Paper distribution and result analysis
Entering Internal Test-I Marks into University portal
cism on the play Hamlet
cs of Shakespeare's problem plays
v of Measure for Measure
College level meeting/Cell function
v of Measure for Measure
vsis of Act I
vsis of Act II
vsis of Act III
vsis of Act IV
vsis of Act V
stice with Mercy in the play
y y

86- L79	Entering Internal Test-III Marks into University portal Model Test 17.10.2016
	\mathbf{T}_{1}
85- L78	Revision
84- L77	- Test Paper distribution and result analysis
83- L76	General criticism of the Drama
82-IT-III	Internal Test-III
81- L75	Character sketch of Cleopatra
80- L74	Character sketch of Antony
	Internal Test III begins 03.10.2016
79- L73	Allotting portion for Internal Test-III
78- L72	The Clash of East and West
77- L71	The struggle between Reason and Emotion
76- L70	Critical analysis of Act V
75- L69	Critical analysis of Act IV
74-P4	College level meeting/ function
73- L68	Critical analysis of Act III of the play
72- L67	Critical analysis of the play –Act II
71- L66	Critical analysis of the play –Act I
70- L65	Plot summary of Antony and Cleopatra
69- L64	Plot summary of Antony and Cleopatra
68- L63	Introduction to Roman Plays
67- L62	Narrative structure in the poems
66- L61	Themes in Shakespeare's Narrative Poems
65-L60	Introduction to Shakespeare's Narrative Poems
64- L59	Study of Shakespeare's Historical Plays
63- L58	Study of Shakespeare's Historical Plays
62- L57	Study of Shakespeare's Historical Plays
	Entering Internal Test-II Marks into University portal
61- L56	Test Paper distribution and result analysis
60- L55	Discussion on Shakespearean Criticism
59-IT-II	Internal Test-II
58-L54	Discussion on Shakespearean Criticism
57-L53	Discussion on Shakespearean Criticism
	Internal Test II begins 22.08.2016
56-L52	Allotting portion for Internal Test-II
55- L51	Study of Textual criticism on Shakespeare
54- L50	Study of Textual criticism on Shakespeare
53- L49	Study of Textual criticism on Shakespeare
52- L48	Analysis of Quartos and Folios of Shakespeare
51- P3	Department Seminar
50- L47	Analysis of Quartos and Folios of Shakespeare
49- L45	Analysis of Quartos and Folios of Shakespeare
48- L45	Other Critics view on the play
47- L44	General criticism on the play
46- L43	Appearance Vs Reality in the play
45- L42	Temptation in the play
43- L40 44- L41	Character of Isabella
43- L40	Theme of Disguise in the play

87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 30.10.2016

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students have gained an insight into the age of Shekaspeers
	Students have gained an insight into the age of Shakespeare
CO2	Students understood various themes in his plays
CO3	Students learnt the dramatic techniques of Shakespeare
CO4	The relevance of Shakespeare's dramas to the present age was studied
CO5	
CO6	
C07	
CO8	
CO9	
Experimental	
Learning	
EL1	Quiz was conducted
EL2	Hamlet was screened
EL3	Antony and Cleopatra was screened
EL4	Quiz was conducted
Integrated Activity	
IA1	Group discussion on Shakespeare as a dramatist
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English
Course Name	Social History of English
Course Code	SAEN11
Class	I year (2018-2021)
Semester	Odd
Staff Name	Mr. V SATHISH
Credits	4
L. Hours /P. Hours	4 / WK
Total 60Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)	

Course Objectives

Syllabus

- To learn and acquire general knowledge about the old, the medieval or middle and modern period of England in political perspective.
- To correlate the socio political history with the literary history of English and to perceive how the literature from the land reflexes nations history.
- To decipher the knowledge of socio political history and enabling them to get familiarized with representative literary & Cultural texts.

Unit-I		
		Introduction- A brief outline of British History
Chapter	Ι	The Renaissance
-	II	The Reformation
Unit-II		
Chapter	III	The Religion of England
-	IV	The Elizabethan Theatre
	VI	The Civil War and its Social Consequences
Unit-III		-
Chapter	VII	Puritanism
•	VII	Restoration England
	XI	Coffee- House Life in London.
Unit-IV		
Chapter	XIII	The Industrial Revolution
•	XIV	The Methodist Movement
	XV	Other Humanitarian Movement
Unit-V		
Chapter	XVI	Effects of the French Revolution

XIX Development of Education in Victorian England

Course Cal	
Hour	Class Schedule
allotment	
1 T 1	Odd Semester Begins on 16.06.2016
<u>1-L1</u>	Introduction to British History.
2-L2	100 years war.
3-L3	War of the Roses and Tudor period.
4-L4	Stuart period and the house of Winsor.
<u>5-L5</u>	The Renaissance-Introduction invention and discoveries.
6-L6	Renaissance in Italy, France and England. Renaissance writers and summing up Renaissance.
7-L7	Reformation- Introduction, movement in England.
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Reformation during Henry VIII, Edward VI.
10- L9	Religious settlement and results of the movement.
11-L10	Introduction- The religion of England.
12-L11	High Church, Low Church, Origin of Methodism, Baptists.
13-L12	Congregationalism, Presbyterianism-Quakerism, Unitarianism, The Adventists.
14-L13	Introduction to Elizabethan Theatre, various Theatres and Elizabethan audience.
15-L14	Shakespeare's theatrical contribution and summing up.
	Internal Test I begins 25.07.2016
16-L15	Introduction to Civil War-causes of Civil War, its significance.
17-IT-1	Internal Test-I
18-L16	Results of Civil War and summing up the effect of Civil War.
19-L17	-Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Introduction to Puritanism, Origin, Ideals, Daily routine.
21- L19	Puritan contribution to Literature, Puritanism and politics ,summing up
22- P2	College level meeting/Cell function
23-L20	Introduction: Restoration England, Religion formation of political parties.
24-L21	Development of Science, Royal Society, Revival of theatre.
25-L22	Social Structure and distribution of wealth
26-L23	Introduction to Coffee- House-origin development and separate Coffee- Houses.
27-L24	Important Coffee- Houses in England and suppression of Coffee- Houses during French revolution.
28-L25	Summing up Restoration and Coffee- Houses in England.
29-L26	Introduction to Industrial Revolution.
30-L27	Factors favourable in England for Industrial development.
31-L28	Revolution in textile Industry, Iron and coal Industries.
32-L29	Improvemence in means of transport, Inland navigation & results of Industrial Revolution.
33-L30	Introduction- Methodist Movement-Origin.
34- P3	Department Seminar
35-L31	Service renounced by John Wesley, George Whitefield and other Methodists.
36-L32	Social effects and influence on English Literature.
	Internal Test II begins 22.08.2016
37- L33	Introduction Other Humanitarian Movements.

38- IT-II	Internal Test-II
39-L34	Establishment of hospital-prison reform-revision of legal system.
40-L35	Anti-Slavery Movements.
	Entering Internal Test-II Marks into University portal
41-L36	Poor law amendment act, summing up Other Humanitarian Movement.
42- L37	Introduction-effects of French Revolution.
43- L38	Causes for the French Revolution and effects of French Revolution, The
	National Debt.
44- P4	College level meeting/ function
45-L39	Passing Corn Law, Anti Corn Law League, repeal of Corn Law.
46-L40	Reform Bill of1832 and how French Revolution influenced English Literature
	and Summing up.
47-L41	Introduction- Victorian Age.
48-L42	General features of people's character.
49-L43	The great exhibition, the Oxford movement.
50-L44	Summing up of Victorian Age.
	Internal Test III begins 03.10.2016
51 L45	Introduction-development in Secondary Education and Educational reforms.
52- L46	Gladstone's Education Act of 1870, The test of 1871, and development of
	women's education.
53-IT-III	Internal Test-III
54-L47	Establishment of Board of Education and summing up.
55-L48	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test 17.10.2016
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 30.10.2016

Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	Would have learnt and acquire general knowledge.	
CO2	The historical movements.	
CO3	Cultural politics of England.	
CO4	Would have understood the socio cultural background on which a	
	literary test is grounded.	
CO5		
CO6		
CO7		
CO8		
CO9		
Experimental		
Learning		
EL1	Group discussion on movements in the history of England.	

EL2	
EL3	PPT
EL4	
Integrated Activity	
IA1	Quiz on the revolutionist other topics.
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

(Trepared by start member handning the course)		
Programme Name B.A. English		
Course Name	Women's writing	
Course Code	SEEN5A	
Class	I year (2016-2017)	
Semester	Odd	
Staff Name	ANTO SINDHUJA. R	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- To understand the role of literature in creating social awareness for upliftment of women
- To know about Womens' Empowerment
- To learn the impact of Women's Empowerment on family as well as social welfare.
- \blacktriangleright To study the female writers and the themes explored by them.

Syllabus

Unit-I: Poetry

Maya Angelou -	Phenomenal Women
Judith Wright -	Woman to Man
Kishwar Naheed -	I am not that Woman

Unit-II: prose

jean rhys - the day they burned the books Virginia Woolf - Shakespeare's Sister

Unit-III: Short-Story

Nadine Gardiner	-	A Correspondence Course
Katherine Mansfie	ld - An I	deal Family
Alice Munroe	-	The Photographer
Unit-IV: Fiction		

Meena Alexander - Nampally Road

Unit-V:Drama

Suzan-Lori Parks - Topdog/Underdog

Texts Prescribed:

Women's Writing: Anthology. Mainspring Publishers. Chennai- 600042. Nampally Road. Meena Alexander. Orient Blackswan.

Hour	Class Schedule
allotment	
	Odd Semester Begin on 16.06.2017
1-L1	Taught about "Feminism"
2-L2	Talked about three phases of "Feminism"
3- L3	Discussed about Maya Angelou and her contemporary writers
4-L4	Explained the poem "Phenomenal Woman"
5-L5	Analysed the poetical techniques, themes.
6-L6	Gave introduction about Judith wright and her poem "Woman to Man"
7-L7	Explained the poem "Woman to Man"
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Discussed about the background and narrative technique of the poem
10- L9	Shared about woman's problems in the family and society
11-L10	Discussed about the themes of the poem "Woman to Man"
12-L11	Talked about social construction of gender
13-L12	Learnt about kishwar Naheed and contemporary writers
14-L13	Explained the poem i am not that women
15-L14	- Allotting portion for Internal Test-I
	Internal Test I begins
16-L15	Exchanged the views on tradition that affects women
17-IT-1	Internal Test-I
18-L16	Taught about Virginia Woolf
19-L17	-Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Explained the prose work "Shakespeare's Sister"
21- L19	Interpreted the life of Jean Rhys
22- P2	College level meeting/Cell function
23-L20	Explained the prose "The Day they Burnt the Book"
24-L21	Discussed about the multidimensional role played by women
25-L22	Analysis of women in our own and other cultures from a variety of disciplinary perspective
26-L23	Talked about Carol Ann Duffy
27-L24	Detailed analysis of the poem Originally
28-L25	Interpreted the lesson "The Day they Burnt the Book"
29-L26	Detailed the history of Drama
30-L27	Talked about the condition of women in the society
31-L28	Gave detailed story of Suzan Lori - parks
32-L29	Figured out the discrimination of man and woman
33-L30	Explained the play "Topdog/Underdog"
34- P3	Department Seminar
35-L31	Gave lecture on the characterization on "Topdog/Underdog"
36-L32	Allotting portion for Internal Test-II
	Internal Test II begins

37- L33	Told about the themes of the play "Topdog/Underdog"
37- L33 38- IT-II	Internal Test-II
39-L34	Talked about Nadine Gardimer
40-L35	
40-L55	
41 1 26	Entering Internal Test-II Marks into University portal
41-L36	Interpreted the short story "The correspondence Course"
42-L37	Explained the play Topdog/Underdog
43-L38	Told about Katherine Mansfield
44- P4	College level meeting/ function
45-L39	Taught the short story "An Ideal Family"
46-L40	Interpreted the novel "Nampally Road"
47-L41	Gave lecture on characteristics of the novel "Nampally Road"
48-L42	Elucidated the short story "The Photographer"
49-L43	Explained the short story "The Ogitigraoger"
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	Interpreted the characters of the play "Topdoy/Underdog"
52- L46	Explained the novel "Nampally Road"
53-IT-III	Internal Test-III
54-L47	Elucidated the novel "Nampally Road"
55-L48	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 30.10.2016
L	

Course Outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Understood the multidimensional soles played by women
CO2	Got clear views on the lives and experiences of women in various
	cultural contexts
CO3	Recognized the masculine bias in the history of knowledge
CO4	Analyzed images of women in literary texts.
CO5	Knew issues relating to women's experience
CO6	Understood the problems faced by women
CO7	Understood the role of literature in women's empowerment
CO8	Learnt about female writers
CO9	Learnt the themes dealt by women writers.
Experimental	
Learning	
EL1	Visited the department library
EL2	Screened women's problem in the society
EL3	Visited the college general library

EL4	Students took seminar on women empowerment.
Integrated Activity	
IA1	Debate
IA2	Skit on women's liberation

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN 4 6.

COURSE ACADEMIC I LAN	
(Prepared by staff member handling the course	
Programme Name	M.A. English
Course Name	American Literature
Course Code	PEHM22
Class	I year (2018-2020)
Semester	Even
Staff Name	Dr. Jessica Selwyn
Credits	4
L. Hours /P. Hours	4 / WK
Total 60 Hrs/ Sem	
Internal Test- 3 Hrs	
Model Test-1 Hr	
Revision Test- 2 hrs	
Dept. Meetings- 2 Hrs	
College Meetings- 2 Hrs	
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)	

Course Objectives

- \blacktriangleright To acquaint the students with different literary era, movements and authors relating to American history and literature
- > To enhance communicative and creative skills through literature

Syllabus

American Literature Core- II

Hrs	Credits
4	4

Unit – I Poetry		
Walt Whitman	-	When Lilacs Last in the Dooryard Bloomed
Emily Dickinson	-	Because I Could Not Stop for Death
Robert Frost	-	The Death of the Hired Man
Hart Crane	-	To Brooklyn Bridge
Langston Hughes	-	I, Too
Unit – II Prose		
Ralph Waldo Emerson	-	The American Scholar
Henry David Thoreau	-	Civil Disobedience
Unit – III Short Story		
Edgar Allan Poe	-	The Fall of the House of Usher
O. Henry	-	The Cop and the Anthem
		"One Dollar's Worth"
Eudora Welty	-	A Visit of Charity
Unit – IV Drama		
Arthur Miller	-	Death of a Salesman
Edward Albee	-	Who's Afraid of Virginia Woolf?
Unit – V Novel		
John Steinback	-	The Grapes of Wrath
Saul Bellow	-	Seize the Day

Reference:

An Anthology: American Literature 1890- 1965. Esbert S. Oliver American Literature of the Nineteenth Century. An Anthology, William J. Fisher

Course Ca Hour	Class Schedule
allotment	
anotinent	Even Semester Begins on
1-L1	Introduction to Walt Whitman and "When Lilacs Last in the Dooryard
1-1-1	Bloomed"
2-L2	"When Lilacs Last in the Dooryard Bloomed"- poem
3- L3	Introduction to Ralph Waldo Emerson
4-L4	Introduction to Transcendentalism & Henry David Thoreau/ "Civil
1 2 1	Disobedience" and its background
5-L5	"When Lilacs Last in the Dooryard Bloomed"- poem
6-L6	Introduction to Emily Dickinson and "Because I Could Not Stop for Death"
7-L7	"The American Scholar"- text
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	"When Lilacs Last in the Dooryard Bloomed"- poem
10- L9	Introduction to Emily Dickinson and "Because I Could Not Stop for Death"
11-L10	"The American Scholar"- text
12-L11	"Civil Disobedience"- text
13-L12	"Because I Could Not Stop for Death"- poem
14-L13	Introduction to Robert Frost and "The Death of the Hired Man"
15-L14	"The American Scholar"- text
	Allotting portion for Internal Test-I
	Internal Test I begins
16-L15	Introduction to John Steinback and The Grapes of Wrath
17-IT-1	Internal Test-I
18-L16	"The Death of the Hired Man"- poem
19-L17	Introduction- Arthur Miller and Death of a Salesman
	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	The Grapes of Wrath- Chapter- 1-10
21- L19	"The Death of the Hired Man"- poem
22- P2	College level meeting/Cell function
23-L20	Death of a Salesman- Act I
24-L21	The Grapes of Wrath- Chapter- 10-20
25-L22	"The Death of the Hired Man"- poem
26-L23	Introduction to Hart Crane and "To Brooklyn Bridge"
27-L24	Death of a Salesman- Act II
28-L25	The Grapes of Wrath- Chapter- 21-30
29-L26	"To Brooklyn Bridge"
30-L27	Introduction to Langston Hughes and "I, Too"
31-L28	Death of a Salesman- Requiem
32-L29	The Grapes of Wrath- Character and critical analysis
33-L30	"I, Too"- poem
34- P3	Department meeting
35-L31	Death of a Salesman- Themes & techniques

Course Calendar

36-L32	Introduction to Saul Bellow and Seize the Day
	Allotting portion for Internal Test-II
	Internal Test II begins
37- L33	Introduction- Edgar Allan Poe & "The Fall of the House of Usher"
38- IT-II	Internal Test-II
39-L34	Death of a Salesman- Character & Critical analysis
40-L35	Seize the Day - Chapter- 1 & 4
	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	"The Fall of the House of Usher"
42- L37	Introduction- O. Henry and "One Dollar's Worth"
43- L38	Introduction- Edward Albee and Who's Afraid of Virginia Woolf?
44- P4	College level meeting/ function
45-L39	"One Dollar's Worth" and "The Cop and the Anthem"
46-L40	"The Cop and the Anthem"
47-L41	Who's Afraid of Virginia Woolf?- Act I
48-L42	Seize the Day - Chapter- 5 & 7
49-L43	Introduction- Eudora Welty & "A Visit of Charity"
50-L44	Who's Afraid of Virginia Woolf?- Act II
	Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	Who's Afraid of Virginia Woolf?- Act III
52- L46	Seize the Day- Character and Critical analysis
53-IT-III	Internal Test-III
54-L47	"A Visit of Charity"
55-L48	Who's Afraid of Virginia Woolf?- Character & Critical analysis
	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Revision test
58-MT	Revision Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Helps students to identify the key features of prose & poetry
CO2	Gain knowledge of the major historical and cultural developments
	of colonial America
CO3	Learn about the works of individual authors
CO4	Learn to identify the major conventions and themes of
	transcendental literature
CO5	Learn to appreciate literary works as expressions of individual or

	communal values within the social, political, cultural, or religious
	contexts
CO6	Demonstrate knowledge of the development of characteristic forms
	or styles of expression during different historical periods
Experimental	
Learning	
EL1	Compare American with Indian literature and bring about the
	similar/contrasting features based on themes and techniques
EL2	Comparing Indian caste system and American racism and tracing
	their impact on the respective people.
Integrated Activity	
IA1	To encourage students to write poems breaking tradition (free
	verse)
# Blended Learning	: using PPT, video, library resources, ICT techniques, E-

# Blended Learning	: using PP1, video, library resources, IC1 techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)		
Programme Name	B.A. English	
Course Name	British Drama	
Course Code	SMEN42	
Class	I year (2018-2021)	
Semester	Even	
Staff Name	C. Samuel	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To acquaint the students to the growth and development of British Drama from a historical perspective
- To accustom the students to various dramatic devices and techniques used in British Drama
- > To acquaint the students with the trends and movements in British Drama

Syllabus

Unit – I		
Christopher Marlowe	:	Dr. Faustus
Unit – II		
Oliver Goldsmith	:	She Stoops to Conquer
Unit – III		
Richard Brinsley Sheridan	:	School for Scandal
Unit – IV		
John Galsworthy	:	Strife
Unit – V		
George Bernard Shaw	:	Candida

Course Calendar

Hour allotment	Class Schedule	
	Odd Semester Begin on 03.12.2018	
1-L1	Christopher Marlowe – an introduction	
2-L2	Act One of the play Dr. Faustus	
3- L3	Act Two of the play Dr. Faustus	
4-L4	Act Three of the play Dr. Faustus	
5-L5	Act Three of the play Dr. Faustus	

6-L6	Act Three of the play Dr. Equature		
0-L0 7-L7	Act Three of the play Dr. Faustus Act Four of the play Dr. Faustus		
8- P1	Welcoming of First year and Inauguration of Literary Association		
9- L8	Act Four of the play <i>Dr. Faustus</i>		
9- L8 10- L9	Act Four of the play <i>Dr. Faustus</i> Act Five of the play <i>Dr. Faustus</i>		
10-L) 11-L10	Critical analysis of the play <i>Dr. Faustus</i>		
11-L10 12-L11	Introduction to George Bernard Shaw		
12 L11 13-L12	Act One of Shaw's <i>Candida</i>		
13 L12 14-L13	Act Two of Shaw's Candida		
15-L14	Allotting portion for Internal Test-I		
	Internal Test I begins		
16-L15	Act Three of Shaw's <i>Candida</i>		
17-IT-1	Internal Test-I		
18-L16	Thematic analysis of the play <i>Candida</i>		
19-L17	Test Paper distribution and result analysis		
	Entering Internal Test-I Marks into University portal		
20-L18	Symbols, Motif and Metaphors in <i>Candida</i>		
21- L19	Oliver Goldsmith – an introduction		
22- P2	College level meeting/Cell function		
23-L20	She Stoops to Conquer – Act One		
24-L21	She Stoops to Conquer – Act Two		
25-L22	She Stoops to Conquer – Act Three		
26-L23	She Stoops to Conquer – Act Three		
27-L24	She Stoops to Conquer – Act Four		
28-L25	She Stoops to Conquer – Act Four		
29-L26	She Stoops to Conquer – Act Five		
30-L27	Theme, Symbols, Motif and Allegory in She Stoops to Conquer		
31-L28	Critical analysis of the play She Stoops to Conquer		
32-L29	An introduction to R.B. Sheridan		
33-L30	Act One of School for Scandal		
34- P3	Department Seminar		
35-L31	Act Two of School for Scandal		
36-L32	Allotting portion for Internal Test-II		
27 1 22	Internal Test II begins		
37-L33	Act Three of School for Scandal		
38- IT-II	Internal Test-II		
39-L34	Act Three of School for Scandal Test Pener distribution and result analysis		
40-L35	-Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal		
41-L36	Act Four of <i>School for Scandal</i>		
41-L30 42- L37	Act Four of School for Scandal		
42-L37 43-L38	Act Five of School for Scandal		
43- L38 44- P4	College level meeting/ function		
44-14 45-L39	Theme, Motif and Allegory in the play <i>School for Scandal</i>		
46-L40	Critical analysis of <i>School for Scandal</i>		
40-L40 47-L41	John Galsworthy – an Introduction		
48-L42	Act One of Galsworthy's <i>Strife</i>		
49-L43	Act Two of Galsworthy's <i>Strife</i>		

50-L44	Allotting portion for Internal Test-III		
	Internal Test III begins		
51 L45	Act Three of Galsworthy's Strife		
52- L46	Critical analysis of Galsworthy's Strife		
53-IT-III	Internal Test-III		
54-L47	Themes, Motif, Symbols and Irony in Strife		
55-L48	- Test Paper distribution and result analysis		
	Entering Internal Test-III Marks into University portal		
56- MT	Model Test		
57-MT	Model Test		
58-MT	Model Test		
59- L49	Model test paper distribution and previous year university question paper		
	discussion		
60-L50	Feedback of the Course, analysis and report preparation		
	Last Working day on 23.11.2018		

Learning Outcomes	COs of the course "British Drama"	
CO1	The students are exposed to the development of British Drama	
CO2	The students would be able to understand the insights and	
	experimentations associated with British Drama	
CO3	The students would have an acquaintance with the historical, socio-	
	political and religious trends in Drama	
CO4	The students are exposed to the creativity to explore the human	
	experience through drama as a literary form	
Experimental		
Learning		
EL1	Screened the plays	
EL2	Presentation using Powerpoint	
EL3	3 Classroom seminars	
EL4	4 Role Play	
Integrated Activity	y	
IA1	Library Visit	
IA2	Discussion Forum	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

(Trepared by start member handling the course	
Programme Name	B.A. English
Course Name	Canadian Literature
Course Code	SMEN54
Class	I year (2018-2021)
Semester	odd
Staff Name	C. Samuel
Credits	5
L. Hours /P. Hours	5 / WK
Total 75 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 65 Hrs (5 units; 5×13=65; 13Hrs /unit)	

Course Objectives

- Develop an understanding of cultural diversity in Canada with special emphasis on culture and identity
- Introduce students to the comparative study of Canadian writing in the context of social pluralism.
- Acquire a critical knowledge of the literary themes, motifs, structures, narratives, points of view, and values that are typical of various regions of Canada.
- To identify the common elements in the works of various Canadian authors, be they English, French, or immigrant.

Syllabus Unit – I POFTRY

Unit-1 POEIKY		
Al Purdy	:	Listening to Myself
Wilfred Campbell	:	The Winter Lake
A.J.M. Smith	:	Live as Old Proud King in Parable
A.M. Klein	:	Indian Reservations: Caughnawaga
P.K. Page	:	First Neighbours
Unit – II SHORT STOR	IES	-
Yann Martel	:	The Facts Behind the Helsinki Roccamatios
Alice Munro	:	Red Dress
Margaret Atwood	:	The Resplendent Quetzel
Alistair MacLeod	:	As Birds Bring Forth the Sun
Unit – III DRAMA		-
George Ryga	:	Ecstasy of Rita Joe
Unit – IV FICTION		
Michael Ondaatje	:	In the Skin of a Lion
Unit – V FICTION		U U
Joy Kogawa	:	Obasan

Course Ca	
Hour allotment	Class Schedule
anotment	Odd Semester Begin on 16.06.2017
1-L1	Reading Al Purdy's "Listening to Myself" and identifying the context
2-L2	Analysis of "Listening to Myself" under various themes
3- L3	Analysis of "Listening to Myself" using the literary devices
4-L4	Reading Campbell's "Winter Lake" to visualise the landscape
5-L5	Analysis of "Winter Lake" and identifying the literary devices used
6-L6	Reading Yann Martel's shortstory "The Facts Behind the Helsinki Roccamatios"
7-L7	Yann Martel's short story "The Facts Behind the Helsinki Roccamatios"
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Analysis of "The Facts Behind the Helsinki Roccamatios"
10- L9	Themes in the short story "The Facts Behind the Helsinki Roccamatios"
11-L10	Reading Alice Munro's short story "Red Dress"
12-L11	Reading Alice Munro's short story "Red Dress"
13-L12	Analysis of "Red Dress" and identify the key context
14-L13	Themes in the short story "Red Dress"
15-L14	Reading the key lines from Michael Ondaatje's In the Skin of a Lion
16-L15	Reading the key lines from Michael Ondaatje's In the Skin of a Lion
17- L16	Analysis of various contexts found in In the Skin of a Lion
18- L17	Thematic analysis of Ondaatje's In the Skin of a Lion
19- L18	Thematic analysis of Ondaatje's In the Skin of a Lion
20- L19	Thematic analysis of Ondaatje's In the Skin of a Lion
21- L20	Allotting portion for Internal Test-I
	Internal Test I begins
22- L21	Reading Smith's "Live as Old Proud King in Parable"
23- IT-1	Internal Test-I
24-L22	Analysis of "Live as Old Proud King in Parable"
25-L23	Reading A.M. Klein's "Indian Reservations: Caughnawaga"
26- L24	-Test Paper distribution and result analysis
27 1 25	Entering Internal Test-I Marks into University portal
27-L25	Analysis of A.M. Klein's "Indian Reservations: Caughnawaga"
28- L26 29- L27	Reading Atwood's short story "The Resplendent Quetzel"Reading Atwood's short story "The Resplendent Quetzel"
<u>29- L27</u> 30- P2	College level meeting/Cell function
31-L28	Analysis of "The Resplendent Quetzel"
32-L29	Reading George Ryga's <i>Ecstasy of Rita Joe</i>
33-L30	Reading George Ryga's Ecstasy of Rita Joe
34- L31	Reading George Ryga's Ecstasy of Rita Joe
35- L32	Reading George Ryga's Ecstasy of Rita Joe
36- L32	Reading George Ryga's Ecstasy of Rita Joe
37- L34	Analysis of the characters of <i>Ecstasy of Rita Joe</i>
38-L35	Analysis of the context of <i>Ecstasy of Rita Joe</i>
39- L36	Thematic analysis of <i>Ecstasy of Rita Joe</i>
40- L37	Thematic analysis of <i>Ecstasy of Rita Joe</i>
41- L38	Reading Alistair's "As Birds Bring Forth the Sun"

42-P3	Department Seminar	
43- L39	Reading Alistair's "As Birds Bring Forth the Sun"	
44- L40	Reading Alistair's "As Birds Bring Forth the Sun"	
45- L41	Context of "As Birds Bring Forth the Sun"	
46- L42	Thematic analysis of "As Birds Bring Forth the Sun"	
47- L43	Allotting portion for Internal Test-II	
	Internal Test II begins	
48- L44	Thematic analysis of "As Birds Bring Forth the Sun"	
49-IT-II	Internal Test-II	
50-L45	Reading P.K. Page's "First Neighbours"	
51- L46	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
52- L47	Analysis of P.K. Page's "First Neighbours" using the literary devices	
53- L48	Reading Joy Kogawa's Obasan	
54- L49	Reading Joy Kogawa's Obasan	
55- L50	Reading Joy Kogawa's Obasan	
56- L51	Reading Joy Kogawa's Obasan	
57- L52	Reading Joy Kogawa's Obasan	
58- L53	Various contexts of Joy Kogawa's Obasan	
59-P4	College level meeting/ function	
60- L54	Analysis of the cultural aspects in Obasan	
61- L55	Thematic analysis of <i>Obasan</i>	
62- L56	Thematic analysis of <i>Obasan</i>	
63- L57	Contextual analysis of Michael Ondaatje's In the Skin of a Lion	
64- L58	Allotting portion for Internal Test-III	
	Internal Test III begins	
65- L59	Reading the key lines from Michael Ondaatje's In the Skin of a Lion	
66- L60	Analysis of various contexts found in In the Skin of a Lion	
67-IT-III	Internal Test-III	
68- L61	Analysis of various contexts found in In the Skin of a Lion	
69- L62	Thematic analysis of Ondaatje's In the Skin of a Lion	
70- L63	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
71-MT	Model Test	
72-MT	Model Test	
73-MT	Model Test	
74-L64	Model test paper distribution and previous year university question paper	
	discussion	
75-L65	Feedback of the Course, analysis and report preparation	
	Last Working day on 06.11.2017	

Learning Outcomes	COs of the course "Canadian Literature"
CO1	The students have learnt about cultural diversity in Canada with special emphasis on culture and identity

CO2	The students have learnt the comparative study of Canadian writing
	in the context of social pluralism
CO3	The students have acquired a critical knowledge of the literary
	themes, motifs, structures, narratives, points of view, and values
	that are typical of various regions of Canada
CO4	The students have learnt to identify the common elements in the
	works of various Canadian authors, be they English, French, or
	immigrant.
Experimental	
Learning	
EL1	Powerpoint Presentation
EL2	Screened the Landscapes of Canada
EL3	Enacted the play Ecstasy of Rita Joe
EL4	Classroom seminar on specific topics related to the course
Integrated Activity	
IA1	Group Discussion
IA2	Library visit

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name B.A. English Course Name English Grammar and Usage Course Code SMEN23 Class I year (2017-2018) Semester Even Staff Name Dr. A. Rathina Prabhu Credits 4 L. Hours /P. Hours 4 / WK Total 60Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)

Course Objectives

- > To enhance the communicative competence by improving the grammatical skills.
- > To strengthen the writing skill by augmenting grammatical skills

Syllabus Unit-I

The Words: Uses

The Nouns - Kinds - Number - Gender - Compound Nouns - Forms of Genitives Articles Pronouns Adjectives - Kinds - Formation with Affixes Adverbs: Kinds - formation - Function- Uses Preposition - Simple and Compound Preposition; those accompanying verbs, adjectives

and nouns.

Conjunction: Coordinating, Correlatives and Subordinating.

Unit-II

The Verb:

Transitive and Intransitive and Linking - Usage Phrasal verbs Auxiliaries: Primary and Model Concord: Subject - Verb Agreement

Unit-III

The Sentence:

Kinds of Sentences Formation of Negatives Yes or No Question Word Questions

Question Tags Unit- IV Tenses: Forms and Uses Verb Forms Non finite' Present & Present Participle Infinitives and Gerunds Uses Unit- V Active & Passive voice Indirect Speech Transformation of Sentences (Pages236-237 & 248-258)

Course Ca	lendar	
Hour	Class Schedule	
allotment		
	Odd Semester Begin on 16.06.2017	
1-L1	Introducing Grammar.	
2-L2	Needs of Practice.	
3- L3	The Nouns	
4-L4	Kinds	
5-L5	Number	
6-L6	Gender	
7-L7	Compound Nouns	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Practice Test	
10- L9	Forms of Genitive	
11-L10	Articles -A or An	
12-L11	Articles -The	
13-L12	Zero Articles	
14-L13	Revision Test	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins	
16-L15	Adjectives	
17-IT-1	Internal Test-I	
18-L16	Kinds	
19-L17	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	Formation / Functions/ Uses	
21- L19	Preposition	
22- P2	College level meeting/Cell function	
23-L20	Preposition- Simple	
24-L21	Compound Preposition	
25-L22	Conjunctions	
26-L23	Verb- Introduction	
27-L24	Transitive and Intransitive and Linking	
28-L25	Phrasal verbs -I	
29-L26	Phrasal verbs -II	

30-L27	Phrasal verbs -III	
31-L28	Auxiliaries - Test	
32-L29	Primary & Models	
33-L30	Concord	
34- P3	Department Seminar	
35-L31	Kinds of Sentences	
36-L32	Allotting portion for Internal Test-II	
	Internal Test II begins	
37- L33	Formation of Negatives	
38- IT-II	Internal Test-II	
39-L34	Yes or No Question	
40-L35	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
41-L36	Word Questions	
42- L37	Practice Test	
43- L38	Question Tags	
44- P4	College level meeting/ function	
45-L39	Verb Forms	
46-L40	Non finite' Present & Present Participle	
47-L41	Infinitives	
48-L42	Gerunds	
49-L43	Active & Passive voice	
50-L44	Allotting portion for Internal Test-III	
	Internal Test III begins	
51 L45	Indirect Speech / Transformation of Sentences	
52- L46	Revision Unit-I,II and III	
53-IT-III	Internal Test-III	
54-L47	Revision Unit- IV and V	
55-L48	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Model test paper distribution and previous year university question paper	
	discussion	
60-L50	Feedback of the Course, analysis and report preparation	
	Last Working day on 06.11.17	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
# For slow learner	higher study. : special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
	Staff Size atom

HOD Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

(Trepared by start member hundring the course	
Programme Name	B.A. English
Course Name	History of English Literature – II
Course Code	SMEN41
Class	I year (2018-2021)
Semester	Even
Staff Name	Dr. K. Vijila
Credits	5
L. Hours /P. Hours	5 / WK
Total 75 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 65 Hrs (5 units; 5×13=65; 13Hrs /unit)	

Course Objectives

- ➤ to acquaint the students with the literary classics
- prevanlent in England
- make conversant about the history of Literature
- ➢ gave a clue upon literature
- put in a picture about world literature
- bring to notice the global literary theories

Syllabus

Unit I

The Age of Johnson – General Prose, the Novel and the Verse

Unit II

The Age of Wordsworth – The Older Poets and the Younger Poets Unit III

The Age of Tennyson – Verse, General Prose and the Novel

Unit IV

The Age of Hardy

Unit V

The Present Age

Text Prescribed:

William Henry Hudson: An Outline History of English Literature. Mahaam Publishers, Chennai - 78. mahampublishers@gmail.com. Course Calendar

Course Calendar	
Hour	Class Schedule
allotment	
	Even Semester Begin on 18.06.2018
1-L1	Talked in general about literary classics
2-L2	Taught the methods of acquiring knowledge
3- L3	Explained in a detailed way about literature
4-L4	Discussed the life of some writers
5-L5	Critically analysed the workers of Johnson

6-L6	Taught the Age of Chaucer
7-L7	Did an assessment on the works of Goldsmith
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Talked about the Age of Chaucer
10- L9	Discussed the development of Drama
11-L10	Conducted a test
12-L11	Discussed the Age of Dryden
13-L12	Themes and techniques of the writers were discussed
14-L13	Taught the Age of Dryden prose and drama
15-L14	Discussed from Chaucer to Tottel's miscellany
16-L15	Put in the picture about the Age of Chaucer
17- L16	Created an awareness about the plays of English Literature
18- L17	-do-
19- L18	Discussed English Literature
20- L19	Before the conquest
21- L20	Allotting portion for Internal Test-I
	Internal Test I begins
22- L21	Discussed the conquest the Chaucer
23- IT-1	Internal Test-I
24- L22	Discussed the making of the English Language
25- L23	-do-
26- L24	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
27- L25	Taught Chaucer's life
28- L26	Chaucer's work in general
29- L27	Discussed the Age of Johnson
30- P2	College level meeting/Cell function
31-L28	Had a discussion on Goldsmith
32-L29	Discussed on the other general prose
33-L30	Writers of the period
34- L31	Taught prose fiction in England before Richardson
35- L32	-do-
36- L33	Taught the historical significance of the novel
37-L34	-do-
38-L35	Discussed Richardson
39- L36	Had a discussion about Fielding
40- L37	Discussed Smollet and his works
41-L38	Had a discussion about the other novelists of the period
42-P3	Department Seminar
43-L39	-do-
44- L40	Taught the Revival of Romance
45-L41	Taught the general characteristics of the Age of Johnson
46- L42	-do-
47- L43	Allotting portion for Internal Test-II
40 7 4 4	Internal Test II begins
48- L44	The continuance of the Augustan tradition
49-IT-II	Internal Test-II
50-L45	The reaction in form

51- L46	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
52- L47	Conducted a test
53- L48	Taught the growth of the love of nature in Eighteenth century poetry
54- L49	-do-
55- L50	Discussed the development of naturalism
56- L51	Discussed the romantic revival
57- L52	Taught Grey burns and Cowper
58- L53	Conducted a test
59-P4	College level meeting/ function
60- L54	Discussed The Age of Wordsworth
61- L55	Taught the lyrical ballads and Wordsworth's theory of poetry
62- L56	-do-
63- L57	Taught the characteristics of Wordsworth's poetry
64- L58	Allotting portion for Internal Test-III
	Internal Test III begins
65- L59	Had a discussion on Coleridge and his works
66- L60	-do-
67-IT-III	Internal Test-III
68- L61	Discourse the influential interpreter Walter Scott
69- L62	-do
70- L63	- Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
71-MT	Model Test
72-MT	Model Test
73-MT	Model Test
74-L64	Model test paper distribution and previous year university question paper
	discussion
75-L65	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students were made familiar with many literary writers
CO2	Students were introduced to different writers
CO3	Students understood how literature with so many countries
CO4	Students got a clue upon literature
CO5	Students got a picture about the Age of Johnson and the Age of
	Wordsworth
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Students were bring to notice the ages in literature
EL2	Students were asked to analyse the literary world

EL3	Students got a clue upon the writers
EL4	Students were made to get awareness
Integrated Activity	
IA1	Motivated the advanced learners to support the slow learners
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
# For slow learner	higher study. : special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English
Course Name	Indian writing in English II
Course Code	SMEN21
Class	I year (2018-2021)
Semester	Even
Staff Name	Dr U KETHRAPAUL
Credits	4
L. Hours /P. Hours	4 / WK
Total 60Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)	

Course Objectives

- > To introduce the learners the rich literary tradition in Indian Writing in English.
- > To acquaint the students the various genres in Indian Writing in English.
- > To gather knowledge about different cultures prevail in India.
- > To know more about the Indian way of yearning for the past.

Syllabus

Unit I : Prose		
Swami Vivekananda	: Work and its Secret	
Khushwant Singh	: The Portrait of a Lady	
AmitavGhosh	: A Town by the Sea	
Unit II : Poetry		
JayantaMahapatra	: Freedom	
K. Sachidananthan	: Mad	
Mohanchand	: Before I am Born	
Gieve Patel	: Old Man's Death	
Unit III : Short-Stories		
K.A. Abbas	: Bholi	
PrajwalParajuly	: The Cleft	
MrinalPandey	: Girls	
Unit IV : Drama		
AsifCurrimbhoy	: The Refugee	
Unit V : Fiction		
EasterineKire	: When the River Sleeps	

Course Calendar

Hour	Class Schedule
allotment	

	Odd Semester Begin on 16.06.2017	
1-L1	Swami Vivekananda – Biography	
2-L2	Work and its Secret – Ideology	
3- L3	Work and its Secret – Solution	
4-L4	Khushwant Singh – Biography	
5-L5	The Portrait of a Lady	
6-L6	Author's concern about his grandmother	
7-L7	AmitavGhosh–Biography	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	A Town by the Sea	
10- L9	The Director's loss in A Town by the Sea	
11-L10	JayantaMahapatra– Biography	
12-L11	Freedom - Thematical Approach	
13-L12	K. Sachidananthan–Biography	
14-L13	Mad - Thematic Approach	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins	
16-L15	Author's argument in the poem "Mad"	
17-IT-1	Internal Test-I	
18-L16	Mohanchand–Biography	
19-L17	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	Before I am Born - Thematic Approach	
21- L19	Gieve Patel – Biography	
22- P2	College level meeting/Cell function	
23-L20	Old Man's Death - Thematic Approach	
24-L21	K.A.Abbas– Biography	
25-L22	Bholi - a girl's journey towards enlightenment	
26-L23	Bholi - Women empowerment	
27-L24	PrajwalParajuly - Biography	
28-L25	The Cleft	
29-L26	Theme of poverty	
30-L27	MrinalPandey–Biography	
31-L28	Girls	
32-L29	Religious views on girls	
33-L30	AsifCurrimbhoy–Author introduction	
34- P3	Department Seminar	
35-L31	Historical background to the play	
36-L32	Allotting portion for Internal Test-II	
	Internal Test II begins	
37- L33	The Refugee- Scene I –III	
38- IT-II	Internal Test-II	
39-L34	The Refugee- Scene IV and V	
40-L35	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
41-L36	Theme of displacement and isolation	
42-L37	EasterineKire–Biography	
43- L38	When the River Sleeps Chapter 1-7	

44- P4	College level meeting/ function	
45-L39	When the River Sleeps Chapter 8 – 14	
46-L40	When the River Sleeps Chapter 15- 21	
47-L41	When the River Sleeps Chapter 22 – 28	
48-L42	When the River Sleeps Chapter 29 – 35	
49-L43	When the River Sleeps Chapter 36 – 42	
50-L44	Allotting portion for Internal Test-III	
	Internal Test III begins	
51 L45	When the River Sleeps Chapter 43 – 51	
52- L46	Discussion of the characters	
53-IT-III	Internal Test-III	
54-L47	Theme of Morality	
55-L48	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Model test paper distribution and previous year university question paper	
	discussion	
60-L50	Feedback of the Course, analysis and report preparation	
	Last Working day on 06.11.2017	

Learning Outcomes	COs of the course "Indian Writing in English II"
CO1	Understood the rich tradition of Indian literature
CO2	Understood various genres in IWE
CO3	Understood Unity in Diversity
CO4	Learnt various writings of various authors in IWE
CO5	Understood the gender discrimination in India
CO6	Understood the power of love through various lessons
CO7	Learnt the horror of nature
CO8	Learnt the value of noble character through the novel
CO9	
Experimental	
Learning	
EL1	PPTs were shown to them
EL2	Made them to recite the poetry
EL3	Documentaries were shown to them
EL4	Video clippings were shown to them
Integrated Activity	
IA1	Quiz
IA2	Mind games

Blended Learning

: using PPT, video, library resources, ICT techniques, E-learning resources, Google classroom, study tour, etc.,
: use library books, E- books, motivate student to prepare for higher study.

For Advanced Learner

# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

(Trepared by start member handling the course	
Programme Name	B.A. English
Course Name	Indian Writing in English Translation
Course Code	PEHM 24
Class	I year (2018-2021)
Semester	Even
Staff Name	Mr. Sam Vasanthakumar
Credits	4
L. Hours /P. Hours	4 / WK
Total 60Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)	

Course Objectives

- > To introduce the student to the polyphony of modern Indian Writing in Translation
- > To understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
- To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.

Syllabus

Unit – I Poetry

Subramania Bharathi - Panchali"s Pledge Part I Canto I Kumaran Asan - Uprightness, Psalm Salma - On Borders

Unit – II Drama

K.A. Gunasekaran - Touch Mahasweta Devi - Bayen

Unit – III Prose

P. Sivakami - Land: Woman"s Breath and Speech Rettamalai Srinivasan - A Brief History of My Life

Unit – IV Fiction

U.R. Ananthamurthy - Bharathipura Prathibha Ray - Yajasenei: The Story of Draupadi **Unit – V Short Story** Cho. Dharuman - Wetness Rabindranath Tagore - Grandfather

Course Calendar

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	

4.7.1			
1-L1	An introduction to Subramania Bharathi and his works		
2-L2	Taught Panchali's Pledge		
3-L3	Critical appreciation of the poem		
4-L4	Taught Kumaran Asan's Uprightness		
5-L5	Critical appreciation of the poem		
6-L6	Taught Salma's On Borders		
7-L7	Critical appreciation of the poem		
8- P1	Welcoming of First year and Inauguration of MathematicsAssociation		
9- L8	Taught K. A. Gunasekaran's Touch		
10- L9	Analyze the caste differences in the play		
11-L10	Discussed the various themes in the play		
12-L11	Gave an introduction to Mahasweta Devi and her works		
13-L12	Bayen Scene I		
14-L13	Bayen Scene II		
15-L14	Allotting portion for Internal Test-I		
	Internal Test I begins		
16-L15	Bayen Scene III		
17-IT-1	Internal Test-I		
18-L16	Bayen Scene IV		
19-L17	Test Paper distribution and result analysis		
	Entering Internal Test-I Marks into University portal		
20-L18	Discussed the themes in the play		
21- L19	Discussed the characters in the play		
22- P2	College level meeting/Cell function		
23-L20	P. Sivagami's Land: Women's breath and speech – Significance of the title		
24-L21	Term and naming of lands		
25-L22	History of private ownership of land in India		
26-L23	Controlling acts		
27-L24	Women and land		
28-L25	Land and Symbolism		
29-L26	An introduction to A Brief History of My Life by Rettamalai Srinivasan		
30-L27	Launch of Paraiyan		
31-L28	Journey to London and Round Table Conference		
32-L29	Formation of Adi Dravidar Community and their Education		
33-L30	An introduction to U. R. Ananthamurhy and Bharathipura		
34- P3	Department Seminar		
35-L31	Taught pages: 1- 50		
36-L32	- Allotting portion for Internal Test-II		
	Internal Test II begins		
37- L33	Taught pages: 51- 100		
38- IT-II	Internal Test-II		
39-L34	Taught pages: 101- 150		
40-L35	Test Paper distribution and result analysis		
	Entering Internal Test-II Marks into University portal		
41-L36	Taught pages: 151-200		
42- L37	Taught pages: 201- 289		
43- L38	An introduction to Pratiba Ray's Yajnaseni The story of Draupadi		
44- P4	College level meeting/ function		

45-L39	Discussed the feministic perspective in the novel	
46-L40	Discussed the Protagonist of the novel	
47-L41	Gender conflict in the novel	
48-L42	Discussed the characters in the novel	
49-L43	Comparing the novel with Mahabharatha	
50-L44	Allotting portion for Internal Test-III	
	Internal Test III begins	
51 L45	Taught Wetness by Cho. Dharuman	
52- L46	Taught Grandfather by Tagore	
53-IT-III	Internal Test-III	
54-L47	Revision	
55-L48	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Model test paper distribution and previous year university question paper	
	discussion	
60-L50	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course "Indian Writing in English Translation"
CO1	To explore images in literary productions that express the writers'
	sense of their society
CO2	Wherever possible, a comparative study of the original and
	translated texts to see the process of negotiation that constructs,
	and is constructed in the English language translation
CO3	To encourage the students to explore texts outside of the suggested
	reading list to realize the immense treasure trove of translated
	Indian literary works.
CO4	
CO5	
<u>CO6</u>	
<u> </u>	
<u>CO8</u>	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3 EL4	
Integrated Activity IA1	
IA1 IA2	
IAZ	<u> </u>

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
# For slow learner	higher study. : special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

COURSE ACADEMIC I LAN	
(Prepared by staff member handling the course)	
Programme Name	M.A. English
Course Name	Literature and Ecology
Course Code PEHM41	
Class	II year
Semester	Even
Staff Name	Ms C. Rosy
Credits	4
L. Hours /P. Hours	5 / WK
Total 75 Hrs / Sem	
Internal Test-3 Hrs	
Model Test-1 Hr	
Class Revision Test- 2 hrs	
Dept. Meetings-2 Hrs	
College Meetings/Programmes-2 Hrs	
Remaining 65 Hrs (5 units; 5×13=65; 13Hrs /unit)	

Course Objectives

1. To direct the students into a new focus of literature.

2. To make the students understand the relationship of literature with issues of nature.

Syllabus

MSU / 2017-18 / PG –Colleges / M.A. (English) / Semester -IV /Ppr.no.19 / Core - 13

		Hrs 5	Credits 4
Unit – I Introduction		(15L)	
Ecology, Literature and Language			
Peter Barry – Beginning Theory 3 rd Edition (Chapter 13 "Eco Criticisa	n")		
Unit – II Poetry (15	iL)		
S.T. Coleridge - To Nature			
Emily Dickinson - Summer Shower			
Toru Dutt - Our Casuarina Tree			
Muhammed Iqbal - A Mountain and a Squirrel			

Unit – III Prose

Terry Tempest William - Refugee: An Unnatural History of Family and Place

Margaret Atwood - Survival - Chapter I Nature the Monster

Unit – IV Fiction (15L) Amitav Ghosh - The Hungry Tide Margaret Atwood - Surfacing

Unit – V Drama

William Shakespeare - As You Like It

Reference:

1. The Eco Criticism Reader: Landmarks in Literary Ecology by Harold Fromm and Cheryll Glotfelty 2. The Environmental Imagination: Thoreau Nature Writing and the Formation of American Culture by Lawrence Buell 3. Bloomsbury by N. Krishnaswamy

Course Calendar

Hour	Class Schedule
allotment	
	Even Semester Begins on
1-L1	Introduction to Amitav Ghosh
2-L2	The Hungry Tide- Part I
3- L3	General introduction on Ecology, Literature and Language
4-L4	General introduction on Ecology, Literature and Language
5-L5	Introduction on Terry Tempest William & Refugee
6-L6	The Hungry Tide- Part I
7-L7	The Hungry Tide- Part II
8- P1	Welcoming of First year and Inauguration of English Association
9- L8	Chapter 13 "Eco Criticism"- Ecocriticism or Green Studies
10- L9	Refugee- 1- 80 pages
11-L10	The Hungry Tide- Part II

(15L)

13-L12 Chapter 13 "Eco Criticism"- Ecocriticism or Green Studies 14-L13 Chapter 13 "Eco Criticism"- Ecocriticism or Green Studies 15-L14 <i>Refugee</i> - 81- 130 pages 16-L15 <i>The Hungry Tide</i> - Critical analysis 17- L16 Introduction to Margaret Atwood and <i>Surfacing</i> 18- L17 Chapter 13 "Eco Criticism"- Culture and Nature 19- L18 Chapter 13 "Eco Criticism"- Culture and Nature 20- L19 <i>Refugee</i> - 131- 170 pages 21- L20 <i>Surfacing</i> - Summary Allotting portion for Internal Test-I 12- L21 <i>Surfacing</i> - Summary 22- L21 <i>Surfacing</i> - Summary 23- IT-1 Internal Test-I 24- L22 Chapter 13 "Eco Criticism"- Culture and Nature 25- L23 <i>Refugee</i> - 171- 200 pages 26- L24 <i>Eurofacing</i> - Summary
15-L14Refugee- 81- 130 pages16-L15The Hungry Tide- Critical analysis17- L16Introduction to Margaret Atwood and Surfacing18- L17Chapter 13 "Eco Criticism"- Culture and Nature19- L18Chapter 13 "Eco Criticism"- Culture and Nature20- L19Refugee- 131- 170 pages21- L20Surfacing- SummaryAllotting portion for Internal Test-I22- L21Surfacing- Summary23- IT-1Internal Test I begins24- L22Chapter 13 "Eco Criticism"- Culture and Nature25- L23Refugee- 171- 200 pages
16-L15The Hungry Tide- Critical analysis17-L16Introduction to Margaret Atwood and Surfacing18-L17Chapter 13 "Eco Criticism"- Culture and Nature19-L18Chapter 13 "Eco Criticism"- Culture and Nature20-L19Refugee- 131- 170 pages21-L20Surfacing- SummaryAllotting portion for Internal Test-I10-L11Internal Test I begins22-L21Surfacing- Summary23-IT-1Internal Test-I24-L22Chapter 13 "Eco Criticism"- Culture and Nature25-L23Refugee- 171- 200 pages
17- L16Introduction to Margaret Atwood and Surfacing18- L17Chapter 13 "Eco Criticism"- Culture and Nature19- L18Chapter 13 "Eco Criticism"- Culture and Nature20- L19Refugee- 131- 170 pages21- L20Surfacing- SummaryAllotting portion for Internal Test-I1Internal Test I begins22- L21Surfacing- Summary23- IT-1Internal Test-I24- L22Chapter 13 "Eco Criticism"- Culture and Nature25- L23Refugee- 171- 200 pages
18- L17 Chapter 13 "Eco Criticism"- Culture and Nature 19- L18 Chapter 13 "Eco Criticism"- Culture and Nature 20- L19 Refugee- 131- 170 pages 21- L20 Surfacing- Summary Allotting portion for Internal Test-I 22- L21 Surfacing- Summary 23- IT-1 Internal Test-I 24- L22 Chapter 13 "Eco Criticism"- Culture and Nature 25- L23 Refugee- 171- 200 pages
19- L18Chapter 13 "Eco Criticism"- Culture and Nature20- L19Refugee- 131- 170 pages21- L20Surfacing- SummaryAllotting portion for Internal Test-IInternal Test I begins22- L21Surfacing- Summary23- IT-1Internal Test-I24- L22Chapter 13 "Eco Criticism"- Culture and Nature25- L23Refugee- 171- 200 pages
20- L19 Refugee- 131- 170 pages 21- L20 Surfacing- Summary Allotting portion for Internal Test-I Internal Test I begins 22- L21 Surfacing- Summary 23- IT-1 Internal Test-I 24- L22 Chapter 13 "Eco Criticism"- Culture and Nature 25- L23 Refugee- 171- 200 pages
21- L20 Surfacing- Summary Allotting portion for Internal Test-I Internal Test I begins 22- L21 Surfacing- Summary 23- IT-1 Internal Test-I 24- L22 Chapter 13 "Eco Criticism"- Culture and Nature 25- L23 Refugee- 171- 200 pages
Allotting portion for Internal Test-I Internal Test-I 22- L21 Surfacing- Summary 23- IT-1 Internal Test-I 24- L22 Chapter 13 "Eco Criticism"- Culture and Nature 25- L23 Refugee- 171- 200 pages
Internal Test I begins22- L21Surfacing- Summary23- IT-1Internal Test-I24- L22Chapter 13 "Eco Criticism"- Culture and Nature25- L23Refugee- 171- 200 pages
22- L21Surfacing- Summary23- IT-1Internal Test-I24- L22Chapter 13 "Eco Criticism"- Culture and Nature25- L23Refugee- 171- 200 pages
23- IT-1 Internal Test-I 24- L22 Chapter 13 "Eco Criticism"- Culture and Nature 25- L23 Refugee- 171- 200 pages
24- L22Chapter 13 "Eco Criticism"- Culture and Nature25- L23Refugee- 171- 200 pages
25- L23 <i>Refugee</i> - 171- 200 pages
26 L 24 Southering Summary
26- L24 <i>Surfacing</i> - Summary
Test Paper distribution and result analysis
Entering Internal Test-I Marks into University portal
27- L25 <i>Surfacing</i> - Summary
28- L26 Chapter 13 "Eco Criticism"- Culture and Nature
29- L27 Chapter 13 "Eco Criticism"- Turning criticism inside out
30- P2 College level meeting/Cell function
31-L28 <i>Surfacing</i> - Character analysis
32-L29 <i>Surfacing</i> - Themes and techniques
33-L30 Chapter 13 "Eco Criticism"- Turning criticism inside out
34- L31 Chapter 13 "Eco Criticism"- Turning criticism inside out
35- L32 <i>Refugee</i> - 201- 275 pages

36- L33	Surfacing- Critical analysis	
37- L34	Introduction to William Shakespeare and As You Like It	
38-L35	Chapter 13 "Eco Criticism"- Stop & Think	
39- L36	Chapter 13 "Eco Criticism"- "- Stop & Think	
40- L37	Introduction- Canadian Literature	
41- L38	As You Like It- Act I	
42-P3	Department Meeting/ Programme	
43- L39	Examples of Ecocriticism & Revision- Unit I	
44- L40	Revision- Unit I	
45- L41	Introduction- Canadian literature, Margaret Atwood and Survival	
46- L42	As You Like It- Act I	
47- L43	As You Like It- Act II Allotting portion for Internal Test-II	
48- L44	Internal Test II begins Introduction to S.T. Coleridge and "To Nature"	
49-IT-II	Internal Test-II	
50-L45	Survival- Symbols of the country/ Four positions of victims	
51- L46	As You Like It- Act II Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
52- L47	As You Like It- Act III	
53- L48	"To Nature"- poem	
54- L49	Introduction to Emily Dickinson and "Summer Shower"	
55- L50	Survival- Chapter I- "Survival" (1-20 pages)	
56- L51	As You Like It- Act III	
57- L52	As You Like It- Character Discussion	
58- L53	"Summer Shower"- poem & themes	
59-P4	College level meeting/ function	
60- L54	Survival- Chapter I- "Survival" (21-43 pages)	
61- L55	As You Like It- Themes	

62- L56	As You Like It- Themes
63- L57	Introduction to Toru Dutt and "Our Casuarina Tree"
64- L58	"Our Casuarina Tree"- poem
	Allotting portion for Internal Test-III
	Internal Test III begins
65- L59	Survival- Chapter II- "Nature the Monster" (45- 55 pages)
66- L60	As You Like It- Critical analysis
67-IT-III	Internal Test-III
68- L61	Introduction to Muhammed Iqbal and "A Mountain and a Squirrel"
69- L62	"A Mountain and a Squirrel" by Muhammed Iqbal
	& Cross reference poem ("The Mountain and the Squirrel" by Ralph Waldo
	Emerson)
70- L63	Survival- Chapter II- "Nature the Monster" (45- 55 pages)
	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
71-MT	Model Test
72-MT	Class Revision Test- 1
73-MT	Class Revision Test-2
74-L64	Model test paper distribution and previous year university question paper
	discussion
75-L65	Feedback of the Course, analysis and report preparation
	Last Working day on

Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	Introduces students to the relatedness among ecology, culture and literature	
CO2	Helps to gain a better understanding of our planet and its needs	
CO3	Enables new ways of thinking about humanity's relationship to nature	
CO4	Helps to recuperate and restore the natural environment and earth	
CO5	Become knowledgeable in the basics of ecology, and how the ecological crisis affects everyone of us in the 21 st century	
CO6	Learn "Ecocriticism" by analyzing the assigned literary texts	
Experimental Learning		
EL1	Assignment on making a survey and collecting details about the latest environmental crises	
EL2	Encourage the students to observe Nature and learn from it	
(survival amidst odds, perfect coordination and understandid between/among aspects of nature)		
Integrated Activity		
IA1	Students are encouraged to read classical texts on Nature in the ecological perspective ("Turning criticism inside out")	

IA2	Encouraged to attempt writing poems/articles foregrounding nature
# Blended Learning	: Using PPT, videos, library resources, ICT techniques,
C C	E-learning resources, study tour, etc.,
# For Advanced Learner	: Library books, E- books and motivate students to prepare for higher study.
# For slow learner	: Motivate the advanced learner to support the slow learner to study
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

COURSE ACADEMIC I LAN	
(Prepared by staff member handling the course)
Programme Name	B.A. English
Course Name	Literary Criticism and

0	0
Course Name Literary Criticism and Theory	
Course Code SMEN52	
Class III year (2018-2021)	
Semester	Even
Staff Name	Mr. Samuel Jude
Credits	6
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)	

Course Calendar

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 16.06.2017	
1-L1	The moral Approach :LITERATURE AND MORAL IDEAS	
2-L2	ELIOT –Religion and Literature	
3- L3	describe: give the reader a sense of the writer's overall purpose and intent.	
4-L4	describe: give the reader a sense of the writer's overall purpose and intent	
5-L5	describe: give the reader a sense of the writer's overall purpose and intent.	
6-L6	describe: give the reader a sense of the writer's overall purpose and intent.	
7-L7	analyze: examine how the structure and language of the text convey its meaning.	
8-L8	analyze: examine how the structure and language of the text convey its meaning	
9-L9	analyze: examine how the structure and language of the text convey its meaning	
10-P1	Welcoming of First year and Inauguration of Literary Association	
11-L10	interpret: state the significance or importance of each part of the text.	
12-L11	assess: make a judgment of the work's worth or value	
13-L12	interpret: state the significance or importance of each part of the text.	
14-L13	assess: make a judgment of the work's worth or value	
15-L14	interpret: state the significance or importance of each part of the text.	

16-L15	assess: make a judgment of the work's worth or value	
17-L16	interpret: state the significance or importance of each part of the text.	
18-L17	assess: make a judgment of the work's worth or value	
19-L18	The PSYCHOLOGICAL Approach :LITERATURE AND PSYCHOLOGICAL	
20-L19	The myth in JANE AUSTEN-Geoffrey gorer	
21-L20	describe: give the reader a sense of the writer's overall purpose and	
	intent.	
22-L21	describe: give the reader a sense of the writer's overall purpose and intent.	
23-L22	Allotting portion for Internal Test-I	
23-122	Internal Test I begins	
24-L23	describe: give the reader a sense of the writer's overall purpose	
	and intent.	
25-L24	analyze: examine how the structure and language of the text convey its meaning	
26-IT-1	Internal Test-I	
27-L25	analyze: examine how the structure and language of the text convey its meaning	
28-L26	analyze: examine how the structure and language of the text convey its	
	meaning	
29-L27	interpret: state the significance or importance of each part of the text.	
30-L28	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
31- L29	interpret: state the significance or importance of each part of the text.	
32- L30	interpret: state the significance or importance of each part of the text.	
33- L31	assess: make a judgment of the work's worth or value	
34-P2	College level meeting/Cell function	
35- L32	assess: make a judgment of the work's worth or value	
36- L33	assess: make a judgment of the work's worth or value	
37- L34	The SOCIOLOGICAL Approach :LITERATURE AND SOCIAL IDEALS	
38- L35	JOSEPH WOOD KRUTCH "THE TRAGIC FALLACY"	
39- L36	describe: give the reader a sense of the writer's overall purpose and intent.	
40- L37	describe: give the reader a sense of the writer's overall purpose and intent.	
41- L38	describe: give the reader a sense of the writer's overall purpose and intent.	
42- L39	analyze: examine how the structure and language of the text convey its meaning	
43- L40	analyze: examine how the structure and language of the text convey its meaning	
44- L41	analyze: examine how the structure and language of the text convey its meaning	
45 7 10	interpret: state the significance or importance of each part of the text	
45- L42		
45- L42 46- L43		
	interpret: state the significance or importance of each part of the text interpret: state the significance or importance of each part of the text	

49- L46	assess: make a judgment of the work's worth or value	
50- L47	assess: make a judgment of the work's worth or value	
51- P3	Department Seminar	
52- L48	The FORMALISTIC Approach :LITERATURE AS AESTHETIC	
	STRUCTURE	
53- L49	CLEANTH BROOKS :KEATS' SYLVAN HISTORIC :HISTORY WITHOUT	
	FOOTNOTES	
54- L50	describe: give the reader a sense of the writer's overall purpose and	
	intent.	
55- L51	describe: give the reader a sense of the writer's overall purpose and	
	intent.	
56-L52	- Allotting portion for Internal Test-II	
57 1 50	Internal Test II begins	
57-L53	describe: give the reader a sense of the writer's overall purpose and intent.	
58-L54	analyze: examine how the structure and language of the text convey its	
	meaning	
59-IT-II	Internal Test-II	
60- L55	analyze: examine how the structure and language of the text convey its	
	meaning	
61- L56	Test Paper distribution and result analysis	
(0, 1, 7 7	Entering Internal Test-II Marks into University portal	
62- L57	analyze: examine how the structure and language of the text convey its	
(2 I 50	meaning	
63-L58	interpret: state the significance or importance of each part of the text	
64-L59	interpret: state the significance or importance of each part of the text	
65-L60	interpret: state the significance or importance of each part of the text	
66-L61	assess: make a judgment of the work's worth or value	
67-L62	assess: make a judgment of the work's worth or value	
68-L63	assess: make a judgment of the work's worth or value	
69-L64	assess: make a judgment of the work's worth or value	
70-L65	The ARCHETYPAL Approach :LITERATURE in the light of myth GILBERT MURRAY AND ORESTES	
71- L66 72- L67		
	describe: give the reader a sense of the writer's overall purpose and intent.	
73- L68	describe: give the reader a sense of the writer's overall purpose and intent.	
74-P4	College level meeting/ function	
75- L69	analyze: examine how the structure and language of the text convey its meaning	
76- L70	analyze: examine how the structure and language of the text convey its	
	meaning	
77- L71	interpret: state the significance or importance of each part of the text	
78- L72	interpret: state the significance or importance of each part of the text	
79- L73	Allotting portion for Internal Test-III	
	Internal Test III begins	
80- L74	assess: make a judgment of the work's worth or value	
81- L75	assess: make a judgment of the work's worth or value	
82-IT-III	Internal Test-III	

83- L76	CONCLUSION
84- L77	Test Paper distribution and result analysis
85- L78	REVISION
	Entering Internal Test-III Marks into University portal
86- L79	Model Test
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 30.11.2017

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for
# For slow learner	higher study. : special care taken, motivate the advanced learner to support the alow learner to study. To attend the remedial alogges
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Literary Forms	
Course Code	SAEN21	
Class	I year (2018-2021)	
Semester	Even	
Staff Name	Mr SATHISH	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To introduce the various genres of Literature and also various have basic understanding of various forms in Literature.
- > To make students aware of the different types of Poetry, drama & other forms.
- To introduce to the origin, development and pioneers of the various genres of literature.

Syllabus

Unit-I

Section I-Poetry-Chapter II: Poetical Types. The Lyric The Ode The Sonnet The Elegy

Unit-II

The Idyll The Ballad The Satire

Unit-III

Section II- Dramatic Types Tragedy and Comedy Tragic -Comedy Farce and Melodrama The Masque The One –Act Play The Dramatic Monologue

Unit-IV

Section III-Prose The Essay The Novel The Short- Story

Unit – V

Biography Autobiography Course Calendar

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Introduction to poetical types.
2-L2	Original and structure of Lyric.
3- L3	Distinguishing features of Ode.
4-L4	Dorian and Lesbian Ode.
5-L5	Ode in English Literature.
6-L6	Origin of Sonnet.
7-L7	Italian Sonnet and English Sonnet.
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Spenserian variety and subject of the sonnet.
10- L9	Introduction to Elegy.
11-L10	Pastoral Elegy and other features.
12-L11	Distinguishing features, style and treatment of Ode.
13-L12	Subject of the Idyll and summing up Idyll.
14-L13	Introduction to Ballad.
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins
16-L15	Origin and kinds of Ballad.
17-IT-1	Internal Test-I
18-L16	Introduction to The Satire and essential of a good Satire.
19-L17	Subject and summing up of Satire.
	Entering Internal Test-I Marks into University portal
20-L18	Introduction to Dramatic types.
21- L19	Introduction to Tragedy.
22- P2	College level meeting/Cell function
23-L20	Types of Tragedy.
24-L21	Introduction to Comedy.
25-L22	Types of Comedy.
26-L23	Distinguishing features of Tragic –Comedy.
27-L24	Summing up Tragedy, Comedy & Tragic –Comedy.
28-L25	Introducing Farce.
29-L26	Introducing Melodrama.
30-L27	Origin and development of Masque.
31-L28	Decline Masque.
32-L29	Introducing The One –Act Play.
33-L30	Origin and techniques of One –Act Play.
34- P3	Department Seminar
35-L31	The Dramatic Monologue – Introduction.
36-L32	Discussion on Dramatic Monologue.
	Internal Test II begins
37- L33	Characteristics and Nature of Dramatic Monologue.

38- IT-II	Internal Test-II	
39-L34	Browning's contribution.	
40-L35	Definitions and origin of Essay.	
	Entering Internal Test-II Marks into University portal	
41-L36	Various types of Essay-Discussion.	
42- L37	Resent times development in essay.	
43- L38	Introduction to Novel.	
44- P4	College level meeting/ function	
45-L39	Structure, purpose and teaching of Novel.	
46-L40	18 th and 19 th Century Fiction.	
47-L41	Novel in the 20 th Century and summing up the Novel.	
48-L42	Introduction of Short-story.	
49-L43	Origin and structure of Short story.	
50-L44	Biography- Introduction.	
	Internal Test III begins	
51 L45	Morden tendency in Biography.	
52- L46	Pure & Impure Biography.	
53-IT-III	Internal Test-III	
54-L47	Introduction to Autobiography.	
55-L48	Objective & Subjective Autobiography.	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Difficulties of Autobiography.	
60-L50	Revising the various genres of Literature.	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Learnt the various genres of Literature
CO2	Learnt the basic understanding of various forms in Literature.
CO3	Students aware of the different types of Poetry, drama & other
	forms.
CO4	Studied the origin, development and pioneers of the various genres
	of literature.
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	PPT
EL2	Library resources
EL3	Google classroom
EL4	Video, library books, E- books.

Integrated Activity	
IA1	Group Discussion.
IA2	Debate.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	M.A. English	
Course Name	Literary theory and Criticism - I	
Course Code	PEHM 23	
Class	I year (2018-2020)	
Semester	Even	
Staff Name	Dr. M. Sri Vidhya @ Thangalakshmi	
Credits	6	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

- To analyse the essence of literature with the aid of theories
 To learn the theoretical perspectives
- > To enhance various perceptions
- To bring upgradation for the existing work of art

Course Calendar

Hour	Class Schedule
allotment	
	Even Semester Begin on 02.12.2018
1-L1	Introduction to literary theories
2-L2	Introduction to criticism
3- L3	Introduction to practical criticism
4-L4	How to interpret a work of art with critical theories
5-L5	Explanation regarding classical theories
6-L6	Trends in new theories
7-L7	Definitions of various other theories like Naturalism, Humanism, Helenism, etc,.
8-L8	Lionel Trilling and his theoretical perspectives
9-L9	The Sense of the Past – Lionel Trilling – Part I
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	The Sense of the Past – Lionel Trilling – Part II
12-L11	The Sense of the Past – Part III
13-L12	The Sense of the Past – Part IV
14-L13	The Sense of the Past – Part V
15-L14	Northrop Frye and his theoretical perspectives
16-L15	Introduction to Mythology
17-L16	Introduction to Archetypal Criticism
18-L17	Wilbur Scott's Five Approaches to theories
19-L18	Northrop Frye's Criticism Visible and Invisible – Part I
20-L19	Why Criticism is invisible to Literature students?

21 1 20	Northman Envola Critician Visible and Invisible Dort II
21-L20 22-L21	Northrop Frye's Criticism Visible and Invisible – Part II
	Northrop Frye's Criticism Visible and Invisible – Part III
23-L22	Allotting portion for Internal Test-I
24 1 22	Internal Test I begins
24-L23	Discussion on 1 mark, 5 mark and 8 mark questions
25-L24	Revision
26-IT-1	Internal Test-I
27-L25	Communism and Capitalism
28-L26	Marxist Criticism
29-L27	Christopher Caudwell and his theoretical perceptions
30-L28	Test Paper distribution and result analysis
21 1 20	Entering Internal Test-I Marks into University portal
31-L29	The Development of Modern Poetry – Part I
32-L30	The Development of Modern Poetry – Part II
33-L31	The Development of Modern Poetry – Part III
34-P2	College level meeting/Cell function
35-L32	Terry Eagleton and his concepts
36-L33	Capitalism Madamiana and Datamakaniana
37-L34	Modernism and Postmodernism
38-L35	I.A.Richards and his aspects of theory
39-L36	I.A.Richards – Four Kinds of Meaning – Part I
40-L37	I.A.Richards – Four Kinds of Meaning – Part II
41-L38	F.R.Leavis and his concepts
42-L39	F.R.Leavis – Literary Criticism and Philosophy – Part I
43-L40	F.R.Leavis – Literary Criticism and Philosophy – Part II
44- L41	F.R.Leavis – Literary Criticism and Philosophy – Part III
45- L42 46- L43	Julia Kristeva – An Introduction
40- L43 47- L44	The ethics of Linguistics – Part I The ethics of Linguistics – Part II
48- L45	The ethics of Linguistics – Part III
49-L46	The ethics of Linguistics – Part IV
50- L47 51- P3	The ethics of Linguistics – Part V
51- P5 52- L48	Department Seminar
52- L48 53- L49	Luce Irigaray – An IntroductionThe Bodily encounter with the mother – Luce Irigaray – Part I
53- L49 54- L50	The Bodily encounter with the mother – Luce Ingaray – Part I The Bodily encounter with the mother – Luce Irigaray – Part II
55-L51	The Bodily encounter with the mother – Luce Ingaray – Part II The Bodily encounter with the mother – Luce Irigaray – Part III
56-L52	- Allotting portion for Internal Test-II
JU-LJ2	Internal Test II begins
57-L53	Discussion on one mark questions
58-L54	Discussion on 5 mark and 8 mark questions
59-IT-II	Internal Test-II
60- L55	Revision
61-L56	Test Paper distribution and result analysis
01- LJU	Entering Internal Test-II Marks into University portal
62- L57	Feminism – An Introduction
63-L58	Elaine Showalter – An Introduction
64- L59	Three phases of Feminism
0 1 - LJ7	

65- L60	Feminist Criticism in the Wilderness – Part I
66- L61	Feminist Criticism in the Wilderness – Part II
67- L62	Feminist Criticism in the Wilderness – Part III
68- L63	Feminist Criticism in the Wilderness – Part IV
69- L64	Feminist Criticism in the Wilderness – Part V
70- L65	Feminist Criticism in the Wilderness – Part VI
71- L66	Feminist Criticism in the Wilderness – Part VII
72- L67	Feminist Criticism in the Wilderness – Part VIII
73- L68	Revision on the earlier discussed topics
74-P4	College level meeting/ function
75- L69	Miller – An Intro
76- L70	The Critic as Host
77- L71	Parasite and the Host
78- L72	The relationship between the author and the critic
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins
80- L74	Revision
81- L75	Discussion on one mark question
82-IT-III	Internal Test-III
83- L76	Possibilities of 5 marks and 8 marks
84- L77	- Test Paper distribution and result analysis
85- L78	Revision
	Entering Internal Test-III Marks into University portal
86- L79	Model Test
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
8	
CO1	To do a project with practical criticism
CO2	Exposure to various theories
CO3	Updated thoughts to the existing theories and work of art (vice
	versa)
CO4	Exposure to the usage of Library
CO5	Knowledge of transition of learning methods
CO6	To know about the genre of literature
CO7	Fixation of position of a work of art
CO8	Inspiration through the various dimensions of theories
CO9	It enhances the interest of the researcher
Experimental	
Learning	

EL1	Learning the different dimensions of the text
EL2	Learning the basic concepts first and get it into the higher level
EL3	Learning the association between society and the work of art
EL4	Learning the political colonization of mind and the world through
	various theories
Integrated Activity	
IA1	Attending Seminars, Conferences and Workshops on various
	theories
IA2	Writing Scholarly papers

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B. A. English
Course Name	Regional Literature in Translation
Course Code	GMEM64
Class	III year (2018-2021)
Semester	Even
Staff Name	J. Robin Deepak
Credits	5
L. Hours /P. Hours	5 / WK
Total 75 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 65 Hrs (5 units; 5×13=65; 13Hrs /unit)	

Course Objectives

- \blacktriangleright to make the students aware of native culture .
- > to make the students understand the richness of native culture
- ➤ to make the students aware of native literature
- ➤ to make the students enjoy native literature and language
- ➤ to make the students aware of effects of translations
- ➤ to make the students appreciate native literature

Syllabus

Unit I: Poetry

Tiruvalluvar	- Tirukkural (Translated by G.U. Pope)
	Chapter -8: The Possession of Love
	Chapter-11: Gratitude
	Chapter-40: Learning
Unit-II · Pootry	• 0

Unit-II: Poetry	
Subramanya Bharathi	- There is no fear
Mu. Mehta	- Charge Sheet
Adavan Theetchanya	- Self-Realization
Unit III :Short- Story	
U.R. Anantha Murthy	- A Horse for the Sun
Vaikom Muhammad Basheer	– Walls
Ambain(C.S.Lakshmi)	- Gifts
Unit IV:Fiction	
Sundara Ramaswamy	- Tamarind History
Unit V: Drama	
Girish Karnad	- Nagamandala
vt Prescribed: Regional Literat	ure in Fnglish Ed Roard

Text Prescribed: Regional Literature in English. Ed. Board of Studies. Angel Publishers.Chennai-8 Tamarind History. Sundara Ramaswamy. Peguin India.

Hour allotment	Class Schedule
	Even Semester Begin on 18.06.2018
1-L1	Introducing regional literature and the effects of translation in regional literature
2-L2	Introduction to Thiruvallur and Thirukkural
3- L3	Lecture on Thirukkural – chapter – The Possession of Love
4-L4	Discussion on love and relationship
5-L5	Introducing poetry of regional literature
6-L6	Introduction to Subramaniya Bharathi and his writings
7-L7	Lecture on the role of Subramaniya Bharathi in Independence
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Lecture on poems There is no fear and its themes
10- L9	Discussion on the influences of Subramaniya Bharathi's poems in Independence
11-L10	Introduction to the short story A Horse for the Sun
12-L11	Lecture on the short story A Horse for the Sun
13-L12	Lecture on the themes on the short story A Horse for the Sun
14-L13	Discussion on the character on the short story A Horse for the Sun
15-L14	Introduction to Thirukkural chapter – Gratitude
16-L15	Lecture on chapter – Gratitude Thirukkural
17- L16	Lecture on the themes of Thriukkural chapter Gratitude
18- L17	Discussion on the ideas of Gratitude
19- L18	Introduction to Mr. Mehta's poem charge sheet
20- L19	Lecture on the poem charge sheet
21- L20	- Allotting portion for Internal Test-I
	Internal Test I begins
22- L21	Discussion on the themes of the poem charge sheet
23- IT-1	Internal Test-I
24- L22	Discussion on the writers of Regional Literature
25- L23	Discussion on the major themes of Regional Literature
26- L24	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
27- L25	Introduction to the short story walls by Vaikom Muhammad Basheer
28- L26	Lecture on the short story walls
29- L27	Lecture on the themes of the short story walls
30- P2	College level meeting/Cell function
31-L28	Discussion on the ideas of the short story walls
32-L29	Introduction to Thirukkural chapter – learning
33-L30	Lecture on chapter learning Thirukkural
34- L31	Lecture on the themes of chapter Thirukkural
35-L32	Discussion on the idea of learning
36- L33	Introduction to the poem Self – Realization by Adaven Theetchanya
37- L34	Lecture on the poem Self – Realization
38-L35	Lecture on the themes of the poem Self – Realization
39- L36	Introduction to the short story Gifts by Ambai
40- L37	Background of the short story Gifts

41- L38	Lecture on the short story Gifts
42-P3	Department Seminar
43-L39	Discussion on the themes of the short story Gifts
44- L40	Discussion on the role of women in Regional Literature
45- L41	Discussion on the suppressed state of women in the society
46- L42	Discussion on the culture of the native people
47-L43	Allotting portion for Internal Test-II
	Internal Test II begins
48- L44	Introduction to the novels of Regional Literature
49-IT-II	Internal Test-II
50-L45	Introducing Sundara Ramaswamy and his works.
51- L46	-Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
52- L47	Background of the novel Tamarind History.
53- L48	Introducing the characters of the novel Tamarind History.
54- L49	Lecture on the novel Tamarind History.
55-L50	-do-
56- L51	Lecture on the themes of the novel Tamarind History.
57- L52	Discussion on the major themes of the novel Tamarind History.
58- L53	Discussion on the characters of the novel.
59-P4	College level meeting/ function
60- L54	Introducing Girish Karnad and his works.
61- L55	Lecture on the myths in Girish Karnad's works.
62- L56	Lecture on the background of the play Nagamandala.
63- L57	Introducing the characters of the play.
64- L58	Allotting portion for Internal Test-III
	Internal Test III begins
65- L59	Lecuture on the play Nagamandala.
66- L60	-do-
67-IT-III	Internal Test-III
68- L61	Lecture on the of the play Nagamandala.
69- L62	Discussions on the characters of the play Nagamandala.
70- L63	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
71-MT	Model Test
72-MT	Model Test
73-MT	Model Test
74-L64	Model test paper distribution and previous year university question paper
	discussion
75-L65	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students learnt the values of the Tamil culture.
CO2	Students learnt the importance of regional literature.
CO3	Students got the knowledge of regional writers and their works.

001	
CO4	Students learnt the influence of regional literature.
CO5	Students got the knowledge of the importance of translation.
CO6	Students got the knowledge of their native cultures.
CO7	Students got the knowledge of the supertitious beliefs of natives.
CO8	Students learnt human values.
CO9	Students got the knowledge of the sweetness of native literature.
Experimental	
Learning	
EL1	Powerpoint presentations were made for students.
EL2	Documentaries related to the works were shown to the students.
EL3	Video-shows were shown to the students on the themes of native
	literature.
EL4	Presentations of students on R.L.
Integrated Activity	
IA1	Group Discussion for students.
IA2	Topic related to presentations by students.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

D N	
Programme Name	B. A. English
Course Name	Value Based Education
Course Code	SVBE21
Class	I year (2018-2021)
Semester	Even
Staff Name	Mr. Sathish
Credits	2
L. Hours /P. Hours	2 / WK
Total 30Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 20 Hrs (5 units; 5×4=20; 4Hrs /unit)	

Course Objectives

- > To enable the students understand the social realities
- To inculcate an essential value system
- Building a healthy society

Syllabus

Course Ca	lendar
Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	A talk on Social Justice was given .
2-L2	Parameten of Social Justice was discussed.
3- P1	Welcoming of First year and Inauguration of Mathematics Association
4-L3	Student were enlightened about various Social reformers
5-L4	Allotting portion for Internal Test-I
	Internal Test I begins

6-IT-I	Internal Test-I
7-L5	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
8-L6	The concept of human rights was discussed.
9-L7	Talked about human rights and Indian constitution.
10-P2	College level meeting/Cell function
11-L8	Talked about the right of minorities and other suppressed people.
12-L9	Talked about the right of women and children.
13-P3	Department Seminar
14-L10	Talked about the Dalits and the marginalised people.
15-L11	Discussed social issues in general.
16-L12	Allotting portion for Internal Test-II
	Internal Test II begins
17-IT-1	Internal Test-II
18-L13	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
19-L14	Spoke about Mass media & its effects .
20- P2	College level meeting/ function
21-L15	Gave a lecture on globalisation.
22-L16	Taught various values & ethics.
23- L17	Allotting portion for Internal Test-III
	Internal Test III begins
24- IT-III	Internal Test-III
25-L18	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
26-MT	Model Test
27-MT	Model Test
28-MT	Model Test
29-L19	Model test paper distribution and previous year university question paper
	discussion
30-L20	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	The students were enlightened about various social realities .
CO2	Essential values and ethics were inculcated among the students .
CO3	Awareness regarding public health and welfare was created among
	the students.
CO4	
CO5	
CO6	
CO7	
CO8	

Students were made to share their views on Human Rights
Students spoke on the issue of marginalisation
Students were made to read news clipping of public problems and
analyse them.
A debate on mass media was conducted.
Students were asked to present their thoughts on value ethics
individually.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-learning
	resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the
	slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	M.A. English
Course Name	Victorian Age and the Age of Hardy
Course Code	PEHM21
Class	I year (2017-2019)
Semester	Odd
Staff Name	Dr Heiz
Credits	6
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)	

Course Objectives

- > Identify the major themes and characteristics of Victorian Literature
- Interpret and analyse the works of major Victorian poets.
- > Interpret and analyse representative novels and plays of the Victorian Era

Syllabus Unit – I Poetry Alfred Lord Tennyson - Lotus Eaters Robert Browning - Rabbi Ben Ezra Mathew Arnold - Dover Beach D.G. Rossetti - The Blessed Damozel Unit – II Prose Thomas Carlyle - Heroes and Hero Worship (Lecture II – The Hero as Prophet) John Ruskin - Unto this Last **Unit – III** John Galsworthy - The Silver Box J.M. Barrie - The Admirable Crinchton **Unit – IV** Charles Dickens - David Copperfield Charlotte Bronte - Jane Eyre **Unit – V** George Eliot - Silas Marner Thomas Hardy - Mayor of Casterbridge

Course Calendar

Hour	Class Schedule	
allotment		
	Odd Semester Begin	
1-L1	Gave an introduction to Victorian Age	
2-L2	Spoke about Thomas Hardy ad his contemporaries	
3- L3	Discussed Tennyson's "Lotus Eaters"	
4-L4	Taught "Lotus Eaters"	
5-L5	Taught "Lotus Eaters"	
6-L6	Themes in "Lotus Eaters"	
7-L7	Critical appreciation of "Lotus Eaters"	
8-L8	Taught Browning's "Rabi Ben Ezra"	
9-L9	Taught Browning's "Rabi Ben Ezra"	
10-P1	Welcoming of First year and Inauguration of Mathematics Association	
11-L10	Discussed the themes in "Rabi Ben Ezra"	
12-L11	Critically analyzed "Rabi Ben Ezra"	
13-L12	Gave an introduction to "Dover Beach"	
14-L13	Discussed "Dover Beach"	
15-L14	Themes in "Dover Beach"	
16-L15	Spoke about the Pre Raphaelite Movement	
17-L16	Spoke about Aestheticism and Symbolism	
18-L17	Taught D G Rossetti's "Blessed Damozel"	
19-L18	Taught D G Rossetti's "Blessed Damozel"	
20-L19	Gave a critical appreciation to "Blessed Damozel"	
21-L20	Revision	
22-L21	Revision	
23-L22	Allotting portion for Internal Test-I	
	Internal Test I begins	
24-L23	Taught "Hero and Hero Worship"	
25-L24	Taught "Hero and Hero Worship"	
26-IT-1	Internal Test-I	
27-L25	Themes in "Hero and Hero Worship"	
28-L26	Discussed Ruskin's "Unto this last"	
29-L27	Taught "Unto this last"	
30-L28	Test Paper distribution and result analysis	

	Entering Internal Test-I Marks into University portal
31- L29	Taught "Unto this last"
32- L30	Taught "Unto this last"
33- L31	Taught "Unto this last"
34-P2	College level meeting/Cell function
35- L32	Themes in Taught "Unto this last"
36- L33	Writing styles and techniques in Taught "Unto this last"
37- L34	An introduction to drama Silver Box
38- L35	Act I
39- L36	Act II
40- L37	Act III
41- L38	Themes in Silver Box
42- L39	Critical analysis
43- L40	Introduction to J M Barrie and the movements he was involved in
44- L41	The Admirable Crinchton Act I
45- L42	The Admirable Crinchton Act II
46- L43	The Admirable Crinchton Act III
47- L44	The Admirable Crinchton Act IV
48- L45	The Admirable Crinchton thematic analysis
49- L46	The Admirable Crinchton characterization
50- L47	The Admirable Crinchton critical overview
51- P3	Department Seminar
52- L48	Explained David Copperfield chapters 1-10
53- L49	Explained David Copperfield chapters 11-20
54- L50	Explained David Copperfield chapters 21-30
55- L51	Explained David Copperfield chapters 31-37
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins
57-L53	Explained David Copperfield chapters 38-57
58-L54	Explained David Copperfield chapters 58-64
59-IT-II	Internal Test-II
60- L55	Explained Jane Eyre chapters 1-8
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62-L57	Explained <i>Jane Eyre</i> chapters 9-16
63- L58	Explained Jane Eyre chapters 17-26
64-L59	Explained Jane Eyre chapters 27-38
65-L60	Revision
66- L61	Explained Silas Marner chapters 1-7
67-L62	Explained <i>Silas Marner</i> chapters 8-16
68-L63	Explained <i>Silas Marner</i> chapters 17-21
69-L64	Explained Mayor of Casterbridge 1-7
70- L65	Explained Mayor of Casterbridge 8-16
71-L66	Explained Mayor of Casterbridge 17-26
72-L67	Explained Mayor of Casterbridge 27-38
73- L68	Explained Mayor of Casterbridge 38-45
74-P4	College level meeting/ function
75- L69	Revised David Copperfield

Revised Jane Eyre
Revised Silas Marner
Revised Mayor of Casterbridge
Allotting portion for Internal Test-III
Internal Test III begins
Revision for III Internal
Class test
Internal Test-III
Revision for Model Exam
Test Paper distribution and result analysis
Class test
Entering Internal Test-III Marks into University portal
Model Test
Model Test
Model Test
Model test paper distribution and previous year university question paper
discussion
Feedback of the Course, analysis and report preparation
Last Working day on 23.11.2018

COs of the course "Victorian Age and the Age of Hardy"
The students were able to,
Connect the works of major Victorian writers to their social and
historical backgrounds.
Analyse and explain representative, intellectual currents of the
Victorian Era as expressed by writers such as Tennyson, Browning,
Dickens, Hardy etc.
Distinguish between Victorian Age and the literary movements that
preceded and followed it.
Define Victorian Age and identify its various themes.

Blended Learning

: using PPT, video, library resources, ICT techniques, Elearning resources, Google classroom, study tour, etc.,

# For Advanced Learner	: use library books, E- books, motivate student to prepare for
# For slow learner	higher study.: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)Programme NameM.A. EnglishCourse NameAfrican literature

Course Name	African literature
Course Code	PHE12
Class	I year (2018-2020)
Semester	Odd
Staff Name	Asha Glory Angel. S
Credits	4
L. Hours /P. Hours	4 / WK
Total 60 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 50 Hrs (5 units; $5 \times 10=50$; 10 Hrs /	unit)

Course Objectives

- > To provide students with general knowledge of the continent through its literature
- > To nurture the culture of reading among students.
- > To nurture the critical and analytical skills of the student.

Syllabus

Unit1-poetry		
Julia lithebe	-	"The Sunshine"
Neo mvubu	-	"Mighty Eyes"
Unit2-Poetry		
Ben Okri	- "	A New Dream of Politics"
Christopher Ok	igbo	o - "Hurrah for Thunder"
Unit3-Drama		
Ama Ata Aidoo	-	Anowa
Unit4-Fiction		
Nadine Gordim	er	- July's People
Unit5-Fiction		
Nuruddin Farah	-	Sardines

Course Calendar

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Introduction to African literature
2-L2	Dealing with African common themes
3- L3	Introduction on Lithebe's The Sunshine
4-L4	Interpretation on the poem
5-L5	Author's introduction – Neo Mvubu
6-L6	Interpreting Neo Mvubu's Mighty Eyes
7-L7	Discussion on the themes of the poems

8- P1	Welcoming of First year and Inauguration of literary Association
9- L8	Ben Okri - author's introduction
10- L9	Discussion on the Background of the poem
11-L10	Interpretation on A New Dream of Politics
12-L11	Introduction on Christopher Okigo, his works and themes
13-L12	Interpretation of the poem Hurrah for Thunder
14-L13	Continuation of the poem
15-L14	Revision- Unit I
	Allotting portion for Internal Test-I
	Internal Test I begins
16-L15	Recollecting the previously taken topics
17-IT-1	Internal Test-I
18-L16	Notions on African plays
19-L17	Class Test
	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Introduction on the playwright Ama Ata Aidoo
21- L19	Anowa - introduction of characters and setting
22- P2	College level meeting/Cell function
23-L20	Prologue –old man and old woman
24-L21	Anowa- Pg 3 – 6 phase one: in yebi
25-L22	Anowa- Pg 7 – 12 phase two: on the highway
26-L23	Anowa- Pg 13 - 17
27-L24	Anowa- Pg 18 - 23
28-L25	Anowa- Pg 24 – 27
29-L26	Discussion on the themes of Anowa- slavery sand tradition
30-L27	Analysis of the characters
31-L28	Ama Ata Aidoo and the Akan culture
32-L29	Anowa as a model for the African concept of tragedy
33-L30	Introduction to Nadine Gordimer's July's People
34- P3	Department Seminar
35-L31	Pages 1 - 35
36-L32	July's People quiz
	Allotting portion for Internal Test-II
07 1 00	Internal Test II begins
37-L33	Pgs 36 - 65
38- IT-II	Internal Test-II
39-L34	Pgs 66 - 100
40-L35	
	July's People – character analysis
	Test Paper distribution and result analysis
A1 I 26	Entering Internal Test-II Marks into University portal Page 101 125
41-L36 42- L37	Pgs 101–125
42- L37 43- L38	Pgs 126 - 160 Discussion on the themes of July's people
43- L38 44- P4	
	College level meeting/ function Introduction to Nurruddin Farah's Sardines
45-L39	
46-L40	Chapters 1 - 3

47-L41	Chapters 4 - 6	
48-L42	Chapters 7 - 10	
49-L43	Chapter 11 and epilogue	
50-L44	Sardines- revision	
	Allotting portion for Internal Test-III	
	Internal Test III begins	
51 L45	Discussion on fighting against the female oppression in Sardines	
52- L46	Student's seminar	
53-IT-III	Internal Test-III	
54-L47	Student's seminar	
55-L48	Student's seminar	
	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Model test paper distribution and previous year university question paper	
	discussion	
60-L50	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	By the end of this course, African Literature, students will be
	able
CO1	To acquire knowledge on African themes
CO2	To comment on and analyse literary excerpts
CO3	To have a clean vision of the African history and culture
CO4	To promote the development of the African literature and history
CO5	To have deep insight into the birth and development of colonialism
	in Africa.
CO6	To articulate ways in which African culture had been distorted.
Experimental	
Learning	
EL1	Students attended workshops and seminars on African ideology.
EL2	
EL3	
EL4	
Integrated Activity	
IA1	Visited libraries
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English
Course Name	Age of Hardy & Modern Age
Course Code	GMEN52
Class	III year (2017-2018)
Semester	Odd
Staff Name	Mr. ROBIN DEEPAK
Credits	5
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /	unit)

Course Objectives

> The works written by various writers.

Syllabus Unit I

Unit I		
	The Age of Hardy	
	The Present Age	
Unit II	Poetry	
	Hopkins	The Windhower
	T.S Eliot	The Love Song of Alfred .J. Prufrock
	W.H. Auden	The Shield of Achilles
	W.B. Yeats	The Second Coming
Unit III	Prose	
	Eliot	Hamlet and his Problems
Unit IV	Drama	
	Bernard Shaw	Pygmalion
Unit V	Fiction	
	Thomas Hardy	The Mayor of Caster bridge

Course Calendar

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Introduced the History of English Literature.	
2-L2	Discussed the Age of Hardy.	
3- L3	Elaborated the various writers of that age.	
4-L4	Continued the lesson.	
5-L5	Explained the style used by various writers.	
6-L6	Summarized the age.	

7-L7	Introduced the Present Age.
8-L8	Read and explained the present age.
9-L9	Elaborated the various writers of the age.
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Continued the lesson.
12-L11	Explained the style used by different writers.
13-L12	Summarized the age.
14-L13	Introduced Hopkins.
15-L14	Explained about his Contemporaries.
16-L15	Read and elaborated the Poem "The Windhower"
17-L16	Continued the poem.
18-L17	Discussed the themes and styles of the writer.
19-L18	Concluded the poem.
20-L19	Introduced T.S Eliot.
21-L20	Read and explained the poem "The Love Song of Alfred .J. Prufrock".
22-L21	Continued the poem.
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins
24-L23	Discussed the themes and styles used by the writer.
25-L24	Concluded the poem.
26-IT-1	Internal Test-I
27-L25	Introduced W.H. Auden
28-L26	Read and the elaborated the Poem "The Shield of Achilles "
29-L27	Continued the poem.
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31-L29	Discussed the themes and styles used in the poem
32-L30	Concluded the poem.
33-L31	Introduced the W.B. Yeats
34-P2	College level meeting/Cell function
35-L32	Read and the elaborated the Poem "The Second Coming".
36-L33	Continued the poem.
37-L34	Discussed the themes and styles used by the writer.
38- L35 39- L36	Concluded the poem. Summarized all the poems in Unit II.
40- L37	Introduced T.S Eliot.
40- L37 41- L38	Discussed about his age.
41-L38 42-L39	Discussed about his age. Talked about the various prose works.
42-L39 43-L40	Read and explained "Hamlet and his Problems".
44- L41	Continued the prose.
45- L42	Discussed the styles used by the writer.
46- L43	Explained the themes.
47- L44	Elaborated the narrative techniques used.
48- L45	Concluded the poem.
49- L46	Discussed about drama.
50- L47	Continued to have a discussion about various dramatists.
51- P3	Department Seminar

53- L49	Talked about his works.
54- L50	Introduced "Pygmalion"
55- L51	Read and explained the work.
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins
57-L53	Continued the drama.
58-L54	Discussed the Characters in the drama.
59-IT-II	Internal Test-II
60- L55	Explained the theme used in "Pygmalion".
61- L56	-Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Summarized the drama.
63- L58	Concluded the drama.
64- L59	Screened the drama "Pygmalion".
65- L60	Introduced Thomas Hardy.
66- L61	Explained about his Contemporaries.
67- L62	Read and explained the novel "The Mayor of Caster bridge"
68- L63	Continued the novel.
69- L64	Discussed the Characters in the novel.
70- L65	Explained the themes used in the novel.
71- L66	Talked about the works of Thomas Hardy.
72- L67	Summarized the novel.
73- L68	Concluded the novel.
74-P4	College level meeting/ function
75- L69	Had a discussion about The Age of Hardy
76- L70	Had a discussion about The Present Age
77- L71	Continued the discussion.
78- L72	Made a comparative study.
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins
80- L74	Had a literary quiz in the prescribed syllabus
81- L75	Continued the quiz.
82-IT-III	Internal Test-III
83- L76	Revision.
84- L77	Test Paper distribution and result analysis
85- L78	Revision.
	Entering Internal Test-III Marks into University portal
86- L79	Model Test
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>

CO1	They gained knowledge about the Present age and writers.
CO2	They became familiar with the age of Hardy.
CO3	
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Screened the drama Pygmalion
EL2	They wrote review on their prescribed novel "The Mayor of Caster
	bridge"
EL3	
EL4	
Integrated Activity	
IA1	Group Discussion .
IA2	Quiz.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name Australian Literature Course Code SMEN13 Class I year (2018-2021) Semester Odd Staff Name J. Robin Deepak Credits 4 L. Hours /P. Hours 4 / WK Total 60Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)

Course Objectives

- > To make the students aware of Australian Literary works
- > To make the students aware of post colonial writings
- To make the students understand Australian culture and early periods of Australia
- To make the students understand the struggles of the aborigins of Australia

Syllabus

Unit - I

Prose

Sally Morgan	:	A Black Grandmother
Dick Roughsey	:	Faces of White Pipe Clay
David Malouf	:	From Remembering Babylon

Unit-II Bootmy

Poetry		
Dorathy Hewett	:	From Testament
Mudrooroo Narogin(Colin Jackson)	:	They Give Jacky Rights
Silvana Gardner	:	Old Girl
Kevin Gilbert	:	Mister Man

Unit-III

Short -Stories		
Tim Winton	:	Neighbours
Barbara Baynton	:	The Chosen vessel
Henry Lawson	:	The Drover's Wife
t_IV		

Unit -IV

Drama

Jack Davis : Kullark (Home)

Unit -V

Fiction

Kate Grenville : The Secret River

Hour	Calendar Class Schedule		
allotment			
	Odd Semester Begin on 18.06.2018		
1-L1	Introduction to Australian Literature		
2-L2	Introducing Australian writers and major themes of Australian literature		
3- L3	Introduction to Sally Morgan's A Black Grandmother		
4-L4	Background of the prose A Black Grandmother and themes		
5-L5	Discussion on the struggles of aborigines of Australia		
6-L6	Discussion on the colonisation of Australia		
7-L7	Lecture of the themes of faces of White Pipe Clay		
8- P1	Welcoming of First year and Inauguration of Literary Association		
9- L8	Background of Australian poetry and its major themes		
10- L9	Introducing Australian poetry and major works		
11-L10	Discussion on the poem From Testament		
12-L11	Lecture on the themes of from Testament		
13-L12	Introduction to the short story Neighbours		
14-L13	Lecture on the major themes of Neighbours		
15-L14	Allotting portion for Internal Test-I		
	Internal Test I begins		
16-L15	Discussion on the idea of aborigines vs colonisers		
17-IT-1	Internal Test-I		
18-L16	Introduction to the prose From Remembering Babylon		
19-L17	Test Paper distribution and result analysis		
	Entering Internal Test-I Marks into University portal		
20-L18	Lecture on the major themes of David Malouf		
21- L19	Lecture on the major themes of David Malouf's From Remembering Babylon		
22- P2	College level meeting/Cell function		
23-L20	Introduction to the poem "They Give Jacky Rights"		
24-L21	Background study of the poem "They Give Jacky Rights"		
25-L22	Lecture on the themes of the poem "They Give Jacky Rights"		
26-L23	Introduction to the short story The Chosen Vessel		
27-L24	Lecture on the themes of The Chosen Vessel		
28-L25	Lecture on the poem Old Girl and its themes		
29-L26	Introduction to Henry Lawson's The Drover's Wife		
30-L27	Discussion on the writing of Henry Lawson		
31-L28	Lecture on the major ideas of the short story "The Drover's Wife"		
32-L29	Introduction to the poem Mister Man		
33-L30	Lecture on the themes of Mister Man		
34- P3	Department Seminar		
35-L31	Introduction to the dramas of Australian Literature		
36-L32	Allotting portion for Internal Test-II		
	Internal Test II begins		
37- L33	Introduction to Jack Davis ' Kullark		

38- IT-II	Internal Test-II
39-L34	Background of the play Kullark and Introduction of characters
40-L35	-Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	Lecture on the characters of the play Kullark
42- L37	Lecture on the major themes of the play Kullark
43- L38	Discussion on the play Kullark
44- P4	College level meeting/ function
45-L39	Introduction to the novel The Secret River
46-L40	Background to the novel The Secret River and introducing the characters
47-L41	Lecture on the characters on the novel
48-L42	Lecture on the major themes of the novel
49-L43	Lecture on the major themes on climax of the novel
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	Discuss on the aborigines of Australia and Colonizers
52- L46	Discuss on latest writings of Australian Literature
53-IT-III	Internal Test-III
54-L47	Discuss on present condition of Australia
55-L48	- Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Course Outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
C01	Students learnt the history of Australia.
CO2	Students got the knowledge of Australian writers.
CO3	Students got the knowledge of Australian culture.
CO4	Students learnt the struggles of the Aborigines.
CO5	Students got the knowledge of latest writing of Australia.
CO6	Students got the knowledge of theme of Australian writing.
CO7	Students learnt the importance of native lands.
CO8	Students got the knowledge of Australia landscapes.
CO9	Students got the knowledge of present Australia.
Experimental	
Learning	
EL1	Australian Landscapes were shown to students through videos.
EL2	Presentation of PowerPoint .
EL3	Documentaries about Australia which shown to students .
EL4	Presentation of students on Australian writers.
Integrated Activity	

IA1	Group discussion on related topics.
IA2	Video-shows on related topics.
# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course		
Programme Name	B.A. English	
Course Name	British Fiction	
Course Code	SMEN12	
Class	I year (2018-2021)	
Semester	Odd	
Staff Name	Dr. A. Rathina Prabhu	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To the understand the culture of Britain
- To familiarize the student with the condition of the genre
- > To enhance imagination skills through reading

Syllabus

Unit- I	
Henry Fielding	: Joseph Andrews
Unit - II	
Sir Walter Scott	: Kenil Worth
Unit - III	
Charles Dickens	: Oliver Twist
Unit - IV	
Thomas Hardy	: Far from the Madding Crowd

Unit - V

Doris Lessing : The Grass is Singing

Course Calendar

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Introduction to Fiction	
2-L2	Introduction to British fiction	
3- L3	British authors	
4-L4	Influence of fiction	
5-L5	Different genres of literature	
6-L6	Author introduction Joseph Andrews	
7-L7	Henry fielding and his contribution	
8- P1	Welcoming of First year and Inauguration of Literary Association	

48-L42 49-L43 50-L44 51 L45	Revision Allotting portion for Internal Test-III Internal Test III begins Revision Unit I and II
48-L42 49-L43	Revision Allotting portion for Internal Test-III
48-L42 49-L43	Revision
48-L42	
	Character analysis
47-L41	The Grass is Singing - analysis
46-L40	Age of Doris
45-L39	Introduction- Doris
44- P4	College level meeting/ function
43-L38	Group discussion
42-L37	Class room discussion
41-L36	Character analysis
	Entering Internal Test-II Marks into University portal
40-L35	Test Paper distribution and result analysis
39-L34	Contribution of the society
38- IT-II	Internal Test-II
37- L33	Hardy and his age
	Internal Test II begins
36-L32	Allotting portion for Internal Test-II
35-L31	Thematic analysis/ revision
34- P3	Department Seminar
33-L30	Character analysis
32-L29	Character analysis
31-L28	Character wise analysis
30-L27	Oliver Twist and society
29-L26	Charles Dickens world/age
28-L25	Revision
27-L24	Revision
26-L23	Character analysis
25-L22	Thematic analysis
24-L21	Character wise analysis
23-L20	Character wise analysis
22- P2	College level meeting/Cell function
21- L19	Character wise analysis
20-L18	Kenil Worth introduction
	Entering Internal Test-I Marks into University portal
19-L17	Test Paper distribution and result analysis
18-L16	Scott and his contribution to the society
17-IT-1	Internal Test-I
16-L15	Introduction to Scott
	Internal Test I begins
15-L14	Allotting portion for Internal Test-I
13 L12 14-L13	Revision
13-L12	Revision
12-L11	Style of unity
10- L9 11-L10	Character analysis
	Thematic analysis
	Thematic analysis

52- L46	Revision Unit III and IV
53-IT-III	Internal Test-III
54-L47	Revision Unit V
55-L48	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	
CO2	
CO3	
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name Canadian Literature Course Code GMEN5A Class III year (2017-2018) Semester Odd Staff Name Dr.M .B.Reginald Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To make students awake of Canadian writers/ works
- > To make students understood the richnes in Canadian literary works
- > To make students aware of style and techniques of Canadian writers
- > To make students understood the culture of canada

Syllabus

UNIT I Prose

Catherine Parr Traill	-	The Backwoods of Canada
Sara Jeannette Duncan	-	From the Imperialist
Sinclair Ross	-	As for me and my house
Alice Munro	-	The Photographer
UNIT II Poetry		
Phyllis Webb	-	Marvell's Garden
George Bowering	-	Grandfather
Alpurdy	-	Elegy for a grandfather
George Elliott Clark	-	How Exile Melts to one hundred roses

UNIT III Short story

Stephen Leacock The Hosterly of Mr.Smith The Ministrations of the Rev.Mr.Smith The Whirlwind Campaign of Mariposa The Beacon on the Hill

UNIT IV Drama

Sharon Pollock Blood Relations

UNIT V

Margaret Lawrence; Fire-Dwellers

Course Ca Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Introduction to canadian literature
2-L2	Introducing the literary works of Canada and Canadian writers
3- L3	Introduction to the major literary ideas of Canadian writers
4-L4	Introducing atherine parrTraill and her works
5-L5	Lecture on the prose The Backwoods of Canada
6-L6	Discussion on the prose The Backwoods of Canada
7-L7	Lecture on the themes of The Backwoods of Canada
8-L8	Introducing the poetry writers of Canada
9-L9	Introducing Phyllis Webb and his poems/works
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Lecture on the poem Marvell's Garden
12-L11	Lecture on the major themes of the poem Marvell's Garden
13-L12	Introducing Stephen Leacode and his short stories
14-L13	Lecture on the short story The History of Mr.Smith
15-L14	Lecture on the short story The History of Mr.Smith
16-L15	Discussion on the themes of the history of Mr.Smith
17-L16	Introduction to Sarah Jeannette Duncan's from the imperialists
18-L17	Lecture on from the imperialist
19-L18	Discussion on the ideas of from the imperialists
20-L19	Introduction to the poem Grandfather by George Bowering
21-L20	Lecture on the poem Grandfather
22-L21	Lecture on the themes of the poem Grandfather
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins
24-L23	Introducing Stephen Leacock's The ministrations of the Rev Mr Smith
25-L24	Lecture on the short story The Ministrations of the Rev Mr Smith
26-IT-1	Internal Test-I
27-L25	Lecture on the short story The Ministrations of the Rev Mr Smith
28-L26	Discussion on the themes of The Ministrations of the Rev.Mr.Smith
29-L27	Introducing Sinclair Ross As for me and my house
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Lecture on the prose As for me and my house
32- L30	Lecture on the themes of As for me and my House
33- L31	Discussion on the important ideas of As for me and My House
34-P2	College level meeting/Cell function
35- L32	Lecture on the poem Elegy for a Grandfather
36- L33	Lecture on the themes of elegy for a Grandfather
37- L34	Discussion on the importance of relationships
38- L35	Introduction to the short story The Whirlwind Campaign of Mariposa
39- L36	Lecture on the Whirlwind campaign of Mariposa
40- L37	Lecture on the Whirlwind campaign of Mariposa

42-L39 Discussion on Alice Munro's literary works 43-L40 Introduction to Alice Munro's The Photographer 44-L41 Lecture on Alice Munro's The Photographer 44-L41 Lecture on the themes of The Photographer 45-L42 Lecture on How Exile melts to one hundred roses 47-L44 Lecture on How Exile melts to one hundred roses 48-L45 Lecture on How Exile melts to one hundred roses 49-L46 Lecture on thew Exile melts to one hundred roses 50-L47 Introduction to the shortstory The Beacon on the Hill 51-P3 Department Seminar 52-L48 Lecture on the short story The Beacon on the Hill 53-L51 Introduction to the dramas of Canadian Literature 56-L52	41- L38	Lecture on the themes of the Whirlwind campaign of mariposa
43-140 Introduction to Alice Munro's The Photographer 44-141 Lecture on Alice Munro's The Photographer 45-142 Lecture on Alice Munro's The Photographer 46-143 Introduction to George Elliott Clark How Exile melts to one hundred roses 47-144 Lecture on How Exile melts to one hundred roses 48-145 Lecture on How Exile melts to one hundred roses 49-146 Lecture on How Exile melts to one hundred roses 49-147 Introduction to the shortstory The Beacon on the Hill 51-173 Department Seminar 52-148 Lecture on the short story The Beacon on the Hill 53-149 Lecture on the short story The Beacon on the Hill 53-149 Lecture on the dramas of Canadian Literature 56-152		
44-141 Lecture on Alice Munro's The Photographer 45-142 Lecture on the themes of The Photographer 46-143 Introduction to George Elliott Clark How Exile melts to one hundred roses 47-144 Lecture on How Exile melts to one hundred roses 48-145 Lecture on thew Exile melts to one hundred roses 49-146 Lecture on thew Exile melts to one hundred roses 50-147 Introduction to the shortstory The Beacon on the Hill 51-173 Department Seminar 52-148 Lecture on the short story The Beacon on the Hill 53-149 Lecture on the short story The Beacon on the Hill 54-150 Lecture on the themes of The Beacon on the Hill 55-151 Introduction to the dramas of Canadian Literature 56-152		
45-142 Lecture on the themes of The Photographer 46-143 Introduction to George Elliott Clark How Exile melts to one hundred roses 47-144 Lecture on How Exile melts to one hundred roses 48-145 Lecture on How Exile melts to one hundred roses 49-146 Lecture on How Exile melts to one hundred roses 50-147 Introduction to the shortstory The Beacon on the Hill 51-P3 Department Seminar 52-148 Lecture on the short story The Beacon on the Hill 53-149 Lecture on the short story The Beacon on the Hill 54-150 Lecture on the short story The Beacon on the Hill 55-151 Introduction to the dramas of Canadian Literature 56-152 Allotting portion for Internal Test-II 58-154 Introducing the characters of Blood Relations 59-IT-II Internal Test-II 60-155 Lecture on the Drama Blood relations 61-156		
46-L43 Introduction to George Elliott Clark How Exile melts to one hundred roses 47-L44 Lecture on How Exile melts to one hundred roses 48-L45 Lecture on How Exile melts to one hundred roses 49-L46 Lecture on themes of How Exile melts to one hundred roses 50-L47 Introduction to the shortstory The Beacon on the Hill 51-P3 Department Seminar 52-L48 Lecture on the short story The Beacon on the Hill 53-L49 Lecture on the short story The Beacon on the Hill 54-L50 Lecture on the themes of Canadian Literature 56-L52		
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51- P3 Department Seminar 52- L48 Lecture on the short story The Beacon on the Hill 53- L49 Lecture on the short story The Beacon on the Hill 54- L50 Lecture on the themes of The Beacon on the Hill 55- L51 Introduction to the dramas of Canadian Literature 56-L52 - Allotting portion for Internal Test-II Internal Test II begins 57-L53 Background Sharon Pollocks Blood Relations 58-L54 Introducing the characters of Blood Relations 59-IT-II Internal Test-II 60- L55 Lecture on the Drama Blood relations 61- L56 - Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal 62- L57 Lecture on the Drama Blood relations 63- L58 Lecture on the Drama Blood Relations 64- L59 Lecture on the motifs and themes of Blood Relations 65- L60 Discussion on the themes of Blood Relations 66- L61 Introducing the novelist of Canada 67- L62 Introducing the novelist of Canada 67- L63 Introducing the characters of Fire-Dwellers 70- L64 Background to Fire-Dwellers 71- L		
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65- L60Discussion on the themes of Blood Relations66- L61Introducing the novelist of Canada67- L62Introduction to Margaret Laurence and her works68- L63Introduction to Fire- Dwellers69- L64Background to Fire-Dwellers70- L65Introducing the characters of Fire-Dwellers71- L66Lecture on the novel Fire-Dwellers72- L67Lecture on the novel Fire-Dwellers73- L68Lecture on the novel Fire-Dwellers74-P4College level meeting/ function75- L69Lecture on the novel Fire-Dwellers76- L70Lecture on the themes of Fire-Dwellers77- L71Discussion on the critical ideas Fire-Dwellers78- L72Discussion on the characters of Fire-Dwellers79- L73		
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75- L69 Lecture on the novel Fire-Dwellers 76- L70 Lecture on the themes of Fire-Dwellers 77- L71 Discussion on the critical ideas Fire-Dwellers 78- L72 Discussion on the characters of Fire-Dwellers 79- L73 Allotting portion for Internal Test-III Internal Test III begins		
76- L70 Lecture on the themes of Fire-Dwellers 77- L71 Discussion on the critical ideas Fire-Dwellers 78- L72 Discussion on the characters of Fire-Dwellers 79- L73 Allotting portion for Internal Test-III Internal Test III begins		
77- L71 Discussion on the critical ideas Fire-Dwellers 78- L72 Discussion on the characters of Fire-Dwellers 79- L73 Allotting portion for Internal Test-III Internal Test III begins		
78- L72 Discussion on the characters of Fire-Dwellers 79- L73 Allotting portion for Internal Test-III Internal Test III begins		
79- L73 Allotting portion for Internal Test-III Internal Test III begins		
Internal Test III begins		
	79- L73	
	80- L74	Discussion on the latest themes of Canadian Literature
81- L75 Discussion on the latest writers, their works and their themes		
82-IT-III Internal Test-III		
83- L76 Discussion on Margaret Laurence other works	83- L76	
Test Paper distribution and result analysis		
85-L78 Discussion on comparing Margaret Laurence's Fire-Dwellers with her othe	85- L78	Discussion on comparing Margaret Laurence's Fire-Dwellers with her other

	works
	Entering Internal Test-III Marks into University portal
86- L79	Model Test
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
Learning Outcomes	cos of the course \course hame>
CO1	Students learnt about the present writers of Canada
CO2	Students got the knowledge of Canadian Landscapes
CO3	Students got the knowledge of Canadian cultures
CO4	Students learnt the present themes of Canadian
CO5	Students got the knowledge of Canadian works /writers
CO6	Students learnt the struggles in the lives of natives
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Videos of Canadian landscapes were shown to the students
EL2	Powerpoints were presented to the students about Canadian writers
EL3	Documentaries were shown about Canada
EL4	
Integrated Activity	
IA1	Group Discussion was made on various topics
IA2	Students presented seminor on Canadian themes

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)		
Programme Name	B.A. English	
Course Name	British Poetry	
Course Code	SMEN32	
Class	I year (2018-2021)	
Semester	Odd	
Staff Name	C. Samuel	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To make the students understand and appreciate poetry as a literary art form
- > To provide a historical perspective of British Poetry
- > To recognise the rhythms, metrics and other musical aspects of poetry
- To analyse the various elements of poetry such as diction, tone, form, imagery, symbolism and theme

Syllabus

Unit – I		
John Milton	:	Lycidas
John Dryden	:	Alexander's Feast
Unit – II		
P.B. Shelley	:	Ode to Skylark
John Keats	:	Ode to a Nightingale
Unit – III		
Tennyson	:	Ulysses
Robert Browning	:	My Last Duchess
Unit – IV		-
G.M. Hopkins	:	The Windhover
W.B. Yeats	:	The Prayer for My Daughter
Unit – V		
Wilfred Owen	:	Strange Meeting
Ted Hughes	:	Work and Play

Course Calendar

Hour allotment	Class Schedule
	Odd Semester Begin on 18.06.2018
1-L1	John Milton – an introduction

2-L2	Reading of John Milton's "Lycidas"	
3- L3	Analysis of various elements of poetry in the poem "Lycidas"	
4-L4	Thematic analysis of "Lycidas"	
5-L5	Critical analysis of "Lycidas"	
6-L6	An introduction to John Dryden	
7-L7	Reading John Dryden's "Alexander's Feast"	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Historical context of "Alexander's Feast"	
10- L9	Analysis of various elements in "Alexander's Feast"	
11-L10	Thematic analysis of "Alexander's Feast"	
12-L11	An introduction to G.M. Hopkins	
13-L12	Reading of Hopkin's "The Windhover"	
14-L13	Analysis of the elements of poetry in "The Windhover"	
15-L14	- Allotting portion for Internal Test-I	
	Internal Test I begins	
16-L15	Thematic analysis of "The Windhover"	
17-IT-1	Internal Test-I	
18-L16	W.B. Yeats – an introduction	
19-L17	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	Reading W.B. Yeats' "A Prayer for My Daughter"	
21- L19	Analysis of the elements of poetry in "A Prayer for My Daughter"	
22- P2	College level meeting/Cell function	
23-L20	Critical appreciation of "A Prayer for My Daughter"	
24-L21	An introduction to P.B. Shelley	
25-L22	Reading Shelley's "Ode to Skylark"	
26-L23	Elements of poetry in "Ode to Skylark"	
27-L24	Critical appreciation of the poem "Ode to Skylark"	
28-L25	John Keats – an introduction	
29-L26	Reading Keats' "Ode to a Nightingale"	
30-L27	Thematic analysis of the poem "Ode to a Nightingale"	
31-L28	Elements of poetry in "Ode to a Nightingale"	
32-L29	An introduction to Robert Browning	
33-L30	Reading Browning's "My Last Duchess"	
34- P3	Department Seminar	
35-L31	Elements of poetry in the poem "My Last Duchess"	
36-L32	Allotting portion for Internal Test-II	
	Internal Test II begins	
37- L33	Critical appreciation of the poem "My Last Duchess"	
38- IT-II	Internal Test-II	
39-L34	Alfred Lord Tennyson – an introduction	
40-L35	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
41-L36	Reading Tennyson's poem "Ulysses"	
42- L37	Analysis of various elements of poetry in "Ulysses"	
43- L38	Thematic analysis of the poem "Ulysses"	
44- P4	College level meeting/ function	
45-L39	An introduction to Wilfred Owen	
í		

46-L40	Reading Owen's poem "Strange Meeting"	
47-L41	Elements of poetry in the poem "Strange Meeting"	
48-L42	Critical appreciation of the poem "Strange Meeting"	
49-L43	Ted Hughes – an introduction	
50-L44	Allotting portion for Internal Test-III	
	Internal Test III begins	
51 L45	Reading of the poem "Work and Play"	
52- L46	Analysis of the elements of poetry in "Work and Play"	
53-IT-III	Internal Test-III	
54-L47	Critical appreciation of the poem "Work and Play"	
55-L48	- Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Model test paper distribution and previous year university question paper	
	discussion	
60-L50	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

T I O I	
Learning Outcomes	COs of the course "British Poetry"
CO1	The students would be able to appreciate poetry critically
CO2	The students would come to a better understanding of British
	Poetry in a historical perspective
CO3	The students would be able to identify the rhythm and metrics of
	poetry
CO4	The students would be able to analyse the prescribed poems with
	various elements of poetry
Experimental	
Learning	
EL1	Reading the poems aloud
EL2	Powerpoint presentation
EL3	Writing new poems related to a context
EL4	Classroom seminars
Integrated Activity	
IA1	LibraryVisit
IA2	Group Discussion

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)		
Programme Name	B. A. English	
Course Name	Environmental Studies	
Course Code	SEVS11	
Class	I year (2018-2021)	
Semester	Odd	
Staff Name	Mr. SATHISH	
Credits	2	
L. Hours /P. Hours	2 / WK	
Total 30Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 20 Hrs (5 units; 5×4=20; 4Hrs /unit)		

Course Objectives

- > To develop a word in which people are aware and concerned about environment.
- > To make student aware of the threats of environmental degradation.
- To make students work individually and collectively to solve current problems and prevent future problems.

Syllabus

Course Cal	Course Calendar	
Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Gave an introduction on Environmental Studies.	
2-L2	Discussed the type of environment.	
3- P1	Welcoming of First year and Inauguration of Literary Association	
4-L3	Spoke about the scope of EVS.	
5-L4	Allotting portion for Internal Test-I	
	Internal Test I begins	
6-IT-I	Internal Test-I	
7-L5	Test Paper distribution and result analysis	

	Entering Internal Test-I Marks into University portal	
8-L6	Spoke about the different types of resources.	
9-L7	Spoke about threats forced by the environment.	
10-P2	College level meeting/Cell function	
11-L8	Discussed eco- system in general.	
12-L9	Taught about food chain.	
13-P3	Department Seminar	
14-L10	Explained the ecological pyramids.	
15-L11	Explained the ecological succession.	
16-L12	Allotting portion for Internal Test-II	
	Internal Test II begins	
17-IT-1	Internal Test-II	
18-L13	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
19-L14	Discussed biodiversity.	
20- P2	College level meeting/ function	
21-L15	Discussed the causes of biodiversity loss.	
22-L16	Spoke about environmental pollution.	
23- L17	Allotting portion for Internal Test-III	
	Internal Test III begins	
24- IT-III	Internal Test-III	
25-L18	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
26-MT	Model Test	
27-MT	Model Test	
28-MT	Model Test	
29-L19	Model test paper distribution and previous year university question paper	
	discussion	
30-L20	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	The students were made aware of their surroundings
CO1	Concern regarding the environment was created among the
	students
CO3	Threats faced by the environment highlighted to the students
CO4	Students understood how each individual can wrote for the environment
CO5	Students encouraged each other to work for the welfare of the environment
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	

EL1	Students were made to plant new saplings		
EL2	Students were engaged to clean the unwanted waste in the campus		
EL3	Students reduced using plastic items		
EL4			
Integrated Activity			
IA1	A debate on what causes more pollution was conducted		
IA2	A group discussion on how deforestation affects wild life was		
	conducted		

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

Principle

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Indian Writing in English I	
Course Code	НЕНМ23	
Class	I year (2018-2021)	
Semester	Odd	
Staff Name	Dr. KETHRA PAL	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To introduce the learners the rich literary tradition in Indian Writing in English.
- > To acquaint the students the various genres in Indian Writing in English.
- > To gather knowledge about different cultures prevail in India.
- > To know more about the Indian way of yearning for the past.

Syllabus

Unit I : Prose	
M.K. Gandhi	: The Gospel of Non-Violence
Jawaharlal Nehru	: Tryst with Destiny
C. Rajagopalachari	: Tree Speaks
Unit II : Poetry	-
Rabindranath Tagore	: From <i>Gitanjali</i> : The Tame Bird was in a Cage
Nissim Ezekiel	: Night of the Scorpion
A.K. Ramanujan	: Small-Scale Reflections on a Great House
Kamala das	: The Old Play House
Unit III : Short-Stories	
R.K. Narayan	: Astrologer's Day
Ruskin Bond	: The Woman on Platform No. 8
Prem Chand	: Idgah
Unit IV : Drama	
Vijay Tendulkar	: Silence! The Court is in Session
Unit V : Fiction	
Mulk Raj Anand	: Untouchable

Course Calendar

Hour	Class Schedule
allotment	

	Odd Semester Begin on 18.06.2018
1-L1	Introduction to Indian Writing in English
2-L2	Leading authors in Indian Writing in English
3- L3	M.K. Gandhi – Introduction
4-L4	The Gospel of Non-Violence
5-L5	Creed of Non-Violence
6-L6	Non-Violence as a religion
7-L7	Jawaharlal Nehru - Introduction
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Briefing about India's freedom
10- L9	Tryst with Destiny
11-L10	C. Rajagopalachari - Introduction
12-L11	Tree Speaks
13-L12	Lecture on Nature
14-L13	Rabindranath Tagore - Biography
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins
16-L15	Gitanjali - An overview
17-IT-1	Internal Test-I
18-L16	The Tame Bird was in a Cage
19-L17	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Nissim Ezekiel – Biography
21- L19	Night of the Scorpion
22- P2	College level meeting/Cell function
23-L20	Night of the Scorpion - Thematic Analysis
24-L21	A.K. Ramanujan– Biography
25-L22	Small-Scale Reflections on a Great House
26-L23	Kamala Das – Biography
27-L24	The Old Playhouse
28-L25	R.K. Narayan – Biography
29-L26	An Astrologer's Day
30-L27	Ruskin Bond – Biography
31-L28	The Woman on Platform No. 8
32-L29	An awareness among the students regarding the lesson
33-L30	Prem Chand – Biography
34- P3	Department Seminar
35-L31	Idgah - Religious views
36-L32	Allotting portion for Internal Test-II
	Internal Test II begins
37- L33	Vijay Tendulkar – Biography
38- IT-II	Internal Test-II
39-L34	Silence! The Court is in Session
40-L35	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	Silence! The Court is in Session- Act I
42- L37	Silence! The Court is in Session- Act II
43- L38	Silence! The Court is in Session- Act III

44- P4	College level meeting/ function
45-L39	Silence! The Court is in Session- Thematic Analysis
46-L40	Mulk Raj Anand– Biography
47-L41	Untouchable - first half of the novel
48-L42	Untouchable - Second half of the novel
49-L43	Thematic Analysis
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	Character analysis
52- L46	Racial discrimination in Untouchable
53-IT-III	Internal Test-III
54-L47	Theme of poverty in Untouchable
55-L48	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course "Indian Writing in English I"
CO1	Understood the rich tradition of Indian Literature
CO2	Understood various genres in IWE
CO3	Understood Unity in Diversity
CO4	Learnt various writings of various authors in IWE
CO5	Understood the caste discrimination in India
CO6	Understood the female infanticide through the play
CO7	Understood the power of love through various lessons
CO8	Learnt the love of nature
CO9	
Experimental	
Learning	
EL1	Video clippings were shown to them
EL2	Made them to recite the poetry
EL3	PPTs were shown to them
EL4	Documentaries were shown to them
Integrated Activity	
IA1	Quiz
IA2	Mind games

Blended Learning

: using PPT, video, library resources, ICT techniques, E-learning resources, Google classroom, study tour, etc.,
: use library books, E- books, motivate student to prepare for higher study.

For Advanced Learner

# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name Literature and Gender Course Code PEHE11 I year (2018-2021) Class Semester Odd Staff Name S.Samuel Jude Frank Credits 4 L. Hours /P. Hours 4 / WK Total 60Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)

Course Objectives

- To enchance the knowledge of gender.issues
- > To enable the knowledge of feminism
- > To understand the importance equality in gender

Syllabus Literature and Gender (Elective I) **Unit I Poetry Sylvia Plath** Daddy The Arrival of the Bee Box Edge. **Imiaz Dharker** Blessing Purdah 1 Battle –Line. **Unit II Drama** Ama Ata Aidoo The Dilemma of a Ghost Manjula Padmanabhan Harvest -**Unit III Fiction Toni Morrison** The Beloved The Grass is Singing **Doris Lessing** -**Unit IV Non-Fiction** Virginia Woolf -A Room of One's Own(Chapter IV) Simon de Beauvoir The Second Sex (Book I,"Facts and Myths) **Unit V Fiction**

Anita Brookner Shobhaa De		-	Hotel Du Lac Socialite Evenings	
Course Cal	lendar			
Hour			Class Schedule	
allotment				

	Odd Semester Begin on 18.06.2018
1-L1	What is literature?
2-L2	How do gemder comes in literature?
3- L3	American poets
4-L4	Sylvia Plath: an introduction
5-L5	Feminism
6-L6	Daddy: an appraisal.
7-L7	Compassion of Daddy to Hitler
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	The Arrival: a new view
10- L9	Bee Box
11-L10	Radical feministic views
12-L11	Male& Female
13-L12	Importance of Corners
14-L13	Edge
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins
16-L15	Introducing Imtiaz Dharker
17-IT-1	Internal Test-I
18-L16	Who is God?
19-L17	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	What is Blessing?
21- L19	Bessing.
22- P2	College level meeting/Cell function
23-L20	Muslims.
24-L21	Cultures followed
25-L22	Patriarch, among Muslims
26-L23	Purdah: a new perspective
27-L24	What is War?
28-L25	What is limit?
29-L26	Battle Line
30-L27	Line between men and Women
31-L28	African Literature
32-L29	Writers of Africa Ama Ata Aidoo
33-L30	Introducing Ato Yawson
34- P3	Department Seminar
35-L31	Introducing Enlalee
36-L32	Allotting portion for Internal Test-II
	Internal Test II begins
37- L33	The culture and dilemma in the play
38- IT-II	Internal Test-II
39-L34	Introducing Manjula Padmanaban
40-L35	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	Introducing OM
42- L37	Introducing Ma and Jeya

43- L38	Several themes that comes in the play
44- P4	College level meeting/ function
45-L39	Introducing Tony Morrison
46-L40	Introducing Margaret Garner
47-L41	Introducing Robert & Children.
48-L42	The feministic views; problems & Suppression
49-L43	A new view perspective of the fiction
50-L44	- Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	Introducing Doris's Grass is Singing
52- L46	Discussing Virginia Woolf and her "A Room of one's own"
53-IT-III	Internal Test-III
54-L47	Interpreting Simon de Beauvoir's The Second Sex
55-L48	- Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
C01	Enabled the knowledge various women writing.
CO2	Enabled the knowledge of feminism
CO3	Understood the women's culture of writing.
CO4	Understood the view of women over life and literature
CO5	Enable to overcome in gender suppression
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Inacted a drama in the class.
EL2	Recited poems in the classroom.
EL3	Role play was done
EL4	
Integrated Activity	
IA1	The lion and The Jewel movie was projected.
IA2	Seminars had been taken by the pupils

Blended Learning

: using PPT, video, library resources, ICT techniques, Elearning resources, Google classroom, study tour, etc.,

# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	M.A. English
Course Name	Literary Theory and Criticism - II
Course Code	PEHM31
Class	II year (2018-2020)
Semester	Odd (Sem – III)
Staff Name	Dr. M. Sri Vidhya @ Thangalakshmi
Credits	6
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)	

Course Objectives

- > To learn theoretical aspects
- To interpret with literature
- \succ To know the critical essence of literature
- > To analyse the merits and demerits of artistic works

Course Calendar

Hour	Class Schedule
allotment	
	Odd Semester Begins on 18.06.2018
1-L1	Introduction to Criticism
2-L2	Introduction to literary theories
3- L3	The role of literary theory and criticism in literature
4-L4	How to interpret the work of art with the aid of theories
5-L5	How to analyse the merits and demerits of artistic works
6-L6	Roman Jacobson – Literary Theorist
7-L7	Two aspects of Language – Roman Jakobson – Part I
8-L8	Two aspects of Language – Roman Jakobson – Part II - Aphasia
9-L9	Two aspects of Language - Roman Jakobson - Part III - Metaphor and
	Metonymy
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Jonathan Culler and his theoretical perspectives
12-L11	Structuralism – Jonathan Culler – Part I
13-L12	Structuralism – Jonathan Culler – Part II
14-L13	Structuralism – Jonathan Culler – Part III
15-L14	Structuralism – Jonathan Culler – Part IV
16-L15	Structuralism – Jonathan Culler – Part V
17-L16	Homi Bhabha and his theoretical perspectives
18-L17	Location of Culture – Homi Bhabha – Part I - Introduction

19-L18 20-L19	Location of Culture – Homi Bhabha – Part II - Hybridity
<i>' 1</i> 1 1 1 1 1 1 1	
	Location of Culture – Homi Bhabha – Part III – Hegemony
21-L20	Location of Culture – Homi Bhabha – Part IV - Acculturation
22-L21	Location of Culture – Homi Bhabha – Part V - Subjugation
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins
24-L23	Discussion of one mark questions
25-L24	Discussion of 5 marks and 8 marks questions
26-IT-1	Internal Test-I
27-L25	Mark Schorer and his theoretical perspectives
28-L26	Mark Schorer – Technique as Discovery – Part I
29-L27	Mark Schorer – Technique as Discovery – Part II - Evaluation
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Roland Barthes and his theoretical perspectives
32- L30	Death of the author – Roland Barthes
33- L31	Merits of Barthes' theory while interpretation
34-P2	College level meeting/Cell function
35- L32	Terry Eagleton and his theoretical perspectives
36- L33	Terry Eagleton and Marxist Criticism
37- L34	Introduction to literary theory – Terry Eagleton
38- L35	Terry Eagleton and his literary theory – Part I
39- L36	Terry Eagleton and his literary theory – Part II
40- L37	Stephen Greenblatt and his theoretical perspectives
41- L38	Introduction to Museography
42- L39	Resonance and Wonder – Stephen Greenblatt
43- L40	Resonance and Wonder – Stephen Greenblatt – Part II
44- L41	Edward Said and his theoretical perspectives
45- L42	Introduction to Orientalism
46- L43	Orientalism – Part I
47- L44	Orientalism – East vs West
48- L45	Orientalism – West as Default
49- L46	Orientalism – Part IV
50- L47	Orientalism – Part V
51- P3	Department Seminar
52- L48	Sandra Gilbert and her theoretical perspectives
53- L49	Susan Gubar and her theoretical perspectives
54- L50	Introduction to Feminism
55- L51	Feminism and Existentialism
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins
57-L53	Discussion of one mark questions
58-L54	Discussion of 5 marks and 8 marks questions
59-IT-II	Internal Test-II
60- L55	Discussion of various theories
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Madwoman in the Attic – Sandra Gilbert and Susan Gubar - Introduction

63- L58	Madwoman in the Attic – Sandra Gilbert and Susan Gubar – Part I
64- L59	Madwoman in the Attic – Sandra Gilbert and Susan Gubar – Part II
65- L60	Madwoman in the Attic – Sandra Gilbert and Susan Gubar – Part III
66- L61	Simon de Beauvoir and her theoretical perspectives
67- L62	Simon de Beauvoir – Woman as Other
68- L63	Simon de Beauvoir – Men as Default
69- L64	Simon de Beauvoir – Feministic Perspectives
70- L65	Introduction to Formalism
71- L66	Introduction to Russian Formalism
72- L67	Discussion of Assignments and allotment of topics
73- L68	Discussion of Seminar sessions and allotment of topics
74-P4	College level meeting/ function
75- L69	Seminar sessions on various topics for students – 5 per day
76- L70	Seminar sessions on various topics for students – 5 per day
77- L71	Seminar sessions on various topics for students – 5 per day
78- L72	Seminar sessions on various topics for students – 5 per day
79- L73	Allotting portion for Internal Test-III
12 = 10	81
	Internal Test III begins
80- L74	Internal Test III begins The session is left for the discussion of doubts
80- L74 81- L75	Internal Test III begins
80- L74 81- L75 82-IT-III	Internal Test III begins The session is left for the discussion of doubts The session is left for the discussion of doubts Internal Test-III
80- L74 81- L75	Internal Test III begins The session is left for the discussion of doubts The session is left for the discussion of doubts
80- L74 81- L75 82-IT-III	Internal Test III begins The session is left for the discussion of doubts The session is left for the discussion of doubts Internal Test-III Revision of the theories Test Paper distribution and result analysis
80- L74 81- L75 82-IT-III 83- L76	Internal Test III begins The session is left for the discussion of doubts The session is left for the discussion of doubts Internal Test-III Revision of the theories
80- L74 81- L75 82-IT-III 83- L76 84- L77 85- L78	Internal Test III begins The session is left for the discussion of doubts The session is left for the discussion of doubts Internal Test-III Revision of the theories
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80- L74 81- L75 82-IT-III 83- L76 84- L77 85- L78 86- L79 87-MT 88-MT	Internal Test III begins The session is left for the discussion of doubts The session is left for the discussion of doubts Internal Test-III Revision of the theories

Learning Outcomes	COs of the course Literary theory and Criticism - II
CO1	Figures of Speech
CO2	Syntax and Semantics
CO3	Museography
CO4	Cultural aspects
CO5	Zionism and stereotypes
CO6	Imperialism
C07	Phonetics
CO8	Westernization of theories
CO9	Liberalism of Women writers
Experimental	
Learning	
EL1	Language disorder

EL2 Phonetics, Pronunciation, Accent and Syllabus		
EL3	EL3 Sentence Structures and Patterns	
EL4	How to interpret theories with a work of art	
Integrated Activity		
IA1 How to use library references		
IA2	Practical Criticism with Figures of Speech	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name Modern Literature - I Course Code PEHMII Class I year (2018-2021) Semester Odd Staff Name J.Pinky Diana Evelyn Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- \succ To introduce the students to new areas of literature .
- > To impact the students more knowledge about the various periods starting from Chaucer.

Syllabus	
I Semester	
Modern Literature I – Core I	
(Chaucer to the Jacobean Age)	
Unit – I	
Geoffrey Chaucer -	The Prologue to the Canterbury Tales In the beginning The Knight The prioress The Clerk The Cook The Wife of Bath
Edmund Spenser -	Prothalamion
Unit - II	
Sir Thomas Wyatt -	I find no Peace
	London, Hast thou Accursed Me
Lord Francis Bacon -	Of Truth Of Adversity Of Friendship
The Bible -	The Book of Esther
Unit - IV	
Christopher Marlowe -	
•	The Spanish Tragedy
Unit - V	

Course Ca Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Introduced History OF English Literature.
2-L2	Explained the age of Chaucer.
3- L3	Taught about Chaucer and his contemporary writers.
4-L4	Gave elaborate note on chaucer's works
5-L5	Introduced the prologue to the Canterbury Tales.
6-L6	Explained about the Canterbury Tales.
7-L7	Read and explained "The knight".
8-L8	Taught the poem "In the beginning".
9-L9	Interpreted the style and techniques of chaucer's work.
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Gave elaborate note on the poem "The prioress".
12-L11	Talked about all the pilgrims in the poem "The Canterbury Tales".
13-L12	Taught the poem "The Clerk".
14-L13	Read and Explained 'The Cook".
15-L14	Compared "The Wife of Bath "and modern women.
16-L15	Introduced Edmund Spenser.
17-L16	Explained the themes ,techniques and style of Spenser's poetry.
18-L17	Read and explained the poem "Prothalamion".
19-L18	Interpreted the poem "Prothalamion".
20-L19	Continued the poem "Prothalamion".
21-L20	Explained the narrative techniques of the poem "Prothalamion".
22-L21	Briefed the poem
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins
24-L23	Introduced sir Thomas Wyatt
25-L24	Explained the contemporaries of Thomas Wyatt
26-IT-1	Internal Test-I
27-L25	Read and explained the poem 'I find no peace'.
28-L26	Explained and poem.
29-L27	Interpreted the poem 'I find no peace'
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Continued the poem.
32- L30	Introduced Henry Howard, Earl of surrey.
33- L31	Talked about his contemporaries
34-P2	College level meeting/Cell function
35- L32	Read and explained the poem 'London Hast Thou Accursed Me'.
36- L33	Continued the poem.
37- L34	Interpreted the poem.
38- L35	Briefed the poem 'London Hast Thou Accursed Me'.
39- L36	Taught about Jacobean Age.
40- L37	Discussed about the modern literature.

Ben Johnson - The Alchemist Thomas Dekker - The shoe Maker's Holiday.

41-1.38 Gave introduced on "The Bible". 42-1.39 Talked about several writers of the modern literature. 43-1.40 Discussed the theme of modern literature. 44-1.41 Elaborated the style and techniques of modern literature. 44-1.41 Elaborate due style and techniques of modern literature. 44-1.41 Elaborate note on the types of plays. 46-1.43 Continued the lesson. 47-1.44 Gave Elaborate note on the types of plays. 48-1.45 Gave lecture about the history of play. 49-1.46 Introduced Thomas Dekker and his work 'The Shoe Marker's Holiday'. 50-1.47 Briefed the story. 51-P3 Department Seminar 52-1.48 Explained the theme. 53-1.49 Introduced Francis bacon and his works. 54-1.50 Explained the essay 'of adversity'. 56-1.52	41 I 20	C_{res} in the dense 1 and (The Dillip)
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Internal Test III begins		
	80- L74	Explained the play.
81- L75 Interpreted the play.	81- L75	
82-IT-III Internal Test-III		
83- L76 Elaborated the play.	83-L76	Elaborated the play.
84- L77 Test Paper distribution and result analysis	84- L77	- Test Paper distribution and result analysis

85- L78	Discussed the characters and style in the play 'The Alchemist'.
	Entering Internal Test-III Marks into University portal
86- L79	Model Test
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Course Outcomes				
Learning Outcomes	COs of the course " <course name="">"</course>			
_				
CO1	Came to know about the age of Chaucer.			
CO2	Learnt about various authors.			
CO3	Students gained through knowledge about history of English			
	literature			
CO4	Understood the Jacobean age.			
CO5	Got an idea on Spenser's poem.			
CO6	5 Students learnt different themes ,techniques and style of prose.			
CO7	/ Improved their vocabulary.			
CO8	3 Students got clear view about plays and its history.			
CO9	Students learnt several playwrights and plays.			
Experimental				
Learning				
EL1	Screened the play "The Shoe Maker's Holiday".			
EL2	L2 Enacted "The Spanish Tragedy"			
EL3	3 Screened the play "Dr. Faustus".			
EL4	4 Visited the Department Library.			
Integrated Activity				
IA1	Skit			
IA2	IA2 Enacted biblical event from the book of Esther.			

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English		
Course Name	Phonetics and Spoken English		
Course Code	GSEN3A		
Class	II year (20117-2018)		
Semester	Odd		
Staff Name	Mr. JEBARAJ KINGSLY		
Credits	4		
L. Hours /P. Hours	4 / WK		
Total 60Hrs/Sem			
Internal Test-3 Hrs			
Model Test-3 Hrs			
Dept. Meetings-2 Hrs			
College Meetings-2 Hrs			
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)			

Course Objectives

- To motivate the students to make use proper sounds in English.
 To introduce the 44 sounds to the students.
- > To train the students in developing communication skills in English.

Syllabus

by nabus	
Unit I	- Vowels, Stress
Unit-II	- Consonants, Intonation
Unit-III	- Transcription of words, sentences and marking of stress
Unit-IV	-At a Bank I
	–At a Bank II
	-At a hotel reception Hall
	-Helping a friend to obtain a flat I, II, III
	-A Discussion between two friends
	-Booking Accommodation at an outstanding hotel
	-Enquiring about flight /Arrivals
	- Enquiry for information
	-At the Restaurant
	-Visiting a Doctor
	-At the Library
Unit-V	-Greeting, Introduction, Information, Invitation, Permission,
	Request, Offers, Complements, Sympathy, Apology.
	Complaint, Gratitude, Persuasion, Suggestion, Warning, Opinion, Turn talking, Interview, Group Discussion, Public Speaking.
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Course Calendar

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Introduction to the significance of sounds.
2-L2	Introduction to English Phonetics.

3-1.3 Discussion on the Organs of Speech. 4-14 Discussion on the Organs of Speech. 5-15 Classification of English Speech Sounds. 6-16 Practice of first four Pure vowels. 7-17 Practice of second four Pure vowels. 8-11 Welcoming of First year and Inauguration of Literary Association 9-1.8 Practice of Diphthongs. 12-111 Practice of Diphthongs. 13-L12 Classification of Diputongs. 14-L13 Practice of Consonants. 15-L14				
5-1.5 Classification of English Speech Sounds. 6-L6 Practice of first four Pure vowels. 8-P1 Welcoming of First year and Inauguration of Literary Association 9-L8 Practice of the last four Pure vowels. 10-L9 Classification of Pure vowels. 11-L10 Practice of Diphthongs. 12-L11 Practice of Diphthongs. 13-L12 Classification of Diphthongs. 13-L14 — Allotting portion for Internal Test-I 14-L13 Practice of Consonants. 15-L14 — Allotting portion for Internal Test-I 16-L15 Practice of Consonants. 17-TT-1 Internal Test-I 18-L16 Practice of Consonants. 19-L17 — Test Paper distribution and result analysis 19-L18 Classification of Consonants Based on Place of articulation. 22-P2 College level meeting/Cell function 23-L20 Rules governing Stress in English. 25-L21 Discussion on Introduction in English. 25-L22 Discussion on Introduction in English. 26-L23 Discussion on Introduction in English. 27-L24 Transcription of words and sentences. <	3- L3			
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39-L34Booking Accommodation and Enquiring about flight /Arrivals.40-L35				
40-L35 Test Paper distribution and result analysisEntering Internal Test-II Marks into University portal41-L36Visiting a Doctor and Conversation at a Library.42- L37Langue Functions – Greeting and Introduction.43- L38Langue Functions – Invitation and Permission.				
Entering Internal Test-II Marks into University portal41-L36Visiting a Doctor and Conversation at a Library.42-L37Langue Functions – Greeting and Introduction.43-L38Langue Functions – Invitation and Permission.				
41-L36Visiting a Doctor and Conversation at a Library.42- L37Langue Functions – Greeting and Introduction.43- L38Langue Functions – Invitation and Permission.	40-L35			
42- L37Langue Functions – Greeting and Introduction.43- L38Langue Functions – Invitation and Permission.	44.8.6.5			
43- L38 Langue Functions – Invitation and Permission.				
44- P4 College level meeting/ function				
0 0				
45-L39 Langue Functions - Request, Offers and Complements.		Langue Functions - Request, Offers and Complements.		
46-L40Langue Functions - Sympathy and Apology.				

47-L41	Langue Functions - Complaint and Gratitude.
48-L42	Langue Functions - Persuasion and Suggestion.
49-L43	Langue Functions -, Warning and Opinion.
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	Turn talking and Interview.
52- L46	Group Discussion.
53-IT-III	Internal Test-III
54-L47	Public Speaking.
55-L48	- Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Course Outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students have been exposed to English Speech Sounds
CO2	Students have learnt the 44 sounds.
CO3	Students have learnt the 44 sounds and symbols.
CO4	Students have learnt to Transcribe words.
CO5	Students have learnt the Transcribe words and sentences.
CO6	Students were given training to speak on given occasions.
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Students were made to listen to English from people of various
	nations.
EL2	Assignment on transcription was given.
EL3	
EL4	
Integrated Activity	
IA1	Group Discussion.
IA2	Role Plays.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English		
Course Name	Pre Raphaelite and Victorian Age		
Course Code	GMEN51		
Class	III year (2018-2021)		
Semester	Odd		
Staff Name	Mr. SATHISH		
Credits	6		
L. Hours /P. Hours	6 / WK		
Total 90 Hrs/Sem			
Internal Test-3 Hrs			
Model Test-3 Hrs			
Dept. Meetings-2 Hrs			
College Meetings-2 Hrs			
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)			

Course Objectives

- To know about Pre Raphelite movement
- > To learn about aesthetic sense of the Pre Raphelite
- > To learn about Victorian novelists.
- > To learn about the position of women writers in Victorian age

Syllabus

Unit – I The Age of Tennyson (1832 – 1887)

Verse General Prose The Novel Age of Hardy Text : Hudson: History of English Literature

Unit – II	Poetry			
	-	Tennyson	-	Lotos eaters
		Browning	-	Andrea Del Sarto
		Mathew Arnold	-	Forsaken Merman
		Rossetti	-	The Blessed Damozel
Unit – III	Prose			
	Ruski	n : Kin's Treasur	ies (Sesa	ame and Lilies)
Unit – IV	Drama			
		John Galswor	thy : Ju	stice
Unit – V	Fiction			
	George Eliot : Silas Marner			

Course Calendar	
Hour	Class Schedule
allotment	

	Odd Semester Begin on 18.06.2018
1-L1	Interpreted the Pre – Raphaelites Movement
2-L2	Explained the life and career of various writers and painters
3- L3	Illustrated the characteristics of Pre – Raphalite writers
4-L4	Detailed the note on "The Age of Tennyson
5-L5	Explained the Features of Verse
6-L6	Talked about Verse Writers
7-L7	Talked about different forms and techniques of verse
8-L8	Explained about the verse witters of Victorian Age
9-L9	Talked about the Themes and techniques of the Verses
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Illustrated the features of prose
12-L11	Talked about various prose writers
13-L12	Themes used in prose works
14-L13	Elaborate note on prose writers and their themes
15-L14	Introduced Tennyson
16-L15	Explained the poetic style of Tennyson
17-L16	Read and Explained the poetic style of Tennyson
18-L17	Interpreted "lotus Eaters"
19-L18	Life and career of Browning
20-L19	Read and interpreted "Andrea Del sarto"
21-L20	Analysis of the poem Andrea Del Sarto
22-L21	Explained the poetic diction of the poem
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins
24-L23	Explained the history of novel
25-L24	Talked about several novelists
26-IT-1	Internal Test-I
27-L25	Themes and techniques of Victorian novelists
28-L26	Gothic element in Victorian novels
29-L27	Explained the pessimistic approach of Victorian novels
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31-L29	
32-L30	Introduced Mathew Arnold
33-L31	Analysed the poem Forsaken Merman
34-P2	College level meeting/Cell function
35-L32	Talked about position of women in Victorian age
36- L33	Explained Age of Hardy
37-L34	Elaborate the note on Age of Hardy
38-L35	Continued Age of Hardy
39-L36	Talked about the writers in the "Age of Hardy"
40- L37	Writing style and techniques in the "Age of Hardy"
41-L38	Explained the themes and techniques of Arnolds poems
42-L39	Life and career of Ruskin
43- L40	Prose style of Ruskin
44- L41	Elaborated "Blink's Treasuries"
45- L42	Analysed the Prose

Talked about the style techniques and theme of Ruskin's Prose work
Explained the text "Kings Treasuries"
Continued to read the text
Illustrated the Text
Concluded the text "King's Treasuries"
Department Seminar
Revised the prose writers and text
Introduced the writers John Galsworthy
Read and Explained the text "Justice"
Interpreted the text "Justice"
- Allotting portion for Internal Test-II
Internal Test II begins
Analysis of the text "Justice"
Continued the text
Internal Test-II
Explained the Text
-Test Paper distribution and result analysis
Entering Internal Test-II Marks into University portal Continued the Text
Revised the play
Taught the history of the playLife and career of George Eliot
Talked about modernisms
Explained the poetic diction of George Eliot Talked about the novel Silas Marners
Explained the novel "Silas Marner"
Continued the novel "Silas Marner"
Screened the play
Ouiz
Talked about the novel "Silas marner"
College level meeting/ function
Group discussion
Revised the Victorian Age
Revised the Pre-Raphalite
Revised the Age of Hardy
Internal Test III begins
Revision
Revision
Internal Test-III
Revision
- Test Paper distribution and result analysis
Entering Internal Test-III Marks into University portal
Model Test
Model Test
Model Test
Model test paper distribution and previous year university question paper

	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students learnt about sensuous approach of Pre – Raphelite
CO2	Understood the importance of picturesqueness
CO3	Learn various writers and painters of Pre – Raphelite
CO4	Students know the aesthetic sense of Pre – Raphelite
CO5	Learnt several Writers of Pre – Raphelite and Victorian Age
CO6	Learn about Portrayal of ordinary people in Victorian Age
CO7	Students learn the pessimistic approach of Victorian Age
CO8	Understood the accepts of Gothic elements in Victorian Age
CO9	Learn the Poetics diction in Victorian Poetry
Experimental	
Learning	
EL1	Comparative study on Pre – Raphelite and Victorian Age
EL2	Students went to library to read Victorian Age
EL3	Students wrote Review on Several prescribed Text
EL4	Students wrote Review on Several Prescribed Text
Integrated Activity	
IA1	Debate
IA2	Quiz

# Blended Learning	: using PPT, video, library resources, ICTD techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study .to attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name M.A. English Course Name **Research Methodology** Course Code HEHM43 II year (2017-2018) Class Semester **EVEN** Staff Name Dr.Edward David Sundaraj Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To make students understand the importance of research
- > To make students aware of research methods
- > To make students aware of research ethics
- \triangleright

Syllabus

UNIT I

Selecting a topic Conduction Research Compiling a Working Bibliography UNIT II Taking Notes Plagiarism

UNIT III

The Mechanics of Writing UNIT IV The Formal of a Research UNIT V Documentation (I) : Preparing the list of works cited Citing Periodical Print Publications Citing Nonperiodical print Publications Citing Web Publications

Documentation(II) : Citing sources in the Text

Course Calendar

Hour allotment	Class Schedule
	Odd Semester Begin on 18.06.2018

1-L1	Introduction to Research	
2-L2	Introduction to the types of Research	
3- L3	Discussion on the various ideas of Research	
4-L4	Discussion on the present day research works	
5-L5	Lecture on how to select topic for research	
6-L6	Lecture on how to conduct research	
7-L7	Lecture on how to compile a Bibliography	
8-L8	Lecture on how to compile a Bibliography	
9-L9	Discussion on Bibliography with reference to a thesis	
10-P1	Welcoming of First year and Inauguration of Literary Association	
11-L10	Discussion on how to collect data for research	
12-L11	Lecture on data collecting	
13-L12	Introduction to Plagiarism	
14-L13	Lecture on the consequences of plagiarism	
15-L14	Lecture on the forms of plagiarism	
16-L15	Discussion on various types of plagiarism	
17-L16	Introduction to the mechanics of writing	
18-L17	Lecture on the importance of spelling and punctuation in research	
19-L18	Lecture on the purpose of punctuation in research	
20-L19	Lecture on the usage of punctuation in research	
21-L20	Lecture on the usage of italics in research	
22-L21	Lecture on the usage of foreign words in research	
23-L22	Allotting portion for Internal Test-I	
	Internal Test I begins	
24-L23	Lecture on the usage of names of persons in research	
25-L24	Lecture on the usage of names of persons in research	
26-IT-1	Internal Test-I	
27-L25	Lecture on the usage of numbers in research	
28-L26	Lecture on the usage of roman numerals in research	
29-L27	Lecture on the usage of titles of works in research paper	
30-L28	30-L28Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
31- L29	Lecture on the usage of quotation in research	
32- L30	Discussion on the mechanics of writing	
33- L31	Discussion on the mechanics of writing	
34-P2	College level meeting/Cell function	
35- L32	Introduction to the format of a research paper	
36- L33	Lecture on the format of research paper	
37- L34	Lecture on the format of research paper	
38- L35	Introduction to documentation in research	
39- L36	Introduction to how to prepare the works cited list	
40- L37	Lecture on documenting sources and cited list	
41-L38	Lecture on how to cited periodical print publications	
42-L39	Lecture on how to cite an article in research	
43- L40	Lecture on how to cite articles in research	
44- L41	Introduction to how to cite non peridocal print publications	
45- L42	Lecture on how to cite a book in research paper	
46- L43	Lecture on how to cite books in research paper	

47- L44	Lecture on how to cite an anonymous book scholarly edition	
48- L45	Lecture on how to cite a multi volume book ,a book in a series	
49- L46	Lecture on how to cite a book with multiple publishers and government publications	
50- L47	Discussion on non periodical publications	
51- P3	Department Seminar	
52- L48	Introduction to citing web publications	
53- L49	Lecture on citing web publications	
54- L50	Lecture on citing web publications	
55- L51	Lecture on citing web publications	
56-L52	Allotting portion for Internal Test-II	
	Internal Test II begins	
57-L53	Introduction to citing sources in the text	
58-L54	Lecture on how to cite source in the text	
59-IT-II	Internal Test-II	
60- L55	Lecture on how to cite entire work and work with no page numbers	
61- L56	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
62-L57	Lecture on how to cite works of corporate author and indirect sources	
63- L58	Lecture on how to cite common literature	
64- L59	Lecture on bibliographic notes	
65-L60	Lecture on the abbreviation and usage of abbreviation in research	
66-L61	Lecture on how to cite from bible and works of Shakespeare	
67-L62	Discussion on citing sources in the text	
68-L63	Introduction to phonetics	
<u>69-L64</u>	Lecture on phonetics and its importance	
70- L65	Lecture on the classification of English vowels	
71-L66	Lecture on the classification of consonants	
72-L67	Introduction to stress and intonation	
73- L68	Lecture on stress and its importance	
74-P4	College level meeting/ function	
75-L69	Lecture on intonation and its importance	
76- L70	Introduction to transcription and its effects	
77-L71	Discussion on present day research qualities	
78- L72 79- L73	Discussion on the importance of research	
19-L/3	Allotting portion for Internal Test-III	
80- L74	Internal Test III begins	
80- L74 81- L75	Discussion on the scopes of research in future Discussion on journals and publications	
81- L75 82-IT-III	Internal Test-III	
83- L76	Discussion on how to write an effective research paper	
83- L70 84- L77	- Test Paper distribution and result analysis	
85- L78	Discussion on how to write an effective research paper	
0J-L/0	Entering Internal Test-III Marks into University portal	
86- L79	Model Test	
87-MT	Model Test	
87-MT 88-MT	Model Test	
88-MT 89-MT	Model fest Model test paper distribution and previous year university question paper	

	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students learnt the importance of research
CO2	Students learnt new aspects in research
CO3	Students got the knowledge of writing research paper
CO4	Students got the knowledge of research ethics
CO5	Students learnt the format of research paper
CO6	Students got knowledge on publishing research papers
CO7	Students got the knowledge of plagiarism
CO8	
CO9	
Experimental	
Learning	
EL1	Powerpoint presentation was made for students easy understanding
EL2	Lectures were taken using internet for practical reference
EL3	
EL4	
Integrated Activity	
IA1	Group discussion were made on related topics
IA2	Seminars were presented on related papers

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name Romantic Period Course Code PEHM13 Class I year (2018-2021) Semester Odd Staff Name Dr. K. Vijila Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > Make the students to get knowledge about the Romantic Writers
- Students were brought to notice the culture of the Romantic Writers Age
- Students were accustomed to get a picture about the period
- Resolution and Independance, ode to Autumn ode to the west wind, Kubla Khan

Syllabus

Unit – 1 Poetry		
William Collins	-	Ode to Evening
William Blake	-	The Chimney Sweeper
William Cowper	-	On the Receipt of my Mother's Picture
Robert Burns	-	Highland Mary

Unit -2 Poetry

-	Resolution and Independence
-	Ode to Autumn
-	Ode to the West Wind
-	Kubla Khan
-	Christ's Hospital
	The Southern Sea House
-	The Fight
	-
-	Emma
-	Wuthering Heights
-	Kenilworth
-	Belinda
	-

Hour allotment	Class Schedule
anotinent	Odd Semester Begin on 18.06.2018
1-L1	Talked in general about the Romantic Writers
2-L2	Discussed about the various aspects of the romantic Writers
3- L3	Taught the poem ode to the West Wind
4-L4	Critically analysed the poem ode to the west wind
5-L5	Discussed the theme and technique of the poem ode to the west wind
6-L6	
7-L7	
8-L8	
9-L9	
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Critically analysed the them and technique of the poem from the ode to the west wind
12-L11	Taught the poem kubla khan
13-L12	Critically analysed the poem kubla khan
14-L13	Interpreted the features of the poem kubla khan
15-L14	Discussed the various aspect of the poem
16-L15	Taught the poem ode to Autumn
17-L16	Discussed the theme and technique of the poem
18-L17	Analysed the various aspects of the poem
19-L18	Critically analysed the theme of the poem
20-L19	Discussed the psycho Analytica; themes of the poems
21-L20	
22-L21	
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins
24-L23	Explained the poem in a detailed way
25-L24	Discussed all the theories
26-IT-1	Internal Test-I
27-L25	Conducted a test to check the students Discussed the cultural Theories
28-L26	
29-L27	
30-L28	-Test Paper distribution and result analysis
A (A A A A A A A A A A	Entering Internal Test-I Marks into University portal
<u>31- L29</u>	Students visited the library for reference work
<u>32- L30</u>	Students visited the library for reference work
33-L31	
<u>34-P2</u>	College level meeting/Cell function
35-L32	Taught the poem Resolution and Independence
36-L33	Taught the poem Resolution and Independence
37-L34	Analysed the theme and Technique of the poem Resolution and Independence
38-L35	Analysed the theme and Technique of the poem Resolution and Independence
<u>39- L36</u> 40- L37	Explained the poem in detail method Critically Analysed the poems of Romantic writers
	LE THROUND A DOUDLE DO DO DO DO DE LA COMONTIA WRITARO

42- L39	Interpreted the poem in various aspects
43- L40	Interpreted the poem in various aspects
44- L41	The Theories were discussed in a detail way
45- L42	The Theories were discussed in a detail way
46- L43	A clear cut picture of the romantic world was explained to the students
47- L44	A clear cut picture of the romantic world was explained to the students
48- L45	A clear cut picture of the romantic world was explained to the students
49- L46	Romantic Revival was explained
50- L47	Romantic Revival was explained
51- P3	Department Seminar
52- L48	Age of Wordsworth ,Keats and Coleridge were explained
53- L49	Wordsworth's Theory of Poetry was explained
54- L50	Shelly's revolutionary idealism was explained in a detailed way
55- L51	Shelly's revolutionary idealism was explained in a detailed way
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins
57-L53	General characteristics were discussed
58-L54	The form ,temper and the changes of the Age was discussed
59-IT-II	Internal Test-II
60- L55	
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Taught Emily Bronfe's wulthering Heights
63- L58	Critically analysed the story Wulthering Height
64- L59	Discussed the cultural theories related to Emily Bornte's age
65- L60	Discussed the cultural theories related to Emily Bornte's age
66- L61	Taught William Hazlitt's the Fight
67- L62	Critically analysed the prose
68- L63	Work of William Hazlitt
69- L64	Library work was done by the students
70- L65	Discussed the various aspects of the period
71- L66	Taught Maria Edgeworth's novel Belinda
72- L67	Critically analysed the novel and the theories were discussed
73- L68	Critically analysed the novel and the theories were discussed
74-P4	College level meeting/ function
75- L69	Reference works were done
76- L70	The stories and the poems of the romantic writers were discussed
77- L71	The stories and the poems of the romantic writers were discussed
78- L72	The history of the writers were discussed
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins
80- L74	Explained and critically analysed all the aspects of the romantic writers
81- L75	Explained and critically analysed all the aspcts of the romantic writers
82-IT-III	Internal Test-III
83- L76	Condected a test to check the students
84- L77	Test Paper distribution and result analysis
85- L78	
	Entering Internal Test-III Marks into University portal
	· · · · · · · · · · · · · · · · · · ·

86- L79	Model Test
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students got knowledge about the Romantic writers
CO2	Students got knowledge about the Romantic writers
CO3	Students got a clue upon the subject
CO4	Students were brought to notice syllabus
CO5	Romantic writers revolutionary idealism and theory of poetry was understood by students
CO6	Romantic writers revolutionary idealism and theory of poetry was understood by students
CO7	Romantic writers revolutionary idealism and theory of poetry was understood by the students
CO8	Students were indoctrinated with new information
CO9	Students were indoctrinated with new information
Experimental Learning	
EL1	Motivated the advanced learner to support the slow learner
EL2	Motivated the advanced leaner to support the slow learner
EL3	To attend the remedial classes
EL4	Motivate the students to prepare for higher study
Integrated Activity	
IA1	Students visited the library for reference work
IA2	Used E-learning resources

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name M.A. English Course Name Shakespeare Course Code PEHM33 Class I year (2018-2021) Semester Odd Staff Name MR. JEBARAJ KINGSLY Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs

Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To gain an insight in the age of Shakespeare.
- To make the students understand the themes and techniques of Shakespearean plays and sonnets.
- > To make the students realise the relevance of shakespeare to the present age.

Syllabus

ÚNIT-I

Midsummer Night's Dream

UNIT-II

Hamlet

UNIT- III

Measure for Measure

UNIT-IV

Antony and Cleopatra

UNIT-V

Quartos and Folios Textual Criticism Shakespearean Criticism Historical Plays Narrative Poems

Reference;

A.C.Bradley-Shakespearean Tragedy G.Wilson Knight-The Wheel of Fire, The Imperial Theme A.W.Pollard-Shakespeare Folios and Quartos Britannica Encyclopaedia on Shakespeare

Course Ca Hour	Class Schedule
allotment	
1-L1	Odd Semester Begin on 18.06.2018
2-L2	Introduction to Shakespeare as a dramatist
2-L2 3- L3	An insight into Shakespearean comedy
<u>3- L3</u> 4-L4	A discussion on the plot summary of A Midsummer Night's Dream Continuation of the discussion on plot summary
<u>4-L4</u> 5-L5	Analysis of first 2 Acts
<u>5-L5</u> 6-L6	Critical analysis of Acts III and IV
<u>0-L0</u> 7-L7	Critical analysis of Act V
<u>7-L7</u> 8-L8	Theme of love in the play
<u>8-L8</u> 9-L9	Superstitious Elements in the play
<u>9-L9</u> 10-P1	Superstitutions Elements in the play Welcoming of First year and Inauguration of Literary Association
11-L10	Role of Dreams in the play
11-L10 12-L11	Loss of individual identity in the drama
12-L11 13-L12	Theme of male dominance
13-L12 14-L13	General Criticism on the drama
15-L14	Introduction to Shakespearean Tragedy
16-L15	Plot overview of Hamlet
17-L16	Plot overview of Hamlet
18-L17	Critical analysis of Act I in Hamlet
19-L17 19-L18	Critical analysis of Act II in Hamlet
20-L19	Critical analysis of Act III in Hamlet
21-L20	Critical analysis of Act IV in Hamlet
22-L21	Critical analysis of Act V in Hamlet
23-L21 23-L22	Allotting portion for Internal Test-I
23-122	Internal Test I begins
24-L23	The impossibility of Certainty
25-L24	The complexity of Action in Hamlet
26-IT-1	Internal Test-I
27-L25	The Mystery of Death in Hamlet
28-L26	A psychoanalytical reading of Hamlet
29-L20 29-L27	Character Sketch of Hamlet
30-L28	
	Entering Internal Test-I Marks into University portal
31- L29	General Criticism on the play Hamlet
32- L30	Characteristics of Shakespeare's problem plays
33- L31	Plot overview of Measure for Measure
34-P2	College level meeting/Cell function
35-L32	Plot overview of Measure for Measure
36- L33	Critical analysis of Act I
37- L34	Critical analysis of Act II
38- L35	Critical analysis of Act III
39- L36	Critical analysis of Act IV
40- L37	Critical analysis of Act V
41- L38	Theme of Justice with Mercy in the play
42- L39	Symbolism in the play

87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students have gained an insight into the age of Shakespeare
CO2	Students understood various themes in his plays
CO3	Students learnt the dramatic techniques of Shakespeare
CO4	The relevance of Shakespeare's dramas to the present age was studied
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Quiz was conducted
EL2	Hamlet was screened
EL3	Antony and Cleopatra was screened
EL4	Quiz was conducted
Integrated Activity	
IA1	Group discussion on Shakespeare as a dramatist
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name B.A. English		
Course Name	Social History of England	
Course Code	SAEN11	
Class	I year (2018-2021)	
Semester	Odd	
Staff Name	Mr. SATHISH	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- To learn and acquire general knowledge about the old, the medieval or middle and modern period of England in political perspective.
- To correlate the socio political history with the literary history of English and to perceive how the literature from the land reflexes nations history.
- To decipher the knowledge of socio political history and enabling them to get familiarized with representative literary & Cultural texts.

Syllabus Unit-I		
		Introduction- A brief outline of British History
Chapter	Ι	The Renaissance
	II	The Reformation
Unit-II		
Chapter	III	The Religion of England
-	IV	The Elizabethan Theatre
	VI	The Civil War and its Social Consequences
Unit-III		
Chapter	VII	Puritanism
-	VII	Restoration England
	XI	Coffee- House Life in London.
Unit-IV		
Chapter	XIII	The Industrial Revolution
Ĩ	XIV	The Methodist Movement
	XV	Other Humanitarian Movement
Unit-V		
Chapter	XVI	Effects of the French Revolution

XIX Development of Education in Victorian England

Course Ca	lendar
Hour allotment	Class Schedule
	Odd Semester Begin on 18.06.2018
1-L1	Introduction to British History.
2-L2	100 years war.
3- L3	War of the Roses and Tudor period.
4-L4	Stuart period and the house of Winsor.
5-L5	The Renaissance-Introduction invention and discoveries.
6-L6	Renaissance in Italy, France and England. Renaissance writers and summing up Renaissance.
7-L7	Reformation- Introduction, movement in England.
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Reformation during Henry VIII, Edward VI.
10- L9	Religious settlement and results of the movement.
11-L10	Introduction- The religion of England.
12-L11	High Church, Low Church, Origin of Methodism, Baptists.
13-L12	Congregationalism, Presbyterianism-Quakerism, Unitarianism, The Adventists.
14-L13	Introduction to Elizabethan Theatre, various Theatres and Elizabethan audience.
15-L14	Shakespeare's theatrical contribution and summing up.
	Internal Test I begins
16-L15	Introduction to Civil War-causes of Civil War, its significance.
17-IT-1	Internal Test-I
18-L16	Results of Civil War and summing up the effect of Civil War.
19-L17	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Introduction to Puritanism, Origin, Ideals, Daily routine.
21- L19	Puritan contribution to Literature, Puritanism and politics ,summing up
22- P2	College level meeting/Cell function
23-L20	Introduction: Restoration England, Religion formation of political parties.
24-L21	Development of Science, Royal Society, Revival of theatre.
25-L22	Social Structure and distribution of wealth
26-L23	Introduction to Coffee- House-origin development and separate Coffee- Houses.
27-L24	Important Coffee- Houses in England and suppression of Coffee- Houses during French revolution.
28-L25	Summing up Restoration and Coffee- Houses in England.
29-L26	Introduction to Industrial Revolution.
30-L27	Factors favourable in England for Industrial development.
31-L28	Revolution in textile Industry, Iron and coal Industries.
32-L29	Improvemence in means of transport, Inland navigation & results of Industrial Revolution.
33-L30	Introduction- Methodist Movement-Origin.
34- P3	Department Seminar
35-L31	Service renounced by John Wesley, George Whitefield and other Methodists.
36-L32	Social effects and influence on English Literature.
	Internal Test II begins
37- L33	Introduction Other Humanitarian Movements.

38- IT-II	Internal Test-II	
39-L34	Establishment of hospital-prison reform-revision of legal system.	
40-L35	Anti-Slavery Movements.	
	Entering Internal Test-II Marks into University portal	
41-L36	Poor law amendment act, summing up Other Humanitarian Movement.	
42- L37	Introduction-effects of French Revolution.	
43- L38	Causes for the French Revolution and effects of French Revolution, The	
	National Debt.	
44- P4	College level meeting/ function	
45-L39	Passing Corn Law, Anti Corn Law League, repeal of Corn Law.	
46-L40	Reform Bill of1832 and how French Revolution influenced English Literature	
	and Summing up.	
47-L41	Introduction- Victorian Age.	
48-L42	General features of people's character.	
49-L43	The great exhibition, the Oxford movement.	
50-L44	Summing up of Victorian Age.	
	Internal Test III begins	
51 L45	Introduction-development in Secondary Education and Educational reforms.	
52- L46	Gladstone's Education Act of 1870, The test of 1871, and development of	
	women's education.	
53-IT-III	Internal Test-III	
54-L47	Establishment of Board of Education and summing up.	
55-L48	- Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Model test paper distribution and previous year university question paper	
	discussion	
60-L50	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	Would have learnt and acquire general knowledge.	
CO2	The historical movements.	
CO3	Cultural politics of England.	
CO4	Would have understood the socio cultural background on which a	
	literary test is grounded.	
CO5		
CO6		
CO7		
CO8		
CO9		
Experimental		
Learning		
EL1	Group discussion on movements in the history of England.	

EL2	
EL3	PPT
EL4	
Integrated Activity	
IA1	Quiz on the revolutionist other topics.
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
LIOD Geneture	Stoff Signature
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Women's writing	
Course Code	SEEN5A	
Class	I year (2018-2021)	
Semester	Odd	
Staff Name	ANTO SINDHUJA. R	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- To understand the role of literature in creating social awareness for upliftment of women
- To know about Womens' Empowerment
- To learn the impact of Women's Empowerment on family as well as social welfare.
- > To study the female writers and the themes explored by them.

Syllabus

Unit-I: Poetry

Maya Angelou -	Phenomenal Women
Judith Wright -	Woman to Man
Kishwar Naheed -	I am not that Woman

Unit-II: prose

jean rhys - the day they burned the books Virginia Woolf - Shakespeare's Sister

Unit-III: Short-Story

Nadine Gardiner	-	A Correspondence Course
Katherine Mansfie	eld - An I	deal Family
Alice Munroe	-	The Photographer
Unit-IV: Fiction		

Meena Alexander - Nampally Road

Unit-V:Drama

Suzan-Lori Parks - Topdog/Underdog

Texts Prescribed:

Women's Writing: Anthology. Mainspring Publishers. Chennai- 600042. Nampally Road. Meena Alexander. Orient Blackswan.

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Taught about "Feminism"	
2-L2	Talked about three phases of "Feminism"	
3- L3	Discussed about Maya Angelou and her contemporary writers	
4-L4	Explained the poem "Phenomenal Woman"	
5-L5	Analysed the poetical techniques, themes.	
6-L6	Gave introduction about Judith wright and her poem "Woman to Man"	
7-L7	Explained the poem "Woman to Man"	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Discussed about the background and narrative technique of the poem	
10- L9	Shared about woman's problems in the family and society	
11-L10	Discussed about the themes of the poem "Woman to Man"	
12-L11	Talked about social construction of gender	
13-L12	Learnt about kishwar Naheed and contemporary writers	
14-L13	Explained the poem i am not that women	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins	
16-L15	Exchanged the views on tradition that affects women	
17-IT-1	Internal Test-I	
18-L16	Taught about Virginia Woolf	
19-L17	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	Explained the prose work "Shakespeare's Sister"	
21- L19	Interpreted the life of Jean Rhys	
22- P2	College level meeting/Cell function	
23-L20	Explained the prose "The Day they Burnt the Book"	
24-L21	Discussed about the multidimensional role played by women	
25-L22	Analysis of women in our own and other cultures from a variety of disciplinary perspective	
26-L23	Talked about Carol Ann Duffy	
27-L24	Detailed analysis of the poem Originally	
28-L25	Interpreted the lesson "The Day they Burnt the Book"	
29-L26	Detailed the history of Drama	
30-L27	Talked about the condition of women in the society	
31-L28	Gave detailed story of Suzan Lori - parks	
32-L29	Figured out the discrimination of man and woman	
33-L30	Explained the play "Topdog/Underdog"	
34- P3	Department Seminar	
35-L31	Gave lecture on the characterization on "Topdog/Underdog"	
36-L32	Allotting portion for Internal Test-II	

27 1 22	
37-L33	Told about the themes of the play "Topdog/Underdog"
38- IT-II	Internal Test-II
39-L34	Talked about Nadine Gardimer
40-L35	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	Interpreted the short story "The correspondence Course"
42- L37	Explained the play Topdog/Underdog
43- L38	Told about Katherine Mansfield
44- P4	College level meeting/ function
45-L39	Taught the short story "An Ideal Family"
46-L40	Interpreted the novel "Nampally Road"
47-L41	Gave lecture on characteristics of the novel "Nampally Road"
48-L42	Elucidated the short story "The Photographer"
49-L43	Explained the short story "The Ogitigraoger"
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	Interpreted the characters of the play "Topdoy/Underdog"
52- L46	Explained the novel "Nampally Road"
53-IT-III	Internal Test-III
54-L47	Elucidated the novel "Nampally Road"
55-L48	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Course Outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Understood the multidimensional soles played by women
CO2	Got clear views on the lives and experiences of women in various
	cultural contexts
CO3	Recognized the masculine bias in the history of knowledge
CO4	Analyzed images of women in literary texts.
CO5	Knew issues relating to women's experience
CO6	Understood the problems faced by women
CO7	Understood the role of literature in women's empowerment
CO8	Learnt about female writers
CO9	Learnt the themes dealt by women writers.
Experimental	
Learning	
EL1	Visited the department library
EL2	Screened women's problem in the society
EL3	Visited the college general library

EL4	Students took seminar on women empowerment.
Integrated Activity	
IA1	Debate
IA2	Skit on women's liberation

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	M.A. English.
Course Name	World Literature in English Translation.
Course Code	PEHM32
Class	I year (2018-2021)
Semester	Odd
Staff Name	Dr. NALINA PAULIN
Credits	6
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)	

Course Objectives

- > To introduce the students to new areas of literature.
- > To understand the culture of various nations.
- > To understand the moral precepts of various nations.
- > To understand the overall view of various countries.

Syllabus

Unit –I Poetry	
Virgil	- The Aenied (Book I Line 1-222).
Unit –II Prose	
St. Augustine	- The Confession (Book I Chapter 1-19).
Unit –III Drama	
Sophocles	- Oedipus Rex.
Bertolt Brecht	- Mother Courage and Her Children.
	· ·

Unit-IV Short Stories

Anton Chekov	-	The Lady with the dog.
SaadatHasanManto	-	The Price of Freedom.
Guy de Maupassant	-	The Diamond Necklace.
Leo Tolstoy	-	God Sees the Truth but Waits.
Unit –V Fiction		
Albert Camus	-	The Stranger.
OrhanPamuk	-	My Name is Red.

Course Calendar

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Augustan Period.

2-L2	Roman Poets.
2-L2 3- L3	Latin Literature.
3- L3 4-L4	Epic Poetry.
5-L5	Didactic and Pastoral Poets.
6-L6	Aenied.
7-L7	St. Augustine
8-L8	Autobiographical.
9-L9	St. Augustine conversion to Christianity.
10-P1	Welcoming of First year and Inauguration of Literary Association
10 I I 11-L10	Greek Literature.
12-L11	Greek Tragedians.
12-L11 13-L12	Sophocles' Philosophy.
13 L12 14-L13	Oedipus Rex.
15-L14	German theatre.
16-L15	German playwrights.
10 L15 17-L16	Bertolt Brecht.
17 L10 18-L17	Epic theatre.
10 L17 19-L18	Seventeenth Century Historical Event.
20-L19	The Thirty years War.
20 L19 21-L20	Mother Courage and Her Children.
21 L20 22-L21	Critique of the Fascist Ideology.
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins
24-L23	Anti- War, play.
25-L24	Discussion.
26-IT-1	Internal Test-I
27-L25	Russian Play Wright.
28-L26	Anton Chekov.
29-L27	The Lady with the dog.
30-L28	-Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Human psychology.
32- L30	Egocentric.
33- L31	Discussion.
34-P2	College level meeting/Cell function
35- L32	Americans at War.
36- L33	The Price of Freedom.
37- L34	SaadatHasanManto
38- L35	American's Past and Present.
39- L36	Americans society.
40- L37	Transformation.
41- L38	Discussion.
42- L39	French Literature.
43- L40	Short stories.
44- L41	Nationalistic School.
45- L42	Emotional problems of different social class.
46- L43	The Diamond Necklace.
47- L44	Twist ending.

48- L45	Maupassant's style.
49- L46	The Deceptiveness of Appearances.
50- L47	The perceived power of objects.
51- P3	Department Seminar
52- L48	Discussion.
53- L49	Russian Literature.
54- L50	Leo Tolstoy.
55- L51	Crime War in Ukraine.
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins
57-L53	Short stories.
58-L54	God Sees the Truth but Waits.
59-IT-II	Internal Test-II
60- L55	Forgiveness.
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	The compressed crime.
63- L58	Exiled to Siberia.
64- L59	Theme of Guilt and Forgiveness.
65- L60	Faith and Conflict.
66- L61	Freedom and Acceptance.
67- L62	Discussion.
68- L63	French Literature.
69- L64	Albert Camus.
70- L65	Philosopher and journalist.
71- L66	The Stranger.
72- L67	Existentialism.
73- L68	Absurd.
74-P4	College level meeting/ function
75- L69	Philosophical Context of the Absurd.
76- L70	Discussion.
77- L71	Revision.
78- L72	Clearing the Doubts.
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins
80- L74	Quiz on the topics.
81-L75	Discussion.
82-IT-III	Internal Test-III
83- L76	Clearing the Doubts.
84- L77	Test Paper distribution and result analysis
85- L78	
	Entering Internal Test-III Marks into University portal
86- L79	Model Test
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
00 1 00	discussion Each a share a state of the Course and have and any anti-
90-L-80	Feedback of the Course, analysis and report preparation

Last Working day on 23.11.2018

Course Outcomes

Learning Outcomes	COs of the course " <course name="">"</course>
Learning Outcomes	COS of the course <course name=""></course>
CO1	Understood the different nations.
CO2	Understood the culture.
CO3	Understood the social life.
CO4	Understood the different wans.
CO5	Understood Fascism.
CO6	Understood the moral precepts of nations.
CO7	Understood the historical events.
CO8	Understood the topography of countries.
CO9	Understood the different literature.
Experimental	
Learning	
EL1	Made to read different literature.
EL2	Taken to the university Library.
EL3	Different movies were shown.
EL4	Enacted in the class room.
Integrated Activity	
IA1	Discussion and Debate.
IA2	Made to write the script and act in the class room.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

St. John's College, Palayamkottai Department of English COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	AMERICAN LIT	
Course Code	SMEN22	
Class	I year (2018-2021)	
Semester	Odd	
Staff Name	Mr SATHISH	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Calendar

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Edgar Allen Poe - Philosophy of Composition	
2-L2	Edgar Allen Poe - Philosophy of Composition	
3- L3	Edgar Allen Poe - The Raven	
4-L4	Identify and define words	
5-L5	Read the poem aloud again	
6-L6	Summarize the poem	
7-L7	Discuss the poem	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Walt Whitman - O! Captain My! Captain	
10- L9	Identify and define words	
11-L10	Read the poem aloud again	
12-L11	Summarize the poem	
13-L12	Discuss the poem	
14-L13	O'Henry - Last Leaf	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins	
16-L15	O'Henry - Last Leaf	
17-IT-1	Internal Test-I	
18-L16	James Thurber - The Night the Ghost got in	
19-L17	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	James Thurber - The Night the Ghost got in	

21- L19	Arthur Miller - All My Sons
22- P2	College level meeting/Cell function
23-L20	Introduction
24-L21	Rising action
25-L22	Climax
26-L23	Falling action
27-L24	Nathaniel Hawthorne - The Scarlet Letter
28-L25	character
29-L26	Setting
<i>27</i> E20	Setting
30-L27	Style
31-L28	theme
32-L29	Point of view
33-L30	Conclusion
34- P3	Department Seminar
35-L31	Henry David Thoreau - A Battle of Ants
36-L32	Allotting portion for Internal Test-II
	Internal Test II begins
37- L33	Henry David Thoreau - A Battle of Ants
38- IT-II	Internal Test-II
39-L34	Martin Luther King - I have a Dream
40-L35	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	Martin Luther King - I have a Dream
42- L37	Walt Whitman - O! Captain My! Captain
43- L38	O'Henry - Last Leaf
44- P4	College level meeting/ function
45-L39	Identify and define words
46-L40	Read the poem aloud again
47-L41	Summarize the poem
48-L42	Discuss the poem
49-L43	James Thurber - The Night the Ghost got in
50-L44	Allotting portion for Internal Test-III
51 T 45	Internal Test III begins
51 L45	James Thurber - The Night the Ghost got in
52- L46	Kate Chopin - Regret
53-IT-III	Internal Test-III
54-L47	Kate Chopin - Regret
55-L48	- Test Paper distribution and result analysis
56- MT	Entering Internal Test-III Marks into University portal Model Test
JU- IVI I	

57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
<u>CO1</u>	
CO2	
CO3	
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN staff . (Dre 4 6 nha

COURSE ACADEMIC I LAN	
(Prepared by staff member handling the course	
Programme Name	M.A. English
Course Name	American Literature
Course Code	PEHM22
Class	I year (2018-2020)
Semester	Even
Staff Name	Dr. Jessica Selwyn
Credits	4
L. Hours /P. Hours	4 / WK
Total 60Hrs/Sem	
Internal Test-3 Hrs	
Model Test-1 Hr	
Revision Test- 2 hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 50Hrs (5 units; 5×10=50; 10Hrs /u	nit)

Course Objectives

- \blacktriangleright To acquaint the students with different literary era, movements and authors relating to American history and literature
- > To enhance communicative and creative skills through literature

Syllabus

American Literature Core- II

Hrs	Credits
4	4

Unit – I Poetry		
Walt Whitman	-	When Lilacs Last in the Dooryard Bloomed
Emily Dickinson	-	Because I Could Not Stop for Death
Robert Frost	-	The Death of the Hired Man
Hart Crane	-	To Brooklyn Bridge
Langston Hughes	-	I, Too
Unit – II Prose		
Ralph Waldo Emerson	-	The American Scholar
Henry David Thoreau	-	Civil Disobedience
Unit – III Short Story		
Edgar Allan Poe	-	The Fall of the House of Usher
O. Henry	-	The Cop and the Anthem
-		"One Dollar's Worth"
Eudora Welty	-	A Visit of Charity
Unit – IV Drama		
Arthur Miller	-	Death of a Salesman
Edward Albee	-	Who's Afraid of Virginia Woolf?
Unit – V Novel		-
John Steinback	-	The Grapes of Wrath
Saul Bellow	-	Seize the Day

Reference:

An Anthology: American Literature 1890- 1965. Esbert S. Oliver American Literature of the Nineteenth Century. An Anthology, William J. Fisher

Course Ca Hour	Class Schedule
allotment	
anotinent	Even Semester Begins on 18.06.2018
1-L1	Introduction to Walt Whitman and "When Lilacs Last in the Dooryard
1-1-1	Bloomed"
2-L2	"When Lilacs Last in the Dooryard Bloomed"- poem
3- L3	Introduction to Ralph Waldo Emerson
4-L4	Introduction to Transcendentalism & Henry David Thoreau/ "Civil
- L-	Disobedience" and its background
5-L5	"When Lilacs Last in the Dooryard Bloomed"- poem
6-L6	Introduction to Emily Dickinson and "Because I Could Not Stop for Death"
7-L7	"The American Scholar"- text
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	"When Lilacs Last in the Dooryard Bloomed"- poem
10- L9	Introduction to Emily Dickinson and "Because I Could Not Stop for Death"
11-L10	"The American Scholar"- text
12-L11	"Civil Disobedience"- text
13-L12	"Because I Could Not Stop for Death"- poem
14-L13	Introduction to Robert Frost and "The Death of the Hired Man"
15-L14	"The American Scholar"- text
10 21 1	Allotting portion for Internal Test-I
	Internal Test I begins
16-L15	Introduction to John Steinback and The Grapes of Wrath
17-IT-1	Internal Test-I
18-L16	"The Death of the Hired Man"- poem
19-L17	Introduction- Arthur Miller and Death of a Salesman
	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	The Grapes of Wrath- Chapter-1-10
21-L19	"The Death of the Hired Man"- poem
22- P2	College level meeting/Cell function
23-L20	Death of a Salesman- Act I
24-L21	The Grapes of Wrath- Chapter-10-20
25-L22	"The Death of the Hired Man"- poem
26-L23	Introduction to Hart Crane and "To Brooklyn Bridge"
27-L24	Death of a Salesman- Act II
28-L25	The Grapes of Wrath- Chapter- 21-30
29-L26	"To Brooklyn Bridge"
30-L27	Introduction to Langston Hughes and "I, Too"
31-L28	Death of a Salesman- Requiem
32-L29	The Grapes of Wrath- Character and critical analysis
33-L30	"I, Too"- poem
34- P3	Department meeting
35-L31	Death of a Salesman- Themes & techniques

36-L32	Introduction to Saul Bellow and Seize the Day
	Allotting portion for Internal Test-II
	Internal Test II begins
37- L33	Introduction- Edgar Allan Poe & "The Fall of the House of Usher"
38- IT-II	Internal Test-II
39-L34	Death of a Salesman- Character & Critical analysis
40-L35	Seize the Day - Chapter-1 & 4
	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	"The Fall of the House of Usher"
42- L37	Introduction- O. Henry and "One Dollar's Worth"
43- L38	Introduction- Edward Albee and Who's Afraid of Virginia Woolf?
44- P4	College level meeting/ function
45-L39	"One Dollar's Worth" and "The Cop and the Anthem"
46-L40	"The Cop and the Anthem"
47-L41	Who's Afraid of Virginia Woolf?- Act I
48-L42	Seize the Day - Chapter- 5 &7
49-L43	Introduction- Eudora Welty & "A Visit of Charity"
50-L44	Who's Afraid of Virginia Woolf?- Act II
	Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	Who's Afraid of Virginia Woolf?- Act III
52- L46	Seize the Day- Character and Critical analysis
53-IT-III	Internal Test-III
54-L47	"A Visit of Charity"
55-L48	Who's Afraid of Virginia Woolf?- Character & Critical analysis
	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Revision test
58-MT	Revision Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Helps students to identify the key features of prose & poetry
CO2	Gain knowledge of the major historical and cultural developments
	of colonial America
CO3	Learn about the works of individual authors
CO4	Learn to identify the major conventions and themes of
	transcendental literature
CO5	Learn to appreciate literary works as expressions of individual or

	communal values within the social, political, cultural, or religious
	contexts
CO6	Demonstrate knowledge of the development of characteristic forms
	or styles of expression during different historical periods
Experimental	
Learning	
EL1	Compare American with Indian literature and bring about the
	similar/contrasting features based on themes and techniques
EL2	Comparing Indian caste system and American racism and tracing
	their impact on the respective people.
Integrated Activity	
IA1	To encourage students to write poems breaking tradition (free
	verse)
# Blended Learning	: using PPT, video, library resources, ICT techniques, E-

# Blended Learning	: using PP1, video, library resources, IC1 techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)		
Programme Name	B.A. English	
Course Name	British Drama	
Course Code	SMEN42	
Class	I year (2018-2021)	
Semester	Even	
Staff Name	C. Samuel	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To acquaint the students to the growth and development of British Drama from a historical perspective
- To accustom the students to various dramatic devices and techniques used in British Drama
- > To acquaint the students with the trends and movements in British Drama

Syllabus

Unit – I		
Christopher Marlowe	:	Dr. Faustus
Unit – II		
Oliver Goldsmith	:	She Stoops to Conquer
Unit – III		
Richard Brinsley Sheridan	:	School for Scandal
Unit – IV		
John Galsworthy	:	Strife
Unit – V		
George Bernard Shaw	:	Candida

Hour allotment	Class Schedule
	Odd Semester Begin on 03.12.2018
1-L1	Christopher Marlowe – an introduction
2-L2	Act One of the play Dr. Faustus
3- L3	Act Two of the play Dr. Faustus
4-L4	Act Three of the play Dr. Faustus
5-L5	Act Three of the play Dr. Faustus

6-L6	Act Three of the play Dr. Faustus
7-L7	Act Four of the play <i>Dr. Faustus</i>
8- P1	Welcoming of First year and Inauguration of Literary Association
9-L8	Act Four of the play Dr. Faustus
10-L9	Act Five of the play Dr. Faustus
11-L10	Critical analysis of the play <i>Dr. Faustus</i>
12-L11	Introduction to George Bernard Shaw
13-L12	Act One of Shaw's <i>Candida</i>
14-L13	Act Two of Shaw's <i>Candida</i>
15-L14	- Allotting portion for Internal Test-I
16 I 15	Internal Test I begins Act Three of Shaw's Candida
16-L15 17-IT-1	Internal Test-I
17-11-1 18-L16	
18-L10 19-L17	Thematic analysis of the play <i>Candida</i>
17-L1/	-Test Paper distribution and result analysis Entering Internal Test-I Marks into University portal
20-L18	Symbols, Motif and Metaphors in <i>Candida</i>
20-L18 21- L19	Oliver Goldsmith – an introduction
21- L19 22- P2	College level meeting/Cell function
22-12 23-L20	She Stoops to Conquer – Act One
23-L20 24-L21	She Stoops to Conquer – Act One She Stoops to Conquer – Act Two
24-L21 25-L22	She Stoops to Conquer – Act Two She Stoops to Conquer – Act Three
25 L22 26-L23	She Stoops to Conquer – Act Three
20 L23 27-L24	She Stoops to Conquer – Act Four
28-L25	She Stoops to Conquer – Act Four
20 L25 29-L26	She Stoops to Conquer – Act Five
30-L27	Theme, Symbols, Motif and Allegory in <i>She Stoops to Conquer</i>
31-L28	Critical analysis of the play <i>She Stoops to Conquer</i>
32-L29	An introduction to R.B. Sheridan
33-L30	Act One of School for Scandal
34- P3	Department Seminar
35-L31	Act Two of School for Scandal
36-L32	Allotting portion for Internal Test-II
	Internal Test II begins
37- L33	Act Three of School for Scandal
38- IT-II	Internal Test-II
39-L34	Act Three of School for Scandal
40-L35	-Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	Act Four of School for Scandal
42- L37	Act Four of School for Scandal
43- L38	Act Five of School for Scandal
44- P4	College level meeting/ function
45-L39	Theme, Motif and Allegory in the play School for Scandal
46-L40	Critical analysis of School for Scandal
47-L41	John Galsworthy – an Introduction
48-L42	Act One of Galsworthy's Strife
49-L43	Act Two of Galsworthy's <i>Strife</i>

50-L44	Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	Act Three of Galsworthy's Strife
52- L46	Critical analysis of Galsworthy's Strife
53-IT-III	Internal Test-III
54-L47	Themes, Motif, Symbols and Irony in Strife
55-L48	- Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course "British Drama"
CO1	The students are exposed to the development of British Drama
CO2	The students would be able to understand the insights and
	experimentations associated with British Drama
CO3	The students would have an acquaintance with the historical, socio-
	political and religious trends in Drama
CO4	The students are exposed to the creativity to explore the human
	experience through drama as a literary form
Experimental	
Learning	
EL1	Screened the plays
EL2	Presentation using Powerpoint
EL3	Classroom seminars
EL4	Role Play
Integrated Activity	
IA1	Library Visit
IA2	Discussion Forum

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Chicano Literature	
Course Code	SAEN41	
Class	II year (2018-2021)	
Semester	Even	
Staff Name	S. Christober Jacob	
Credits	3	
L. Hours /P. Hours	3 / WK	
Total 45Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 35 Hrs (5 units; 5×7=35; 07Hrs /unit)		

Course Objectives

- > To understand historical and cultural background of Chicano Literature.
- > To understand the border consciousness of Mexican American area.
- To enable the students to have emphasis on the individual experience of pioneers of Chicano Literature.
- > To understand power politics prevailing in the Chicano.

Syllabus

Unit-I: Prose Luis Alberto Urrea : Across the Wire (Preface alone) Unit-II : Poetry Sandra Cisneros : Cloud Luis J. Rodriguez : The Concrete River Jimmy Santiago Baca: I am Offering this Poem Unit-III: Short-Stories Francisco Jimenez : Under the Wire The Circuit Christmas Gift Unit-IV: Fiction Rudolfo A. Anaya : *Bless Me, Ultima* Unit-V : Fiction Luiz Valdez : *Zoot. Suit*

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	General introduction to Chicano Literature
2-L2	Introduction to Rudalfo Anaya

3- L3	Discussing the general beliefs related to God and other powers
4-L4	Significance of the title Bless Me Ultima
5 - P1	Welcoming of First year and Inauguration of Literary Association
6-L5	Summarising and analysing the first five chapters of Bless Me Ultima
7-L6	Summarising and analysing chapters 6 to 10 of Bless Me Ultima
8-L7	Summarising and analysing chapters 11 to 15 of Bless Me Ultima
9- L8	Allotting portion for Internal Test-I
	Internal Test I begins
10- L9	Summarising and analysing chapters 15 to 22 of Bless Me Ultima
11-IT-1	Internal Test-I
12-L10	Emphasising the themes of Bless Me Ultima
13-L11	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
14-L12	Analysing the social history of Chicano people to the narration of Bless Me
	Ultima
15-L13	General Introduction to border problems
16- P2	College level meeting/Cell function
17-L14	Introduction to the universal problems faced by refugees
18-L15	Discussions related to the problems of migration
19-L16	Introducing Luis Alberto Urrea
20-L17	Allotting portion for Internal Test-II
	Internal Test II begins
21- L18	Reading and discussion the text "Across the Wire"
22- IT-II	Internal Test-II
23-L19	Test Paper distribution and result analysis
25 117	
	Entering Internal Test-II Marks into University portal
24-L20	Entering Internal Test-II Marks into University portal Analysing "Across the Wire"
24-L20 25- P3	Entering Internal Test-II Marks into University portalAnalysing "Across the Wire"Department Seminar
24-L20 25- P3 26-L21	Entering Internal Test-II Marks into University portalAnalysing "Across the Wire"Department SeminarIntroduction to Sandra Cisneros Reading and analysing the poem "Cloud"
24-L20 25- P3	Entering Internal Test-II Marks into University portal Analysing "Across the Wire" Department Seminar Introduction to Sandra Cisneros Reading and analysing the poem "Cloud" Introduction to Luis J. Rodriguez and Reading and analysing the poem "The
24-L20 25- P3 26-L21 27-L22	Entering Internal Test-II Marks into University portalAnalysing "Across the Wire"Department SeminarIntroduction to Sandra Cisneros Reading and analysing the poem "Cloud"Introduction to Luis J. Rodriguez and Reading and analysing the poem "The Concrete River."
24-L20 25- P3 26-L21	Entering Internal Test-II Marks into University portalAnalysing "Across the Wire"Department SeminarIntroduction to Sandra Cisneros Reading and analysing the poem "Cloud"Introduction to Luis J. Rodriguez and Reading and analysing the poem "The Concrete River."Introduction to Jimmy Santiago Baca and Reading and Analysing "I am
24-L20 25- P3 26-L21 27-L22 28-L23	Entering Internal Test-II Marks into University portalAnalysing "Across the Wire"Department SeminarIntroduction to Sandra Cisneros Reading and analysing the poem "Cloud"Introduction to Luis J. Rodriguez and Reading and analysing the poem "The Concrete River."Introduction to Jimmy Santiago Baca and Reading and Analysing "I am Offering this Poem"
24-L20 25-P3 26-L21 27-L22 28-L23 29-P4	 Entering Internal Test-II Marks into University portal Analysing "Across the Wire" Department Seminar Introduction to Sandra Cisneros Reading and analysing the poem "Cloud" Introduction to Luis J. Rodriguez and Reading and analysing the poem "The Concrete River." Introduction to Jimmy Santiago Baca and Reading and Analysing "I am Offering this Poem" College level meeting/ function
24-L20 25-P3 26-L21 27-L22 28-L23 29-P4 30-L24	Entering Internal Test-II Marks into University portalAnalysing "Across the Wire"Department SeminarIntroduction to Sandra Cisneros Reading and analysing the poem "Cloud"Introduction to Luis J. Rodriguez and Reading and analysing the poem "The Concrete River."Introduction to Jimmy Santiago Baca and Reading and Analysing "I am Offering this Poem"College level meeting/ functionIntroduction to Francisco Jimenez
24-L20 25-P3 26-L21 27-L22 28-L23 29-P4 30-L24 31-L25	Entering Internal Test-II Marks into University portalAnalysing "Across the Wire"Department SeminarIntroduction to Sandra Cisneros Reading and analysing the poem "Cloud"Introduction to Luis J. Rodriguez and Reading and analysing the poem "The Concrete River."Introduction to Jimmy Santiago Baca and Reading and Analysing "I am Offering this Poem"College level meeting/ functionIntroduction to Francisco JimenezReading and Analysing the short story "Under the Wire"
24-L20 25-P3 26-L21 27-L22 28-L23 29-P4 30-L24	Entering Internal Test-II Marks into University portalAnalysing "Across the Wire"Department SeminarIntroduction to Sandra Cisneros Reading and analysing the poem "Cloud"Introduction to Luis J. Rodriguez and Reading and analysing the poem "The Concrete River."Introduction to Jimmy Santiago Baca and Reading and Analysing "I am Offering this Poem"College level meeting/ functionIntroduction to Francisco JimenezReading and Analysing the short story "Under the Wire"Allotting portion for Internal Test-III
24-L20 25-P3 26-L21 27-L22 28-L23 29-P4 30-L24 31-L25 32-L26	Entering Internal Test-II Marks into University portalAnalysing "Across the Wire"Department SeminarIntroduction to Sandra Cisneros Reading and analysing the poem "Cloud"Introduction to Luis J. Rodriguez and Reading and analysing the poem "The Concrete River."Introduction to Jimmy Santiago Baca and Reading and Analysing "I am Offering this Poem"College level meeting/ functionIntroduction to Francisco JimenezReading and Analysing the short story "Under the Wire"Allotting portion for Internal Test-IIIInternal Test III begins
24-L20 25-P3 26-L21 27-L22 28-L23 29-P4 30-L24 31-L25 32-L26 33-L27	Entering Internal Test-II Marks into University portalAnalysing "Across the Wire"Department SeminarIntroduction to Sandra Cisneros Reading and analysing the poem "Cloud"Introduction to Luis J. Rodriguez and Reading and analysing the poem "The Concrete River."Introduction to Jimmy Santiago Baca and Reading and Analysing "I am Offering this Poem"College level meeting/ functionIntroduction to Francisco JimenezReading and Analysing the short story "Under the Wire"Allotting portion for Internal Test-IIIInternal Test III beginsReading and Analysing the short story "The Circuit"
24-L20 25-P3 26-L21 27-L22 28-L23 29-P4 30-L24 31-L25 32-L26 33-L27 34-IT-III	Entering Internal Test-II Marks into University portalAnalysing "Across the Wire"Department SeminarIntroduction to Sandra Cisneros Reading and analysing the poem "Cloud"Introduction to Luis J. Rodriguez and Reading and analysing the poem "The Concrete River."Introduction to Jimmy Santiago Baca and Reading and Analysing "I am Offering this Poem"College level meeting/ functionIntroduction to Francisco JimenezReading and Analysing the short story "Under the Wire"Allotting portion for Internal Test-IIIInternal Test III beginsReading and Analysing the short story "The Circuit"Internal Test-III
24-L20 25-P3 26-L21 27-L22 28-L23 29-P4 30-L24 31-L25 32-L26 33-L27 34-IT-III 35-L28	Entering Internal Test-II Marks into University portalAnalysing "Across the Wire"Department SeminarIntroduction to Sandra Cisneros Reading and analysing the poem "Cloud"Introduction to Luis J. Rodriguez and Reading and analysing the poem "The Concrete River."Introduction to Jimmy Santiago Baca and Reading and Analysing "I am Offering this Poem"College level meeting/ functionIntroduction to Francisco JimenezReading and Analysing the short story "Under the Wire"Allotting portion for Internal Test-IIIInternal Test III beginsReading and Analysing the short story "The Circuit"Internal Test-IIIReading and Analysing the short story "Christmas Gift"
24-L20 25-P3 26-L21 27-L22 28-L23 29-P4 30-L24 31-L25 32-L26 33-L27 34-IT-III 35-L28 36-L29	Entering Internal Test-II Marks into University portalAnalysing "Across the Wire"Department SeminarIntroduction to Sandra Cisneros Reading and analysing the poem "Cloud"Introduction to Luis J. Rodriguez and Reading and analysing the poem "The Concrete River."Introduction to Jimmy Santiago Baca and Reading and Analysing "I am Offering this Poem"College level meeting/ functionIntroduction to Francisco JimenezReading and Analysing the short story "Under the Wire"Allotting portion for Internal Test-IIIInternal Test III beginsReading and Analysing the short story "The Circuit"Internal Test-IIIReading and Analysing the short story "Christmas Gift"Introduction to Luiz Valdez
24-L20 25-P3 26-L21 27-L22 28-L23 29-P4 30-L24 31-L25 32-L26 33-L27 34-IT-III 35-L28 36-L29 37-L30	Entering Internal Test-II Marks into University portal Analysing "Across the Wire" Department Seminar Introduction to Sandra Cisneros Reading and analysing the poem "Cloud" Introduction to Luis J. Rodriguez and Reading and analysing the poem "The Concrete River." Introduction to Jimmy Santiago Baca and Reading and Analysing "I am Offering this Poem" College level meeting/ function Introduction to Francisco Jimenez Reading and Analysing the short story "Under the Wire" Allotting portion for Internal Test-III Internal Test III begins Reading and Analysing the short story "The Circuit" Internal Test-III Reading and Analysing the short story "Christmas Gift" Introduction to Luiz Valdez Discussion on the first five sections of the play Zoot, Suit
24-L20 25-P3 26-L21 27-L22 28-L23 29-P4 30-L24 31-L25 32-L26 33-L27 34-IT-III 35-L28 36-L29 37-L30 38-L31	Entering Internal Test-II Marks into University portalAnalysing "Across the Wire"Department SeminarIntroduction to Sandra Cisneros Reading and analysing the poem "Cloud"Introduction to Luis J. Rodriguez and Reading and analysing the poem "The Concrete River."Introduction to Jimmy Santiago Baca and Reading and Analysing "I am Offering this Poem"College level meeting/ functionIntroduction to Francisco JimenezReading and Analysing the short story "Under the Wire"Allotting portion for Internal Test-IIIInternal Test III beginsReading and Analysing the short story "The Circuit"Internal Test-IIIReading and Analysing the short story "Christmas Gift"Introduction to Luiz ValdezDiscussion on the first five sections of the play Zoot, SuitDiscussion on the last four sections of the play Zoot, Suit
24-L20 25-P3 26-L21 27-L22 28-L23 29-P4 30-L24 31-L25 32-L26 33-L27 34-IT-III 35-L28 36-L29 37-L30 38-L31 39-L32	Entering Internal Test-II Marks into University portalAnalysing "Across the Wire"Department SeminarIntroduction to Sandra Cisneros Reading and analysing the poem "Cloud"Introduction to Luis J. Rodriguez and Reading and analysing the poem "The Concrete River."Introduction to Jimmy Santiago Baca and Reading and Analysing "I am Offering this Poem"College level meeting/ functionIntroduction to Francisco JimenezReading and Analysing the short story "Under the Wire"Allotting portion for Internal Test-IIIInternal Test III beginsReading and Analysing the short story "The Circuit"Internal Test-IIIInternal Test-IIIDiscussion on the first five sections of the play Zoot, SuitDiscussion on the last four sections of the play Zoot, SuitAnalysing the whole play in view of life style of Chicano people
24-L20 25-P3 26-L21 27-L22 28-L23 29-P4 30-L24 31-L25 32-L26 33-L27 34-IT-III 35-L28 36-L29 37-L30 38-L31	Entering Internal Test-II Marks into University portalAnalysing "Across the Wire"Department SeminarIntroduction to Sandra Cisneros Reading and analysing the poem "Cloud"Introduction to Luis J. Rodriguez and Reading and analysing the poem "The Concrete River."Introduction to Jimmy Santiago Baca and Reading and Analysing "I am Offering this Poem"College level meeting/ functionIntroduction to Francisco JimenezReading and Analysing the short story "Under the Wire"Allotting portion for Internal Test-IIIInternal Test III beginsReading and Analysing the short story "The Circuit"Internal Test-IIIReading and Analysing the short story "Christmas Gift"Introduction to Luiz ValdezDiscussion on the first five sections of the play Zoot, SuitDiscussion on the last four sections of the play Zoot, Suit

42-MT	Model Test
43-MT	Model Test
44- L34	Model test paper distribution and previous year university question paper
	discussion
45-L35	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Course Outcomes	
Learning Outcomes	COs of the course "Chicano Literature"
CO1	Able to get much information about the life of Chicano
CO2	Able to know the War History of Chicano people
CO3	Able to achieve higher order thinking on the concept of God and the powers
CO4	Able to visualise the real life problems and difficulties of Chicano people in the present time
CO5	Synthesise the idea of space and case in Chicano Literature in view of Social Justice and Social Equality
CO6	
CO7	
CO8	
CO9	
Experimental Learning	
EL1	Learning the number 1 to 100 in spanish
EL2	Vocabulary learning related to Unit IV and V
EL3	Relating the problems of Chicano to Indian Refugees
EL4	Finding solutions to common frontier problems
Integrated Activity	
IA1	Geographical Location of Chicano between Mexico and America
IA2	Philanthropically approaching the border issues

Blended Learning : using PPT, video, library resources, ICT techniques, E-learning resources, Google classroom, study tour, etc.,

# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Principal

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

(Trepared by start member nandling the course	//
Programme Name	B.A. English
Course Name	Diasporic Women's Writing
Course Code	PEHM42
Class	I year (2018-2021)
Semester	odd
Staff Name	Dr S. Daniel Vedhasigamani
Credits	5
L. Hours /P. Hours	5 / WK
Total 75 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 65 Hrs(5 units; 5×13=65; 13Hrs /unit)	

Course Objectives

- > To impart the knowledge of the feminine/feminist perceptions of life.
- > To make the students understand the universal feminist issues.

Syllabus

Unit I Poetry

ChitraBanerjeeDivakaruni - Cutting the Sun My Mother Combs My Hair DebjaniChatterjee - All Whom I Welcome Leave Just Middling (15L) **Unit II Prose** ChimamandaNgoziAdichie - We Should All Be Feminists MeenaAlexander - MigrantPoetics(from *Poetics of Dislocation*) (15L) **Unit III Drama** Uma Parameshwaran - Sons Must Die Julia Cho - 99 Histories (15L)

Unit IV Fiction

Gita Hariharan - Fugitive Histories JhumpaLahiri - The Lowland (15L) **Unit V Fiction** ZadieSmith - White Devil

MeeraSyal - Anita and Me

Course Calendar

Hour

Class Schedule

allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	An introduction to women and their writing	
2-L2	An introduction to diaspora and diasporic women's writing	
3- L3	Discussing the poem "Cutting the Sun"	
4-L4	Gave a critical analysis to "Cutting the Sun"	
5-L5	Discussing the poem "My Mother Combs My Hair"	
6-L6	Themes in "My Mother Combs My Hair"	
7-L7	Critical analysis of "My Mother Combs My Hair"	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Discussion of the poem "All Whom I Welcome Leave"	
10- L9	Themes in "All Whom I Welcome Leave"	
11-L10	Critical appreciation of "All Whom I Welcome Leave"	
12-L11	Discussion of "Just Middling"	
13-L12	Analysis of "Just Middling"	
14-L13	Critical appreciation of "Just Middling"	
15-L14	Revision of Unit 1	
16-L15	Test on Unit 1	
17- L16	Discussion on significant feminist writings	
18- L17	Analyzing "We should all be feminists"	
19- L18	Analyzing "We should all be feminists"	
20- L19	A conclusion on "We should all be feminists"	
21- L20		
	Internal Test I begins	
22- L21	An introduction to Poetics of Dislocation	
23- IT-1	Internal Test-I	
24- L22	Discussing Migrant Poetics	
25- L23	Discussing Migrant Poetics	
26- L24	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
27- L25	Discussed Uma Prameswaran's Sons Must Die	
28- L26	Discussed Uma Prameswaran's Sons Must Die	
29- L27	Themes and symbolism in Sons Must Die	
30- P2	College level meeting/Cell function	
31-L28	Characterization in Sons Must Die	
32-L29	Critical analysis of Sons Must Die	
33-L30	An introduction to Julia Cho and 99 Histories	
34- L31	Discussion of 99 Histories	
35- L32	Discussion of 99 Histories	
36- L33	Thematic analysis of 99 Histories	
37- L34	Critical analysis of 99 Histories	
38-L35	Discussed the plot in <i>Fugitive Histories</i>	
39- L36	Discussed the plot in <i>Fugitive Histories</i>	
40- L37	Thematic analysis of <i>Fugitive Histories</i>	
41- L38	Characterization of <i>Fugitive Histories</i>	
42-P3	Department Seminar	
43- L39	Plight of women in <i>Fugitive Histories</i>	
44- L40	Students' perspective of Fugitive Histories	

45- L41	<i>The Lowland</i> – an introduction	
46- L42	Plot analysis of <i>The Lowland</i>	
40- L42 47- L43	Allotting portion for Internal Test-II	
47-L43	Internal Test II begins	
48- L44	Revision	
49-IT-II	Internal Test-II	
50-L45	Revision	
51-L46	-Test Paper distribution and result analysis	
J1- L40	Entering Internal Test-II Marks into University portal	
52- L47	Thematic analysis	
53- L47	Analysis of symbols and imageries	
54- L49	Character analysis in	
55- L50	A critical overview	
56- L50	Plot analysis of <i>The White Devil</i>	
57-L52	Plot analysis of <i>The White Devil</i>	
58- L53	Thematic analysis	
59-P4	College level meeting/ function	
60- L54	A critical overview	
61-L55	Plot analysis of <i>Anita and Me</i>	
62-L56	Plot analysis of <i>Anita and Me</i>	
63- L57	Themes and symbols	
64- L58	Allotting portion for Internal Test-III	
	Internal Test III begins	
65- L59	Character analysis	
66- L60	A critical overview	
67-IT-III	Internal Test-III	
68- L61	Revision	
69- L62	Revision	
70- L63	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
71-MT	Model Test	
72-MT	Model Test	
73-MT	Model Test	
74-L64	Model test paper distribution and previous year university question	
	paper discussion	
75-L65	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Course Outcomes		
Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	The students were able to gain knowledge on the feminist perceptions of life	
CO2	The students were able to understand universal feminist issues	
CO3	The students were able to understand the problems faced by the	
	diasporic people	
CO4	The students were enlightened about the expression of feminine	
	dilemma.	

CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name B.A. English Course Name English Grammar and Usage Course Code SMEN23 I year (2018-2021) Class Semester Even Staff Name Dr. A. Rathina Prabhu Credits 4 L. Hours /P. Hours 4 / WK Total 60Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)

Course Objectives

- > To enhance the communicative competence by improving the grammatical skills.
- > To strengthen the writing skill by augmenting grammatical skills

Syllabus Unit-I

The Words: Uses

The Nouns - Kinds - Number - Gender - Compound Nouns - Forms of Genitives Articles Pronouns Adjectives - Kinds - Formation with Affixes Adverbs: Kinds - formation - Function- Uses Preposition - Simple and Compound Preposition; those accompanying verbs, adjectives

and nouns.

Conjunction: Coordinating, Correlatives and Subordinating.

Unit-II

The Verb:

Transitive and Intransitive and Linking - Usage Phrasal verbs Auxiliaries: Primary and Model Concord: Subject - Verb Agreement

Unit-III

The Sentence:

Kinds of Sentences Formation of Negatives Yes or No Question Word Questions

Question Tags Unit- IV Tenses: Forms and Uses Verb Forms Non finite' Present & Present Participle Infinitives and Gerunds Uses Unit- V Active & Passive voice Indirect Speech Transformation of Sentences (Pages236-237 & 248-258)

Course Ca	lendar	
Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Introducing Grammar.	
2-L2	Needs of Practice.	
3- L3	The Nouns	
4-L4	Kinds	
5-L5	Number	
6-L6	Gender	
7-L7	Compound Nouns	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Practice Test	
10- L9	Forms of Genitive	
11-L10	Articles -A or An	
12-L11	Articles -The	
13-L12	Zero Articles	
14-L13	Revision Test	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins	
16-L15	Adjectives	
17-IT-1	Internal Test-I	
18-L16	Kinds	
19-L17	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	Formation / Functions/ Uses	
21- L19	Preposition	
22- P2	College level meeting/Cell function	
23-L20	Preposition- Simple	
24-L21	Compound Preposition	
25-L22	Conjunctions	
26-L23	Verb- Introduction	
27-L24	Transitive and Intransitive and Linking	
28-L25	Phrasal verbs -I	
29-L26	Phrasal verbs -II	

30-L27	Phrasal verbs -III	
31-L28	Auxiliaries - Test	
32-L29	Primary & Models	
33-L30	Concord	
34- P3	Department Seminar	
35-L31	Kinds of Sentences	
36-L32	Allotting portion for Internal Test-II	
	Internal Test II begins	
37- L33	Formation of Negatives	
38- IT-II	Internal Test-II	
39-L34	Yes or No Question	
40-L35	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
41-L36	Word Questions	
42- L37	Practice Test	
43- L38	Question Tags	
44- P4	College level meeting/ function	
45-L39	Verb Forms	
46-L40	Non finite' Present & Present Participle	
47-L41	Infinitives	
48-L42	Gerunds	
49-L43	Active & Passive voice	
50-L44	Allotting portion for Internal Test-III	
	Internal Test III begins	
51 L45	Indirect Speech / Transformation of Sentences	
52- L46	Revision Unit-I, II and III	
53-IT-III	Internal Test-III	
54-L47	Revision Unit- IV and V	
55-L48	- Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Model test paper distribution and previous year university question paper	
	discussion	
60-L50	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

course outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
CO1	
CO2	
CO3	
CO4	
CO5	
CO6	
CO7	

CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	English Language Teaching	
Course Code	PEHM44	
Class	II year (2018-2021)	
Semester	Even	
Staff Name	J. Pinky Diana Evelyn	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To make the students aware of the new trends of teaching
- > To make the students Understand the new
- ➤ Communicative patterns.
- > To make the students understand the various skills.

Syllabus

Unit I - Listening Skills

- Introduction and Definition
- Listening Process
- Listening in Language Teaching
- Teaching Listening

Unit II - Speaking Skills

- Introduction and Definition
- Direct Method
- Situational Method
- Factors affecting Learners' Speaking
 - i. Cognitive Factors
 - ii. Linguistic Factors
 - iii. Affective Factors

Unit III - Reading Skills

- Introduction and Definition
- Silent and Loud Reading
- Learning Structures
- Pronunciation

Unit IV - Writing Skills

- Introduction and Definition
- Grammatical Skills

- i. Linkers
- ii. Vocabulary
- Coherence and Cohesion
- Paragraph Writing

Unit V - Testing

- Introduction and Definition
- Features of a Good Test
- Types of Tests
- i. Achievement Test
- ii. Proficiency Test
- iii. Diagnostic Test
- iv. Aptitude Test

Textbooks

- 1. Ray Mackay, A Basic Introduction to English Language Teaching
- 2. Roger Hawkey, A Modular Approach to English Language Skills.
- 3. G. Ramabadracharyulu et al. ,Methods of Teaching English Language.

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Introduced listening skills	
2-L2	Gave a detailed introduction and definition	
3- L3	Elaborated listening in language teaching.	
4-L4	Continued listening in language teaching.	
5-L5	Briefed listening skills.	
6-L6	Introduced speaking skills	
7-L7	Gave a detailed introduction and definition.	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Taught Direct Method.	
10- L9	Defined cognitive factors which affected speaking.	
11-L10	Elaborated linguistic factors which affected speaking.	
12-L11	Briefed affective factors.	
13-L12	Introduced reading skills.	
14-L13	Gave a detailed introduction and definition.	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins	
16-L15	Discussed grammatical skills.	
17-IT-1	Internal Test-I	
18-L16	Explained linkers and its uses.	
19-L17	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	Taught the importance of vocabulary.	
21- L19	Briefed about coherence and cohesion	
22- P2	College level meeting/Cell function	
23-L20	Defined paragraph writing.	
24-L21	Introduced testing.	

25-L22	Gave a detailed introduction and definition	
26-L23	Talked about the features of a good test.	
27-L24	Discussed about the various types of tests.	
28-L25	Explained Achievement test.	
29-L26	Discussed proficiency test.	
30-L27	Briefed Diagnostic test.	
31-L28	Elaborated Aptitude test.	
32-L29	Discussed writing skills.	
33-L30	Talked about silent and loud reading.	
34- P3	Department Seminar	
35-L31	Discussed learning structures.	
36-L32	Allotting portion for Internal Test-II	
	Internal Test II begins	
37- L33	Talked about the uses of good pronunciation	
38- IT-II	Internal Test-II	
39-L34	Discussed situational method.	
40-L35	-Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
41-L36	Explained the objectives of situational method.	
42- L37	Continued situational method.	
43- L38	Had a discussion on all the skills.	
44- P4	College level meeting/ function	
45-L39	Revised unit I	
46-L40	Revised unit II & III	
47-L41	Revised unit IV	
48-L42	Revised unit V	
49-L43	Final Revision.	
50-L44	Allotting portion for Internal Test-III	
	Internal Test III begins	
51 L45	Gave more details about the objectives of Direct method.	
52- L46	Gave more details about the various methods.	
53-IT-III	Internal Test-III	
54-L47	Elaborated the importance of grammar and its usage.	
55-L48	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Model test paper distribution and previous year university question paper	
	discussion	
60-L50	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course " <course name="">"</course>
C01	The students learnt the new trends of teaching English.
CO2	They understood the various skills involved.

CO3	They became familiar with all the skills.	
CO4	Different methods of teaching.	
CO5	They came to know the importance of grammar in teaching	
	English.	
CO6		
CO7		
CO8		
CO9		
Experimental		
Learning		
EL1	The students were asked to read aloud.	
EL2	Work sheets were given to develop their grammar.	
EL3	Plays were screened to develop their listening skill.	
EL4		
Integrated Activity		
IA1	Group discussion.	
IA2	Debate.	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English
Course Name	History of English Literature – II
Course Code	SMEN41
Class	I year (2018-2021)
Semester	Even
Staff Name	Dr. K. Vijila
Credits	5
L. Hours /P. Hours	5 / WK
Total 75 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 65 Hrs (5 units; 5×13=65; 13Hrs /unit)	

Course Objectives

- ➢ to acquaint the students with the literary classics
- ➢ prevanlent in England
- make conversant about the history of Literature
- ➢ gave a clue upon literature
- > put in a picture about world literature
- bring to notice the global literary theories

Syllabus

Unit I

The Age of Johnson – General Prose, the Novel and the Verse

Unit II

The Age of Wordsworth – The Older Poets and the Younger Poets Unit III

The Age of Tennyson – Verse, General Prose and the Novel

Unit IV

The Age of Hardy

Unit V

The Present Age

Text Prescribed:

William Henry Hudson: An Outline History of English Literature. Mahaam Publishers, Chennai - 78. mahampublishers@gmail.com. Course Calendar

Course Calendar	
Hour	Class Schedule
allotment	
	Even Semester Begin on 18.06.2018
1-L1	Talked in general about literary classics
2-L2	Taught the methods of acquiring knowledge
3- L3	Explained in a detailed way about literature
4-L4	Discussed the life of some writers
5-L5	Critically analysed the workers of Johnson

6-L6	Taught the Age of Chaucer	
6-L6 7-L7	Taught the Age of Chaucer Did an assessment on the works of Goldsmith	
7-L7 8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Talked about the Age of Chaucer	
9- L8 10- L9	Discussed the development of Drama	
10-L9 11-L10	Conducted a test	
11-L10 12-L11	Discussed the Age of Dryden	
12-L11 13-L12	Themes and techniques of the writers were discussed	
13-L12 14-L13	Taught the Age of Dryden prose and drama	
14-L13 15-L14	Discussed from Chaucer to Tottel's miscellany	
16-L15	Put in the picture about the Age of Chaucer	
10 L15 17- L16	Created an awareness about the plays of English Literature	
17 L10 18- L17	-do-	
10 L17 19- L18	Discussed English Literature	
20- L19	Before the conquest	
20 L1) 21- L20	Allotting portion for Internal Test-I	
	Internal Test I begins	
22- L21	Discussed the conquest the Chaucer	
23- IT-1	Internal Test-I	
24- L22	Discussed the making of the English Language	
25- L23	-do-	
26- L24	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
27- L25	Taught Chaucer's life	
28- L26	Chaucer's work in general	
29- L27	Discussed the Age of Johnson	
30- P2	College level meeting/Cell function	
31-L28	Had a discussion on Goldsmith	
32-L29	Discussed on the other general prose	
33-L30	Writers of the period	
34- L31	Taught prose fiction in England before Richardson	
35- L32	-do-	
36- L33	Taught the historical significance of the novel	
37- L34	-do-	
38-L35	Discussed Richardson	
39- L36	Had a discussion about Fielding	
40- L37	Discussed Smollet and his works	
41-L38	Had a discussion about the other novelists of the period	
42-P3	Department Seminar	
43-L39	-do-	
44- L40	Taught the Revival of Romance	
45-L41	Taught the general characteristics of the Age of Johnson	
46- L42	-do-	
47- L43	Allotting portion for Internal Test-II	
40 T 44	Internal Test II begins	
48- L44	The continuance of the Augustan tradition	
49-IT-II	Internal Test-II	
50-L45	The reaction in form	

51- L46	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
52- L47	Conducted a test	
53- L48	Taught the growth of the love of nature in Eighteenth century poetry	
54- L49	-do-	
55- L50	Discussed the development of naturalism	
56- L51	Discussed the romantic revival	
57- L52	Taught Grey burns and Cowper	
58- L53	Conducted a test	
59-P4	College level meeting/ function	
60- L54	Discussed The Age of Wordsworth	
61- L55	Taught the lyrical ballads and Wordsworth's theory of poetry	
62- L56	-do-	
63- L57	Taught the characteristics of Wordsworth's poetry	
64- L58	- Allotting portion for Internal Test-III	
	Internal Test III begins	
65- L59	Had a discussion on Coleridge and his works	
66- L60	-do-	
67-IT-III	Internal Test-III	
68- L61	Discourse the influential interpreter Walter Scott	
69- L62	-do	
70- L63	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
71-MT	Model Test	
72-MT	Model Test	
73-MT	Model Test	
74-L64	Model test paper distribution and previous year university question paper	
	discussion	
75-L65	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	Students were made familiar with many literary writers	
CO2	Students were introduced to different writers	
CO3	Students understood how literature with so many countries	
CO4	Students got a clue upon literature	
CO5	Students got a picture about the Age of Johnson and the Age of	
	Wordsworth	
CO6		
CO7		
CO8		
CO9		
Experimental		
Learning		
EL1	Students were bring to notice the ages in literature	
EL2	Students were asked to analyse the literary world	

EL3	Students got a clue upon the writers	
EL4	Students were made to get awareness	
Integrated Activity		
IA1	Motivated the advanced learners to support the slow learners	
IA2		

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
# For slow learner	higher study. : special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature
HOD Signature	Start Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English
Course Name	Indian writing in English II
Course Code	SMEN21
Class	I year (2018-2021)
Semester	Even
Staff Name	DR. KETHRA PAL
Credits	4
L. Hours /P. Hours	4 / WK
Total 60Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)	

Course Objectives

- > To introduce the learners the rich literary tradition in Indian Writing in English.
- > To acquaint the students the various genres in Indian Writing in English.
- > To gather knowledge about different cultures prevail in India.
- > To know more about the Indian way of yearning for the past.

Syllabus

Unit I : Prose	
Swami Vivekananda	: Work and its Secret
Khushwant Singh	: The Portrait of a Lady
AmitavGhosh	: A Town by the Sea
Unit II : Poetry	
JayantaMahapatra	: Freedom
K. Sachidananthan	: Mad
Mohanchand	: Before I am Born
Gieve Patel	: Old Man's Death
Unit III : Short-Stories	
K.A. Abbas	: Bholi
PrajwalParajuly	: The Cleft
MrinalPandey	: Girls
Unit IV : Drama	
AsifCurrimbhoy	: The Refugee
Unit V : Fiction	
EasterineKire	: When the River Sleeps

Hour	Class Schedule
allotment	

	Even Semester Begin on 18.06.2018
1-L1	Swami Vivekananda – Biography
2-L2	Work and its Secret – Ideology
3- L3	Work and its Secret – Solution
4-L4	Khushwant Singh – Biography
5-L5	The Portrait of a Lady
6-L6	Author's concern about his grandmother
7-L7	AmitavGhosh–Biography
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	A Town by the Sea
10- L9	The Director's loss in A Town by the Sea
11-L10	JayantaMahapatra– Biography
12-L11	Freedom - Thematical Approach
13-L12	K. Sachidananthan– Biography
14-L13	Mad - Thematic Approach
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins
16-L15	Author's argument in the poem "Mad"
17-IT-1	Internal Test-I
18-L16	Mohanchand–Biography
19-L17	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Before I am Born - Thematic Approach
21- L19	Gieve Patel – Biography
22- P2	College level meeting/Cell function
23-L20	Old Man's Death - Thematic Approach
24-L21	K.A.Abbas– Biography
25-L22	Bholi - a girl's journey towards enlightenment
26-L23	Bholi - Women empowerment
27-L24	PrajwalParajuly - Biography
28-L25	The Cleft
29-L26	Theme of poverty
30-L27	MrinalPandey–Biography
31-L28	Girls
32-L29	Religious views on girls
33-L30	AsifCurrimbhoy–Author introduction
34- P3	Department Seminar
35-L31	Historical background to the play
36-L32	Allotting portion for Internal Test-II
07.100	Internal Test II begins
37-L33	The Refugee- Scene I –III
38- IT-II	Internal Test-II
39-L34	The Refugee- Scene IV and V
40-L35	Test Paper distribution and result analysis
41.1.04	Entering Internal Test-II Marks into University portal
41-L36	Theme of displacement and isolation
42-L37	EasterineKire–Biography
43- L38	When the River Sleeps Chapter 1-7

44- P4	College level meeting/ function
45-L39	When the River Sleeps Chapter 8 – 14
46-L40	When the River Sleeps Chapter 15- 21
47-L41	When the River Sleeps Chapter 22 – 28
48-L42	When the River Sleeps Chapter 29 – 35
49-L43	When the River Sleeps Chapter 36 – 42
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	When the River Sleeps Chapter 43 – 51
52- L46	Discussion of the characters
53-IT-III	Internal Test-III
54-L47	Theme of Morality
55-L48	- Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course "Indian Writing in English II"
CO1	Understood the rich tradition of Indian literature
CO2	Understood various genres in IWE
CO3	Understood Unity in Diversity
CO4	Learnt various writings of various authors in IWE
CO5	Understood the gender discrimination in India
CO6	Understood the power of love through various lessons
CO7	Learnt the horror of nature
CO8	Learnt the value of noble character through the novel
CO9	
Experimental	
Learning	
EL1	PPTs were shown to them
EL2	Made them to recite the poetry
EL3	Documentaries were shown to them
EL4	Video clippings were shown to them
Integrated Activity	
IA1	Quiz
IA2	Mind games

Blended Learning

: using PPT, video, library resources, ICT techniques, E-learning resources, Google classroom, study tour, etc.,
: use library books, E- books, motivate student to prepare for higher study.

For Advanced Learner

# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English
Course Name	Short-Stories and One-Act Plays
Course Code	JMEN63
Class	III year (2018-2021)
Semester	Even
Staff Name	MR.SHOPHET
Credits	5
L. Hours /P. Hours	5 / WK
Total 75 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 65 Hrs (5 units; 5×13=65; 13Hrs /unit)	

Course Objectives

- > .Help the students analysing and evaluating the plot and characters in short stories and one act plays
- > Enable the students to make companions in terms of theme, rhetorical structure, and genre.
- > Enable the students to various short stories from various countries.
- > To acquire the moral of the short stories and one act plays

Syllabus	
Unit I : Short-Stories	
Leo Tolstoy	: God Sees the Truth, but Waits
Jerome K Jerome	: Uncle Podger Hangs a Picture
A.J. Cronin	: Two Gentlemen of Verona
Unit II :Short-Stories	
Oscar Wilde	: The Selfish Giant
Guy de Maupassant	: At the Church Door
Sinclair Ross	: The Lamp at Noon
Unit III :Short-Stories	
Stephen Leacock	: The Errors of Santa Claus
Anton Chekhov	: Misery
Catherine Mansfield	: The Doll's House
Unit IV : One-Act Plays	
J.B. Priestley	: Mother's Day
Anton Chekhov	: The Swan Song
Unit V : One-Act Plays	
ErisaKironde	: The Trick
Lady Gregory	: The Rising of the Moon

Hour Class Schedule

allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Leo Tolstoy – Author Introduction
2-L2	God Sees the Truth, but Waits
3- L3	God Sees the Truth, but Waits – Critical Approach
4-L4	Tolstoy's religious views on God Sees the Truth, but Waits
5-L5	Tolstoy's views on forgiveness
6-L6	Jerome K Jerome – Biography
7-L7	Uncle Podger Hangs a Picture
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Skill of man and woman in Uncle Podger Hangs a Picture
10- L9	Reflection of life in Uncle Podger Hangs a Picture
11-L10	Role of confidence in the short story
12-L11	A.J. Cronin – Introduction
13-L12	Two Gentlemen of Verona
14-L13	Qualities of gentlemen in Two Gentlemen of Verona
15-L14	Theme of willingness to help others
16-L15	Theme of relationship in Two Gentlemen of Verona
17- L16	Oscar Wilde – Introduction
18- L17	The Selfish Giant
19- L18	Theme of selfishness
20- L19	The role of Nature in The Selfish Giant
21- L20	Allotting portion for Internal Test-I
	Internal Test I begins
22- L21	Guy de Maupassant – Biography
23- IT-1	Internal Test-I
24- L22	At the Church Door
25- L23	Role of faith in religion
26- L24	Test Paper distribution and result analysis
25.1.25	Entering Internal Test-I Marks into University portal
27-L25	Theme of loss
28-L26	Sinclair Ross – Author Introduction
29-L27	The Lamp at Noon
30- P2	College level meeting/Cell function
31-L28	Role of natural calamity
32-L29	Theme of believing others
33-L30	Stephen Leacock – Biography The Errors of Sente Claus
34- L31 35- L32	The Errors of Santa Claus The role of love in The Errors of Santa Claus
35-L32 36-L33	
30- L33 37- L34	Satire in the short story Anton Chekhov – Introduction
37-L34 38-L35	Misery
38-L35 39- L36	Misery – Critical approach
40- L37	Theme of loneliness in the short story
40- L37 41- L38	Things need to be learnt from animals
41-L38 42-P3	Department Seminar
42-F3 43-L39	Catherine Mansfield – Author Introduction
43-L39 44-L40	The Doll's House
44- L40	

45 T 41		
45- L41	Theme of sharing in The Doll's House	
46- L42	Importance of nurturing the children	
47- L43	Allotting portion for Internal Test-II	
	Internal Test II begins	
48- L44	Role of stories in a person's life	
49-IT-II	Internal Test-II	
50-L45	J.B. Priestley–Biography	
51- L46	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
52- L47	Mother's Day	
53- L48	Role of mother in life	
54- L49	Does chore only for mothers?	
55- L50	The Swan Song	
56- L51	Importance of family in The Swan Song	
57- L52	Importance of career in The Swan Song	
58- L53	Character sketch of the ageing artist	
59-P4	College level meeting/ function	
60- L54	ErisaKironde – Introduction	
61- L55	The Trick	
62- L56	A Lecture on playing tricks on one another	
63- L57	Theme of seeking independence from an oppressive system	
64- L58	Allotting portion for Internal Test-III	
	Internal Test III begins	
65- L59	Lady Gregory–Biography	
66- L60	The Rising of the Moon	
67-IT-III	Internal Test-III	
68- L61	Theme of patriotism	
69- L62	Theme of conflict between personal and professional	
70- L63	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
71-MT	Model Test	
72-MT	Model Test	
73-MT	Model Test	
74-L64	Model test paper distribution and previous year university question paper	
	discussion	
75-L65	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course "Short-Stories and One-Act Plays"
CO1	Came to know about several authors and their writings
CO2	Knew the value of relationship
CO3	Came to know about the value of freedom
CO4	Came to know the value of the mother
CO5	Came to know about the importance of family
CO6	Understood that sufferings alone can mould one the best
CO7	They tried to follow the same in their life

CO8	
CO9	
Experimental	
Learning	
EL1	Videoclips were shown regarding patriotism
EL2	Made them to give a new ending to the stories
EL3	Made them to take seminars
EL4	
Integrated Activity	
IA1	Quiz
IA2	Mindgame

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

(i repared by stari member handning the course	
Programme Name	B.A. English
Course Name	Indian Writing in English Translation
Course Code	PEHM 24
Class	I year (2018-2021)
Semester	Even
Staff Name	Mr. Sam Vasanthakumar
Credits	4
L. Hours /P. Hours	4 / WK
Total 60Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)	

Course Objectives

- > To introduce the student to the polyphony of modern Indian Writing in Translation
- > To understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions.
- To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.

Syllabus

Unit – I Poetry

Subramania Bharathi - Panchali"s Pledge Part I Canto I Kumaran Asan - Uprightness, Psalm Salma - On Borders

Unit – II Drama

K.A. Gunasekaran - Touch Mahasweta Devi - Bayen

Unit – III Prose

P. Sivakami - Land: Woman"s Breath and Speech Rettamalai Srinivasan - A Brief History of My Life

Unit – IV Fiction

U.R. Ananthamurthy - Bharathipura Prathibha Ray - Yajasenei: The Story of Draupadi **Unit – V Short Story** Cho. Dharuman - Wetness Rabindranath Tagore - Grandfather

Hour allotment	Class Schedule
	Odd Semester Begin on 18.06.2018

1-L1	An introduction to Subramania Bharathi and his works
2-L2	Taught Panchali's Pledge
3- L3	Critical appreciation of the poem
4-L4	Taught Kumaran Asan's Uprightness
5-L5	Critical appreciation of the poem
6-L6	Taught Salma's On Borders
7-L7	Critical appreciation of the poem
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Taught K. A. Gunasekaran's Touch
10-L9	Analyze the caste differences in the play
11-L10	Discussed the various themes in the play
12-L11	Gave an introduction to Mahasweta Devi and her works
13-L12	Bayen Scene I
14-L13	Bayen Scene II
15-L14	Allotting portion for Internal Test-I
16115	Internal Test I begins
16-L15	Bayen Scene III
17-IT-1	Internal Test-I
18-L16	Bayen Scene IV
19-L17	-Test Paper distribution and result analysis
20 I 10	Entering Internal Test-I Marks into University portal
20-L18	Discussed the themes in the play
21-L19	Discussed the characters in the play
22- P2	College level meeting/Cell function
23-L20	P. Sivagami's Land: Women's breath and speech – Significance of the title
24-L21	Term and naming of lands
25-L22	History of private ownership of land in India
26-L23	Controlling acts
27-L24	Women and land
28-L25	Land and Symbolism
29-L26	An introduction to A Brief History of My Life by Rettamalai Srinivasan
30-L27	Launch of Paraiyan
31-L28	Journey to London and Round Table Conference
32-L29	Formation of Adi Dravidar Community and their Education
33-L30	An introduction to U. R. Ananthamurhy and Bharathipura
34- P3	Department Seminar
35-L31	Taught pages: 1- 50
36-L32	- Allotting portion for Internal Test-II Internal Test II begins
37- L33	Internal Test II begins Taught pages: 51- 100
37-L33 38-IT-II	Internal Test-II
39-L34	Taught pages: 101- 150 Test Paper distribution and result analysis
40-L35	-Test Paper distribution and result analysis Entering Internal Test II Marks into University portal
41-L36	Entering Internal Test-II Marks into University portal Taught pages: 151–200
	Taught pages: 151-200 Taught pages: 201-280
42- L37 43- L38	Taught pages: 201- 289
43- L38 44- P4	An introduction to Pratiba Ray's Yajnaseni The story of Draupadi
44- ľ4	College level meeting/ function

45-L39	Discussed the feministic perspective in the novel	
46-L40	Discussed the Protagonist of the novel	
47-L41	Gender conflict in the novel	
48-L42	Discussed the characters in the novel	
49-L43	Comparing the novel with Mahabharatha	
50-L44	- Allotting portion for Internal Test-III	
	Internal Test III begins	
51 L45	Taught Wetness by Cho. Dharuman	
52- L46	Taught Grandfather by Tagore	
53-IT-III	Internal Test-III	
54-L47	Revision	
55-L48	- Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Model test paper distribution and previous year university question paper	
	discussion	
60-L50	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course "Indian Writing in English Translation"
_	
CO1	To explore images in literary productions that express the writers'
	sense of their society
CO2	Wherever possible, a comparative study of the original and
	translated texts to see the process of negotiation that constructs,
	and is constructed in the English language translation
CO3	To encourage the students to explore texts outside of the suggested
	reading list to realize the immense treasure trove of translated
	Indian literary works.
CO4	
CO5	
<u>CO6</u>	
<u>C07</u>	
<u>CO8</u>	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
# For slow learner	higher study.: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

COURSE ACADEMIC I LAN		
(Prepared by staff member handling the course)		
Programme Name	M.A. English	
Course Name	Literature and Ecology	
Course Code	PEHM41	
Class	II year	
Semester	Even	
Staff Name	Ms C. Rosy	
Credits	4	
L. Hours /P. Hours	5 / WK	
Total 75 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-1 Hr		
Class Revision Test- 2 hrs		
Dept. Meetings-2 Hrs		
College Meetings/Programmes-2 Hrs		
Remaining 65 Hrs (5 units; 5×13=65; 13Hrs /	unit)	

Course Objectives

1. To direct the students into a new focus of literature.

2. To make the students understand the relationship of literature with issues of nature.

Hrs Credits

(15L)

Syllabus

MSU / 2017-18 / PG –Colleges / M.A.(English) / Semester -IV /Ppr.no.19 / Core - 13

	2	54
Unit – I Introduction	(15L)	
Ecology, Literature and Language		
Peter Barry – Beginning Theory3rdEdition (Chapter 13 "Eco Criticis	sm")	
Unit – II Poetry ((15L)	
S.T. Coleridge - To Nature		
Emily Dickinson - Summer Shower		
Toru Dutt - Our Casuarina Tree		
MuhammedIqbal - A Mountain and a Squirrel		
Unit – III Prose		

Terry Tempest William - Refugee: An Unnatural History of Family and Place

Margaret Atwood - Survival - Chapter I Nature the Monster

Unit – IV Fiction(15L)AmitavGhosh - The Hungry Tide(15L)Margaret Atwood - Surfacing(15L)

William Shakespeare - As You Like It

Reference:

 The Eco Criticism Reader: Landmarks in Literary Ecology by Harold Fromm and CheryllGlotfelty
 The Environmental Imagination: Thoreau Nature Writing and the Formation of American Culture by Lawrence Buell
 Bloomsbury by N. Krishnaswamy

Course Calendar

Hour	Class Schedule
allotment	
	Even Semester Begins on 07.12.2017
1-L1	Introduction to Amitav Ghosh
2-L2	The Hungry Tide- PartI
3- L3	General introduction on Ecology, Literature and Language
4-L4	General introduction on Ecology, Literature and Language
5-L5	Introduction on Terry Tempest William & Refugee
6-L6	The Hungry Tide- PartI
7-L7	The Hungry Tide- PartII
8- P1	Welcoming of First year and Inauguration of English Association
9- L8	Chapter 13 "Eco Criticism"- Ecocriticism or Green Studies
10- L9	Refugee- 1- 80 pages
11-L10	The Hungry Tide- PartII

12-L11	The Hungry Tide- Epilogue and critical analysis-
13-L12	Chapter 13 "Eco Criticism"- Ecocriticism or Green Studies
14-L13	Chapter 13 "Eco Criticism"- Ecocriticism or Green Studies
15-L14	Refugee- 81- 130 pages
16-L15	The Hungry Tide- Critical analysis
17- L16	Introduction to Margaret Atwood and Surfacing
18- L17	Chapter 13 "Eco Criticism"- Culture and Nature
19- L18	Chapter 13 "Eco Criticism"- Culture and Nature
20- L19	Refugee- 131- 170 pages
21- L20	Surfacing- Summary
	Allotting portion for Internal Test-I
	Internal Test I begins
22- L21	Surfacing- Summary
23- IT-1	Internal Test-I
24- L22	Chapter 13 "Eco Criticism"- Culture and Nature
25- L23	Refugee- 171- 200 pages
26- L24	Surfacing- Summary
	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
27- L25	Surfacing- Summary
28- L26	Chapter 13 "Eco Criticism"- Culture and Nature
29- L27	Chapter 13 "Eco Criticism"- Turning criticism inside out
30- P2	College level meeting/Cell function
31-L28	Surfacing- Character analysis
32-L29	Surfacing- Themes and techniques
33-L30	Chapter 13 "Eco Criticism"- Turning criticism inside out
34- L31	Chapter 13 "Eco Criticism"- Turning criticism inside out
35- L32	Refugee- 201- 275 pages

36- L33Surfacing- Critical analysis37- L34Introduction to William Shakespeare and As You Like It38-L35Chapter 13 "Eco Criticism"- Stop & Think39- L36Chapter 13 "Eco Criticism"- "- Stop & Think40- L37Introduction- Canadian Literature	
38-L35 Chapter 13 "Eco Criticism"- Stop & Think 39- L36 Chapter 13 "Eco Criticism"- "- Stop & Think	
39- L36 Chapter 13 "Eco Criticism"- "- Stop & Think	
39- L36 Chapter 13 "Eco Criticism"- "- Stop & Think	
40- L37 Introduction- Canadian Literature	
41- L38 As You Like It- Act I	
42-P3 Department Meeting/ Programme	
43- L39 Examples of Ecocriticism & Revision- Unit I	
44- L40 Revision- Unit I	
45- L41 Introduction- Canadian literature, Margaret Atwood and <i>Survival</i>	
46- L42 As You Like It- Act I	
47- L43 As You Like It- Act II Allotting portion for Internal Test-II	
Internal Test II begins	
48- L44 Introduction to S.T. Coleridge and "To Nature"	
49-IT-IIInternal Test-II50-L45Survival- Symbols of the country/ Four positions of victims	
50-L45 <i>Survival-</i> Symbols of the country/ Four positions of victims	
51- L46 As You Like It- Act II Test Paper distribution and result analysis	
Entering Internal Test-II Marks into University portal	
52- L47 As You Like It- Act III	
53- L48 "To Nature"- poem	
54- L49 Introduction to Emily Dickinson and "Summer Shower"	
55- L50 Survival- Chapter I- "Survival" (1-20 pages)	
56- L51As You Like It- Act III	
57- L52 As You Like It- Character Discussion	
58- L53 "Summer Shower"- poem & themes	
59-P4 College level meeting/ function	
60- L54 <i>Survival</i> - Chapter I- "Survival" (21-43 pages)	
61- L55 As You Like It- Themes	

62- L56	As You Like It- Themes	
63- L57	Introduction to Toru Dutt and "Our Casuarina Tree"	
64- L58	"Our Casuarina Tree"- poem	
	Allotting portion for Internal Test-III	
	Internal Test III begins	
65- L59	Survival- Chapter II- "Nature the Monster" (45- 55 pages)	
66- L60	As You Like It- Critical analysis	
67-IT-III	Internal Test-III	
68- L61	Introduction to Muhammed Iqbal and "A Mountain and a Squirrel"	
69- L62	"A Mountain and a Squirrel" by Muhammed Iqbal	
	& Cross reference poem ("The Mountain and the Squirrel" by Ralph Waldo	
	Emerson)	
70- L63	Survival- Chapter II- "Nature the Monster" (45- 55 pages)	
	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
71-MT	Model Test	
72-MT	Class Revision Test- 1	
73-MT	Class Revision Test-2	
74-L64	Model test paper distribution and previous year university question paper	
	discussion	
75-L65	Feedback of the Course, analysis and report preparation	
	Last Working day on 25.04.2018	

Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	Introduces students to the relatedness among ecology, culture and	
	literature	
CO2	Helps to gain a better understanding of our planet and its needs	
CO3	Enables new ways of thinking about humanity's relationship to	
	nature	
CO4	Helps to recuperate and restore the natural environment and earth	
CO5	Become knowledgeable in the basics of ecology, and how the	
	ecological crisis affects everyone of us in the 21st century	
CO6	Learn "Ecocriticism" by analyzing the assigned literary texts	
Experimental		
Learning		
EL1	Assignment on making a survey and collecting details about the	
	latest environmental crises	
EL2	Encourage the students to observe Nature and learn from it	
	(survival amidst odds, perfect coordination and understanding	
	between/among aspects of nature)	
Integrated Activity		
IA1	Students are encouraged to read classical texts on Nature in the	
	ecological perspective ("Turning criticism inside out")	

IA2 Encouraged to attempt writing poems/articles foregrounding nature

# Blended Learning	: Using PPT, videos, library resources, ICT techniques, E-learning resources, study tour, etc.,	
# For Advanced Learner	: Library books, E- books and motivate students to prepa	re for
higher study.		
# For slow learner	: Motivate the advanced learner to support the slow learn study	er to
# Extension activity	: Motivate student to take classes for school students.	
HOD Signature	Staff Sig	gnature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Literary Forms	
Course Code	SAEN21	
Class	I year (2018-2021)	
Semester	Even	
Staff Name	Mr.V. SATHISH	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To introduce the various genres of Literature and also various have basic understanding of various forms in Literature.
- > To make students aware of the different types of Poetry, drama & other forms.
- To introduce to the origin, development and pioneers of the various genres of literature.

Syllabus

Unit-I

Section I-Poetry-Chapter II: Poetical Types. The Lyric The Ode The Sonnet The Elegy

Unit-II

The Idyll The Ballad The Satire

Unit-III

Section II- Dramatic Types Tragedy and Comedy Tragic -Comedy Farce and Melodrama The Masque The One –Act Play The Dramatic Monologue

Unit-IV

Section III-Prose The Essay The Novel The Short- Story

Unit – V

Biography Autobiography Course Calendar

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Introduction to poetical types.	
2-L2	Original and structure of Lyric.	
3- L3	Distinguishing features of Ode.	
4-L4	Dorian and Lesbian Ode.	
5-L5	Ode in English Literature.	
6-L6	Origin of Sonnet.	
7-L7	Italian Sonnet and English Sonnet.	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Spenserian variety and subject of the sonnet.	
10- L9	Introduction to Elegy.	
11-L10	Pastoral Elegy and other features.	
12-L11	Distinguishing features, style and treatment of Ode.	
13-L12	Subject of the Idyll and summing up Idyll.	
14-L13	Introduction to Ballad.	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins	
16-L15	Origin and kinds of Ballad.	
17-IT-1	Internal Test-I	
18-L16	Introduction to The Satire and essential of a good Satire.	
19-L17	Subject and summing up of Satire.	
	Entering Internal Test-I Marks into University portal	
20-L18	Introduction to Dramatic types.	
21- L19	Introduction to Tragedy.	
22- P2	College level meeting/Cell function	
23-L20	Types of Tragedy.	
24-L21	Introduction to Comedy.	
25-L22	Types of Comedy.	
26-L23	Distinguishing features of Tragic –Comedy.	
27-L24	Summing up Tragedy, Comedy & Tragic –Comedy.	
28-L25	Introducing Farce.	
29-L26	Introducing Melodrama.	
30-L27	Origin and development of Masque.	
31-L28	Decline Masque.	
32-L29	Introducing The One –Act Play.	
33-L30	Origin and techniques of One –Act Play.	
34- P3	Department Seminar	
35-L31	The Dramatic Monologue – Introduction.	
36-L32	Discussion on Dramatic Monologue.	
	Internal Test II begins	
37- L33	Characteristics and Nature of Dramatic Monologue.	

38- IT-II	Internal Test-II	
39-L34	Browning's contribution.	
40-L35	Definitions and origin of Essay.	
	Entering Internal Test-II Marks into University portal	
41-L36	Various types of Essay-Discussion.	
42- L37	Resent times development in essay.	
43- L38	Introduction to Novel.	
44- P4	College level meeting/ function	
45-L39	Structure, purpose and teaching of Novel.	
46-L40	18 th and 19 th Century Fiction.	
47-L41	Novel in the 20 th Century and summing up the Novel.	
48-L42	Introduction of Short-story.	
49-L43	Origin and structure of Short story.	
50-L44	Biography- Introduction.	
	Internal Test III begins	
51 L45	Morden tendency in Biography.	
52- L46	Pure & Impure Biography.	
53-IT-III	Internal Test-III	
54-L47	Introduction to Autobiography.	
55-L48	Objective & Subjective Autobiography.	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Difficulties of Autobiography.	
60-L50	Revising the various genres of Literature.	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course " <course name="">"</course>
Learning Outcomes	COS of the course <course name=""></course>
CO1	Learnt the various genres of Literature
CO2	Learnt the basic understanding of various forms in Literature.
CO3	Students aware of the different types of Poetry, drama & other
	forms.
CO4	Studied the origin, development and pioneers of the various genres
	of literature.
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	PPT
EL2	Library resources
EL3	Google classroom
EL4	Video, library books, E- books.

Integrated Activity	
IA1	Group Discussion.
IA2	Debate.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	M.A. English	
Course Name	Literary theory and Criticism - I	
Course Code	PEHM 23	
Class	I year (2018-2020)	
Semester	Even	
Staff Name	Dr. M. Sri Vidhya @ Thangalakshmi	
Credits	6	
L. Hours /P. Hours	6 / WK	
Total 90 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)		

Course Objectives

- To analyse the essence of literature with the aid of theories
 To learn the theoretical perspectives
- > To enhance various perceptions
- To bring upgradation for the existing work of art

Course Calendar

Hour	Class Schedule
allotment	
	Even Semester Begin on 02.12.2018
1-L1	Introduction to literary theories
2-L2	Introduction to criticism
3- L3	Introduction to practical criticism
4-L4	How to interpret a work of art with critical theories
5-L5	Explanation regarding classical theories
6-L6	Trends in new theories
7-L7	Definitions of various other theories like Naturalism, Humanism, Helenism, etc,.
8-L8	Lionel Trilling and his theoretical perspectives
9-L9	The Sense of the Past – Lionel Trilling – Part I
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	The Sense of the Past – Lionel Trilling – Part II
12-L11	The Sense of the Past – Part III
13-L12	The Sense of the Past – Part IV
14-L13	The Sense of the Past – Part V
15-L14	Northrop Frye and his theoretical perspectives
16-L15	Introduction to Mythology
17-L16	Introduction to Archetypal Criticism
18-L17	Wilbur Scott's Five Approaches to theories
19-L18	Northrop Frye's Criticism Visible and Invisible – Part I
20-L19	Why Criticism is invisible to Literature students?

21-L20	Northrop Frye's Criticism Visible and Invisible – Part II
21-L20 22-L21	Northrop Frye's Criticism Visible and Invisible – Part II
22-L21 23-L22	- Allotting portion for Internal Test-I
23-L22	Internal Test I begins
24-L23	Discussion on 1 mark, 5 mark and 8 mark questions
24-L25 25-L24	Revision
23-L24 26-IT-1	Internal Test-I
20-11-1 27-L25	
27-L25 28-L26	Communism and Capitalism Marxist Criticism
28-L20 29-L27	Christopher Caudwell and his theoretical perceptions
30-L28	- Test Paper distribution and result analysis
30-128	Entering Internal Test-I Marks into University portal
31- L29	The Development of Modern Poetry – Part I
31-L2) 32-L30	The Development of Modern Poetry – Part II
33- L31	The Development of Modern Poetry – Part III
33-L31 34-P2	College level meeting/Cell function
34-12 35-L32	Terry Eagleton and his concepts
36- L33	Capitalism
37-L34	Modernism and Postmodernism
38- L35	I.A.Richards and his aspects of theory
39- L36	I.A.Richards – Four Kinds of Meaning – Part I
40- L37	I.A.Richards – Four Kinds of Meaning – Part II
41- L38	F.R.Leavis and his concepts
42- L39	F.R.Leavis – Literary Criticism and Philosophy – Part I
43- L40	F.R.Leavis – Literary Criticism and Philosophy – Part II
44- L41	F.R.Leavis – Literary Criticism and Philosophy – Part III
45- L42	Julia Kristeva – An Introduction
46- L43	The ethics of Linguistics – Part I
47- L44	The ethics of Linguistics – Part II
48- L45	The ethics of Linguistics – Part III
49- L46	The ethics of Linguistics – Part IV
50- L47	The ethics of Linguistics – Part V
51- P3	Department Seminar
52- L48	Luce Irigaray – An Introduction
53- L49	The Bodily encounter with the mother – Luce Irigaray – Part I
54- L50	The Bodily encounter with the mother – Luce Irigaray – Part II
55- L51	The Bodily encounter with the mother – Luce Irigaray – Part III
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins
57-L53	Discussion on one mark questions
58-L54	Discussion on 5 mark and 8 mark questions
59-IT-II	Internal Test-II
60-L55	Revision
61- L56	Test Paper distribution and result analysis
CO 1 57	Entering Internal Test-II Marks into University portal
62-L57	Feminism – An Introduction
63-L58	Elaine Showalter – An Introduction
64- L59	Three phases of Feminism

65- L60	Feminist Criticism in the Wilderness – Part I	
66- L61	Feminist Criticism in the Wilderness – Part II	
67- L62	Feminist Criticism in the Wilderness – Part III	
68- L63	Feminist Criticism in the Wilderness – Part IV	
69- L64	Feminist Criticism in the Wilderness – Part V	
70- L65	Feminist Criticism in the Wilderness – Part VI	
71- L66	Feminist Criticism in the Wilderness – Part VII	
72- L67	Feminist Criticism in the Wilderness – Part VIII	
73- L68	Revision on the earlier discussed topics	
74-P4	College level meeting/ function	
75- L69	Miller – An Intro	
76- L70	The Critic as Host	
77- L71	Parasite and the Host	
78- L72	The relationship between the author and the critic	
79- L73	Allotting portion for Internal Test-III	
	Internal Test III begins	
80- L74	Revision	
81- L75	Discussion on one mark question	
82-IT-III	Internal Test-III	
83- L76	Possibilities of 5 marks and 8 marks	
84- L77	- Test Paper distribution and result analysis	
85- L78	Revision	
	Entering Internal Test-III Marks into University portal	
86- L79	Model Test	
87-MT	Model Test	
88-MT	Model Test	
89-MT	Model test paper distribution and previous year university question paper	
	discussion	
90-L-80	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Course Outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
0	
CO1	To do a project with practical criticism
CO2	Exposure to various theories
CO3	Updated thoughts to the existing theories and work of art (vice
	versa)
CO4	Exposure to the usage of Library
CO5	Knowledge of transition of learning methods
CO6	To know about the genre of literature
CO7	Fixation of position of a work of art
CO8	Inspiration through the various dimensions of theories
CO9	It enhances the interest of the researcher
Experimental	
Learning	

EL1	Learning the different dimensions of the text	
EL2	Learning the basic concepts first and get it into the higher level	
EL3	Learning the association between society and the work of art	
EL4	Learning the political colonization of mind and the world through	
	various theories	
Integrated Activity	7	
IA1	Attending Seminars, Conferences and Workshops on various	
	theories	
IA2	Writing Scholarly papers	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	M.A. English
	0
Course Name	Post colonial writings
Course Code	PEHM43
Class	I year (2018-2021)
Semester	Even
Staff Name	Mr.J.JEBARAJ KINGSLY
Credits	4
L. Hours /P. Hours	4 / WK
Total 60Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 50 Hrs (5 units; $5 \times 10=50$; 10 Hrs /	unit)

Course Objectives

- > To impact the knowledge of colonial expansions enacted by the British regime
- > To make the students understand the east west cultural conflicts.

Syllabus

Unit I - Poetry

Gaberial okara-"Once upon a time" Arun kolhatkar- "woman" Kamal Wjratne - "To a student"

Unit II - Prose

A.K. Ramanujan - "Is there an indian way of thinking?"

(An informal essay in *The collected essays of A.K. Ramanujan*)

Chinua Achebe - Thoughts on the African novel

Unit III - Drama

Girish karanard -Tughulaq Whole Soyinka - Lion and the jewel **Unit IV - Fiction** J.M. coetze - Disgrace Salman Rushdie - Midnights children **Unit V - Fiction** Patric White - The tree of man Arundhati Roy - The god of small thing

Course Calendar

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Introduction to post colonial writings
2-L2	Critical appreciation of "Once upon a time"

3- L3	Critical appreciation of "Once upon a time"	
4-L4	Critical appreciation of "Women"	
5-L5	Critical appreciation of "women"	
6-L6	Critical appreciation of "To a Student"	
7-L7	Introduction to post colonial theories	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Critical analysis of "Is there an Indian way of thinking"	
10- L9	Critical analysis of "Is there an Indian way of thinking"	
11-L10	Post colonial reading of "Is there an Indian way of writing"	
12-L11	Achebe's views on "Thoughts on the African Novel"	
13-L12	Achebe's views on "Thoughts on the African Novel"	
14-L13	Post Colonial reading of "Thoughts on the African Novel"	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins	
16-L15	Plot construction of Girish Karnads Tughlaq	
17-IT-1	Internal Test-I	
18-L16	Characterisation of Tughlaq	
19-L17	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	Themes in Tughlaq	
21- L19	Onamatic elements in Tughlaq	
22- P2	College level /Cell function	
23-L20	Plot construction of the lion and the jewel	
24-L21	Critical analysis of lion and the jewel	
25-L22	Themes in lion and the jewel	
26-L23	Post colonial readings in lion and the jewel	
27-L24	Plot construction of J M Coetze – disgrace	
28-L25	Critical analysis of disgrace	
29-L26	Themes in disgrace	
30-L27	Techniques used in disgrace	
31-L28	Plot construction of Salman rushdie's midnight children	
32-L29	Historical relevents in midnight's children	
33-L30	Themes in midnight's children	
34- P3	Department Seminar	
35-L31	Style and techniques in midnight's children	
36-L32	Allotting portion for Internal Test-II	
	Internal Test II begins	
37- L33	Plot construction of Patric White's The Tree of Man	
38- IT-II	Internal Test-II	
39-L34	Critical analysis of The Tree of Man	
40-L35	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
41-L36	Post colonial readings of The Tree of Man	
42- L37	Themes in The Tree of man	
43- L38	Techniques in The Tree of Man	
44- P4	College level meeting/ function	

45-L39	Plot construction of Arundathi Roy's The god of small things
46-L40	Critical analysis of The god of small things
47-L41	Character analysis of The god of small things
48-L42	Themes in The god of small things
49-L43	Techniques in The god of small things
50-L44	Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	Discussion on general themes in the prescribed works
52- L46	Discussion on general themes in the prescribed works
53-IT-III	Internal Test-III
54-L47	
55-L48	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
8	
CO1	Students were exposed to literatures of various countries
CO2	
CO3	Students understood the post colonial theories
CO4	Students learnet the east west cultural conflicts
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Quiz was conducted
EL2	Assignments were given on post colonial works
EL3	
EL4	
Integrated Activity	
IA1	Documentaries on post colonial works were screened
IA2	Group discussion was conducted

Blended Learning
: using PPT, video, library resources, ICT techniques, Elearning resources, Google classroom, study tour, etc.,
: use library books, E- books, motivate student to prepare for higher study.

# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B. A. English
Course Name	Regional Literature in Translation
Course Code	JMEN64
Class	I year (2018-2021)
Semester	Even
Staff Name	J. Robin Deepak
Credits	5
L. Hours /P. Hours	5 / WK
Total 75 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 65 Hrs (5 units; 5×13=65; 13Hrs /unit)	

Course Objectives

- \blacktriangleright to make the students aware of native culture .
- > to make the students understand the richness of native culture
- ➤ to make the students aware of native literature
- ➤ to make the students enjoy native literature and language
- ➤ to make the students aware of effects of translations
- ➢ to make the students appreciate native literature

Syllabus

Unit I: Poetry

Tiruvalluvar	- Tirukkural (Translated by G.U. Pope)
	Chapter -8: The Possession of Love
	Chapter-11: Gratitude
	Chapter-40: Learning
Unit-II : Poetry	• 0

Unit-II: Poetry	
Subramanya Bharathi	- There is no fear
Mu. Mehta	- Charge Sheet
Adavan Theetchanya	- Self-Realization
Unit III :Short- Story	
U.R. Anantha Murthy	- A Horse for the Sun
Vaikom Muhammad Basheer	– Walls
Ambain(C.S.Lakshmi)	- Gifts
Unit IV:Fiction	
Sundara Ramaswamy	- Tamarind History
Unit V: Drama	
Girish Karnad	- Nagamandala
xt Prescribed Regional Literat	ure in English Ed Board

Text Prescribed: Regional Literature in English. Ed. Board of Studies. Angel Publishers.Chennai-8 Tamarind History. Sundara Ramaswamy. Peguin India.

Hour allotment	Class Schedule
anotinent	Even Semester Begin on 18.06.2018
1-L1	Introducing regional literature and the effects of translation in regional literature
2-L2	Introduction to Thiruvallur and Thirukkural
3-L3	Lecture on Thirukkural – chapter – The Possession of Love
4-L4	Discussion on love and relationship
5-L5	Introducing poetry of regional literature
6-L6	Introduction to Subramaniya Bharathi and his writings
7-L7	Lecture on the role of Subramaniya Bharathi in Independence
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Lecture on poems There is no fear and its themes
10-L9	Discussion on the influences of Subramaniya Bharathi's poems in Independence
10-L) 11-L10	Introduction to the short story A Horse for the Sun
12-L11	Lecture on the short story A Horse for the Sun
12-L11 13-L12	Lecture on the short story A Horse for the Sun
13-L12 14-L13	Discussion on the character on the short story A Horse for the Sun
14-L13 15-L14	Introduction to Thirukkural chapter – Gratitude
16-L15	Lecture on chapter – Gratitude Thirukkural
10-L15 17- L16	Lecture on the themes of Thriukkural chapter Gratitude
17-L10 18-L17	Discussion on the ideas of Gratitude
18- L17 19- L18	Introduction to Mr. Mehta's poem charge sheet
20- L19	Lecture on the poem charge sheet
20- L19 21- L20	Allotting portion for Internal Test-I
21- L20	Internal Test I begins
22- L21	Discussion on the themes of the poem charge sheet
22- L21 23- IT-1	Internal Test-I
23-11-1 24- L22	Discussion on the writers of Regional Literature
24- L22 25- L23	Discussion on the major themes of Regional Literature
25- L25 26- L24	
20- L24	Entering Internal Test-I Marks into University portal
27- L25	Introduction to the short story walls by Vaikom Muhammad Basheer
27- L25 28- L26	Lecture on the short story walls
20- L20 29- L27	Lecture on the themes of the short story walls
30- P2	College level meeting/Cell function
31-L28	Discussion on the ideas of the short story walls
31-L28 32-L29	Introduction to Thirukkural chapter – learning
32-L29 33-L30	Lecture on chapter learning Thirukkural
33-L30 34- L31	
34- L31 35- L32	Lecture on the themes of chapter Thirukkural Discussion on the idea of learning
35-L32 36-L33	Introduction to the poem Self – Realization by Adaven Theetchanya
30- L33 37- L34	
	Lecture on the poem Self – Realization
38-L35	Lecture on the themes of the poem Self – Realization
39-L36	Introduction to the short story Gifts by Ambai
40- L37	Background of the short story Gifts

41- L38	Lecture on the short story Gifts
41-L38 42-P3	Department Seminar
43-L39	Discussion on the themes of the short story Gifts
44- L40	Discussion on the role of women in Regional Literature
45- L41	Discussion on the suppressed state of women in the society
46- L42	Discussion on the culture of the native people
47-L43	Allotting portion for Internal Test-II
	Internal Test II begins
48- L44	Introduction to the novels of Regional Literature
49-IT-II	Internal Test-II
50-L45	Introducing Sundara Ramaswamy and his works.
51- L46	-Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
52- L47	Background of the novel Tamarind History.
53- L48	Introducing the characters of the novel Tamarind History.
54- L49	Lecture on the novel Tamarind History.
55- L50	-do-
56- L51	Lecture on the themes of the novel Tamarind History.
57- L52	Discussion on the major themes of the novel Tamarind History.
58- L53	Discussion on the characters of the novel.
59-P4	College level meeting/ function
60- L54	Introducing Girish Karnad and his works.
61- L55	Lecture on the myths in Girish Karnad's works.
62- L56	Lecture on the background of the play Nagamandala.
63- L57	Introducing the characters of the play.
64- L58	Allotting portion for Internal Test-III
	Internal Test III begins
65- L59	Lecuture on the play Nagamandala.
66- L60	-do-
67-IT-III	Internal Test-III
68- L61	Lecture on the of the play Nagamandala.
69- L62	Discussions on the characters of the play Nagamandala.
70- L63	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
71-MT	Model Test
72-MT	Model Test
73-MT	Model Test
74-L64	Model test paper distribution and previous year university question paper
	discussion
75-L65	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students learnt the values of the Tamil culture.
CO2	Students learnt the importance of regional literature.
CO3	Students got the knowledge of regional writers and their works.

CO4	Students learnt the influence of regional literature.	
	6	
CO5	Students got the knowledge of the importance of translation.	
CO6	Students got the knowledge of their native cultures.	
CO7	Students got the knowledge of the supertitious beliefs of natives.	
CO8	Students learnt human values.	
CO9	Students got the knowledge of the sweetness of native literature.	
Experimental		
Learning		
EL1	Powerpoint presentations were made for students.	
EL2	Documentaries related to the works were shown to the students.	
EL3	Video-shows were shown to the students on the themes of native	
	literature.	
EL4	Presentations of students on R.L.	
Integrated Activity		
IA1	Group Discussion for students.	
IA2	Topic related to presentations by students.	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name B.A. English Course Name Shakespeare Course Code SMEN61 III year (2017-2020) Class Semester Even Staff Name D. Gladwin Credits 4 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To acquaint the students to the dramatic and theatrical conventions of Shakespeare
- To enable the learners to analyse plot, characters, themes and stage craft of his plays.

Syllabus

Unit – I: Shakespeare's Sonnets:

Sonnet: 18: Shall I compare thee to a summer's day?

29: When in disgrace with fortune and men's eyes

33: Full many a glorious morning I have seen

104: To me, fair friend, you never can be old

Unit – II

As You Like It **Unit – III** Othello **Unit – IV** Julius Caesar **Unit – V** Elizabethan Stage & Audience Fools and Clowns Women in Shakespeare Supernatural Elements in Shakespeare

Course Ca	lendar
Hour allotment	Class Schedule
anotinent	Odd Semester Begin on 18.06.2018
1-L1	Gave an introduction to Shakespeare and his works.
2-L2	Gave an introduction to Shakespeare's sonnet "Shall I compare thee to a
2 112	summer's day" and other sonnets in general.
3- L3	Taught "Shall I compare thee to a summer's day".
4-L4	Taught "When in disgrace with fortune and men's eyes"
	raught when hi displace with fortune and men s eyes
5-L5	Taught "Full many a glorious morning I have seen"
6-L6	Taught "To me, fair friend, you never can be old"
7-L7	Asked the students to come up with a critical appreciation of the sonnets.
8-L8	Revision of Unit-1
9-L9	Test on Unit-1
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	General introduction to Shakespeare's plays.
12-L11	Taught Act I. Scene I of As You Like It
13-L12	Taught Act I, Scenes II, III
14-L13	Taught Act II, Scenes I- IV
15-L14	Taught Act II, Scenes V –VII
16-L15	Taught Act III, Scenes I, II
17-L16	Taught Act III, Scenes III-V
18-L17	Taught Act IV, Scenes I,II
19-L18	Taught Act IV, Scenes III
20-L19	Taught Act V, Scenes I-III
21-L20	Taught Act V, Scenes IV
22-L21	Discussed Epilogue
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins
24-L23	Revision
25-L24	Revision
26-IT-1	Internal Test-I
27-L25	Discussed the characters in As You Like It
28-L26	Discussed the themes in As You Like It
29-L27	Gave a critical analysis to As You Like It
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Othello Act I, Scenes I,II
32- L30	Othello Act I, Scenes III
33- L31	Othello Act II, Scenes I,II
34-P2	College level meeting/Cell function
35- L32	Othello Act II, Scenes III
36- L33	Othello Act III, Scenes I-III
37- L34	Othello Act III, Scenes IV
38- L35	Othello Act IV, Scene I
39- L36	Othello Act IV, Scenes II,III

40-L37 Othello Act V, Scenes I,II 41-L38 Discussed the characters 42-L39 Discussed the symbols 43-L40 Discussed the symbols 44-L41 Discussed the symbols 45-L42 Discussed the genre 46-L43 Critical analysis of the play 47-L44 Julius Caesar Act I, Scene I 48-L45 Julius Caesar Act I, Scene II 49-L46 Julius Caesar Act I, Scene II 50-147 Julius Caesar Act I, Scene II 51-P3 Department Seminar 52-L48 Julius Caesar Act II, Scene II 53-L49 Julius Caesar Act II, Scene II 54-L50 Julius Caesar Act II, Scene II,III 55-L51 Julius Caesar Act IV, Scenes I,II 56-L52		
42-1.39 Discussed the setting 43-1.40 Discussed the symbols 44-1.41 Discussed the symbols 45-1.42 Discussed the genre 46-1.43 Critical analysis of the play 47-1.44 Julius Caesar Act 1, Scene I 48-1.45 Julius Caesar Act 1, Scene II 49-1.46 Julius Caesar Act I, Scene II 50-1.47 Julius Caesar Act I, Scene II 51-19 Department Seminar 52-1.48 Julius Caesar Act II, Scene I-11V 53-1.49 Julius Caesar Act II, Scene I, III 54-1.50 Julius Caesar Act II, Scene I, III 55-1.51 Julius Caesar Act IV, Scenes I, III 56-1.52	40- L37	Othello Act V, Scenes I,II
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85- L78	Revising Unit 5
	Entering Internal Test-III Marks into University portal
86- L79	Model Test
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course "Shakespeare"	
	The students will be able to,	
CO1	Develop sufficient ability for reading and understanding	
	Elizabethan English to allow for better comprehension of	
	Shakespeare's plays, poems and sonnets.	
CO2	Compare experiences with themes and issues brought up in	
	Shakespeare's works.	
CO3	Analyze Shakespeare's literary development verbally and in	
	writing.	
CO4	Identify major literary characters in Shakespeare's works.	
CO5		
CO6		
CO7		
CO8		
CO9		
Experimental		
Learning		
EL1		
EL2		
EL3		
EL4		
Integrated Activity		
IA1		
IA2		

Blended Learning
Blended Learning
using PPT, video, library resources, ICT techniques, E-learning resources, Google classroom, study tour, etc.,
use library books, E- books, motivate student to prepare for higher study.
For slow learner
Extension activity
HOD Signature
Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English
Course Name	South-Asian Literature in English
Course Code	SMEN62
Class	III year (2017-2020)
Semester	Odd
Staff Name	Mr.R.VENKATESHWARAN
Credits	4
L. Hours /P. Hours	6 / WK
Total 60Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)	

Course Objectives

- > Learning the complexities of the region through its literature.
- An understanding of South Asia's social, historical, local and global contexts.
- Learning to read texts critically in order to analyse the distinctive literary strategies and devices deployed in these texts.

Syllabus

MSU/2017-18/UG-Colleges/Part-III (B.A. English) Semester-VI/Paper. No. 2 Core - 15 Core-15 South-Asian Literature in English

South-Asian Literature in English

Unit – I Poetry

YasmineGooneratne : This Language, This Woman ImtiazDharkar : Minority AlamgirHashmi : So What if I Live in a House made by Idiots.

Unit –II

Prose

NatantaraSahgal :Martland

Jamil Ahmed : The Sins of the Mother (from *The Wandering Falcon*.)

Unit –III

Short-Stories HanifKureshi : The Assault Jackie Kabir : Silent Noise Gita Hariharan : The Remains of the Feast

Unit –IV

Drama Khaled Hossain :*A Thousand Splendid Sun*.

Unit –V

Fiction

MahaswethaDevi : Mother of 1084.

Course Calendar

Hour	Class Schedule
allotment	Even Semester Desir er 07.12.2017
1-L1	Even Semester Begin on 07.12.2017
2-L2	"Martland "- About the author/Story
	"Martland"- Meaning
3-L3	"Mother of 1084"- Author Intro/Story
4-L4	"Mother of 1084" –the play at a Glance
5-L5	"This Language, This Woman"- Poem
6-L6	"This Language, This Woman"- Poetic Devices
7-L7	"The Assault" [Story]
8- P1	
9-L8	Enacting-"The Assault"
10- L9	"A Thousand Splendid Sun" – Author Notes
11-L10	"A Thousand Splendid Sun"- Meaning
12-L11	"A Thousand Splendid Sun"- part I1-5
13-L12	"A Thousand Splendid Sun"- part I6-10
14-L13	"A Thousand Splendid Sun"- part I 11-17
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins
16-L15	Mother of 1084-Maheswetha Devi
17-IT-1	Internal Test-I
18-L16	Mother of 1084-Maheswetha Devi
19-L17	Mother of 1084-Maheswetha Devi Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Mother of 1084-Maheswetha Devi
21-L19	Mother of 1084-Maheswetha Devi
22- P2	College level meeting/Cell function
23-L20	"The Sins of the Mother" - About the author/Story
24-L21	"The Sins of the Mother"- Meaning
25-L22	"Silent Noise" - About the author/Story
26-L23	"Silent Noise"- Meaning
27-L24	"A Thousand Splendid Sun"- part II
28-L25	"A Thousand Splendid Sun"- part II
29-L26	"A Thousand Splendid Sun"- part II
30-L27	"A Thousand Splendid Sun"- part II
30 L27 31-L28	Mother of 1084-Maheswetha Devi
32-L29	Mother of 1084-Maheswetha Devi
33-L30	Mother of 1084-Maheswetha Devi
34- P3	Department Seminar
35-L31	"Minority"–Poem
36-L32	"Minority"- Poetic Devices
	Allotting portion for Internal Test-II

	Internal Test II begins
37- L33	"So what if I live in a House made by Idiots" – Poem
38- IT-II	Internal Test-II
39-L34	"So what if I live in a House made by Idiots" -Poetic Devices
40-L35	"The Remains of the Feast"/Story
	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	"The Remains of the Feast"- Seminar
42- L37	"A Thousand Splendid Sun"- part III
43- L38	"A Thousand Splendid Sun"- part III
44- P4	College level meeting/ function
45-L39	"A Thousand Splendid Sun"- part III
46-L40	"A Thousand Splendid Sun"- part III
47-L41	"A Thousand Splendid Sun"- part IV
48-L42	"A Thousand Splendid Sun"- part IV
49-L43	"A Thousand Splendid Sun"- part IV
50-L44	"Mother of 1084" - Maheswetha Devi- Allotting portion for Internal Test-
	III
	Internal Test III begins
51 L45	"Mother of 1084" - Maheswetha Devi
52- L46	"Mother of 1084" - Maheswetha Devi
53-IT-III	Internal Test-III
54-L47	"A Thousand Splendid Sun"- part V
55-L48	"A Thousand Splendid Sun"- part VTest Paper distribution and result
	analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question
	paper discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 25.04.2018

Learning Outcomes	COs of the course "South-Asian Literature"
C01	Learn the history and significant themes of South-Asian literature.
CO2	Gain knowledge of the representation of South Asia's social,
	historical, local and global contextsand the development of
	Australian writing in response to global issues.
CO3	Demonstrate familiarity with key South-Asian literary works from
	the early nineteenth century to the present.
CO4	Write and speak critically about literary texts in a range of genres
	including novels, films, poetry and drama.
CO5	Identify and discuss a range of theoretical approaches to literature
	and race, sexuality and cultural difference.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature Signature	Faculty

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B. A. English	
Course Name	Value Based Education	
Course Code	SVBE21	
Class	I year (2018-2021)	
Semester	Even	
Staff Name	Mr SATHISH	
Credits	2	
L. Hours /P. Hours	2 / WK	
Total 30Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 20 Hrs (5 units; 5×4=20; 4Hrs /unit)		

Course Objectives

- > To enable the students understand the social realities
- To inculcate an essential value system
- Building a healthy society

Syllabus

Course Calendar		
Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	A talk on Social Justice was given .	
2-L2	Parameten of Social Justice was discussed.	
3- P1	Welcoming of First year and Inauguration of Literary Association	
4-L3	Student were enlightened about various Social reformers	
5-L4	Allotting portion for Internal Test-I	
	Internal Test I begins	

6-IT-I	Internal Test-I		
7-L5	Test Paper distribution and result analysis		
	Entering Internal Test-I Marks into University portal		
8-L6	The concept of human rights was discussed.		
9-L7	Talked about human rights and Indian constitution.		
10-P2	College level meeting/Cell function		
11-L8	Talked about the right of minorities and other suppressed people.		
12-L9	Talked about the right of women and children.		
13-P3	Department Seminar		
14-L10	Talked about the Dalits and the marginalised people.		
15-L11	Discussed social issues in general.		
16-L12	Allotting portion for Internal Test-II		
	Internal Test II begins		
17-IT-1	Internal Test-II		
18-L13	Test Paper distribution and result analysis		
	Entering Internal Test-II Marks into University portal		
19-L14	Spoke about Mass media & its effects .		
20- P2	College level meeting/ function		
21-L15	Gave a lecture on globalisation.		
22-L16	Taught various values & ethics.		
23- L17	Allotting portion for Internal Test-III		
	Internal Test III begins		
24- IT-III	Internal Test-III		
25-L18	Test Paper distribution and result analysis		
	Entering Internal Test-III Marks into University portal		
26-MT	Model Test		
27-MT	Model Test		
28-MT	Model Test		
29-L19	Model test paper distribution and previous year university question paper		
	discussion		
30-L20	Feedback of the Course, analysis and report preparation		
	Last Working day on 23.11.2018		

Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	The students were enlightened about various social realities .	
CO2	Essential values and ethics were inculcated among the students .	
CO3	Awareness regarding public health and welfare was created among	
	the students.	
CO4		
CO5		
CO6		
CO7		
CO8		

Students were made to share their views on Human Rights	
Students spoke on the issue of marginalisation	
Students were made to read news clipping of public problems and	
analyse them.	
ity	
A debate on mass media was conducted.	
Students were asked to present their thoughts on value ethics	
individually.	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-learning
	resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the
	slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Writing for Media	
Course Code	SEEN6B	
Class	I year (2018-2021)	
Semester	Even	
Staff Name	Anto Sindhuja. R	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- to equip the students with all the necessary skills to write with clarity power and impact
- ➤ to stimulate and empower the vocabulary of the students
- \blacktriangleright to learn how to exel as a writer
- ➤ to know how to construct a powerful lead

Syllabus

Unit I

The Making of a Writer Writing for Print Media News and News writing

Unit II

Freelance Writer The Art of Interviewing Editorial Writing

Unit III

Script Writer Play writing Script Writing

Unit IV

Copy Writer Writing for Advertisement Copy Writing

Unit V

Writing Novels Writing a Bestseller Writing effectively

Text Book: Writing for the Media. Sunny Thomas, Vision Books Pvt. Ltd.,New Delhi.

Course Calendar

Class Schedule		
Even Semester Begin on 18.06.2018		
Talked about writing skills		
Discussed the power of the writer		
Instructed on creative writing		
Benefits of Print Media		
Demonstrated the difference between print media and audio-visual media		
Explained the features of news writing		
Taught How to excel as a freelance writer		
Welcoming of First year and Inauguration of Literary Association		
Talked about techniques for mastering the writing process		
Instructed on the top quality writing for the electronic media		
Gave lessons on professional techniques for news writing		
Explain how to face the interview		
Talked about the skills to write with clarity, power and impactDiscussed the importance of the punctuation mark		
Allotting portion for Internal Test-I Internal Test I begins		
Gave common tips to improve our performance in the interview Internal Test-I		
Instructed on the tips that helped to get hiredTest Paper distribution and result analysis		
Entering Internal Test-I Marks into University portal		
Gave instruction about editorial instruction		
Gave general tips on editorial writing		
College level meeting/Cell function		
Explained the features of the script writer		
Talked about the successful script writing techniques		
Provide tips for writing a bestseller		
Taught how to write effectively		
Conducted activity on vocabulary building		
Gave instruction about Play and its types		
Taught how to write a successful play		
Discussed famous playwright and plays		
Discussed script writing		
Shared our views about famous script writers		
Talked about the purpose of copy writing		
Department Seminar		
Discussed copy writing-examples tips and formulas		
Allotting portion for Internal Test-II		
Internal Test II		
Brought newspaper and discussed the advertisements		
Internal Test-II		
Discussed impact of advertisement in marketing		
Test Paper distribution and result analysis		
Entering Internal Test-II Marks into University portal		
Shared the views about well reached advertisement		

42- L37	Taught how to become a copy writer
43- L38	Talked about screen writing, screen play, short script
44- P4	College level meeting/ function
45-L39	Discussed the novel and its history
46-L40	Talked about famous novels and its features
47-L41	Explained five basic elements of screen play
48-L42	Advised how to develop writing skill
49-L43	Practiced to write student's unforgettable experience creatively
50-L44	- Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	Talked about sub-skills of writing
52- L46	Discussed the best sold books
53-IT-III	Internal Test-III
54-L47	Gave lesson on how to write effectively
55-L48	- Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>		
CO1	Students learnt how to excel as a writer		
CO2	Learn the sub-skills of writing		
CO3	Understood how to write effectively		
CO4	Inculcated the fundamentals of good writing		
CO5	Students got the awareness of the basic conventions of fiction		
	writing		
CO6	Learnt how to express in this medium		
CO7	Understood the techniques of interview		
CO8	Knew about script writing, copy writing techniques		
CO9	Improved their vocabulary		
Experimental			
Learning			
EL1	Students brought newspaper and discussed news clipping		
EL2	Listen to the audio regarding effective writing		
EL3	Students wrote autobiography		
EL4	Students wrote on essay, applying the mechanics of writing		
Integrated Activity			
IA1	Group discussion		
IA2	Quiz		

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-		
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for		
	higher study.		
# For slow learner	: special care taken, motivate the advanced learner to support		
	the slow learner to study. To attend the remedial classes.		
# Extension activity	: Motivate student to take classes for school students.		
HOD Signature	Staff Signature		

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)Programme NameM.A. EnglishCourse NameAfrican literature

Course Name	African literature
Course Code	PHE12
Class	I year (2018-2020)
Semester	Odd
Staff Name	Asha Glory Angel. S
Credits	4
L. Hours /P. Hours	4 / WK
Total 60 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)	

Course Objectives

- > To provide students with general knowledge of the continent through its literature
- > To nurture the culture of reading among students.
- > To nurture the critical and analytical skills of the student.

Syllabus

Unit1-poetry		
Julia lithebe	-	"The Sunshine"
Neo mvubu	-	"Mighty Eyes"
Unit2-Poetry		
Ben Okri	- "	A New Dream of Politics"
Christopher Ok	igbo	o - "Hurrah for Thunder"
Unit3-Drama		
Ama Ata Aidoo	-	Anowa
Unit4-Fiction		
Nadine Gordim	er	- July's People
Unit5-Fiction		
Nuruddin Farah	-	Sardines

Course Calendar

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Introduction to African literature	
2-L2	Dealing with African common themes	
3- L3	Introduction on Lithebe's The Sunshine	
4-L4	Interpretation on the poem	
5-L5	Author's introduction – Neo Mvubu	
6-L6	Interpreting Neo Mvubu's Mighty Eyes	
7-L7	Discussion on the themes of the poems	

8- P1	Welcoming of First year and Inauguration of literary Association
9- L8	Ben Okri - author's introduction
10- L9	Discussion on the Background of the poem
11-L10	Interpretation on A New Dream of Politics
12-L11	Introduction on Christopher Okigo, his works and themes
13-L12	Interpretation of the poem Hurrah for Thunder
14-L13	Continuation of the poem
15-L14	Revision- Unit I
	Allotting portion for Internal Test-I
	Internal Test I begins
16-L15	Recollecting the previously taken topics
17-IT-1	Internal Test-I
18-L16	Notions on African plays
19-L17	Class Test
	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Introduction on the playwright Ama Ata Aidoo
21- L19	Anowa - introduction of characters and setting
22- P2	College level meeting/Cell function
23-L20	Prologue –old man and old woman
24-L21	Anowa- Pg 3 – 6 phase one: in yebi
25-L22	Anowa- Pg 7 – 12 phase two: on the highway
26-L23	Anowa- Pg 13 - 17
27-L24	Anowa- Pg 18 - 23
28-L25	Anowa- Pg 24 – 27
29-L26	Discussion on the themes of Anowa- slavery sand tradition
30-L27	Analysis of the characters
31-L28	Ama Ata Aidoo and the Akan culture
32-L29	Anowa as a model for the African concept of tragedy
33-L30	Introduction to Nadine Gordimer's July's People
34- P3	Department Seminar
35-L31	Pages 1 - 35
36-L32	July's People quiz
	Allotting portion for Internal Test-II
07 1 00	Internal Test II begins
37-L33	Pgs 36 - 65
38- IT-II	Internal Test-II
39-L34	Pgs 66 - 100
40-L35	
	July's People – character analysis
	Test Paper distribution and result analysis
A1 I 26	Entering Internal Test-II Marks into University portal Page 101 125
41-L36 42- L37	Pgs 101–125
42- L37 43- L38	Pgs 126 - 160 Discussion on the themes of July's people
43- L38 44- P4	
	College level meeting/ function Introduction to Nurruddin Farah's Sardines
45-L39	
46-L40	Chapters 1 - 3

47-L41	Chapters 4 - 6	
48-L42	Chapters 7 - 10	
49-L43	Chapter 11 and epilogue	
50-L44	Sardines- revision	
	Allotting portion for Internal Test-III	
	Internal Test III begins	
51 L45	Discussion on fighting against the female oppression in Sardines	
52- L46	Student's seminar	
53-IT-III	Internal Test-III	
54-L47	Student's seminar	
55-L48	Student's seminar	
	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Model test paper distribution and previous year university question paper	
	discussion	
60-L50	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	By the end of this course, African Literature, students will be		
	able		
CO1	To acquire knowledge on African themes		
CO2	To comment on and analyse literary excerpts		
CO3	To have a clean vision of the African history and culture		
CO4	To promote the development of the African literature and history		
CO5			
	in Africa.		
CO6	To articulate ways in which African culture had been distorted.		
Experimental			
Learning			
EL1	Students attended workshops and seminars on African ideology.		
EL2			
EL3			
EL4			
Integrated Activity			
IA1	Visited libraries		
IA2			

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-		
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.		
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.		
# Extension activity	: Motivate student to take classes for school students.		

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name Australian Literature Course Code SMEN13 Class I year (2018-2021) Semester Odd Staff Name J. Robin Deepak Credits 4 L. Hours /P. Hours 4 / WK Total 60Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)

Course Objectives

- > To make the students aware of Australian Literary works
- > To make the students aware of post colonial writings
- > To make the students understand Australian culture and early periods of Australia
- > To make the students understand the struggles of the aborigins of Australia

Syllabus

Unit - I

Prose

Sally Morgan	:	A Black Grandmother
Dick Roughsey	:	Faces of White Pipe Clay
David Malouf	:	From Remembering Babylon

Unit-II Dootwy

Poetry		
Dorathy Hewett	:	From Testament
Mudrooroo Narogin(Colin Jackson)) :	They Give Jacky Rights
Silvana Gardner	:	Old Girl
Kevin Gilbert	:	Mister Man

Unit-III

Short -Stories		
Tim Winton	:	Neighbours
Barbara Baynton	:	The Chosen vessel
Henry Lawson	:	The Drover's Wife
Unit -IV		

Drama

Jack Davis : Kullark (Home)

Unit -V

Fiction

Kate Grenville : The Secret River

Hour	Calendar Class Schedule t	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Introduction to Australian Literature	
2-L2	Introducing Australian writers and major themes of Australian literature	
3- L3	Introduction to Sally Morgan's A Black Grandmother	
4-L4	Background of the prose A Black Grandmother and themes	
5-L5	Discussion on the struggles of aborigines of Australia	
6-L6	Discussion on the colonisation of Australia	
7-L7	Lecture of the themes of faces of White Pipe Clay	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Background of Australian poetry and its major themes	
10- L9	Introducing Australian poetry and major works	
11-L10	Discussion on the poem From Testament	
12-L11	Lecture on the themes of from Testament	
13-L12	Introduction to the short story Neighbours	
14-L13	Lecture on the major themes of Neighbours	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins	
16-L15	Discussion on the idea of aborigines vs colonisers	
17-IT-1	Internal Test-I	
18-L16	Introduction to the prose From Remembering Babylon	
19-L17	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	Lecture on the major themes of David Malouf	
21- L19	Lecture on the major themes of David Malouf's From Remembering Babylon	
22- P2	College level meeting/Cell function	
23-L20	Introduction to the poem "They Give Jacky Rights"	
24-L21	Background study of the poem "They Give Jacky Rights"	
25-L22	Lecture on the themes of the poem "They Give Jacky Rights"	
26-L23	Introduction to the short story The Chosen Vessel	
27-L24	Lecture on the themes of The Chosen Vessel	
28-L25	Lecture on the poem Old Girl and its themes	
29-L26	Introduction to Henry Lawson's The Drover's Wife	
30-L27	Discussion on the writing of Henry Lawson	
31-L28	Lecture on the major ideas of the short story "The Drover's Wife"	
32-L29	Introduction to the poem Mister Man	
33-L30	Lecture on the themes of Mister Man	
34- P3	Department Seminar	
35-L31	Introduction to the dramas of Australian Literature	
36-L32	Allotting portion for Internal Test-II	
	Internal Test II begins	
37- L33	Introduction to Jack Davis ' Kullark	

38- IT-II	Internal Test-II	
39-L34	Background of the play Kullark and Introduction of characters	
40-L35	-Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
41-L36	Lecture on the characters of the play Kullark	
42- L37	Lecture on the major themes of the play Kullark	
43- L38	Discussion on the play Kullark	
44- P4	College level meeting/ function	
45-L39	Introduction to the novel The Secret River	
46-L40	Background to the novel The Secret River and introducing the characters	
47-L41	Lecture on the characters on the novel	
48-L42	Lecture on the major themes of the novel	
49-L43	Lecture on the major themes on climax of the novel	
50-L44	Allotting portion for Internal Test-III	
	Internal Test III begins	
51 L45	Discuss on the aborigines of Australia and Colonizers	
52- L46	Discuss on latest writings of Australian Literature	
53-IT-III	Internal Test-III	
54-L47	Discuss on present condition of Australia	
55-L48	- Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Model test paper distribution and previous year university question paper	
	discussion	
60-L50	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Course Outcomes		
Learning Outcomes	COs of the course " <course name="">"</course>	
C01	Students learnt the history of Australia.	
CO2	Students got the knowledge of Australian writers.	
CO3	Students got the knowledge of Australian culture.	
CO4	Students learnt the struggles of the Aborigines.	
CO5	Students got the knowledge of latest writing of Australia.	
CO6	Students got the knowledge of theme of Australian writing.	
CO7	Students learnt the importance of native lands.	
CO8	Students got the knowledge of Australia landscapes.	
CO9	Students got the knowledge of present Australia.	
Experimental		
Learning		
EL1	Australian Landscapes were shown to students through videos.	
EL2	Presentation of PowerPoint .	
EL3	Documentaries about Australia which shown to students .	
EL4	Presentation of students on Australian writers.	
Integrated Activity		

IA1	Group discussion on related topics.
IA2	Video-shows on related topics.
# Blended Learning	: using PPT, video, library resources, ICT techniques, E- learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)		
Programme Name	B.A. English	
Course Name	British Fiction	
Course Code	SMEN12	
Class	I year (2018-2021)	
Semester	Odd	
Staff Name	Dr. A. Rathina Prabhu	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To the understand the culture of Britain
- To familiarize the student with the condition of the genre
- > To enhance imagination skills through reading

Syllabus

Unit-I	
Henry Fielding	: Joseph Andrews
Unit - II	
Sir Walter Scott	: Kenil Worth
Unit - III	
Charles Dickens	: Oliver Twist
Unit - IV	
Thomas Hardy	: Far from the Madding Crowd
-	-

Unit - V

Doris Lessing : The Grass is Singing

Course Calendar

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Introduction to Fiction	
2-L2	Introduction to British fiction	
3- L3	British authors	
4-L4	Influence of fiction	
5-L5	Different genres of literature	
6-L6	Author introduction Joseph Andrews	
7-L7	Henry fielding and his contribution	
8- P1	Welcoming of First year and Inauguration of Literary Association	

9- L8	Backward history of Joseph Andrew	
10- L9	Thematic analysis	
11-L10	Character analysis	
12-L11	Style of unity	
13-L12	Revision	
14-L13	Revision	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins	
16-L15	Introduction to Scott	
17-IT-1	Internal Test-I	
18-L16	Scott and his contribution to the society	
19-L17	Test Paper distribution and result analysis	
	Entering Internal Test-I Marks into University portal	
20-L18	Kenil Worth introduction	
21- L19	Character wise analysis	
22- P2	College level meeting/Cell function	
23-L20	Character wise analysis	
24-L21	Character wise analysis	
25-L22	Thematic analysis	
26-L23	Character analysis	
27-L24	Revision	
28-L25	Revision	
29-L26	Charles Dickens world/age	
30-L27	Oliver Twist and society	
31-L28	Character wise analysis	
32-L29	Character analysis	
33-L30	Character analysis	
34- P3	Department Seminar	
35-L31	Thematic analysis/ revision	
36-L32	Allotting portion for Internal Test-II	
	Internal Test II begins	
37- L33	Hardy and his age	
38- IT-II	Internal Test-II	
39-L34	Contribution of the society	
40-L35	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
41-L36	Character analysis	
42- L37	Class room discussion	
43- L38	Group discussion	
44- P4	College level meeting/ function	
45-L39	Introduction- Doris	
46-L40	Age of Doris	
47-L41	The Grass is Singing - analysis	
48-L42	Character analysis	
49-L43	Revision	
50-L44	Allotting portion for Internal Test-III	
	Internal Test III begins	
51 L45	Revision Unit I and II	

52- L46	Revision Unit III and IV
53-IT-III	Internal Test-III
54-L47	Revision Unit V
55-L48	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	
CO2	
CO3	
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

Blended Learning
Blended Learning
using PPT, video, library resources, ICT techniques, E-learning resources, Google classroom, study tour, etc.,
use library books, E- books, motivate student to prepare for higher study.
For slow learner
Extension activity
HOD Signature
Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name Canadian Literature Course Code JMEN5A Class III year (2014-2015) Semester Odd Staff Name Mr. C. Samuel Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem

Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To make students awake of Canadian writers/ works
- > To make students understood the richnes in Canadian literary works
- > To make students aware of style and techniques of Canadian writers
- > To make students understood the culture of canada

Syllabus

UNIT I Prose

Catherine Parr Traill	-	The Backwoods of Canada
Sara Jeannette Duncan	-	From the Imperialist
Sinclair Ross	-	As for me and my house
Alice Munro	-	The Photographer
UNIT II Poetry		
Phyllis Webb	-	Marvell's Garden
George Bowering	-	Grandfather
Alpurdy	-	Elegy for a grandfather
George Elliott Clark	-	How Exile Melts to one hundred roses

UNIT III Short story

Stephen Leacock The Hosterly of Mr.Smith The Ministrations of the Rev.Mr.Smith The Whirlwind Campaign of Mariposa The Beacon on the Hill

UNIT IV Drama

Sharon Pollock Blood Relations

UNIT V

Margaret Lawrence; Fire-Dwellers

Course Ca Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Introduction to canadian literature
2-L2	Introducing the literary works of Canada and Canadian writers
3- L3	Introduction to the major literary ideas of Canadian writers
4-L4	Introducing atherine parrTraill and her works
5-L5	Lecture on the prose The Backwoods of Canada
6-L6	Discussion on the prose The Backwoods of Canada
7-L7	Lecture on the themes of The Backwoods of Canada
8-L8	Introducing the poetry writers of Canada
9-L9	Introducing Phyllis Webb and his poems/works
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Lecture on the poem Marvell's Garden
12-L11	Lecture on the major themes of the poem Marvell's Garden
13-L12	Introducing Stephen Leacode and his short stories
14-L13	Lecture on the short story The History of Mr.Smith
15-L14	Lecture on the short story The History of Mr.Smith
16-L15	Discussion on the themes of the history of Mr.Smith
17-L16	Introduction to Sarah Jeannette Duncan's from the imperialists
18-L17	Lecture on from the imperialist
19-L18	Discussion on the ideas of from the imperialists
20-L19	Introduction to the poem Grandfather by George Bowering
21-L20	Lecture on the poem Grandfather
22-L21	Lecture on the themes of the poem Grandfather
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins
24-L23	Introducing Stephen Leacock's The ministrations of the Rev Mr Smith
25-L24	Lecture on the short story The Ministrations of the Rev Mr Smith
26-IT-1	Internal Test-I
27-L25	Lecture on the short story The Ministrations of the Rev Mr Smith
28-L26	Discussion on the themes of The Ministrations of the Rev.Mr.Smith
29-L20 29-L27	Introducing Sinclair Ross As for me and my house
30-L28	
50 L20	Entering Internal Test-I Marks into University portal
31- L29	Lecture on the prose As for me and my house
31- L2) 32- L30	Lecture on the themes of As for me and my House
33- L31	Discussion on the important ideas of As for me and My House
34-P2	College level meeting/Cell function
35- L32	Lecture on the poem Elegy for a Grandfather
36- L33	Lecture on the themes of elegy for a Grandfather
<u>30- L33</u> 37- L34	Discussion on the importance of relationships
57 1137	
38- L35	Introduction to the short story The Whirlwind Campaign of Mariposa
39- L36	Lecture on the Whirlwind campaign of Mariposa
40- L37	Lecture on the Whirlwind campaign of Mariposa

41- L38	Lecture on the themes of the Whirlwind campaign of mariposa
42- L39	Discussion on Alice Munro's literary works
43- L40	Introduction to Alice Munro's The Photographer
44- L41	Lecture on Alice Munro's The Photographer
45- L42	Lecture on the themes of The Photographer
46- L43	Introduction to George Elliott Clark How Exile melts to one hundred roses
47- L44	Lecture on How Exile melts to one hundred roses
48- L45	Lecture on How Exile melts to one hundred roses
49- L46	Lecture on themes of How Exile melts to one hundred roses
50- L47	Introduction to the shortstory The Beacon on the Hill
51- P3	Department Seminar
52- L48	Lecture on the short story The Beacon on the Hill
53- L49	Lecture on the short story The Beacon on the Hill
54- L50	Lecture on the themes of The Beacon on the Hill
55- L51	Introduction to the dramas of Canadian Literature
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins
57-L53	Background Sharon Pollocks Blood Relations
58-L54	Introducing the characters of Blood Relations
59-IT-II	Internal Test-II
60- L55	Lecture on the Drama Blood relations
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Lecture on the Drama Blood relations
63- L58	Lecture on the Drama Blood relations
64- L59	Lecture on the motifs and themes of Blood Relations
65- L60	Discussion on the themes of Blood Relations
66- L61	Introducing the novelist of Canada
67- L62	Introduction to Margaret Laurence and her works
68- L63	Introduction to Fire- Dwellers
69- L64	Background to Fire-Dwellers
70- L65	Introducing the characters of Fire-Dwellers
71-L66	Lecture on the novel Fire-Dwellers
72-L67	Lecture on the novel Fire-Dwellers
73-L68	Lecture on the novel Fire-Dwellers
74-P4	College level meeting/ function
75-L69	Lecture on the novel Fire-Dwellers
76- L70	Lecture on the themes of Fire-Dwellers
77-L71	Discussion on the critical ideas Fire-Dwellers
78-L72	Discussion on the characters of Fire-Dwellers
79- L73	Allotting portion for Internal Test-III
00 - - :	Internal Test III begins
80- L74	Discussion on the latest themes of Canadian Literature
81-L75	Discussion on the latest writers, their works and their themes
82-IT-III	Internal Test-III
83- L76	Discussion on Margaret Laurence other works
0	Test Paper distribution and result analysis
85- L78	Discussion on comparing Margaret Laurence's Fire-Dwellers with her other

	works
	Entering Internal Test-III Marks into University portal
86- L79	Model Test
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Looming Outcomes	COs of the course " <course name="">"</course>
Learning Outcomes	COS of the course <course name=""></course>
CO1	Students learnt about the present writers of Canada
CO2	Students got the knowledge of Canadian Landscapes
CO3	Students got the knowledge of Canadian cultures
CO4	Students learnt the present themes of Canadian
CO5	Students got the knowledge of Canadian works /writers
CO6	Students learnt the struggles in the lives of natives
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Videos of Canadian landscapes were shown to the students
EL2	Powerpoints were presented to the students about Canadian writers
EL3	Documentaries were shown about Canada
EL4	
Integrated Activity	
IA1	Group Discussion was made on various topics
IA2	Students presented seminor on Canadian themes

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) B.A. English Programme Name Course Name Caribbean Literature Course Code SAEN31 Class II year (2019-2020) Semester Odd Staff Name Mr. K. Paul Joel Credits 3 L. Hours /P. Hours 3 / WK Total 45Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 35 Hrs (5 units; 5×7=35; 07Hrs /unit)

Course Objectives

➤ To provide a socio-cultural perspective of Caribbean Writings.

Interpretation and appreciation of the selected texts.

Syllabus

MSU/2017-18/UG-Colleges/Part-III (B.A. English) / Semester - III / Allied - 3 Caribbean Literature

Unit-I:

Poetry

Derek Walcott : A Far Cry from Africa Mervyn Morris : Judas Nancy Morejon : Black Woman

Unit-II :

Poetry

Kamau Braithwaite : Ananse John Agard : Half-Caste Edward Baugh : The Carpenter's Complaint

Unit-III:

Short-Stories Olive Senior : Summer Lightning Jamaica Kincaid : In the Night

Unit-IV:

Fiction

V. S. Naipaul : Half a Life

Unit-V :

Fiction

Derek Walcott : Dream on Monkey Mountain

Course Ca	lendar
Hour allotment	Class Schedule
	Odd Semester Begin on 18.06.2018
1-L1	Intro of Caribbean Literature - Poem - A Far Cry from Africa – Introduction
	about the poem and the author (Unit I)
2-L2	Explanation of the poem and essay for the poem
3- L3	Poem – Ananse (Unit II) Intro and Explaining the poem
4-L4	Summary of the poem given
5 - P1	Welcoming of First year and Inauguration of English Association
6-L5	Short story – Summer Lighting – Intro of the author and the story (Unit III)
7-L6	From Page No.46 to 52
8-L7	Poem – Judas – Intro and explanation (Unit I)
9- L8	Allotting portion for Internal Test-I
	Internal Test I begins
10- L9	Summer Lighting – From Page No. 52 to 59 – story completed
11-IT-1	Internal Test-I
12-L10	Drama – Dream on Monkey Mountain – Intro of the author and characters
	introduction. Covered from Page No.77 to 89.
13-L11	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
14-L12	Drama – Dream on Monkey Mountain – Covered from Page No.89 to 104.
15-L13	Poem – Half Caste – Intro
16- P2	College level meeting/Cell function
17-L14	Summary of the poem 'Half Caste'
18-L15	Short story – In the Night – Intro about the author and the story
19-L16	Covered From page no. 63 to 68
20-L17	Allotting portion for Internal Test-II
	Internal Test II begins
21- L18	Drama – Dream on Monkey Mountain – Covered from Page No.104 to 116.
22- IT-II	Internal Test-II
23-L19	Test Paper distribution and result analysis
<u> </u>	Entering Internal Test-II Marks into University portal
24-L20	Drama – Dream on Monkey Mountain – Covered from Page No.117 to 134.
25- P3	Department Seminar
26-L21	Poem – Black Woman (Unit I) Intro author and poem
27-L22	Summary given for the poem
28-L23	Drama – Dream on Monkey Mountain – Part II - Covered from Page No.135 to 144.
29- P4	College level meeting/ function
30-L24	Drama – Dream on Monkey Mountain – Covered from Page No.144 to 162.
31-L25	Poem – The Carpenter's Complaint – Intro of the author and poem
32-L26	Allotting portion for Internal Test-III
	Internal Test III begins
33-L27	Summary for the poem 'The Carpenter's Complaint'
34-IT-III	Internal Test-III

Drama – Dream on Monkey Mountain – Covered from Page No.163 to 174.
Drama – Dream on Monkey Mountain – Covered from Page No.174 to 180.
Review of the poems in Unit I
Review of the poems in Unit II
Answers find out – for all Exercises of the Units
Test Paper distribution and result analysis
Entering Internal Test-III Marks into University portal
Model Test
Model Test
Model Test
Model test paper distribution and previous year university question paper
discussion
Feedback of the Course, analysis and report preparation
Last Working day on 23.11.2018

Learning Outcomes	COs of the course "Caribbean Literature"
CO1	Understanding socio-cultural perspective of Caribbean Writings.
CO2	To acquire knowledge on Caribbean themes
CO3	To have a clean vision of the Caribbean Countries history and
	culture
CO4	To have deep insight into the birth and development of colonialism
	in Caribbean regions.
CO5	To articulate ways in which Caribbean culture had been distorted.
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	ICT Classes attended
IA2	Library

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)		
Programme Name	B.A. English	
Course Name	British Poetry	
Course Code	SMEN32	
Class	I year (2018-2021)	
Semester	Odd	
Staff Name	C. Samuel	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To make the students understand and appreciate poetry as a literary art form
- > To provide a historical perspective of British Poetry
- > To recognise the rhythms, metrics and other musical aspects of poetry
- To analyse the various elements of poetry such as diction, tone, form, imagery, symbolism and theme

Syllabus Unit I

Unit – I		
John Milton	:	Lycidas
John Dryden	:	Alexander's Feast
Unit – II		
P.B. Shelley	:	Ode to Skylark
John Keats	:	Ode to a Nightingale
Unit – III		
Tennyson	:	Ulysses
Robert Browning	:	My Last Duchess
Unit – IV		-
G.M. Hopkins	:	The Windhover
W.B. Yeats	:	The Prayer for My Daughter
Unit – V		
Wilfred Owen	:	Strange Meeting
Ted Hughes	:	Work and Play

Course Calendar

Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	John Milton – an introduction	

2-L2	Reading of John Milton's "Lycidas"	
3- L3	Analysis of various elements of poetry in the poem "Lycidas"	
4-L4	Thematic analysis of "Lycidas"	
5-L5	Critical analysis of "Lycidas"	
6-L6	An introduction to John Dryden	
7-L7	Reading John Dryden's "Alexander's Feast"	
8- P1	Welcoming of First year and Inauguration of Literary Association	
9- L8	Historical context of "Alexander's Feast"	
10- L9	Analysis of various elements in "Alexander's Feast"	
11-L10	Thematic analysis of "Alexander's Feast"	
12-L11	An introduction to G.M. Hopkins	
13-L12	Reading of Hopkin's "The Windhover"	
14-L13	Analysis of the elements of poetry in "The Windhover"	
15-L14	Allotting portion for Internal Test-I	
	Internal Test I begins	
16-L15	Thematic analysis of "The Windhover"	
17-IT-1	Internal Test-I	
18-L16	W.B. Yeats – an introduction	
10 L10 19-L17		
17-117	Entering Internal Test-I Marks into University portal	
20-L18	Reading W.B. Yeats' "A Prayer for My Daughter"	
20-L18 21- L19	Analysis of the elements of poetry in "A Prayer for My Daughter"	
21- L1) 22- P2	College level meeting/Cell function	
22-12 23-L20	Critical appreciation of "A Prayer for My Daughter"	
23-L20 24-L21	An introduction to P.B. Shelley	
24-L21 25-L22	Reading Shelley's "Ode to Skylark"	
25-L22 26-L23	Elements of poetry in "Ode to Skylark"	
20-L23 27-L24	Critical appreciation of the poem "Ode to Skylark"	
27-L24 28-L25	John Keats – an introduction	
28-L25 29-L26	Reading Keats' "Ode to a Nightingale"	
30-L27	Thematic analysis of the poem "Ode to a Nightingale"	
31-L28 32-L29	Elements of poetry in "Ode to a Nightingale" An introduction to Robert Browning	
32-L29 33-L30	Reading Browning's "My Last Duchess"	
33-L30 34- P3	Department Seminar	
34- P3 35-L31	Elements of poetry in the poem "My Last Duchess"	
36-L32	Allotting portion for Internal Test-II	
37- L33	Internal Test II begins Critical appreciation of the poem "My Last Duchess"	
37-L33 38- IT-II		
	Internal Test-II	
39-L34	Alfred Lord Tennyson – an introduction	
40-L35	Test Paper distribution and result analysis	
41 T 26	Entering Internal Test-II Marks into University portal Panding Tennygon's noom "Ulyggge"	
41-L36	Reading Tennyson's poem "Ulysses"	
42-L37	Analysis of various elements of poetry in "Ulysses"	
43-L38	Thematic analysis of the poem "Ulysses"	
44- P4	College level meeting/ function	
45-L39	An introduction to Wilfred Owen	

46-L40	Reading Owen's poem "Strange Meeting"		
47-L41	Elements of poetry in the poem "Strange Meeting"		
48-L42	Critical appreciation of the poem "Strange Meeting"		
49-L43	Ted Hughes – an introduction		
50-L44	Allotting portion for Internal Test-III		
	Internal Test III begins		
51 L45	Reading of the poem "Work and Play"		
52- L46	Analysis of the elements of poetry in "Work and Play"		
53-IT-III	Internal Test-III		
54-L47	Critical appreciation of the poem "Work and Play"		
55-L48	- Test Paper distribution and result analysis		
	Entering Internal Test-III Marks into University portal		
56- MT	Model Test		
57-MT	Model Test		
58-MT	Model Test		
59- L49	Model test paper distribution and previous year university question paper		
	discussion		
60-L50	Feedback of the Course, analysis and report preparation		
	Last Working day on 23.11.2018		

Learning Outcomes	COs of the course "British Poetry"	
	-	
CO1 7	The students would be able to appreciate poetry critically	
CO2 7	O2 The students would come to a better understanding of British	
	Poetry in a historical perspective	
CO3 The students would be able to identify the rhythm and metric		
	poetry	
CO4	The students would be able to analyse the prescribed poems with	
x	various elements of poetry	
Experimental		
Learning		
EL1 I	Reading the poems aloud	
EL2	Powerpoint presentation	
EL3 V	Writing new poems related to a context	
EL4 (Classroom seminars	
Integrated Activity		
IA1 I	LibraryVisit	
IA2 (Group Discussion	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)		
Programme Name	B. A. English	
Course Name	Environmental Studies	
Course Code	SEVS11	
Class	I year (2018-2021)	
Semester	Odd	
Staff Name	Mr SATHISH	
Credits	2	
L. Hours /P. Hours	2 / WK	
Total 30Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 20 Hrs (5 units; 5×4=20; 4Hrs /unit)		

Course Objectives

- > To develop a word in which people are aware and concerned about environment.
- > To make student aware of the threats of environmental degradation.
- To make students work individually and collectively to solve current problems and prevent future problems.

Syllabus

Course Calendar		
Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Gave an introduction on Environmental Studies.	
2-L2	Discussed the type of environment.	
3- P1	Welcoming of First year and Inauguration of Literary Association	
4-L3	Spoke about the scope of EVS.	
5-L4	Allotting portion for Internal Test-I	
	Internal Test I begins	
6-IT-I	Internal Test-I	
7-L5	Test Paper distribution and result analysis	

	Entering Internal Test-I Marks into University portal	
8-L6	Spoke about the different types of resources.	
9-L7	Spoke about threats forced by the environment.	
10-P2	College level meeting/Cell function	
11-L8	Discussed eco- system in general.	
12-L9	Taught about food chain.	
13-P3	Department Seminar	
14-L10	Explained the ecological pyramids.	
15-L11	Explained the ecological succession.	
16-L12	Allotting portion for Internal Test-II	
	Internal Test II begins	
17-IT-1	Internal Test-II	
18-L13	Test Paper distribution and result analysis	
	Entering Internal Test-II Marks into University portal	
19-L14	Discussed biodiversity.	
20- P2	College level meeting/ function	
21-L15	Discussed the causes of biodiversity loss.	
22-L16	Spoke about environmental pollution.	
23- L17	Allotting portion for Internal Test-III	
	Internal Test III begins	
24- IT-III	Internal Test-III	
25-L18	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
26-MT	Model Test	
27-MT	Model Test	
28-MT	Model Test	
29-L19	Model test paper distribution and previous year university question paper	
	discussion	
30-L20	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course " <course name="">"</course>		
CO1	The students were made aware of their surroundings		
CO2	Concern regarding the environment was created among the		
	students		
CO3	Threats faced by the environment highlighted to the students		
CO4	Students understood how each individual can wrote for the environment		
CO5	Students encouraged each other to work for the welfare of the environment		
CO6			
CO7			
CO8			
CO9			
Experimental			
Learning			

EL1	Students were made to plant new saplings	
EL2	Students were engaged to clean the unwanted waste in the campus	
EL3	Students reduced using plastic items	
EL4		
Integrated Activity		
IA1	A debate on what causes more pollution was conducted	
IA2	A group discussion on how deforestation affects wild life was	
	conducted	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-	
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.	
# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.	
# Extension activity		
HOD Signature	Staff Signature	

Principle

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Indian Writing in English I	
Course Code	SMEN11	
Class	I year (2018-2021)	
Semester	Odd	
Staff Name	Dr KETHRAPAUL	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- > To introduce the learners the rich literary tradition in Indian Writing in English.
- > To acquaint the students the various genres in Indian Writing in English.
- > To gather knowledge about different cultures prevail in India.
- > To know more about the Indian way of yearning for the past.

Syllabus

Unit I : Prose	
M.K. Gandhi	: The Gospel of Non-Violence
Jawaharlal Nehru	: Tryst with Destiny
C. Rajagopalachari	: Tree Speaks
Unit II : Poetry	-
Rabindranath Tagore	: From <i>Gitanjali</i> : The Tame Bird was in a Cage
Nissim Ezekiel	: Night of the Scorpion
A.K. Ramanujan	: Small-Scale Reflections on a Great House
Kamala das	: The Old Play House
Unit III : Short-Stories	
R.K. Narayan	: Astrologer's Day
Ruskin Bond	: The Woman on Platform No. 8
Prem Chand	: Idgah
Unit IV : Drama	
Vijay Tendulkar	: Silence! The Court is in Session
Unit V : Fiction	
Mulk Raj Anand	: Untouchable

Course Calendar

Hour	Class Schedule
allotment	

	Odd Semester Begin on 18.06.2018
1-L1	Introduction to Indian Writing in English
2-L2	Leading authors in Indian Writing in English
3- L3	M.K. Gandhi – Introduction
4-L4	The Gospel of Non-Violence
5-L5	Creed of Non-Violence
6-L6	Non-Violence as a religion
7-L7	Jawaharlal Nehru - Introduction
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Briefing about India's freedom
10- L9	Tryst with Destiny
11-L10	C. Rajagopalachari - Introduction
12-L11	Tree Speaks
13-L12	Lecture on Nature
14-L13	Rabindranath Tagore - Biography
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins
16-L15	Gitanjali - An overview
17-IT-1	Internal Test-I
18-L16	The Tame Bird was in a Cage
19-L17	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Nissim Ezekiel – Biography
21- L19	Night of the Scorpion
22- P2	College level meeting/Cell function
23-L20	Night of the Scorpion - Thematic Analysis
24-L21	A.K. Ramanujan– Biography
25-L22	Small-Scale Reflections on a Great House
26-L23	Kamala Das – Biography
27-L24	The Old Playhouse
28-L25	R.K. Narayan – Biography
29-L26	An Astrologer's Day
30-L27	Ruskin Bond – Biography
31-L28	The Woman on Platform No. 8
32-L29	An awareness among the students regarding the lesson
33-L30	Prem Chand – Biography
34- P3	Department Seminar
35-L31	Idgah - Religious views
36-L32	Allotting portion for Internal Test-II
	Internal Test II begins
37- L33	Vijay Tendulkar – Biography
38- IT-II	Internal Test-II
39-L34	Silence! The Court is in Session
40-L35	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	Silence! The Court is in Session- Act I
42- L37	Silence! The Court is in Session- Act II
43- L38	Silence! The Court is in Session- Act III

44- P4	College level meeting/ function	
45-L39	Silence! The Court is in Session- Thematic Analysis	
46-L40	Mulk Raj Anand– Biography	
47-L41	Untouchable - first half of the novel	
48-L42	Untouchable - Second half of the novel	
49-L43	Thematic Analysis	
50-L44	Allotting portion for Internal Test-III	
	Internal Test III begins	
51 L45	Character analysis	
52- L46	Racial discrimination in Untouchable	
53-IT-III	Internal Test-III	
54-L47	Theme of poverty in Untouchable	
55-L48	Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Model test paper distribution and previous year university question paper	
	discussion	
60-L50	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Learning Outcomes	COs of the course "Indian Writing in English I"
CO1	Understood the rich tradition of Indian Literature
CO2	Understood various genres in IWE
CO3	Understood Unity in Diversity
CO4	Learnt various writings of various authors in IWE
CO5	Understood the caste discrimination in India
CO6	Understood the female infanticide through the play
CO7	Understood the power of love through various lessons
CO8	Learnt the love of nature
CO9	
Experimental	
Learning	
EL1	Video clippings were shown to them
EL2	Made them to recite the poetry
EL3	PPTs were shown to them
EL4	Documentaries were shown to them
Integrated Activity	
IA1	Quiz
IA2	Mind games

Blended Learning

: using PPT, video, library resources, ICT techniques, E-learning resources, Google classroom, study tour, etc.,
: use library books, E- books, motivate student to prepare for higher study.

For Advanced Learner

# For slow learner	: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

St. John's College, Palayamkottai

Department of English

COURSE ACADEMIC PLAN

(Prepared by staff member handling the cou	urse)
Programme Name	B.A. English
Course Name	Literary Critics and Approaches
Course Code	SMEN52
Class IIIyear (2018-2021)	
Semester	Odd
Staff Name	D. Gladwin
Credits	4
L. Hours /P. Hours	5 / WK
Total 75Hrs/Sem	
Internal Test-4Hrs	
Model Test-6Hrs	
Dept. Meetings-2 Hrs	
College Meetings-3Hrs	
Remaining 60Hrs(5 units; 5×12=60; 10Hrs /unit)	

Course Objectives

- To introduce the major schools of literary criticism to the students.
- **O** To develop the critical sensibilities of the students.

Syllabus

MSU/2017-18/UG-Colleges/Part-III (B.A. English) Semester-V Core - 12

Core-12

Literary Critics and Approaches

Unit – I

Plato

Aristotle

Unit –II

Philip Sidney

Dryden

Unit –III

Dr. Johnson

Wordsworth

Unit –IV

Matthew Arnold

T.S. Eliot

Unit –V

The Moral Approach (Introduction) The Psychological Approach (Introduction) The Sociological Approach (Introduction) The Formalistic Approach (Introduction) The Archetypal Approach (Introduction)

Course Calendar

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Introduction to criticism
2-L2	Introduction to literary theories
3- L3	Introduction to Plato
4-L4	Plato's view of art
5-L5	His three attacks on poetry
6-L6	Poetic Devices
7-L7	The Function of Poetry
8-L8	Plato's observation on style
9-L9	The value of his criticism
10-P1	College level meeting/Cell function

11L-10	Introduction to Aristotle
12-L11	Effects of impersonation
10.00	
13- P2	Welcoming of First year and Inauguration of Literary Association

15- L13	Introduction to Philip Sidney
16-L14	The argument of his book
17-L15	His respect for rules
18-L16	His observation on poetry
19-L17	Function of poetry
20-L18	Advocacy of classical meter - Allotting portion for Internal Test-I
20 210	Internal Test I begins
21-L19	Introduction to Dryden
	Internal Test-I
22-L20	His respect for rules
23-L21	The nature of poetry
24-L22	The structure of the plot
25-L23	His view on satire Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
26-L24	The value of his criticism
27- L25	Introduction to Dr. Johnson
28- P23	College level meeting/Cell function
29-L26	Historical approach
30-L27	Kinds of poetry and versification
31-L28	The unities and dramatic pleasure
32-L29	The tragic comedy
33-L30	Practical criticism
34-L31	Introduction to Wordsworth
35-L32	The limitation of his critical work
36-L33	Neo classical poetic diction
37-L34	Concept of poetic diction
38-L35	Concept of Poetry
39-L36	The value of his criticism
40- P4	Department Seminar
41-L37	Introduction to Matthew Arnold
42-L38	Criticism on poetry Allotting portion for Internal Test-II
	Internal Test II begins
43- L39	Criticism of life
44- IT-II	Internal Test-II
45-L40	The touchstone method
46-L41	False judgmentTest Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal

47-L42	Seminar
48- L43	Introduction to T.S. Eliot
49- L44	True criticism
50-L45	Impersonality of poetry
51- P6	College level meeting/ function
52-L46	Other concepts
53-L47	Objective correlative
54-L48	The value of his criticism
55-L49	The Moral Approach (Introduction)
56-L50	General concepts of moral approach
57-L51	The Psychological Approach (Introduction)– Allotting portion for Internal Test-III
	Internal Test III begins
58 L52	Concepts of Psychological Approach
59- L53	The Sociological Approach (Introduction)
60-IT-III	Internal Test-III
61-L54	Concepts of Sociological Approach
62-L55	The Formalistic Approach (Introduction)
63-IT -III	Internal Test-III
64-IT-III	Internal Test-III
65-56	Concepts of Formalistic Approach
66-57	The Archetypal Approach (Introduction)
67-L58	Concepts of Archetypal Approach - Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
68- MT	Model Test
69-MT	Model Test
70-MT	Model Test
71-MT	Model Test
72-MT	Model Test
73-MT	Model Test
74- L59	Model test paper distribution and previous year university question paper discussion
75-L60	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course "Literary Critics and Approaches"
CO1	Debate the nature of literary criticism based on classical Greek paradigms

CO2	Trace the historical development of criticism
CO3	Define literary theory and criticism
CO4	Develop an aptitude for critical analysis of literary works.
CO5	Interpret literary works in the light of various critical approaches
CO6	Compare and contrast major trends within literary theory of the 20th century.
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

Blended Learning : using PPT, video, library resources, ICT techniques, E-learning resources, Google classroom, study tour, etc.,

- # For Advanced Learner : use library books, E- books, motivate student to prepare for higher study.
- # For slow learner : special care taken, motivate the advanced learner to support the slow learner to study and attend the remedial classes.
- # Extension activity : Motivate student to take classes for other students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name Literature and Gender Course Code PEHE11 I year (2018-2021) Class Semester Odd Staff Name S.Samuel Jude Frank Credits 4 L. Hours /P. Hours 4 / WK Total 60Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)

Course Objectives

- > To enchance the knowledge of gender.issues
- > To enable the knowledge of feminism
- > To understand the importance equality in gender

Syllabus Literature and Gender (Elective I) **Unit I Poetry Sylvia Plath** Daddy The Arrival of the Bee Box Edge. **Imiaz Dharker** Blessing Purdah 1 Battle –Line. **Unit II Drama** Ama Ata Aidoo The Dilemma of a Ghost Manjula Padmanabhan Harvest -**Unit III Fiction Toni Morrison** The Beloved The Grass is Singing **Doris Lessing** -**Unit IV Non-Fiction** Virginia Woolf -A Room of One's Own(Chapter IV) Simon de Beauvoir The Second Sex (Book I,"Facts and Myths) -

Unit V Fict	tion			
Anita Bı	rookner	-	Hotel Du Lac	
Shobhaa	ı De	-	Socialite Evenings	
Course Cal	endar			
Hour			Class Schedule	
allotment				

	Odd Semester Begin on 18.06.2018
1-L1	What is literature?
2-L2	How do gemder comes in literature?
3- L3	American poets
4-L4	Sylvia Plath: an introduction
5-L5	Feminism
6-L6	Daddy: an appraisal.
7-L7	Compassion of Daddy to Hitler
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	The Arrival: a new view
10- L9	Bee Box
11-L10	Radical feministic views
12-L11	Male& Female
13-L12	Importance of Corners
14-L13	Edge
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins
16-L15	Introducing Imtiaz Dharker
17-IT-1	Internal Test-I
18-L16	Who is God?
19-L17	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	What is Blessing?
21- L19	Bessing.
22- P2	College level meeting/Cell function
23-L20	Muslims.
24-L21	Cultures followed
25-L22	Patriarch, among Muslims
26-L23	Purdah: a new perspective
27-L24	What is War?
28-L25	What is limit?
29-L26	Battle Line
30-L27	Line between men and Women
31-L28	African Literature
32-L29	Writers of Africa Ama Ata Aidoo
33-L30	Introducing Ato Yawson
34- P3	Department Seminar
35-L31	Introducing Enlalee
36-L32	Allotting portion for Internal Test-II
	Internal Test II begins
37- L33	The culture and dilemma in the play
38- IT-II	Internal Test-II
39-L34	Introducing Manjula Padmanaban
40-L35	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
41-L36	Introducing OM
42- L37	Introducing Ma and Jeya

43- L38	Several themes that comes in the play
44- P4	College level meeting/ function
45-L39	Introducing Tony Morrison
46-L40	Introducing Margaret Garner
47-L41	Introducing Robert & Children.
48-L42	The feministic views; problems & Suppression
49-L43	A new view perspective of the fiction
50-L44	- Allotting portion for Internal Test-III
	Internal Test III begins
51 L45	Introducing Doris's Grass is Singing
52- L46	Discussing Virginia Woolf and her "A Room of one's own"
53-IT-III	Internal Test-III
54-L47	Interpreting Simon de Beauvoir's The Second Sex
55-L48	- Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Enabled the knowledge various women writing.
CO2	Enabled the knowledge of feminism
CO3	Understood the women's culture of writing.
CO4	Understood the view of women over life and literature
CO5	Enable to overcome in gender suppression
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Inacted a drama in the class.
EL2	Recited poems in the classroom.
EL3	Role play was done
EL4	
Integrated Activity	
IA1	The lion and The Jewel movie was projected.
IA2	Seminars had been taken by the pupils

Blended Learning

: using PPT, video, library resources, ICT techniques, Elearning resources, Google classroom, study tour, etc.,

# For Advanced Learner	: use library books, E- books, motivate student to prepare for
# For slow learner	higher study.: special care taken, motivate the advanced learner to support the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	M.A. English
Course Name	Literary Theory and Criticism - II
Course Code	PEHM31
Class	II year (2018-2020)
Semester	Odd (Sem – III)
Staff Name	Dr. M. Sri Vidhya @ Thangalakshmi
Credits	6
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /	unit)

Course Objectives

- To learn theoretical aspects
 To interpret with literature
- \succ To know the critical essence of literature
- > To analyse the merits and demerits of artistic works

Course Calendar

Hour	Class Schedule
allotment	
	Odd Semester Begins on 18.06.2018
1-L1	Introduction to Criticism
2-L2	Introduction to literary theories
3- L3	The role of literary theory and criticism in literature
4-L4	How to interpret the work of art with the aid of theories
5-L5	How to analyse the merits and demerits of artistic works
6-L6	Roman Jacobson – Literary Theorist
7-L7	Two aspects of Language – Roman Jakobson – Part I
8-L8	Two aspects of Language – Roman Jakobson – Part II - Aphasia
9-L9	Two aspects of Language - Roman Jakobson - Part III - Metaphor and
	Metonymy
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Jonathan Culler and his theoretical perspectives
12-L11	Structuralism – Jonathan Culler – Part I
13-L12	Structuralism – Jonathan Culler – Part II
14-L13	Structuralism – Jonathan Culler – Part III
15-L14	Structuralism – Jonathan Culler – Part IV
16-L15	Structuralism – Jonathan Culler – Part V
17-L16	Homi Bhabha and his theoretical perspectives
18-L17	Location of Culture – Homi Bhabha – Part I - Introduction

10 T 10	
19-L18	Location of Culture – Homi Bhabha – Part II - Hybridity
20-L19	Location of Culture – Homi Bhabha – Part III – Hegemony
21-L20	Location of Culture – Homi Bhabha – Part IV - Acculturation
22-L21	Location of Culture – Homi Bhabha – Part V - Subjugation
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins
24-L23	Discussion of one mark questions
25-L24	Discussion of 5 marks and 8 marks questions
26-IT-1	Internal Test-I
27-L25	Mark Schorer and his theoretical perspectives
28-L26	Mark Schorer – Technique as Discovery – Part I
29-L27	Mark Schorer – Technique as Discovery – Part II - Evaluation
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Roland Barthes and his theoretical perspectives
32- L30	Death of the author – Roland Barthes
33- L31	Merits of Barthes' theory while interpretation
34-P2	College level meeting/Cell function
35- L32	Terry Eagleton and his theoretical perspectives
36- L33	Terry Eagleton and Marxist Criticism
37- L34	Introduction to literary theory – Terry Eagleton
38- L35	Terry Eagleton and his literary theory – Part I
39- L36	Terry Eagleton and his literary theory – Part II
40- L37	Stephen Greenblatt and his theoretical perspectives
41- L38	Introduction to Museography
42- L39	Resonance and Wonder – Stephen Greenblatt
43- L40	Resonance and Wonder – Stephen Greenblatt – Part II
44- L41	Edward Said and his theoretical perspectives
45- L42	Introduction to Orientalism
46- L43	Orientalism – Part I
47- L44	Orientalism – East vs West
48- L45	Orientalism – West as Default
49- L46	Orientalism – Part IV
50- L47	Orientalism – Part V
51- P3	Department Seminar
52- L48	Sandra Gilbert and her theoretical perspectives
53- L49	Susan Gubar and her theoretical perspectives
54- L50	Introduction to Feminism
55- L51	Feminism and Existentialism
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins
57-L53	Discussion of one mark questions
58-L54	Discussion of 5 marks and 8 marks questions
59-IT-II	Internal Test-II
60- L55	Discussion of various theories
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Madwoman in the Attic – Sandra Gilbert and Susan Gubar - Introduction

63- L58	Madwoman in the Attic – Sandra Gilbert and Susan Gubar – Part I
64- L59	Madwoman in the Attic – Sandra Gilbert and Susan Gubar – Part II
65- L60	Madwoman in the Attic – Sandra Gilbert and Susan Gubar – Part III
66- L61	Simon de Beauvoir and her theoretical perspectives
67- L62	Simon de Beauvoir – Woman as Other
68- L63	Simon de Beauvoir – Men as Default
69- L64	Simon de Beauvoir – Feministic Perspectives
70- L65	Introduction to Formalism
71- L66	Introduction to Russian Formalism
72- L67	Discussion of Assignments and allotment of topics
73- L68	Discussion of Seminar sessions and allotment of topics
74-P4	College level meeting/ function
75- L69	Seminar sessions on various topics for students – 5 per day
76- L70	Seminar sessions on various topics for students – 5 per day
77- L71	Seminar sessions on various topics for students – 5 per day
78- L72	Seminar sessions on various topics for students – 5 per day
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins
80- L74	Internal Test III begins The session is left for the discussion of doubts
80- L74 81- L75	Internal Test III begins
80- L74 81- L75 82-IT-III	Internal Test III begins The session is left for the discussion of doubts The session is left for the discussion of doubts Internal Test-III
80- L74 81- L75	Internal Test III begins The session is left for the discussion of doubts The session is left for the discussion of doubts
80- L74 81- L75 82-IT-III	Internal Test III begins The session is left for the discussion of doubts The session is left for the discussion of doubts Internal Test-III Revision of the theories Test Paper distribution and result analysis
80- L74 81- L75 82-IT-III 83- L76	Internal Test III begins The session is left for the discussion of doubts The session is left for the discussion of doubts Internal Test-III Revision of the theories
80- L74 81- L75 82-IT-III 83- L76 84- L77 85- L78	Internal Test III begins The session is left for the discussion of doubts The session is left for the discussion of doubts Internal Test-III Revision of the theories
80- L74 81- L75 82-IT-III 83- L76 84- L77	Internal Test III begins The session is left for the discussion of doubts The session is left for the discussion of doubts Internal Test-III Revision of the theories
80- L74 81- L75 82-IT-III 83- L76 84- L77 85- L78	Internal Test III begins The session is left for the discussion of doubts Internal Test-III Revision of the theories
80- L74 81- L75 82-IT-III 83- L76 84- L77 85- L78 86- L79 87-MT 88-MT	Internal Test III begins The session is left for the discussion of doubts Internal Test-III Revision of the theories
80- L74 81- L75 82-IT-III 83- L76 84- L77 85- L78 86- L79 87-MT	Internal Test III begins The session is left for the discussion of doubts The session is left for the discussion of doubts Internal Test-III Revision of the theories
80- L74 81- L75 82-IT-III 83- L76 84- L77 85- L78 86- L79 87-MT 88-MT 89-MT	Internal Test III beginsThe session is left for the discussion of doubtsThe session is left for the discussion of doubtsInternal Test-IIIRevision of the theories
80- L74 81- L75 82-IT-III 83- L76 84- L77 85- L78 86- L79 87-MT 88-MT	Internal Test III begins The session is left for the discussion of doubts The session is left for the discussion of doubts Internal Test-III Revision of the theories

Learning Outcomes	COs of the course Literary theory and Criticism - II
CO1	Figures of Speech
CO2	Syntax and Semantics
CO3	Museography
CO4	Cultural aspects
CO5	Zionism and stereotypes
CO6	Imperialism
CO7	Phonetics
CO8	Westernization of theories
CO9	Liberalism of Women writers
Experimental	
Learning	
EL1	Language disorder

EL2	Phonetics, Pronunciation, Accent and Syllabus	
EL3	Sentence Structures and Patterns	
EL4	How to interpret theories with a work of art	
Integrated Activity		
IA1	How to use library references	
IA2	Practical Criticism with Figures of Speech	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-	
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.	
# For slow learner	: special care taken, motivate the advanced learner to support	
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.	

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English
Course Name	Modern Literature II
Course Code	PEHM 12
Class	I year (2018-2021)
Semester	Odd
Staff Name	Dr. BENESON
Credits	6
L. Hours /P. Hours	6 / WK
Total 90 Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)	

Course Objectives

- Educate students in both artistry and utility of the Englishlanguage through the study of literature and other contemporary forms of culture.
- Identify the salient features of literary texts from a broad range of modern English literature.
- > Employ knowledge of literary traditions to produce imaginative writing.

Syllabus

Unit - I Poetry John Donne - Canonisation and TheExtasie John Milton - Paradise Lost Book IX Unit - II Prose Dr. Johnson - Life of Milton Addison and Steele - Sir Rogers Family The Picture Gallery Unit - III Poetry Alexander Pope - "The Rape of the Lock" Thomas Gray - "An Ode on a Distant Prospect of Eton College" Unit - IV Drama William Congreve - The Way of the World Richard Brinsley Sheridan - The School for Scandal **Unit - V Fiction** Henry Fielding - Tom Jones Oliver Goldsmith - The Vicar of Wakefield

Course Cal	
Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	An detailed introduction to Modern Literature
2-L2	An brief introduction to Metaphysical and Restoration Age
3- L3	Taught Metaphysical poets and their works
4-L4	Taught Donne's Canonisation
5-L5	Discussed the themes
6-L6	Taught Milton's Paradise Lost Book IX
7-L7	Critical analysis of the poem
8-L8	Revision
9-L9	Taught Dr.Johnson's Life of Milton
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Taught Dr. Johnson's Life of Milton
12-L11	Taught Dr. Johnson's Life of Milton
13-L12	Taught Dr. Johnson's Life of Milton
14-L13	Taught Dr. Johnson's Life of Milton
15-L14	Revision
16-L15	Class test
17-L16	Taught Addison and Steele's Sir Rogers Family
18-L17	Taught Addison and Steele's Sir Rogers Family
19-L18	Taught Addison and Steele's Sir Rogers Family
20-L19	Taught Addison and Steele's Sir Rogers Family
21-L20	Discussion on the language, characters and themes in Sir Rogers Family
22-L21	Revision
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins
24-L23	Taught Addison and Steele's The Picture Gallery
25-L24	Taught Addison and Steele's The Picture Gallery
26-IT-1	Internal Test-I
27-L25	Taught Addison and Steele's The Picture Gallery
28-L26	Taught Addison and Steele's The Picture Gallery
29-L27	Revision
30-L28	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
31- L29	Gave an introduction to Alexander Pope and his works
32- L30	Taught The Rape of the Lock Canto I
33- L31	Taught The Rape of the Lock Canto I
34-P2	College level meeting/Cell function
35- L32	Taught The Rape of the Lock Canto II
36- L33	Taught The Rape of the Lock Canto II
37- L34	Taught The Rape of the Lock Canto III
38- L35	Taught The Rape of the Lock Canto III

Course Calendar

39- L36	Taught The Rape of the Lock Canto IV
40- L37	Taught The Rape of the Lock Canto V
41-L38	Revised the themes 7 characters.
42- L39	Taught Gray's An Ode on a Distant Prospect of Eton College
43- L40	Taught Gray's An Ode on a Distant Prospect of Eton College
44- L41	Taught Gray's An Ode on a Distant Prospect of Eton College
45- L42	Themes
46- L43	Revision
47- L44	Taught Congreve's The Way of the world Act-I
48- L45	Taught Congreve's The Way of the world Act-I
49- L46	Taught Congreve's The Way of the world Act-I
50- L47	Taught Congreve's The Way of the world Act-II
51- P3	Department Seminar
52- L48	Taught Congreve's The Way of the world Act-II
53- L49	Taught Congreve's The Way of the world Act-II
54- L50	Taught Congreve's The Way of the world Act-III
55- L51	Taught Congreve's The Way of the world Act-III
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins
57-L53	Taught Congreve's The Way of the world Act-III
58-L54	Taught Congreve's The Way of the world Act-III
59-IT-II	Internal Test-II
60- L55	Taught Congreve's The Way of the world Act-IV
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	Taught Congreve's The Way of the world Act-IV
63- L58	Taught Congreve's The Way of the world Act-IV
64- L59	Taught Congreve's The Way of the world Act-V
65-L60	Taught Congreve's The Way of the world Act-V
66- L61	Taught Congreve's The Way of the world Act-V
67- L62	Taught Congreve's The Way of the world Act-V
68- L63	Taught Sheridan's The School for Scandal – Act- I Scene – I
69- L64	Taught Sheridan's The School for Scandal – Act- I Scene – II
70- L65	Taught Sheridan's The School for Scandal – Act- I Scene – II Taught Sheridan's The School for Scandal – Act- II Scene – I, II
70- L03 71- L66	Taught Sheridan's The School for Scandal – Act- II Scene – I, II Taught Sheridan's The School for Scandal – Act- II Scene – III, Act III-
/1- L00	Scene - I
72- L67	Taught Sheridan's The School for Scandal – Act- III Scene – II, III
73- L68	Taught Sheridan's The School for Scandal – Act- IV Scene – I,II
74-P4	College level meeting/ function
75- L69	Taught Sheridan's The School for Scandal – Act- IV Scene – III, Act- V
	Scene I,II
76- L70	Taught Sheridan's The School for Scandal – Act- V Scene – III
77- L71	Epilogue
78- L72	Themes
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins
80- L74	Discussed the characters

81- L75	Revision
82-IT-III	Internal Test-III
83- L76	Revision
84- L77	- Test Paper distribution and result analysis
85- L78	
	Entering Internal Test-III Marks into University portal
86- L79	Model Test
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question
	paper discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Course Outcomes	T
Learning Outcomes	COs of the course "Modern Literature II"
	The students will be able to
CO1	Demonstrate a broad understanding of literatures in English and
	Translation and appreciate the role that historical context plays in
	the creation and interpretation of literary works.
CO2	Engage questions of justice, value, spirituality, value and meaning
	raised by literary texts.
CO3	Read, closely analyze, interpret, and produce texts in a variety of
	formats and genre.
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

Blended Learning
Blended Learning
For Advanced Learner
For slow learner
Extension activity
HOD Signature
using PPT, video, library resources, ICT techniques, E-learning resources, Google classroom, study tour, etc.,
use library books, E- books, motivate student to prepare for higher study.
the slow learner to support the slow learner to study. To attend the remedial classes.
Motivate student to take classes for school students.

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name Modern Literature - I Course Code PEHMII Class I year (2018-2021) Semester Odd Staff Name J.Pinky Diana evelyn Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- \succ To introduce the students to new areas of literature .
- > To impact the students more knowledge about the various periods starting from Chaucer.

Syllabus	
I Semester	
Modern Literature I – Core I	
(Chaucer to the Jacobean Age)	
Unit – I	
Geoffrey Chaucer -	The Prologue to the Canterbury Tales In the beginning The Knight The prioress The Clerk The Cook The Wife of Bath
Edmund Spenser -	Prothalamion
Unit - II	Tiothalainion
Sir Thomas Wyatt -	I find no Peace London, Hast thou Accursed Me
Lord Francis Bacon - The Bible -	Of Truth Of Adversity Of Friendship The Book of Esther
Unit - IV	
Christopher Marlowe -	Dr. Faustus
Thomas Kyd -	The Spanish Tragedy
Unit - V	

Course Ca Hour	Class Schedule	
allotment		
	Odd Semester Begin on 18.06.2018	
1-L1	Introduced History OF English Literature.	
2-L2	Explained the age of Chaucer.	
3- L3	Taught about Chaucer and his contemporary writers.	
4-L4	Gave elaborate note on chaucer's works	
5-L5	Introduced the prologue to the Canterbury Tales.	
6-L6	Explained about the Canterbury Tales.	
7-L7	Read and explained "The knight".	
8-L8	Taught the poem "In the beginning".	
9-L9	Interpreted the style and techniques of chaucer's work.	
10-P1	Welcoming of First year and Inauguration of Literary Association	
11-L10	Gave elaborate note on the poem "The prioress".	
12-L11	Talked about all the pilgrims in the poem "The Canterbury Tales".	
13-L12	Taught the poem "The Clerk".	
14-L13	Read and Explained 'The Cook".	
15-L14	Compared "The Wife of Bath "and modern women.	
16-L15	Introduced Edmund Spenser.	
17-L16	Explained the themes ,techniques and style of Spenser's poetry.	
18-L17	Read and explained the poem "Prothalamion".	
19-L18	Interpreted the poem "Prothalamion".	
20-L19	Continued the poem "Prothalamion".	
21-L20	Explained the narrative techniques of the poem "Prothalamion".	
22-L21	Briefed the poem	
23-L22	Allotting portion for Internal Test-I	
	Internal Test I begins	
24-L23	Introduced sir Thomas Wyatt	
25-L24	Explained the contemporaries of Thomas Wyatt	
26-IT-1	Internal Test-I	
27-L25	Read and explained the poem 'I find no peace'.	
28-L26	Explained and poem.	
29-L27	Interpreted the poem 'I find no peace'	
30-L28	-Test Paper distribution and result analysis	
21 I 2 0	Entering Internal Test-I Marks into University portal	
<u>31- L29</u>	Continued the poem.	
<u>32- L30</u>	Introduced Henry Howard , Earl of surrey.	
33-L31	Talked about his contemporaries	
<u>34-P2</u>	College level meeting/Cell function	
35-L32	Read and explained the poem 'London Hast Thou Accursed Me'.	
<u>36- L33</u>	Continued the poem.	
<u>37-L34</u>	Interpreted the poem.	
<u>38- L35</u>	Briefed the poem 'London Hast Thou Accursed Me'.	
<u>39- L36</u>	Taught about Jacobean Age.	
40- L37	Discussed about the modern literature.	

Ben Johnson - The Alchemist Thomas Dekker - The shoe Maker's Holiday.

41- L38	Gave introduced on 'The Bible'.
42- L39	Talked about several writers of the modern literature.
43- L40	Discussed the theme of modern literature.
44- L41	Elaborated the style and techniques of modern literature.
45- L42	Taught the difference between 'I find no peace and 'London Hast Thou
10 212	Accursed Me'.
46- L43	Continued the lesson.
47- L44	Gave Elaborate note on the types of plays.
48- L45	Gave lecture about the history of play.
49- L46	Introduced Thomas Dekker and his work 'The Shoe Marker's Holiday'.
50- L47	Briefed the story.
51- P3	Department Seminar
52- L48	Explained the theme.
53- L49	Introduced Francis bacon and his works.
54- L50	Explained the essay 'of truth'.
55- L51	Explained the essay 'of adversity'.
56-L52	Allotting portion for Internal Test-II
	Internal Test II begins
57-L53	Explained the essay 'of friendship'.
58-L54	Discussed the style of bacon's writings
59-IT-II	Internal Test-II
60- L55	Elaborated his style.
61- L56	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
62- L57	The chapter from 'The Book of Esther' was discussed
63- L58	Continued 'The Book of Esther'
64- L59	Explained the themes and style.
65- L60	Briefed the event.
66- L61	Introduced Christopher Marlowe and his works.
67- L62	Talked about the age.
68- L63	Discussed the story 'Dr. Faustus'.
69- L64	Continued the play.
70- L65	Interpreted the play.
71- L66	Briefed the story.
72- L67	Introduced Thomas Kyd and his works.
73- L68	Explained 'The Spanish Tragedy'.
74-P4	College level meeting/ function
75- L69	Explained the themes and style.
76- L70	Discussed the story.
77-L71	Explained 'The Various Characters'.
78- L72	Introduced Ben Jonson and his play 'The Alchemist'.
79- L73	Allotting portion for Internal Test-III
	Internal Test III begins
80- L74	Explained the play.
81-L75	Interpreted the play.
82-IT-III	Internal Test-III
83-L76	Elaborated the play.
84- L77	Test Paper distribution and result analysis

85- L78	Discussed the characters and style in the play 'The Alchemist'.
	Entering Internal Test-III Marks into University portal
86- L79	Model Test
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>	
Learning Outcomes	Cos of the course "course name?	
CO1	Came to know about the age of Chaucer.	
CO2	Learnt about various authors.	
CO3	Students gained through knowledge about history of English	
	literature	
CO4	Understood the Jacobean age.	
CO5	Got an idea on Spenser's poem.	
CO6	Students learnt different themes ,techniques and style of prose.	
CO7	Improved their vocabulary.	
CO8	Students got clear view about plays and its history.	
CO9	Students learnt several playwrights and plays.	
Experimental		
Learning		
EL1	Screened the play "The Shoe Maker's Holiday".	
EL2	Enacted "The Spanish Tragedy"	
EL3	Screened the play "Dr. Faustus".	
EL4	Visited the Department Library.	
Integrated Activity		
IA1	Skit	
IA2	Enacted biblical event from the book of Esther.	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-		
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for		
	higher study.		
# For slow learner	: special care taken, motivate the advanced learner to support		
	the slow learner to study. To attend the remedial classes.		
# Extension activity	: Motivate student to take classes for school students.		
HOD Signature	Staff Signature		

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)		
Programme Name	B.A English	
Course Name	Non-Fiction	
Course Code	SMEN51	
Class	I year (2018-2021)	
Semester	Odd	
Staff Name	J. Pinky Diana Evelyn	
Credits	5	
L. Hours /P. Hours	5 / WK	
Total 75 Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 65 Hrs (5 units; 5×13=65; 13Hrs /	unit)	

Course Objectives

- > To familiarize the students to the prose.
- > Writers of different ages.
- > To make the students understand the various.
- Problems of that particular period.
- > To develop a sense of systemic understanding of the English fiction.
- ⊳

Syllabus

Unit - I :		
Francis Bacon	-	Of Studies, and Of Friendship
Joseph Addison	-	Sir Roger at Theatre
Unit - II :		-
Richard Steele	-	Sir Roger and the Widow
Oliver Goldsmith	-	The Man in Black
Unit - III :		
Charles lamb	-	Dream Children
William Hazlitt	-	On Disagreeable People.
Unit - IV:		0
A. G. Gardiner	-	the Fellow Traveller
Robert Lynd	-	The Money Box
Unit - V:		
A. J. Cronin	-	The Best Investment I ever made.
G. K. Chesterton	-	The Worship of the Wealthy
T. (D		1

Text Prescribed:

Elegant English Essays. Board of Editors. Emerald Publishers. Chennai.

Course Calendar

Hour allotment	Class Schedule
	Odd Semester Begin on 18.06.2018

1-L1 Introduced Francis Bacon and his contemporaries 2-L2 Read and explained 'of studies and of friendship' 3-L3 Discussed the essay 4-L4 Talked about the these 5-1.5 Briefed the essay 6-L6 Introduced Joseph Addison 7-L7 Read and explained 'Sir Roger at Theatre' 8-P1 Welcoming of First year and Inauguration of Literary Association 9-L8 Discussed the essay 10-L9 Talked about the theme 11-L10 Briefed the essay 12-L11 Introduced Richard Steele and his contemporaries 13-L12 Read and explained 'Sir Roger and the Widow' 14-L13 Elaborated the style 15-L14 Discussed about the theme 16-L15 Briefed the essay 17-L16 Talked about Oliver Goldsmith and his works. 18-L17 Explained the essay 11-L20	-	
3-1.3 Discussed the essay 41.4 Talked about the these 5-1.5 Briefed the essay 6-1.6 Introduced Joseph Addison 7-1.7 Read and explained 'Sir Roger at Theatre' 8-P1 Welcoming of First year and Inauguration of Literary Association 9-1.8 Discussed the essay 10-1.9 Talked about the theme 11-1.10 Briefed the essay 12-1.11 Introduced Richard Steele and his contemporaries 13-1.12 Read and explained 'Sir Roger and the Widow' 14-1.13 Elaborated the style 15-1.14 Discussed about the theme 16-1.15 Briefed the essay 17-1.16 Talked about Oliver Goldsmith and his works. 18-1.17 Explained the essay 17-1.16 Talked about Oliver Goldsmith and his works. 18-1.17 Explained the essay 20-1.19 Briefed the essay 21-1.20	1-L1	Introduced Francis Bacon and his contemporaries
4-L4 Talked about the these 5-L5 Briefed the essay 6-L6 Introduced Doseph Addison 7-L7 Read and explained 'Sir Roger at Theatre' 8-P1 Welcoming of First year and Inauguration of Literary Association 9-1.8 Discussed the essay 10-L9 Talked about the theme 11-L10 Briefed the essay 12-L11 Introduced Richard Steele and his contemporaries 13-L12 Read and explained 'Sir Roger and the Widow' 14-L13 Elaborated the style 15-L14 Discussed about the theme 16-L15 Briefed the essay 17-L16 Talked about Oliver Goldsmith and his works. 18-L17 Explained 'Sir Roger and He Widow' 18-L17 Explained the essay 10-L18 Talked about the theme 20-L19 Briefed the essay 21-L20		
5-1.5 Briefed the essay 6-L6 Introduced Joseph Addison 7-17 Read and explained 'Sir Roger at Theatre' 8-P1 Welcoming of First year and Inauguration of Literary Association 9-L8 Discussed the essay 10-L9 Talked about the theme 11-L10 Briefed the essay 12-L11 Introduced Richard Steele and his contemporaries 13-L12 Read and explained 'Sir Roger and the Widow' 14-L13 Elaborated the style 15-L14 Discussed about the theme 16-L15 Briefed the essay 17-L16 Talked about Oliver Goldsmith and his works. 18-L17 Explained the cssay 'The Man in Black' 19-L18 Talked about the theme 20-L19 Briefed the essay 21-L20	3- L3	Discussed the essay
6-L6 Introduced Joseph Addison 7-L7 Read and explained 'Sir Roger at Theatre' 8- P1 Welcoming of First year and Inauguration of Literary Association 9-L8 Discussed the essay 10-L9 Talked about the theme 11-L10 Briefed the essay 12-L11 Introduced Richard Steele and his contemporaries 13-L12 Read and explained 'Sir Roger and the Widow' 14-L13 Elaborated the style 15-L14 Discussed about the theme 16-L15 Briefed the essay 17-L16 Talked about the theme 20-L19 Briefed the essay 21-L1 Talked about the theme 20-L19 Briefed the essay 21-L20 Allotting portion for Internal Test-I 21-L21 Had a discussion about the age of Goldsmith 23-L21 Had a discussion about the age of Goldsmith 23-L21 Introduced Charles Lamb and his contemporaries 25-L23 Read and explained 'Dream children' 26-L24	4-L4	Talked about the these
7-1.7 Read and explained 'Sir Roger at Theatre' 8-P1 Welcoming of First year and Inauguration of Literary Association 9-1.8 Discussed the essay 10-19 Talked about the theme 11-L10 Briefed the essay 12-L11 Introduced Richard Steele and his contemporaries 13-L12 Read and explained 'Sir Roger and the Widow' 14-L13 Elaborated the style 15-L14 Discussed about the theme 16-L15 Briefed the essay 17-L16 Talked about Oliver Goldsmith and his works. 18-L17 Explained the cssay 'The Man in Black' 19-L18 Talked about Oliver Goldsmith and his works. 18-L17 Explained the essay 20-L19 Briefed the essay 21-L20	5-L5	Briefed the essay
8-Pl Welcoming of First year and Inauguration of Literary Association 9-L8 Discussed the essay 10-L9 Talked about the theme 11-L10 Briefed the essay 12-L11 Introduced Richard Steele and his contemporaries 13-L12 Read and explained 'Sir Roger and the Widow' 14-L13 Elaborated the style 15-L14 Discussed about the theme 16-L15 Briefed the essay 17-L16 Talked about Oliver Goldsmith and his works. 18-L17 Explained the essay 17-L16 Talked about the theme 20-L19 Briefed the essay 11-L20 - Allotting portion for Internal Test-I 20-L19 Briefed the essay 21-L20 - Allotting portion for Internal Test-I 21-L20 - Allotting portion for Internal Test-I 22-L21 Had a discussion about the age of Goldsmith 23-TT-1 Internal Test-I 24-L22 Introduced Charles Lamb and his contemporaries 25-L23 Read and explained 'Dream children' 26-L24		1
9-L8 Discussed the essay 10-L9 Talked about the theme 11-L10 Briefed the essay 12-L11 Introduced Richard Steele and his contemporaries 13-L12 Read and explained 'Sir Roger and the Widow' 14-L13 Elaborated the style 15-L14 Discussed about the theme 16-L15 Briefed the essay 17-L16 Talked about Oliver Goldsmith and his works. 18-L17 Explained the essay 'The Man in Black' 19-L18 Talked about the theme 20-L19 Briefed the essay 21-L20	7-L7	Read and explained 'Sir Roger at Theatre'
10-L9 Talked about the theme 11-L10 Briefed the essay 12-L11 Introduced Richard Steele and his contemporaries 13-L12 Read and explained 'Sir Roger and the Widow' 14-L13 Elaborated the style 15-L14 Discussed about the theme 16-L15 Briefed the essay 17-L16 Talked about Colder Goldsmith and his works. 18-L17 Explained the essay 'The Man in Black' 19-L18 Talked about the theme 20-L19 Briefed the essay 21-L20	8- P1	Welcoming of First year and Inauguration of Literary Association
11-L10 Briefed the essay 12-L11 Introduced Richard Steele and his contemporaries 13-L12 Read and explained 'Sir Roger and the Widow' 14-L13 Elaborated the style 15-L14 Discussed about the theme 16-L15 Briefed the essay 17-L16 Talked about Oliver Goldsmith and his works. 18-L17 Explained the cssay 'The Man in Black' 19-L18 Talked about the theme 20-L19 Briefed the essay 21-L20	9- L8	Discussed the essay
12-L11 Introduced Richard Steele and his contemporaries 13-L12 Read and explained 'Sir Roger and the Widow' 14-L13 Elaborated the style 15-L14 Discussed about the theme 16-L15 Briefed the essay 17-L16 Talked about Oliver Goldsmith and his works. 18-L17 Explained the essay ' 19-L18 Talked about the theme 20-L19 Briefed the essay ' 20-L19 Briefed the essay ' 20-L19 Briefed the essay ' 21-L20 Allotting portion for Internal Test-I Allotting portion for Internal Test-I Internal Test-I Allotting portion of coldsmith 23-IT-1 Allotting portion charant Test-I Internal Test-I 24-L22 Introduced Charles Lamb and his contemporaries 25-L23 Read and explained 'Dream children' 26-L24 Cest Paper distribution and result analysis	10- L9	Talked about the theme
13-L12 Read and explained 'Sir Roger and the Widow' 14-L13 Elaborated the style 15-L14 Discussed about the theme 16-L15 Briefed the essay 17 L16 Talked about Oliver Goldsmith and his works. 18-L17 Explained the essay ' The Man in Black' 19 L18 Talked about Oliver Goldsmith and his works. 18-L17 Explained the essay ' The Man in Black' 19 L18 Talked about the theme 20-L19 Briefed the essay 21-L20	11-L10	Briefed the essay
14-L13 Elaborated the style 15-L14 Discussed about the theme 16-L15 Briefed the essay 17-L16 Talked about Oliver Goldsmith and his works. 18-L17 Explained the essay 'The Man in Black' 19-L18 Talked about the theme 20-L19 Briefed the essay 21-L20	12-L11	
15-L14 Discussed about the theme 16-L15 Briefed the essay 17-L16 Talked about Oliver Goldsmith and his works. 18-L17 Explained the essay 'The Man in Black' 19-L18 Talked about the theme 20-L19 Briefed the essay 21-L20 Allotting portion for Internal Test-I	13-L12	Read and explained 'Sir Roger and the Widow'
16-L15 Briefed the essay 17-L16 Talked about Oliver Goldsmith and his works. 18-L17 Explained the essay ' The Man in Black' 19-L18 Talked about the theme 20-L19 Briefed the essay 21-L20	14-L13	Elaborated the style
17-L16 Talked about Oliver Goldsmith and his works. 18-L17 Explained the essay 'The Man in Black' 19-L18 Talked about the theme 20-L19 Briefed the essay 21-L20	15-L14	Discussed about the theme
18-L17 Explained the essay 'The Man in Black' 19-L18 Talked about the theme 20-L19 Briefed the essay 21-L20 Allotting portion for Internal Test-I Internal Test I begins 22-L21 Had a discussion about the age of Goldsmith 23-IT-1 Internal Test-I 24-L22 Introduced Charles Lamb and his contemporaries 25-L23 Read and explained 'Dream children' 26-L24	16-L15	Briefed the essay
19-L18 Talked about the theme 20-L19 Briefed the essay 21-L20		
20- L19 Briefed the essay 21- L20 Allotting portion for Internal Test-I Internal Test I begins 22- L21 Had a discussion about the age of Goldsmith 23- IT-1 Internal Test-I Introduced Charles Lamb and his contemporaries 25- L23 Read and explained 'Dream children' 26- L24	18- L17	Explained the essay ' The Man in Black'
21-L20 Allotting portion for Internal Test-I Internal Test I begins 22-L21 Had a discussion about the age of Goldsmith 23-IT-1 Internal Test-I 24-L22 Introduced Charles Lamb and his contemporaries 25-L23 Read and explained 'Dream children' 26-L24	19- L18	Talked about the theme
Internal Test I begins 22-L21 Had a discussion about the age of Goldsmith 23-IT-1 Internal Test-I 24-L22 Introduced Charles Lamb and his contemporaries 25-L23 Read and explained 'Dream children' 26-L24 -Test Paper distribution and result analysis Entering Internal Test-I Marks into University portal 27-L25 Elaborated the theme 28-L26 Discussed on the various styles used 29-L27 Briefed the essay 30-P2 College level meeting/Cell function 31-L28 Discussed about William Hazlitt and his writings 32-L29 Read and explained 'On Disagreeable people' 33-L30 Briefed the essay 34-L31 Discussed the characters 35-L32 Talked about the theme 36-L33 Had a discussion about A. G. Gardiner and his age 37-L34 Read the essay 'The Fellow Traveller' 38-L35 Introduced the characters 39-L36 Discussed the theme 40-L37 Briefed the essay 41-L38 Introduced Robert Lynd and his contemporaries 42-P3	20- L19	Briefed the essay
22- L21 Had a discussion about the age of Goldsmith 23- IT-1 Internal Test-I 24- L22 Introduced Charles Lamb and his contemporaries 25- L23 Read and explained 'Dream children' 26- L24	21- L20	Allotting portion for Internal Test-I
23- IT-1Internal Test-I24- L22Introduced Charles Lamb and his contemporaries25- L23Read and explained 'Dream children'26- L24		Internal Test I begins
24- L22 Introduced Charles Lamb and his contemporaries 25- L23 Read and explained 'Dream children' 26- L24	22- L21	Had a discussion about the age of Goldsmith
25-L23Read and explained 'Dream children'26-L24	23- IT-1	
26-L24 Test Paper distribution and result analysisEntering Internal Test-I Marks into University portal27-L25Elaborated the theme28-L26Discussed on the various styles used29-L27Briefed the essay30-P2College level meeting/Cell function31-L28Discussed about William Hazlitt and his writings32-L29Read and explained 'On Disagreeable people'33-L30Briefed the essay34-L31Discussed the characters35-L32Talked about the theme36-L33Had a discussion about A. G. Gardiner and his age37-L34Read the essay 'The Fellow Traveller'38-L35Introduced the characters39-L36Discussed the theme40-L37Briefed the essay41-L38Introduced Robert Lynd and his contemporaries42-P3Department Seminar43-L39Read and explained the essay 'The Money Box'44-L40Discussed ;the characters	24- L22	
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43- L39Read and explained the essay ' The Money Box'44- L40Discussed ;the characters45- L41Elaborated the theme		
44- L40Discussed ;the characters45- L41Elaborated the theme		
45- L41 Elaborated the theme		
46- L42 Briefed the essay		Elaborated the theme
	46- L42	Briefed the essay

47- L43	Allotting portion for Internal Test-II
	Internal Test II begins
48- L44	Discussed A. J. Cronin and his contemporaries
49-IT-II	Internal Test-II
50-L45	Read and explained ' The Best Investment I ever made'.
51- L46	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
52- L47	Discussed the characters
53- L48	Talked on the various styles used by the author
54- L49	Briefed the essay
55- L50	Introduced G. K. Chesterton
56- L51	Discussed about his works
57- L52	Read and explained 'The Worship of the Wealthy'
58- L53	Continued the essay ' The Worship of the Wealthy'
59-P4	College level meeting/ function
60- L54	Discussed about the characters
61- L55	Talked on various themes
62- L56	Briefed the essay
63- L57	Elaborated all the writers prescribed
64- L58	Allotting portion for Internal Test-III
	Internal Test III begins
65- L59	Briefed all the essays prescribed
66- L60	Gave revision in the three units
67-IT-III	Internal Test-III
68- L61	Gave revision in the next to units
69- L62	Final revision
70- L63	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
71-MT	Model Test
72-MT	Model Test
73-MT	Model Test
74-L64	Model test paper distribution and previous year university question paper
	discussion
75-L65	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes COs of the course " <course name="">"</course>	
CO1	The students learnt various essays
CO2	The students came to know about the life of various writers
CO3	They understood the problems in that age
CO4	They came to know about the different
CO5	Themes and styles used
CO6	
CO7	
CO8	
CO9	

Experimental	
Learning	
EL1	Visited the library
EL2	Enacted a play
EL3	Screened a play
EL4	
Integrated Activity	
IA1	Group discussion
IA2	Debate

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.

HOD Signature

Staff Signature

St. John's College, Palayamkottai Department of English COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

(i repared by starr member handling the course	
Programme Name	B. A. English
Course Name	PERSONALITY DEVELOPMENT
Course Code	GCSB5A
Class	III year (2018-2021)
Semester	Odd
Staff Name	MRS.ANTO SINDHUJA
Credits	2
L. Hours /P. Hours	2 / WK
Total 30Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 20 Hrs (5 units; 5×4=20; 4Hrs /unit	it)

Course Calendar

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	PERSONALITY, SELF AWARENESS , SWOT ,GOAL SETTING
2-L2	SELF MONITORING ,PERCEPTION,ATTITUDE , ASSERTIVENESS
3- P1	Welcoming of First year and Inauguration of Literary Association
4-L3	TEAM BUILDING ,LEADERSHIP,NEGOTIATION SKILLS,CONFLICT MANAGEMENT
5-L4	Allotting portion for Internal Test-I
	Internal Test I begins
6-IT-I	Internal Test-I
7-L5	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
8-L6	COMMUNICATION, TRANSACTIONAL ANALYSIS
9-L7	EMOTIONAL INTELLIGENCE
10-P2	College level meeting/Cell function
11-L8	STRESS MANAGEMENT
12-L9	STRESS MANAGEMENT
13-P3	Department Seminar
14-L10	TRANSACTIONAL ANALYSIS
15-L11	EMOTIONAL INTELLIGENCE
16-L12	Allotting portion for Internal Test-II

	Internal Test II begins
17-IT-1	Internal Test-II
18-L13	Test Paper distribution and result analysis
	Entering Internal Test-II Marks into University portal
19-L14	SOCIAL GRACES
20- P2	College level meeting/ function
21-L15	TABLE MANNERS
	DRESS CODE –
22-L16	GROUP DISCUSSION
	INTERVIEW
23- L17	Allotting portion for Internal Test-III
	Internal Test III begins
24- IT-III	Internal Test-III
25-L18	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
26-MT	Model Test
27-MT	Model Test
28-MT	Model Test
29-L19	Model test paper distribution and previous year university question paper
	discussion
30-L20	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	
CO2	
CO3	
CO4	
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	
EL2	
EL3	
EL4	
Integrated Activity	
IA1	
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
# For slow learner	higher study. : special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

Programme Name	B.A. English	
Course Name	Phonetics and Spoken English	
Course Code	GSEN3A	
Class	II year (2014-2015)	
Semester	Odd	
Staff Name	MR.JEBARAJ KINGSLY	
Credits	4	
L. Hours /P. Hours	4 / WK	
Total 60Hrs/Sem		
Internal Test-3 Hrs		
Model Test-3 Hrs		
Dept. Meetings-2 Hrs		
College Meetings-2 Hrs		
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /unit)		

Course Objectives

- To motivate the students to make use proper sounds in English.
 To introduce the 44 sounds to the students.
- > To train the students in developing communication skills in English.

Syllabus

Unit I	- Vowels, Stress
Unit-II	- Consonants, Intonation
Unit-III	- Transcription of words, sentences and marking of stress
Unit-IV	-At a Bank I
	–At a Bank II
	-At a hotel reception Hall
	-Helping a friend to obtain a flat I, II, III
	-A Discussion between two friends
	-Booking Accommodation at an outstanding hotel
	-Enquiring about flight /Arrivals
	- Enquiry for information
	-At the Restaurant
	-Visiting a Doctor
	-At the Library
Unit-V	-Greeting, Introduction, Information, Invitation, Permission,
	Request, Offers, Complements, Sympathy, Apology.
	Complaint, Gratitude, Persuasion, Suggestion, Warning, Opinion, Turn talking, Interview, Group Discussion, Public Speaking.

Course Calendar

Hour	Class Schedule
allotment	
	Odd Semester Begin on 18.06.2018
1-L1	Introduction to the significance of sounds.
2-L2	Introduction to English Phonetics.

3- L3	Discussion on the Organs of Speech.
4-L4	Discussion on the Organs of Speech.
5-L5	Classification of English Speech Sounds.
6-L6	Practice of first four Pure vowels.
7-L7	Practice of second four Pure vowels.
8- P1	Welcoming of First year and Inauguration of Literary Association
9-L8	Practice of the last four Pure vowels.
10- L9	Classification of Pure vowels.
11-L10	Practice of Diphthongs.
12-L11	Practice of Diphthongs.
13-L12	Classification of Diphthongs.
14-L13	Practice of Consonants.
15-L14	Allotting portion for Internal Test-I
	Internal Test I begins
16-L15	Practice of Consonants.
17-IT-1	Internal Test-I
18-L16	Practice of Consonants.
19-L17	Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Classification of Consonants Based on Place of articulation.
21-L19	Classification of Consonants Based on Manner of articulation.
22- P2	College level meeting/Cell function
23-L20	Rules governing Stress in English.
24-L21	Rules governing Stress in English.
25-L22	Discussion on Introduction in English.
26-L23	Discussion on Introduction in English.
27-L24	Transcription of words and sentences
28-L25	Transcription of words and sentences.
29-L26	Transcription of words and sentences.
30-L27	Making Stress.
31-L28	Making Stress.
32-L29	Introduction to Spoken English.
33-L30	Conversation at a Bank I and Bank II.
34- P3	Department Seminar
35-L31	Conversation at a reception Hall.
36-L32	Allotting portion for Internal Test-II
	Internal Test II begins
37-L33	Helping a friend to obtain a flat-a Conversation.
38- IT-II	Internal Test-II
39-L34	Booking Accommodation and Enquiring about flight /Arrivals.
40-L35	Test Paper distribution and result analysis
44.7.0 -	Entering Internal Test-II Marks into University portal
41-L36	Visiting a Doctor and Conversation at a Library.
42-L37	Langue Functions – Greeting and Introduction.
43-L38	Langue Functions – Invitation and Permission.
44- P4	College level meeting/ function
45-L39	Langue Functions - Request, Offers and Complements.
46-L40	Langue Functions - Sympathy and Apology.

47-L41	Langue Functions - Complaint and Gratitude.	
48-L42	Langue Functions - Persuasion and Suggestion.	
49-L43	Langue Functions -, Warning and Opinion.	
50-L44	Allotting portion for Internal Test-III	
	Internal Test III begins	
51 L45	Turn talking and Interview.	
52- L46	Group Discussion.	
53-IT-III	Internal Test-III	
54-L47	Public Speaking.	
55-L48	- Test Paper distribution and result analysis	
	Entering Internal Test-III Marks into University portal	
56- MT	Model Test	
57-MT	Model Test	
58-MT	Model Test	
59- L49	Model test paper distribution and previous year university question paper	
	discussion	
60-L50	Feedback of the Course, analysis and report preparation	
	Last Working day on 23.11.2018	

Course Outcomes	
Learning Outcomes	COs of the course " <course name="">"</course>
C01	Students have been exposed to English Speech Sounds
CO2	Students have learnt the 44 sounds.
CO3	Students have learnt the 44 sounds and symbols.
CO4	Students have learnt to Transcribe words.
CO5	Students have learnt the Transcribe words and sentences.
CO6	Students were given training to speak on given occasions.
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Students were made to listen to English from people of various
	nations.
EL2	Assignment on transcription was given.
EL3	
EL4	
Integrated Activity	
IA1	Group Discussion.
IA2	Role Plays.

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.

HOD Signature

Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name M.A. English Course Name **Research Methodology** Course Code PEHM34 Class II year (2018-2019) Semester **EVEN** Staff Name Dr.Edward David Sundaraj Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To make students understand the importance of research
- \blacktriangleright To make students aware of research methods
- > To make students aware of research ethics
- \triangleright

Syllabus

UNIT I

Selecting a topic **Conduction Research** Compiling a Working Bibliography UNIT II Taking Notes Plagiarism

UNIT III

The Mechanics of Writing **UNIT IV** The Formal of a Research UNIT V Documentation (I) : Preparing the list of works cited **Citing Periodical Print Publications Citing Nonperiodical print Publications Citing Web Publications**

Documentation(II) : Citing sources in the Text

Course Calendar

Hour Class Schedule	
allotment	
Odd Semester Begin on 18.06.2018	

1 1 1		
1-L1	Introduction to Research	
2-L2 3- L3	Introduction to the types of Research	
	Discussion on the various ideas of Research	
4-L4	Discussion on the present day research works	
5-L5	Lecture on how to select topic for research	
6-L6	Lecture on how to conduct research	
7-L7	Lecture on how to compile a Bibliography	
8-L8	Lecture on how to compile a Bibliography	
9-L9	Discussion on Bibliography with reference to a thesis	
10-P1	Welcoming of First year and Inauguration of Literary Association	
11-L10	Discussion on how to collect data for research	
12-L11	Lecture on data collecting	
13-L12	Introduction to Plagiarism	
14-L13	Lecture on the consequences of plagiarism	
15-L14	Lecture on the forms of plagiarism	
16-L15	Discussion on various types of plagiarism	
17-L16	Introduction to the mechanics of writing	
18-L17	Lecture on the importance of spelling and punctuation in research	
19-L18	Lecture on the purpose of punctuation in research	
20-L19	Lecture on the usage of punctuation in research	
21-L20	Lecture on the usage of italics in research	
22-L21	Lecture on the usage of foreign words in research	
23-L22	Allotting portion for Internal Test-I	
247.22	Internal Test I begins	
24-L23	Lecture on the usage of names of persons in research	
25-L24	Lecture on the usage of names of persons in research	
26-IT-1	Internal Test-I	
27-L25	Lecture on the usage of numbers in research	
28-L26	Lecture on the usage of roman numerals in research	
29-L27	Lecture on the usage of titles of works in research paper	
30-L28	Test Paper distribution and result analysis	
21.1.20	Entering Internal Test-I Marks into University portal	
31-L29	Lecture on the usage of quotation in research	
32-L30	Discussion on the mechanics of writing	
33-L31	Discussion on the mechanics of writing	
34-P2	College level meeting/Cell function	
35-L32	Introduction to the format of a research paper	
36-L33	Lecture on the format of research paper	
37-L34	Lecture on the format of research paper	
38-L35	Introduction to documentation in research	
39-L36	Introduction to how to prepare the works cited list	
40-L37	Lecture on documenting sources and cited list	
41-L38	Lecture on how to cited periodical print publications	
42-L39	Lecture on how to cite an article in research	
43-L40	Lecture on how to cite articles in research	
44- L41	Introduction to how to cite non peridocal print publications	
45-L42	Lecture on how to cite a book in research paper	
46- L43	Lecture on how to cite books in research paper	

86- L79 87-MT 88-MT	Model Test Model Test Model Test	
86- L79		
	Model Test	
	Entering Internal Test-III Marks into University portal	
85- L78	Discussion on how to write an effective research paper	
84- L77	Test Paper distribution and result analysis	
83- L76	Discussion on how to write an effective research paper	
82-IT-III	Internal Test-III	
81- L75	Discussion on journals and publications	
80- L74	Discussion on the scopes of research in future	
	Internal Test III begins	
79- L72	Allotting portion for Internal Test-III	
78- L71	Discussion on the importance of research	
70- L70 77- L71	Discussion on present day research qualities	
76- L70	Introduction to transcription and its effects	
75- L69	Lecture on intonation and its importance	
73-L08 74-P4	College level meeting/ function	
72-L07 73-L68	Lecture on stress and its importance	
71- L00 72- L67	Introduction to stress and intonation	
70- L65 71- L66	Lecture on the classification of consonants	
70- L65	Lecture on phonetics and its importance Lecture on the classification of English vowels	
68- L63 69- L64	Introduction to phonetics Lecture on phonetics and its importance	
67-L62 68-L63	Discussion on citing sources in the text	
66- L61 67- L62	Lecture on how to cite from bible and works of Shakespeare	
65-L60	Lecture on the abbreviation and usage of abbreviation in research	
64-L59	Lecture on bibliographic notes	
63-L58	Lecture on how to cite common literature	
<u>62-L57</u>	Lecture on how to cite works of corporate author and indirect sources	
<i>(</i>) <i>i i i i</i>	Entering Internal Test-II Marks into University portal	
61- L56	Test Paper distribution and result analysis	
60- L55	Lecture on how to cite entire work and work with no page numbers	
59-IT-II	Internal Test-II	
58-L54	Lecture on how to cite source in the text	
57-L53	Introduction to citing sources in the text	
	Internal Test II begins	
56-L52	Allotting portion for Internal Test-II	
55- L51	Lecture on citing web publications	
54- L50	Lecture on citing web publications	
53- L49	Lecture on citing web publications	
52- L48	Introduction to citing web publications	
51- P3	Department Seminar	
50- L47	Discussion on non periodical publications	
τ <i>)</i> - Lτ0	publications	
	Lecture on how to cite a book with multiple publishers and government	
47- L44 48- L45 49- L46	Lecture on how to cite an anonymous book scholarly edition Lecture on how to cite a multi volume book ,a book in a series	

	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students learnt the importance of research
CO2	Students learnt new aspects in research
CO3	Students got the knowledge of writing research paper
CO4	Students got the knowledge of research ethics
CO5	Students learnt the format of research paper
CO6	Students got knowledge on publishing research papers
CO7	Students got the knowledge of plagiarism
CO8	
CO9	
Experimental	
Learning	
EL1	Powerpoint presentation was made for students easy understanding
EL2	Lectures were taken using internet for practical reference
EL3	
EL4	
Integrated Activity	
IA1	Group discussion were made on related topics
IA2	Seminars were presented on related papers

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) M.A. English Programme Name Course Name Romantic Period Course Code KEHM13 Class I year (2018-2021) Semester Odd Staff Name Dr. K. Vijila Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > Make the students to get knowledge about the Romantic Writers
- Students were brought to notice the culture of the Romantic Writers Age
- Students were accustomed to get a picture about the period
- Resolution and Independance, ode to Autumn ode to the west wind, Kubla Khan

Syllabus

Unit – 1 Poetry		
William Collins	-	Ode to Evening
William Blake	-	The Chimney Sweeper
William Cowper	-	On the Receipt of my Mother's Picture
Robert Burns	-	Highland Mary

Unit -2 Poetry

William Wordsworth	-	Resolution and Independence
John Keats	-	Ode to Autumn
P.B.Shelley	-	Ode to the West Wind
S.T. Coleridge	-	Kubla Khan
Unit -3 Prose		
Charles Lamb	-	Christ's Hospital
		The Southern Sea House
William Hazlitt	-	The Fight
Unit – 4 Fiction		
Jane Austen	-	Emma
Emily Bronte	-	Wuthering Heights
Unit – 5 Fiction		
Sir Walter Scott	-	Kenilworth
Maria Edgeworth	-	Belinda

Hour allotment	Class Schedule
	Odd Semester Begin on 18.06.2018
1-L1	Talked in general about the Romantic Writers
2-L2	Discussed about the various aspects of the romantic Writers
3- L3	Taught the poem ode to the West Wind
4-L4	Critically analysed the poem ode to the west wind
5-L5	Discussed the theme and technique of the poem ode to the west wind
6-L6	
7-L7	
8-L8	
9-L9	
10-P1	Welcoming of First year and Inauguration of Literary Association
11-L10	Critically analysed the them and technique of the poem from the ode to the west wind
12-L11	Taught the poem kubla khan
13-L12	Critically analysed the poem kubla khan
14-L13	Interpreted the features of the poem kubla khan
15-L14	Discussed the various aspect of the poem
16-L15	Taught the poem ode to Autumn
17-L16	Discussed the theme and technique of the poem
18-L17	Analysed the various aspects of the poem
19-L18	Critically analysed the theme of the poem
20-L19	Discussed the psycho Analytica; themes of the poems
21-L20	
22-L21	
23-L22	Allotting portion for Internal Test-I
	Internal Test I begins
24-L23	Explained the poem in a detailed way
25-L24	Discussed all the theories
26-IT-1	Internal Test-I
27-L25	Conducted a test to check the students Discussed the cultural Theories
28-L26	
29-L27	
30-L28	-Test Paper distribution and result analysis
21 I 2 0	Entering Internal Test-I Marks into University portal
<u>31- L29</u>	Students visited the library for reference work
32-L30	Students visited the library for reference work
33-L31	
<u>34-P2</u>	College level meeting/Cell function
<u>35-L32</u>	Taught the poem Resolution and Independence
36-L33	Taught the poem Resolution and Independence
37-L34	Analysed the theme and Technique of the poem Resolution and Independence
<u>38- L35</u>	Analysed the theme and Technique of the poem Resolution and Independence
39- L36	Explained the poem in detail method
40- L37	Critically Analysed the poems of Romantic writers

Internal Test-III Condected a test to check the students
Condected a test to check the students
Internal Test-III
Explained and critically analysed all the aspcts of the romantic writers
Explained and critically analysed all the aspects of the romantic writers
Internal Test III begins
Allotting portion for Internal Test-III
The history of the writers were discussed
The stories and the poems of the romantic writers were discussed
The stories and the poems of the romantic writers were discussed
Reference works were done
College level meeting/ function
Critically analysed the novel and the theories were discussed
Critically analysed the novel and the theories were discussed
Taught Maria Edgeworth's novel Belinda
Discussed the various aspects of the period
Library work was done by the students
Work of William Hazlitt
Critically analysed the prose
Taught William Hazlitt's the Fight
Discussed the cultural theories related to Emily Bornte's age
Discussed the cultural theories related to Emily Bornte's age
Critically analysed the story Wulthering Height
Taught Emily Bronfe's wulthering Heights
Entering Internal Test-II Marks into University portal
Test Paper distribution and result analysis
Internal Test-II
The form ,temper and the changes of the Age was discussed
General characteristics were discussed
Internal Test II begins
Allotting portion for Internal Test-II
Shelly's revolutionary idealism was explained in a detailed way
Shelly's revolutionary idealism was explained in a detailed way
Wordsworth's Theory of Poetry was explained
Age of Wordsworth ,Keats and Coleridge were explained
Department Seminar
Romantic Revival was explained
Romantic Revival was explained
A clear cut picture of the romantic world was explained to the students
A clear cut picture of the romantic world was explained to the students
A clear cut picture of the romantic world was explained to the students
The Theories were discussed in a detail way
The Theories were discussed in a detail way
Interpreted the poem in various aspects
Interpreted the poem in various aspects

86- L79	Model Test
87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>	
CO1	Students got knowledge about the Romantic writers	
CO1	Students got knowledge about the Romantic writers	
C02		
	Students got a clue upon the subject	
CO4	Students were brought to notice syllabus	
CO5	Romantic writers revolutionary idealism and theory of poetry was understood by students	
CO6	Romantic writers revolutionary idealism and theory of poetry was understood by students	
CO7	Romantic writers revolutionary idealism and theory of poetry was understood by the students	
CO8	Students were indoctrinated with new information	
CO9	Students were indoctrinated with new information	
Experimental		
Learning		
EL1	Motivated the advanced learner to support the slow learner	
EL2	Motivated the advanced leaner to support the slow learner	
EL3	To attend the remedial classes	
EL4	Motivate the students to prepare for higher study	
Integrated Activity		
IA1	Students visited the library for reference work	
IA2	Used E-learning resources	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc., : use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course) Programme Name M.A. English Course Name Shakespeare Course Code PEHM33 Class I year (2018-2021) Semester Odd Staff Name MR.JEBARAJ KINGSLY Credits 6 L. Hours /P. Hours 6 / WK Total 90 Hrs/Sem Internal Test-3 Hrs Model Test-3 Hrs

Dept. Meetings-2 Hrs College Meetings-2 Hrs Remaining 80 Hrs (5 units; 5×16=80; 16Hrs /unit)

Course Objectives

- > To gain an insight in the age of Shakespeare.
- > To make the students understand the themes and techniques of Shakespearean plays and sonnets.
- > To make the students realise the relevance of shakespeare to the present age.

Syllabus

UNIT-I

Midsummer Night's Dream

UNIT-II

Hamlet

UNIT-III

Measure for Measure

UNIT-IV

Antony and Cleopatra

UNIT-V

Quartos and Folios Textual Criticism Shakespearean Criticism Historical Plays Narrative Poems

Reference:

A.C.Bradley-Shakespearean Tragedy G.Wilson Knight-The Wheel of Fire, The Imperial Theme A.W.Pollard-Shakespeare Folios and Quartos Britannica Encyclopaedia on Shakespeare

Course Ca Hour	Class Schedule
allotment	
1-L1	Odd Semester Begin on 18.06.2018
2-L2	Introduction to Shakespeare as a dramatist
2-L2 3- L3	An insight into Shakespearean comedy
<u>3- L3</u> 4-L4	A discussion on the plot summary of A Midsummer Night's Dream Continuation of the discussion on plot summary
<u>4-L4</u> 5-L5	Analysis of first 2 Acts
<u>5-L5</u> 6-L6	Critical analysis of Acts III and IV
<u>0-L0</u> 7-L7	Critical analysis of Act V
<u>7-L7</u> 8-L8	Theme of love in the play
<u>8-L8</u> 9-L9	Superstitious Elements in the play
<u>9-L9</u> 10-P1	Superstitutions Elements in the play Welcoming of First year and Inauguration of Literary Association
11-L10	Role of Dreams in the play
11-L10 12-L11	Loss of individual identity in the drama
12-L11 13-L12	Theme of male dominance
13-L12 14-L13	General Criticism on the drama
15-L14	Introduction to Shakespearean Tragedy
16-L15	Plot overview of Hamlet
17-L16	Plot overview of Hamlet
18-L17	Critical analysis of Act I in Hamlet
19-L17 19-L18	Critical analysis of Act II in Hamlet
20-L19	Critical analysis of Act III in Hamlet
21-L20	Critical analysis of Act IV in Hamlet
22-L21	Critical analysis of Act V in Hamlet
23-L21 23-L22	Allotting portion for Internal Test-I
23-122	Internal Test I begins
24-L23	The impossibility of Certainty
25-L24	The complexity of Action in Hamlet
26-IT-1	Internal Test-I
27-L25	The Mystery of Death in Hamlet
28-L26	A psychoanalytical reading of Hamlet
29-L20 29-L27	Character Sketch of Hamlet
30-L28	
20 1120	Entering Internal Test-I Marks into University portal
31- L29	General Criticism on the play Hamlet
32- L30	Characteristics of Shakespeare's problem plays
33- L31	Plot overview of Measure for Measure
34-P2	College level meeting/Cell function
35-L32	Plot overview of Measure for Measure
36- L33	Critical analysis of Act I
37- L34	Critical analysis of Act II
38- L35	Critical analysis of Act III
39- L36	Critical analysis of Act IV
40- L37	Critical analysis of Act V
41- L38	Theme of Justice with Mercy in the play
42- L39	Symbolism in the play

43-140 Theme of Disguise in the play 44-141 Character of Isabella 45-142 Temptation in the play 46-143 Appearance Vs Reality in the play 47-144 General criticism on the play 48-145 Other Critics view on the play 48-145 Other Critics view on the play 49-146 Analysis of Quartos and Folios of Shakespeare 50-147 Analysis of Quartos and Folios of Shakespeare 51-173 Department Seminar 52-148 Analysis of Quartos and Folios of Shakespeare 53-149 Study of Textual criticism on Shakespeare 54-150 Study of Textual criticism on Shakespeare 54-151 Study of Textual criticism on Shakespeare 54-153 Discussion on Shakespearean Criticism 59-153 Discussion on Shakespearean Criticism 59-154 Discussion on Shakespeare and Criticism 61-155 Discussion on Shakespeare and Criticism 61-156 —-Test Paper distribution and result analysis 62-157 Study of Shakespeare's Historical Plays 63-1458 Study of Shakespeare's Narrative Poems 64-159 Shakespeare's Narrative Poems <t< th=""><th></th><th></th></t<>		
45-142 Temptation in the play 46-143 Appearance Vs Reality in the play 47-144 General criticism on the play 48-145 Other Critics view on the play 49-146 Analysis of Quartos and Folios of Shakespeare 50-147 Analysis of Quartos and Folios of Shakespeare 51-P3 Department Seminar 52-148 Analysis of Quartos and Folios of Shakespeare 53-149 Study of Textual criticism on Shakespeare 54-150 Study of Textual criticism on Shakespeare 55-151 Study of Textual criticism on Shakespeare 56-152 Allow of Textual criticism 57-153 Discussion on Shakespearean Criticism 58-154 Discussion on Shakespearean Criticism 59-17-11 Internal Test-II 60-155 Discussion on Shakespeare's Historical Plays 61-155 Discussion on Shakespeare's Historical Plays 62-157 Study of Shakespeare's Historical Plays 63-160 Introduction to Shakespeare's Narrative Poems 65-161 Introduction to Shakespeare's Narrative Poems 65-162 Narrative structure in the poems 68-163 Introduction to Roman Plays <td>43- L40</td> <td>Theme of Disguise in the play</td>	43- L40	Theme of Disguise in the play
46- L43 Appearance Vs Reality in the play 47 - L44 General criticism on the play 48- L45 Other Critics view on the play 49- L46 Analysis of Quartos and Folios of Shakespeare 50- L47 Analysis of Quartos and Folios of Shakespeare 51- P3 Department Seminar 52- L48 Analysis of Quartos and Folios of Shakespeare 53- L49 Study of Textual criticism on Shakespeare 54- L50 Study of Textual criticism on Shakespeare 55- L51 Study of Textual criticism on Shakespeare 56-L52	44- L41	Character of Isabella
47-1.44 General criticism on the play 48-1.45 Other Critics view on the play 49-1.46 Analysis of Quartos and Folios of Shakespeare 50-1.47 Analysis of Quartos and Folios of Shakespeare 51-173 Department Seminar 52-1.48 Analysis of Quartos and Folios of Shakespeare 53-1.49 Study of Textual criticism on Shakespeare 54-1.50 Study of Textual criticism on Shakespeare 55-1.51 Study of Textual criticism 57-1.53 Discussion on Shakespearean Criticism 58-1.54 Discussion on Shakespearean Criticism 59-17-11 Internal Test-II 60-1.55 Discussion on Shakespearean Criticism 61-1.56 -rest Paper distribution and result analysis Entering Internal Test-II Marks into University portal 62-1.57 Study of Shakespeare's Historical Plays 63-1.58 Study of Shakespeare's Narrative Poems 64-1.69 Study of Chamay and Cleopatra 70-1.65 Plot summary of Antony and Cleopatra 71-1.66 Critical analysis of Act IV 71-1.68 Critical analysis of Act IV 71-1.66 Critical analysis of Act IV	45- L42	Temptation in the play
48- L45 Other Critics view on the play 49- L46 Analysis of Quartos and Folios of Shakespeare 50- L47 Analysis of Quartos and Folios of Shakespeare 51- P3 Department Seminar 52- L48 Analysis of Quartos and Folios of Shakespeare 53- L49 Study of Textual criticism on Shakespeare 54- L50 Study of Textual criticism on Shakespeare 55- L51 Study of Textual criticism on Shakespeare 56-L52 Allotting portion for Internal Test-II 100 Internal Test I begins 57-L53 Discussion on Shakespearean Criticism 58-L54 Discussion on Shakespearean Criticism 59-IT-II Internal Test-II 60- L55 Discussion on Shakespearean Criticism 61- L56 Test Paper distribution and result analysis Entering Internal Test-II Marks into University portal 63- L58 Study of Shakespeare's Historical Plays 64- L59 Study of Shakespeare's Historical Plays 65- L60 Introduction to Shakespeare's Narrative Poems 66- L61 Themes in Shakespeare's Narrative Poems 66- L62 Narrative structure in the poems 66- L64 Ptot s	46- L43	Appearance Vs Reality in the play
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62- L57 Study of Shakespeare's Historical Plays 63- L58 Study of Shakespeare's Historical Plays 64- L59 Study of Shakespeare's Historical Plays 65- L60 Introduction to Shakespeare's Narrative Poems 66- L61 Themes in Shakespeare's Narrative Poems 67- L62 Narrative structure in the poems 68- L63 Introduction to Roman Plays 69- L64 Plot summary of Antony and Cleopatra 70- L65 Plot summary of Antony and Cleopatra 71- L66 Critical analysis of the play –Act I 72- L67 Critical analysis of the play –Act II 73- L68 Critical analysis of Act III of the play 74-P4 College level meeting/ function 75- L69 Critical analysis of Act IV 76- L70 Critical analysis of Act V 77- L71 The struggle between Reason and Emotion 78- L72 The Clash of East and West 79- L73	61- L56	Test Paper distribution and result analysis
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67-L62 Narrative structure in the poems 68-L63 Introduction to Roman Plays 69-L64 Plot summary of Antony and Cleopatra 70-L65 Plot summary of Antony and Cleopatra 71-L66 Critical analysis of the play –Act I 72-L67 Critical analysis of the play –Act II 73-L68 Critical analysis of Act III of the play 74-P4 College level meeting/ function 75-L69 Critical analysis of Act IV 76-L70 Critical analysis of Act V 77-L71 The struggle between Reason and Emotion 78-L72 The Clash of East and West 79-L73 Allotting portion for Internal Test-III 80-L74 Character sketch of Antony 81-L75 Character sketch of Cleopatra 82-IT-III Internal Test-III 83-L76 General criticism of the Drama 84-L77 Test Paper distribution and result analysis 85-L78 Revision	65- L60	Introduction to Shakespeare's Narrative Poems
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73- L68 Critical analysis of Act III of the play 74-P4 College level meeting/ function 75- L69 Critical analysis of Act IV 76- L70 Critical analysis of Act V 77- L71 The struggle between Reason and Emotion 78- L72 The Clash of East and West 79- L73 Allotting portion for Internal Test-III 80- L74 Character sketch of Antony 81- L75 Character sketch of Cleopatra 82-ITIII Internal Test-III 83- L76 General criticism of the Drama 84- L77 Test Paper distribution and result analysis 85- L78 Revision	71- L66	Critical analysis of the play –Act I
74-P4College level meeting/ function75- L69Critical analysis of Act IV76- L70Critical analysis of Act V77- L71The struggle between Reason and Emotion78- L72The Clash of East and West79- L73 Allotting portion for Internal Test-IIIInternal Test III begins80- L74Character sketch of Antony81- L75Character sketch of Cleopatra82-IT-IIIInternal Test-III83- L76General criticism of the Drama84- L77 Test Paper distribution and result analysis85- L78Revision	72- L67	Critical analysis of the play –Act II
75- L69Critical analysis of Act IV76- L70Critical analysis of Act V77- L71The struggle between Reason and Emotion78- L72The Clash of East and West79- L73	73- L68	
76- L70 Critical analysis of Act V 77- L71 The struggle between Reason and Emotion 78- L72 The Clash of East and West 79- L73 Allotting portion for Internal Test-III 79- L73 Allotting portion for Internal Test-III 80- L74 Character sketch of Antony 81- L75 Character sketch of Cleopatra 82-IT-III Internal Test-III 83- L76 General criticism of the Drama 84- L77 Test Paper distribution and result analysis 85- L78 Revision	74-P4	College level meeting/ function
77- L71The struggle between Reason and Emotion78- L72The Clash of East and West79- L73		
78- L72 The Clash of East and West 79- L73 Allotting portion for Internal Test-III Internal Test III begins 80- L74 Character sketch of Antony 81- L75 Character sketch of Cleopatra 82-IT-III Internal Test-III 83- L76 General criticism of the Drama 84- L77 Test Paper distribution and result analysis 85- L78 Revision		
79- L73 Allotting portion for Internal Test-IIIInternal Test III begins80- L74Character sketch of Antony81- L75Character sketch of Cleopatra82-IT-IIIInternal Test-III83- L76General criticism of the Drama84- L77 Test Paper distribution and result analysis85- L78RevisionEntering Internal Test-III Marks into University portal		
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82-IT-III Internal Test-III 83-L76 General criticism of the Drama 84-L77 Test Paper distribution and result analysis 85-L78 Revision Entering Internal Test-III Marks into University portal		
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85- L78 Revision Entering Internal Test-III Marks into University portal		
Entering Internal Test-III Marks into University portal		
	85- L78	
86-L79 Model Test		
	86- L79	Model Test

87-MT	Model Test
88-MT	Model Test
89-MT	Model test paper distribution and previous year university question paper
	discussion
90-L-80	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Students have gained an insight into the age of Shakespeare
CO2	Students understood various themes in his plays
CO3	Students learnt the dramatic techniques of Shakespeare
CO4	The relevance of Shakespeare's dramas to the present age was studied
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Quiz was conducted
EL2	Hamlet was screened
EL3	Antony and Cleopatra was screened
EL4	Quiz was conducted
Integrated Activity	
IA1	Group discussion on Shakespeare as a dramatist
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
# For Advanced Learner	learning resources, Google classroom, study tour, etc.,: use library books, E- books, motivate student to prepare for higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
# Extension activity	the slow learner to study. To attend the remedial classes. : Motivate student to take classes for school students.
HOD Signature	Staff Signature

COURSE ACADEMIC PLAN

(Prepared by staff member handling the course)

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Programme Name	B.A. English
Course Name	Social History of English
Course Code	SAEN11
Class	I year (2018-2021)
Semester	Odd
Staff Name	Mr SATHISH
Credits	4
L. Hours /P. Hours	4 / WK
Total 60Hrs/Sem	
Internal Test-3 Hrs	
Model Test-3 Hrs	
Dept. Meetings-2 Hrs	
College Meetings-2 Hrs	
Remaining 50 Hrs (5 units; 5×10=50; 10Hrs /	unit)

Course Objectives

Syllabus

- To learn and acquire general knowledge about the old, the medieval or middle and modern period of England in political perspective.
- To correlate the socio political history with the literary history of English and to perceive how the literature from the land reflexes nations history.
- To decipher the knowledge of socio political history and enabling them to get familiarized with representative literary & Cultural texts.

Unit-I		
		Introduction- A brief outline of British History
Chapter	Ι	The Renaissance
Ĩ	II	The Reformation
Unit-II		
Chapter	III	The Religion of England
-	IV	The Elizabethan Theatre
	VI	The Civil War and its Social Consequences
Unit-III		-
Chapter	VII	Puritanism
	VII	Restoration England
	XI	Coffee- House Life in London.
Unit-IV		
Chapter	XIII	The Industrial Revolution
	XIV	The Methodist Movement
	XV	Other Humanitarian Movement
Unit-V		
Chapter	XVI	Effects of the French Revolution

XIX Development of Education in Victorian England

Course Ca	
Hour	Class Schedule
allotment	
4.7.4	Odd Semester Begin on 18.06.2018
1-L1	Introduction to British History.
2-L2	100 years war.
3-L3	War of the Roses and Tudor period.
4-L4	Stuart period and the house of Winsor.
5-L5	The Renaissance-Introduction invention and discoveries.
6-L6	Renaissance in Italy, France and England. Renaissance writers and summing up Renaissance.
7-L7	Reformation- Introduction, movement in England.
8- P1	Welcoming of First year and Inauguration of Literary Association
9- L8	Reformation during Henry VIII, Edward VI.
10- L9	Religious settlement and results of the movement.
11-L10	Introduction- The religion of England.
12-L11	High Church, Low Church, Origin of Methodism, Baptists.
13-L12	Congregationalism, Presbyterianism-Quakerism, Unitarianism, The Adventists.
14-L13	Introduction to Elizabethan Theatre, various Theatres and Elizabethan audience.
15-L14	Shakespeare's theatrical contribution and summing up.
	Internal Test I begins
16-L15	Introduction to Civil War-causes of Civil War, its significance.
17-IT-1	Internal Test-I
18-L16	Results of Civil War and summing up the effect of Civil War.
19-L17	-Test Paper distribution and result analysis
	Entering Internal Test-I Marks into University portal
20-L18	Introduction to Puritanism, Origin, Ideals, Daily routine.
21- L19	Puritan contribution to Literature, Puritanism and politics ,summing up
22- P2	College level meeting/Cell function
23-L20	Introduction: Restoration England, Religion formation of political parties.
24-L21	Development of Science, Royal Society, Revival of theatre.
25-L22	Social Structure and distribution of wealth
26-L23	Introduction to Coffee- House-origin development and separate Coffee- Houses.
27-L24	Important Coffee- Houses in England and suppression of Coffee- Houses during French revolution.
28-L25	Summing up Restoration and Coffee- Houses in England.
29-L26	Introduction to Industrial Revolution.
30-L27	Factors favourable in England for Industrial development.
31-L28	Revolution in textile Industry, Iron and coal Industries.
32-L29	Improvemence in means of transport, Inland navigation & results of Industrial Revolution.
33-L30	Introduction- Methodist Movement-Origin.
34- P3	Department Seminar
35-L31	Service renounced by John Wesley, George Whitefield and other Methodists.
36-L32	Social effects and influence on English Literature.
	Internal Test II begins
37- L33	Introduction Other Humanitarian Movements.

38- IT-II	Internal Test-II
39-L34	Establishment of hospital-prison reform-revision of legal system.
40-L35	Anti-Slavery Movements.
	Entering Internal Test-II Marks into University portal
41-L36	Poor law amendment act, summing up Other Humanitarian Movement.
42- L37	Introduction-effects of French Revolution.
43- L38	Causes for the French Revolution and effects of French Revolution, The
	National Debt.
44- P4	College level meeting/ function
45-L39	Passing Corn Law, Anti Corn Law League, repeal of Corn Law.
46-L40	Reform Bill of1832 and how French Revolution influenced English Literature
	and Summing up.
47-L41	Introduction- Victorian Age.
48-L42	General features of people's character.
49-L43	The great exhibition, the Oxford movement.
50-L44	Summing up of Victorian Age.
	Internal Test III begins
51 L45	Introduction-development in Secondary Education and Educational reforms.
52- L46	Gladstone's Education Act of 1870, The test of 1871, and development of
	women's education.
53-IT-III	Internal Test-III
54-L47	Establishment of Board of Education and summing up.
55-L48	Test Paper distribution and result analysis
	Entering Internal Test-III Marks into University portal
56- MT	Model Test
57-MT	Model Test
58-MT	Model Test
59- L49	Model test paper distribution and previous year university question paper
	discussion
60-L50	Feedback of the Course, analysis and report preparation
	Last Working day on 23.11.2018

Learning Outcomes	COs of the course " <course name="">"</course>
CO1	Would have learnt and acquire general knowledge.
CO2	The historical movements.
CO3	Cultural politics of England.
CO4	Would have understood the socio cultural background on which a
	literary test is grounded.
CO5	
CO6	
CO7	
CO8	
CO9	
Experimental	
Learning	
EL1	Group discussion on movements in the history of England.

EL2	
EL3	PPT
EL4	
Integrated Activity	
IA1	Quiz on the revolutionist other topics.
IA2	

# Blended Learning	: using PPT, video, library resources, ICT techniques, E-
	learning resources, Google classroom, study tour, etc.,
# For Advanced Learner	: use library books, E- books, motivate student to prepare for
	higher study.
# For slow learner	: special care taken, motivate the advanced learner to support
	the slow learner to study. To attend the remedial classes.
# Extension activity	: Motivate student to take classes for school students.
HOD Signature	Staff Signature