

# M.A., ENGLISH

## Syllabus

Program Code: PEN

2021-2022 onwards

---



**MANNAR THIRUMALAI NAICKER COLLEGE**

(AUTONOMOUS)

Re-accredited with "A" Grade by NAAC

PASUMALAI, MADURAI – 625 004

## **NAME OF THE COURSE:**

Mannar Thirumalai Naicker College under choice based credit system (CBCS) is offering a two year MA (Master of English ) Degree Course (Semester Pattern) in English with provision for a research project in the second year. The term credit is used to describe the quantum of syllabus for various programmes in terms of hours of study. Core, Elective and Non Major courses are a set of compulsory courses required for each programme. The minimum credit requirement for a two-year master's programme is 90.

## **ELIGIBILITY FOR THE COURSE**

Candidates for admission to the Master of English course should possess a Bachelor's degree in English or an examination accepted as equivalent thereto with a minimum pass.

## **APPLICATION FOR ADMISSION**

Application for admission to the course must be made in prescribed form obtainable at the office of the institution offering the course. The admission will be followed by Interview to enable the respective admission committee to decide about the suitability of the candidate. The selection candidates will be made based on the marks obtained from the qualifying examinations (100%) conducted by the concerned college. The decision of the committee shall be final in all cases of admission.

## **ELIGIBILITY FOR THE DEGREE**

No candidates shall be eligible for the degree unless he/she has completed the prescribed course of study in an institution and has passed the prescribed examination.

No candidates shall be admitted to the examination unless he/she has attended not less than 75% of the total lecture of each paper, a certificate from the head of the institution where he./she studied certifying that his/her progress and conduct have been satisfactory.

## **DURATION OF THE COURSE**

The course for the degree of Master of English shall consist of four semesters, two in the first year and two in the second year. The academic year shall be divided into two semesters, the first being from middle of June to middle of November and the second from middle of December to middle of April. (I Year two semesters and II Year two semesters). Each semester consisting a period of 90 working days.

## **METHODS OF STUDY**

The PG programme consists of a number of courses. The term 'course' is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The PG Program in English consists of Major Courses (16 courses), Elective Courses (2 Courses) and Non Major Subject Courses (1 Course) distributed among the four semester periods. The courses include concurrent Research project work. Lectures shall be supplemented by participatory methods of learning, seminars, workshops, special lectures, assignments and other appropriate communication materials etc in accordance with nature of the subject with a view to enable the candidate to understand, analyze their subject matter.

## EXAMINATIONS

There shall be examination at the end of each semester, for odd semesters in the month of Nov/ Dec for even semesters in April / May. A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course (s) in the subsequent examinations to be held in Nov/Dec or April /May. A candidate should get registered for the first semester examination. If registration is not possible owing to shortages of attendance beyond condonation limit/ regulation prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the course. The results of all examinations will be published by the University.

## CONDONATION

Students must have 75% of attendance in each course for appearing the examination. Students who have 74% to 65% of attendance shall apply for condonation in the prescribed form with the prescribed fee. Students who have 64% to 50% of attendance shall apply for condonation in prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 50% of attendance are not eligible to appear for the examination. They shall re-do the semester(s) after completion of the programme.

## Subjects of Study

The courses offered under the PG programs belong to the following categories:

1. Core Subjects
2. Electives
3. Non Major Electives (NME)

## Pattern of the question paper for the Continuous Internal Assessment

**Note: Duration – 1 hour 30 minutes**

The components for continuous internal assessment are:

### Part –A

Four multiple choice questions (answer all) 4 x 01= 04 Marks

### Part –B

Three short answers questions (answer all) 3 x 02= 06 Marks

### Part –C

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

### Part –D

Two questions out of three 2 x 10 =20 Marks

Total -----  
40 Marks  
-----

**The scheme of Examinations:**

The components for continuous internal assessment are:

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

Two tests and their average --15 marks

Seminar /Group discussion --5 marks

Assignment --5 marks

-----  
Total 25 Marks  
-----

**Pattern of the question paper for the Summative Examinations:****Note: Duration- 3 hours****Part –A**

Ten multiple choice questions 10 x01 = 10 Marks

No Unit shall be omitted: not more than two questions from each unit.)

**Part –B**

Short answer questions (one question from each unit) 5 x02 = 10 Marks

**Part –C**

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

(One question from each Unit)

**Part –D**

Three Essay questions out of five 3 x 10 =30 Marks

(One question from each Unit)

-----  
Total 75 Marks  
-----

**Minimum Marks for a Pass**

50% of the aggregate (Internal +Summative Examinations).

No separate pass minimum for the Internal Examinations.

34 marks out of 75 is the pass minimum for the Summative Examinations.

## VISION

The Department of English at Mannar Thirumalai Naicker College inculcates universal humanism in young minds and enriches their efficacy through language and literature

## MISSION

- To sharpen the learner's tool of effective communication of the students through literary classics and language training
- To instill in the young mind a holistic perspective of universal humanism through literatures of the world
- To nurture national and regional cultures through literatures of the world
- To enhance the learner's critical, creative and career skills in order to make them proactive citizens employable in nation-building
- To inculcate transdisciplinary perspective of global and regional cognitive activities through translation studies

The 12 Graduate Attributes\*:

1. (KB) A knowledge base for engineering: Demonstrated competence in university level mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge appropriate to the program.
2. (PA) Problem analysis: An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex engineering problems in order to reach substantiated conclusions
3. (Inv.) Investigation: An ability to conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid conclusions.
4. (Des.) Design: An ability to design solutions for complex, open-ended engineering problems and to design systems, components or processes that meet specified needs with appropriate attention to health and safety risks, applicable standards, and economic, environmental, cultural and societal considerations.
5. (Tools) Use of engineering tools: An ability to create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to a range of engineering activities, from simple to complex, with an understanding of the associated limitations.
6. (Team) Individual and teamwork: An ability to work effectively as a member and leader in teams, preferably in a multi-disciplinary setting.
7. (Comm.) Communication skills: An ability to communicate complex engineering concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions.
8. (Prof.) Professionalism: An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest.

9. (Impacts) Impact of engineering on society and the environment: An ability to analyze social and environmental aspects of engineering activities. Such ability includes an understanding of the interactions that engineering has with the economic, social, health, safety, legal, and cultural aspects of society, the uncertainties in the prediction of such interactions; and the concepts of sustainable design and development and environmental stewardship.
10. (Ethics) Ethics and equity: An ability to apply professional ethics, accountability, and equity.
11. (Econ.) Economics and project management: An ability to appropriately incorporate economics and business practices including project, risk, and change management into the practice of engineering and to understand their limitations.
12. (LL) Life-long learning: An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge

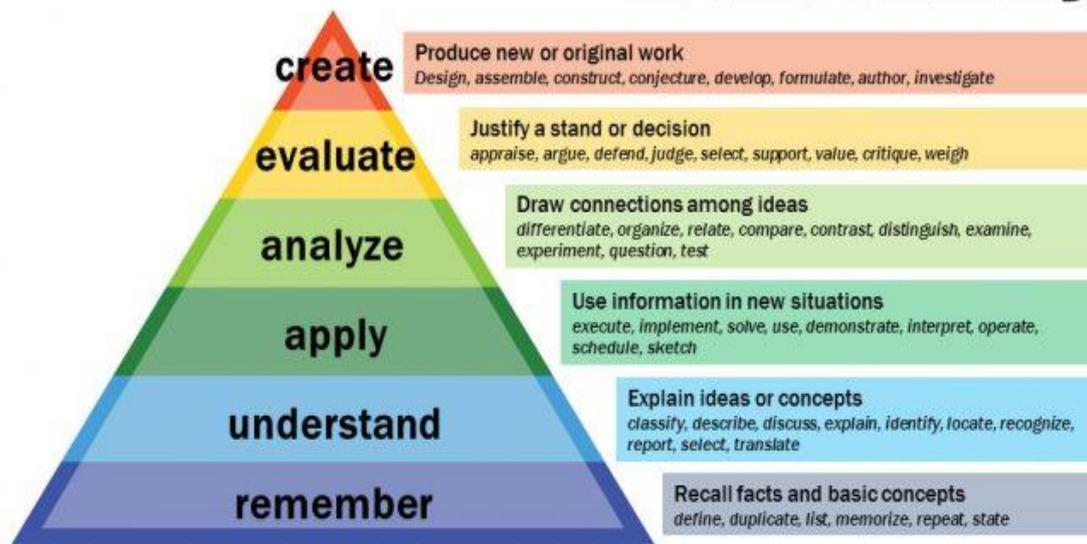
<b>WA</b>	<b>Graduate Attributes</b>	<b>Caption as</b>
<b>WA1</b>	<b>Knowledge Base</b> Demonstrated competence in university level mathematics, natural sciences, engineering fundamentals, and specialized engineering knowledge appropriate to the program.	<b>Knowledge Base</b>
<b>WA2</b>	<b>Problem Analysis</b> An ability to use appropriate knowledge and skills to identify, formulate, analyze, and solve complex engineering problems in order to reach substantiated conclusions	<b>Problem Analysis</b>
<b>WA10</b>	<b>Communication Skills</b> An ability to communicate complex engineering concepts within the profession and with society at large. Such ability includes reading, writing, speaking and listening, and the ability to comprehend and write effective reports and design documentation, and to give and effectively respond to clear instructions	<b>Communication Skills</b>
<b>WA6</b>	<b>Professionalism</b> An understanding of the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest.	<b>Professionalism</b>
<b>WA12</b>	<b>Life-long learning</b> An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge	<b>Life-long learning</b>

<b>PROGRAM EDUCATIONAL OBJECTIVES (PEOs)</b>	
<b>PEO1:</b>	Enrichment in Effective Communication
<b>PEO2:</b>	Enhancement of aesthetic and literary sensibilities
<b>PEO3:</b>	Empowerment through Employability Skills
<b>PEO4:</b>	Emancipation in ethical and social values so as to serve the society and nation
<b>PEO5:</b>	Preparation for life-long learning to identify, think about and promote progressive changes in a proactive way
<b>PEO6:</b>	Evaluation of individual's critical abilities based on universal literary theories

<b>PO NO</b>	<b>PROGRAMME OUTCOMES (POs)</b>	
<b>At the end of the programme, the students will be able to</b>		
<b>PO – 1</b>	Integrate the academic abilities and expertise gained from the study of humanities and arts and other similar fields, and gains requisite scope and breadth for a transdisciplinary context.	<b>Knowledge Base</b>
<b>PO – 2</b>	Demonstrate proficiency in the use of effective disciplinary techniques in research, critical study, artistic work and professional performance.	<b>Problem Analysis &amp; Investigation</b>
<b>PO – 3</b>	Communicate observations, recommendations and suggestions effectively, concisely and accurately, both verbally and in writing, to various types of audiences.	<b>Communication Skills &amp; Design</b>
<b>PO - 4</b>	Articulate and apply principles, concepts, ethics and ideals resulting from an integrated view of their fields of research and to show knowledge and resolution of existing social and environmental issues.	<b>Individual and Team Work</b>
<b>PO - 5</b>	Apply professional ethics, accountability and equity in all their endeavours.	<b>Professionalism, Ethics and Equity</b>
<b>PO - 6</b>	Use new tools, resources and technology to keep abreast with current developments in their discipline and practice life-long learning.	<b>Lifelong learning</b>

PROGRAM SPECIFIC OUTCOME (PSOs)	
<b>PSO1:</b>	To appreciate the nuances of a literary text in its socio-political and psychological contexts
<b>PSO2:</b>	To validate the literary discussions on history, culture, race, gender and ecology founding them on literary theories
<b>PSO3:</b>	To deliver the expertise in English Language Teaching using the contemporary ELT principles and methods
<b>PSO4:</b>	Exploring the field of interest in language and literature with the help of documentation standardized in MLA and APA styles
<b>PSO5:</b>	Assimilate their language proficiency in to media industry and for translating literary as well as non-literary writings
<b>PSO6</b>	Empathize with the lives of the Fourth world and the marginalized

## Bloom's Taxonomy



**MANNAR THIRUMALAI NAICKER COLLEGE (Autonomous), Pasumalai**  
**M.A., ENGLISH., Curriculum**

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

Course Code	Title of the Course	Hours	Credits	Maximum Marks		
				Int	Ext	Total
<b>FIRST SEMESTER</b>						
	<i>Core Courses</i>					
21PENC11	British Literary Tradition: Chaucer To Swift	6	4	25	75	100
21PENC12	American Literary Tradition :Native Oral Tradition to Rise of Realism	6	4	25	75	100
21PENC13	Indian Literature In English : Michael Madhusudan Dutt to Girish Karnad	6	4	25	75	100
21PENC14	Shakespeare Studies	6	4	25	75	100
21PENC15	Literary Theory-I	6	4	25	75	100
	<b>Total</b>	<b>30</b>	<b>20</b>	<b>125</b>	<b>375</b>	<b>500</b>
<b>SECOND SEMESTER</b>						
	<i>Core Courses</i>					
21PENC21	British Literary Tradition: William Blake To W.H.Auden	6	4	25	75	100
21PENC22	American Literary Tradition: Realism to Experimentalism	6	4	25	75	100
21PENC23	Indian Literature In English : R. Parthasarathy to Arundhati Roy	6	4	25	75	100
21PENC24	Literary Theory-II	6	4	25	75	100
	<i>Non Major Elective Course</i>					
21PENN21	English for Career Development	6	6	25	75	100
	<b>Total</b>	<b>30</b>	<b>22</b>	<b>125</b>	<b>375</b>	<b>500</b>

<b>THIRD SEMESTER</b>						
	<i>Core Courses</i>					
21PENC31	Research Methodology	6	4	25	75	100
21PENC32	African - American Writing	6	4	25	75	100
21PENC33	Canadian Literature	6	4	25	75	100
	<i>Core Elective Courses</i>					
21PENE31	Translation Studies: Theory and Practice	6	6	25	75	100
21PENE32	English Language Teaching					
21PENE33	Disability Literature					
21PENE34	English for Media	6	6	25	75	100
21PENE35	Film and Literature					
21PENE36	Theatre Arts					
<b>Total</b>		<b>30</b>	<b>24</b>	<b>125</b>	<b>375</b>	<b>500</b>
<b>FOURTH SEMESTER</b>						
	<i>Core Courses</i>					
21PENC41	Cultural Studies	6	4	25	75	100
21PENC42	European Literature in Translation	6	4	25	75	100
	<i>Core Elective Courses</i>					
21PENE41	Fourth World Literature	6	6	25	75	100
21PENE42	Green Literature					
21PENE43	Nobel Laureates					
21PENE44	Regional Literature in Translation	6	6	25	75	100
21PENE45	Diasporic Literature					
21PENE46	Pandemic Literature					
	<i>Core Project</i>					
21PENPR1	Project	6	4	40	60	100
<b>Total</b>		<b>30</b>	<b>24</b>	<b>140</b>	<b>360</b>	<b>500</b>
<b>Grand Total</b>		<b>120</b>	<b>90</b>	<b>515</b>	<b>1485</b>	<b>2000</b>

# FIRST SEMESTER



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>COURSE NAME</b>	BRITISH LITERARY TRADITION: CHAUCER TO SWIFT			
<b>COURSE CODE</b>	21PENC11	L	P	C
<b>CATEGORY</b>	CORE	06	-	04
<b>Nature of Course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b> ✓	ENTREPRENEURSHIP	
<b>COURSE OBJECTIVES:</b>				
1. To introduce the students to British poetry tradition from Chaucer to Swift. 2. To enable the students to explore British Literary movements in its socio-cultural and political context. 3. To enable the students to understand the forms and meanings of British prose. 4. To inculcate in students a deeper sense of appreciation of philosophical dramas of this period. 5. To enable the students to understand the theme, structure and style of British novels				
<b>Unit: I</b>	<b>Poetry</b>			<b>18</b>
Geoffrey Chaucer <i>The Canterbury Tales</i> (The Knight's Tale –1 to 62 lines) Edmund Spenser                      'Prothalamion' William Shakespeare                Sonnet-18, 116 John Donne                              'Canonization' Andrew Marvell                        'The Garden' Gerard Manley Hopkins              'The Windhover'				
<b>Unit: II</b>	<b>Poetry</b>			<b>18</b>
John Milton <i>Paradise Lost</i> Book IX, Lines 1–403 John Dryden                              'Mac Flecknoe' Alexander Pope <i>An Essay on Man: Epistle I</i>				
<b>Unit: III</b>	<b>Prose</b>			<b>18</b>
The Bible                                  The Sermon on the Mount (King James Version) Philip Sidney                            An Apology for Poetry Francis Bacon <i>Essays- Of Truth, Of Ambition, Of Adversity</i> (Self-study) Jonathan Swift                         The Battle of the Books				
<b>Unit: IV</b>	<b>Drama</b>			<b>18</b>
Christopher Marlowe <i>The Jew of Malta</i> John Webster <i>The Duchess of Malfi</i>				
<b>Unit: V</b>	<b>Novel</b>			<b>18</b>
Daniel Defoe <i>Moll Flanders</i> Oliver Goldsmith <i>The Vicar of Wakefield</i>				
				<b>Total Lecture Hours</b>
				<b>90Hrs</b>
<b>Books for Study</b>				
1. Dr. Singh. T. <i>The Essays of Francis Bacon</i> . Student Store. Bareilly.2008, 2. Defoe, Daniel. <i>Moll Flanders</i> . (New York: W. W. Norton & Co., 2004). <a href="https://www.amazon.in/dp/9780393978629">ISBN 978-0393978629</a> . 3. Marlowe, Christopher. 'The Jew of Malta'. David Bevington, ed. Revels Student Editions. New				

York, Manchester University Press, 1997.

4. Sidney, Philip (1868). Arber, Edward (ed.). 'An Apologie for Poetrie'. London: A. Murray & Son.
5. 'The Duchess of Malfi'. John Webster [www.gutenberg.org](http://www.gutenberg.org) e. books Release Date: June, 2000 [EBook #2232] Last Updated: February 7, 2013

**Books for Reference**

1. Abrams. M. H. Norton *Anthology of English Literature* .Vol.I.W.W. Norton & co., New York, 1979.
2. Bennett, Joan. *Five Metaphysical Poets*. Cambridge UP, 1964
3. Craig, D. H.: Ben Jonson: *The Critical Heritage*. Taylor & Francis US,2010
4. Douglas Bush: *English Literature in the Earlier Seventeenth Century*1600 –1660. OUP, 1962.
5. McCabe, Richard A. *The Oxford Handbook of Edmund Spenser*. OUP, 2014

**Web Resources**

1. [https://onlinecourses.nptel.ac.in/noc19\\_hs46/preview](https://onlinecourses.nptel.ac.in/noc19_hs46/preview)
2. [https://onlinecourses.nptel.ac.in/noc20\\_hs64/preview](https://onlinecourses.nptel.ac.in/noc20_hs64/preview)

**Course Outcomes**

**K Level**

On completion of the course, students will be able to

<b>CO1:</b>	Understand the British poetry from the age of Chaucer to the age of Swift.	<b>K 2</b>
<b>CO2:</b>	Analyze the major religious, political and social movements from 14th to 18th century and their influence on poetry.	<b>K 4</b>
<b>CO3:</b>	Analyze the form and meaning of major prose works by British writers.	<b>K 4</b>
<b>CO4:</b>	Examine the impact of dramas on the philosophical outlook during Elizabethan and Jacobean Periods.	<b>K 4</b>
<b>CO5:</b>	Analyze the major themes, structure and style in British novels.	<b>K 4</b>

**CO & PO Mapping:**

Cos	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO 2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>CO 3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO 4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>CO 5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>UNIT</b>	<b>British Literary Tradition: Chaucer To Swift</b>	<b>Hrs.</b>	<b>Pedagogy</b>
<b>I</b>	Poetry Geoffrey Chaucer <i>The Canterbury Tales</i> (The Knight’s Tale –1 to 62 lines) (3) Edmund Spenser                      ‘Prothalamion’(3)  William Shakespeare                Sonnet-18, 116 (3) John Donne                              ‘Canonization’ (3) Andrew Marvell                        ‘The Garden’ (3) Gerard Manley Hopkins              ‘The Windhover’(3)	<b>18</b>	Lecture and Discussion
<b>II</b>	Poetry John Milton <i>Paradise Lost</i> Book IX,(6) Lines 1–403 John Dryden                              ‘Mac Flecknoe’(6) Alexander Pope <i>An Essay on Man: Epistle I</i> (6)	<b>18</b>	Lecture and Discussion
<b>III</b>	Prose Francis Bacon <i>Essays- Of Truth, Of Ambition,</i> <i>Of Adversity</i> (Self-study) The Bible                                 The Sermon on the Mount(King James Version) (6) Philip Sidney                            An Apology for Poetry (6) Jonathan Swift                         The Battle of the Books (6)	<b>18</b>	Lecture and Discussion
<b>IV</b>	Drama Christopher Marlowe <i>The Jew of Malta</i> (9) John Webster <i>The Duchess of Malfi</i> (9)	<b>18</b>	Lecture and Video clips
<b>V</b>	Novel Oliver Goldsmith <i>The Vicar of Wakefield</i> (9) Daniel Defoe <i>Moll Flanders</i> (9)	18	Lecture and Discussion

Course Designed by:

**Mr. Erottu Selvan**, Assistant Professor

&

**Mr. M. Perumal.**, Assistant Professor

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	K2	2	K1&K1	1	K2	2(K2&K2)	1(K2)
AI	CO2	K4	2	K1&K2	2	K2	2(K3&K3)	2(K4)
CI	CO4	K4	2	K1&K2	1	K2	2(K3&K3)	2(K4)
AII	CO5	K4	2	K1&K2	2	K2	2(K3&k3)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4	-	3	-	4	3
		No. of Questions to be answered	4	-	3	-	2	2
		Marks for each question	1	-	2	-	5	10
		Total Marks for each section	4	-	6	-	10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	3	-	-	-	3	5	50
	K2	1	6	10	10	27	45	
	K3	-	-	10	-	10	16.67	50
	K4	-	-	-	20	20	33.33	
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	-	-	-	2	3.33	16.67
	K2	2	6	-	-	8	13.34	
	K3	-	-	20	-	20	33.33	83.33
	K4	-	-	-	30	30	50	
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

**CO3 will be allotted for individual Assignment which carries five marks as part of CIA component.**

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	Cos	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	K2	2	K1&K2	1	K1	2(K2&K2)	K2
2	CO2	K4	2	K1&K2	1	K1	2(K3&K3)	K4
3	CO3	K4	2	K1&K2	1	K2	2(K3&K3)	K4
4	CO4	K4	2	K1&K2	1	K2	2(K4&K4)	K3
5	CO5	K4	2	K1&K2	1	K2	2(K2&K2)	K4
No. of Questions to be Asked			10	-	5	-	10	5
No of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			10	-	10	-	25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4	-	-	9	7.5	41.67
K2	5	6	20	10	41	34.17	
K3	-	-	20	10	30	25	25
K4	-	-	10	30	40	33.33	33.33
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K3	
17) b	CO2	K3	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K4	
19) b	CO4	K4	
20) a	CO5	K2	
20) b	CO5	K2	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K4	
23	CO3	K4	
24	CO4	K4	
25	CO5	K3	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	AMERICAN LITERARY TRADITION :NATIVE ORAL TRADITION TO RISE OF REALISM				
<b>Course Code</b>	21PENC12	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	CORE	6	-	4	
<b>Nature of Course:</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>	✓	ENTRPRENEURSHIP
<b>Course Objectives:</b>					
<ol style="list-style-type: none"> <li>1. To acquaint the students with the Native American Traditions through their primitive sensibilities and wisdom</li> <li>2. To enable the students to critically evaluate the poetry of the white American to trace their quest for identity and values.</li> <li>3. To train the students to critique the intellectual, literary and philosophical contemplations of Nineteenth century Americans through the prose writings of the masters</li> <li>4. To educate through short fictions the students how socio-political and religious practices of a generation will have a lasting impact on the individual and the collective psyche of many generations.</li> <li>5. To make the students perceive the paradigm shift from skepticism to adaptability to the realities of life through novella and fiction</li> </ol>					
<b>Unit: I</b>	<b>Native American Writings and Writings on Native Americans:</b>				<b>18</b>
Love Poems, War Poems and Vision Poems: Chippewa songs and Sioux songs a) In Her Canoe (Chippewa) b) Fare Thee Well (No.11Chippewa) c) Behold (No1. Sioux) d) My dream (No5.Sioux. Song of the Medicine man Brave Buffalo) e)Chief of Seattle’s Speech					
<b>Unit: II</b>	<b>Poetry</b>				<b>18</b>
Anne Bradstreet- ‘ A Letter to Her Husband, Absent upon Public Employment’ Ralph Waldo Emerson – ‘Hamatreya’ Walt Whitman - ‘Crossing Brooklyn Ferry’ Edgar Allan Poe - ‘The Raven’ Emily Dickinson – ‘Because I Could Not Stop for Death’(Self Study) ‘I Felt a Funeral in My Brain’					
<b>Unit: III</b>	<b>Prose</b>				<b>18</b>
Ralph Waldo Emerson - The American Scholar Edgar Allan Poe - The Philosophy of Composition Henry David Thoreau - Where I Lived, and What I Lived For					
<b>Unit: IV</b>	<b>Short-Fiction</b>				<b>18</b>
Edgar Allen Poe - The Fall of the House of the Usher Nathaniel Hawthorne - Young Goodman Brown					
<b>Unit: V</b>	<b>Fiction</b>				<b>18</b>
Herman Melville - <i>Bartleby, the Scrivener</i> Mark Twain - <i>The Adventures of Huckleberry Finn</i>					

		<b>Total Lecture Hours</b>	<b>90Hrs</b>
<b>Books for Study:</b>			
1. Chief Seattle. <i>The Speech of Chief Seattle</i> . (Tr. by Henry A. Smith) en.m.wikisource.org			
2. Densmore, Francis (ed.,) <i>Poems from Sioux and Chippewa</i> . Washington D.C. (1917)			
3. Samuelson, Fisher and ReningerVaid (ed.,) <i>An Anthology: American Literature of the Nineteenth Century</i> Chand 9S0 & Co Ltd, India (2005)			
4. Twain, Mark. <i>The Adventures of Huckleberry Finn</i> . New York: Random House, 1996. Print.			
<b>Books for Reference:</b>			
1. Chief Seattle. <i>The Speech of Chief Seattle</i> . (Tr. by Henry A. Smith) en.m.wikisource.org			
2. Lewis, R.W.B. <i>The American Adam: Innocence, Tragedy and Tradition in the Nineteenth Century</i> . University of Chicago Press (1959)			
<b>Web Resources</b>			
<a href="http://nptel.ac.in">1.NOC   American Literature &amp; Culture (nptel.ac.in)</a>			
<b>Course Outcomes</b>			<b>K Level</b>
On completion of the course, students will be able to			
<b>CO1:</b>	Understand the cultural and linguistic dialogue between white colonizers and Native Americans		K 2
<b>CO2:</b>	Analyze the historical, socio-political and religious factors that shaped the American literary scene as encoded in the major poems		K 4
<b>CO3:</b>	Apply, as Indian readers, the codification of American identity as articulated in the prose works and its validity		K 3
<b>CO4:</b>	Demonstrate how Calvinistic Puritanism left its impact on American thinking		K 3
<b>CO5:</b>	Examine the paradigmatic shift from 19 <sup>th</sup> Century skepticism to view life realistically		K 4

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	1	1	2	2	1	1
<b>CO 2</b>	2	2	2	2	1	1
<b>CO 3</b>	2	2	2	2	1	1
<b>CO 4</b>	2	2	2	2	1	1
<b>CO5</b>	2	2	2	2	1	1

\*3 –Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>UNIT</b>	<b>American Literary Tradition :Native Oral Tradition to Rise of Realism</b>	<b>Hrs</b>	<b>Mode</b>
<b>I</b>	Poetry Native American Writing and Writings on Native Americans Love Poems, War Poems and Vision Poems: Chippewa songs and Sioux songs a) In Her Canoe (Chippewa) (05) b) Fare Thee Well (No.11Chippewa) (05)  c) Behold (No1. Sioux) (04) d) My dream (No5.Sioux. Song of the Medicine man Brave Buffalo) Chief of Seattle’s Speech(04)	<b>18</b>	Lecture and Discussion
<b>II</b>	Poetry Anne Bradstreet- - A Letter to Her Husband, Absent upon Publick Employment’(3)  Ralph Waldo Emerson –Hamatreya(4) Walt Whitman - Crossing Brooklyn Ferry (4) Edgar Allan Poe - The Raven (5) Emily Dickinson – Because I Could Not Stop for Death (Self Study) I Felt a Funeral in My Brain(2)	<b>18</b>	Lecture and Discussion
<b>III</b>	Prose Ralph Waldo Emerson – The American Scholar (6) Edgar Allan Poe - Philosophy of Composition (6) Henry David Thoreau - Where I Lived, and What I Lived For(6)	<b>18</b>	Lecture and Discussion
<b>IV</b>	Short-Fiction Edgar Allen Poe - The Fall of the House of the Usher (9) Nathaniel Hawthorne - Young Goodman Brown (9)	<b>18</b>	Lecture and Discussion
<b>V</b>	Fiction Herman Melville - Bartleby, the Scrivener (8) Mark Twain - <i>The Adventures of Huckleberry Finn</i> (10)	<b>18</b>	Lecture and Discussion

**Course Designed By :**

1.**K.Rani** , Assistant Professor

2.**R.Daniel Manikandan**, Assistant Professor

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K – Level	No. of Questions	K - Level		
CI	CO1	K2	2	K1&K2	1	K2	2 (K2&K2)	1(K2)
AI	CO3	K3	2	K1&K2	2	K2	2 (K3&K3)	2(K3)
CI	CO4	K3	2	K1&K2	1	K3	2(K2&K2)	2(K3)
AII	CO5	K4	2	K1&K2	2	K3	2 (K3&K3)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4	-	3	-	4	3
		No. of Questions to be answered	4	-	3	-	2	2
		Marks for each question	1	-	2	-	5	10
		Total Marks for each section	4	-	6	-	10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	3.33	50
	K2	2	6	10	10	28	46.67	
	K3	-	-	10	20	30	50	50
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	-	-	-	2	3.33	23
	K2	2	-	10	-	12	20	
	K3	-	6	10	20	36	60	77
	K4	-	-	-	10	10	16.67	
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

**CO2 will be allotted for individual Assignment which carries five marks as part of CIA component.**

**Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)**

S.No	Cos	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	K2	2	K1 & K2	1	K2	2(K2 &K2)	1(K2)
2	CO2	K4	2	K1 & K2	1	K2	2(K3&K3)	1(K4)
3	CO3	K3	2	K1 & K2	1	K2	2(K2 &K2)	1(K3)
4	CO4	K3	2	K1 & K2	1	K2	2(K3 &K3)	1(K3)
5	CO5	K4	2	K1 & K2	1	K2	2(K3 &K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No.of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

**Distribution of Marks with K Level**

K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.17	41.67
K2	5	10	20	10	45	37.5	
K3	-	-	30	20	50	41.67	41.67
K4	-	-	-	20	20	16.67	16.67
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

Summative Examinations - Question Paper – Format

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	
12	CO2	K2	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K3	
17) b	CO2	K3	
18) a	CO3	K2	
18) b	CO3	K2	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K4	
23	CO3	K3	
24	CO4	K3	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>Indian Literature In English : Michael Madhusudan Dutt to Girish Karnad</b>			
<b>Course code</b>	<b>21PENC13</b>	L	P	C
<b>Category</b>	<b>Core</b>	6	-	4
<b>Nature of Course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b> ✓	ENTREPRENEURSHIP	
<b>Course Objectives:</b>				
<ol style="list-style-type: none"> <li>1. To explore the various significant features of Indian English literature and its uniqueness.</li> <li>2. To inculcate the spiritual values and importance for self-realization through English prose.</li> <li>3. To enable the students to appreciate Indian drama and to realize its values in practical life.</li> <li>4. To trace the evolution of Indian English short stories and thereby understand the social and cultural significances.</li> <li>5. To get an insight into the social and political background of the Indian tradition in novels.</li> </ol>				
<b>Unit: I</b>	<b>Poetry</b>			<b>18</b>
Michel Madusuthan Dutt - 'I Lov'd Tee' Toru Dutt - 'The Tree of Life' Rabindranath Tagore - <i>Gitanjali</i> (I to X) Sarojini Naidu - 'In Salutation to the Eternal Peace' Kamala Das - 'Dance of Eunuchs' Nissim Ezekiel - 'Poet, Lover, Birdwatcher'				
<b>Unit: II</b>	<b>Prose</b>			<b>18</b>
Sri Aurobindo - 'Man', 'Philosophy' ( <i>Essays Divine and Human, Part -I</i> ) M. K. Gandhi - 'The "Quit India" Speeches' Jawaharlal Nehru - 'A Birthday Letter' ( <i>The Glimpses of World History</i> ) Dr. B. R. Ambedkar - 'Annihilation of Caste' (I to V)				
<b>Unit: III</b>	<b>Drama</b>			<b>18</b>
Asif Currimbhoy - <i>An Experiment with Truth</i> Girish Karnad - <i>Hayavadana</i>				
<b>Unit: IV</b>	<b>Short fiction</b>			<b>18</b>
Munshi Premchand - 'The Shroud' Subramania Bharathi - 'The Fox with the Golden Tail' R.K. Narayan - 'The Martyr's Corner' (Self study) Satyajit Ray - 'The Indigo Terror'				
<b>Unit: V</b>	<b>Fiction</b>			<b>18</b>
Mulk Raj Anand - <i>Untouchable</i> Raja Rao - <i>The Serpent and the Rope</i>				
<b>Total Lecture Hours</b>				<b>90 Hrs</b>

**Books for Study**

1. Aurobindo Sri, *Essays Divine and Human*, Sri Aurobindo Ashram Pub Dept, 2009
2. Gokak, V.K. Ed. *The Golden Treasury of Indo-Anglican Poetry 1828-1965*, Sahitya Academy, New Delhi : 2001.
3. Premchand, Munshi. *The Complete Short Stories* Vol. 1-4, Penguin Publisher, New Delhi. 2017.
4. Rao Raja, *The Serpent and the Rope*, Penguin UK, 2014
5. Ray, Satyajit, *The Collected Short Stories*, Penguin UK, 2015

**Books for Reference**

1. Iyengar K. R. Srinivasa, *Indian Writing in English*, New Delhi: Sterling Publisher Pvt. Ltd., 2007.
2. Prasad, G.J.V. *Continuities in Indian English Poetry: Nation Language Form*, New Delhi: Pencraft International, 1999.
3. Satchidanandan. K. (ed). *Indian Poetry: Modernism and After*, New Delhi: Sahitya Akademi, 2001.

**Web Resources**

1. [https://onlinecourses.nptel.ac.in/noc20\\_hs34/preview](https://onlinecourses.nptel.ac.in/noc20_hs34/preview)
2. [https://onlinecourses.nptel.ac.in/noc19\\_hs48/preview](https://onlinecourses.nptel.ac.in/noc19_hs48/preview)
3. [https://onlinecourses.nptel.ac.in/noc19\\_hs47/preview](https://onlinecourses.nptel.ac.in/noc19_hs47/preview)

**Course Outcomes**

**K Level**

On completion of the course, students will be able to

CO's	Description	K Level
CO1:	Understand the significance of major Indian writers in English from pre-Independence era up to modern times.	K 2
CO2:	Comprehend the nuances of Indian spiritual experiences in Indian English prose.	K 2
CO3:	Compare the cultural reflections in Indian drama in English.	K 4
CO4:	Find the socio-cultural aspects in Indian short stories.	K 3
CO5:	Illustrate the realistic portrayal of Indian social condition through the novels.	K 2

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	1	1	2	1	1	1
CO 2	2	2	2	1	1	1
CO 3	2	2	2	2	1	1
CO 4	1	2	2	2	1	1
CO5	2	2	2	2	1	1

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>UNIT</b>	<b>Indian Literature In English (Pre- independence to 1980)</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	<b>Poetry</b> 'I Lov'd Tee' (2) 'The Tree of Life' (3) <i>Gitanjali</i> (I to X) (5) 'In Salutation to the Eternal Peace'(2) Dance of Eunuchs' (3) 'Poet, Lover, Birdwatcher' (3)	18	Lecture and Discussion
<b>II</b>	<b>Prose</b> 'The "Quit India" Speeches'(5) 'Man', 'Philosophy' (4) 'A Birthday Letter'(4) 'Annihilation of Caste' [I to V] (5)	18	Lecture and Discussion
<b>III</b>	<b>Drama</b> <i>An Experiment with Truth</i> (9) <i>Hayavadana</i> (9)	18	Lecture and Video clips
<b>IV</b>	<b>Short Fiction</b> 'The Shroud' (5) 'The Fox with the Golden Tail'(5) The Martyr's Corner' (4) The Indigo Terror(4)	18	Lecture and Discussion
<b>V</b>	<b>Novel</b> <i>Untouchable</i> (8) <i>The Serpent and the Rope</i> (10)	18	Lecture and Video clips

**Course Designed by**

- 1. Mr.M.Perumal**, Assistant Professor
- 2. Mr. Daniel Manikandan**, Assistant Professor

Learning Outcome Based Education & Assessment (Lobe)								
Formative Examination - Blue Print								
Articulation Mapping – K Levels With Course Outcomes (Cos)								
Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K – Level		
CI	CO1	K2	2	K1&K2	1	K2	2(K2&K2)	2 (K2)
AI	CO2	K2	2	K1&K2	2	K1&K2	2(K2&K2)	1 (K2)
CI	CO3	K4	2	K1&K2	1	K2	2(K3&K3)	2 (K4)
AI	CO4	K2	2	K1& K2	2	K2&K2	2(K2&K2)	1(K2)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

Distribution of Marks with K Level CIA I & CIA II								
	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2	-	-	4	6.67	100
	K2	2	4	20	30	56	93.33	
	K3	-	-	-	-	-	-	-
	K4	4	6	20	30	60	100	100
	Marks					60	100	
CIA II	K1	2	2	-	-	4	6.67	50
	K2	2	4	10	10	26	43.33	
	K3	-	-	10	-	10	16.67	17
	K4	-	-	-	20	20	33.33	33
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

**CO4** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	Cos	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	<b>K2</b>	2	K1&K2	1	K1	2 (K1&K1)	1(K2)
2	CO2	<b>K2</b>	2	K1&K2	1	K1	2 (K2&K2)	1(K2)
3	CO3	<b>K4</b>	2	K1&K2	1	K3	2 (K4&K4)	1(K4)
4	CO4	<b>K3</b>	2	K1&K2	1	K2	2 (K3&K3)	1(K3)
5	CO5	<b>K2</b>	2	K1&K2	1	K2	2 (K2&K2)	1(K2)
No. of Questions to be Asked			10	-	5	-	10	5
No. of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			10	-	10	-	25	30

**(Figures in parenthesis denotes, questions should be asked with the given K level)**

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
<b>K1</b>	5	4	10	-	19	15.83	65
<b>K2</b>	5	4	20	30	59	49.17	
<b>K3</b>	-	2	10	10	22	18.33	18
<b>K4</b>	-	-	10	10	20	16.67	17
<b>Marks</b>	10	10	50	50	120	100	100

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

Summative Examinations - Question Paper – Format

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K3	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K1	
16) b	CO1	K1	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K4	
18) b	CO3	K4	
19) a	CO4	K2	
19) b	CO4	K2	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K2	
23	CO3	K4	
24	CO4	K2	
25	CO5	K3	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	Shakespeare Studies			
<b>Course Code</b>	21PENC14	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	Core	<b>6</b>	<b>-</b>	<b>4</b>
<b>Nature of Course:</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>	✓ ENTREPREENERSHIP
<b>Course Objectives:</b>				
<ol style="list-style-type: none"> <li>To acquaint the students with the authorial approach by describing the influence of Shakespearian age on his plays.</li> <li>To enable the students to perceive the tragic vision in Shakespearian plays by analyzing his most complex tragedy, <i>Hamlet</i></li> <li>To equip the students to apply their tools of criticism to address the class and gender issues dramatized in Shakespearian comedy.</li> <li>To train the students to critique Shakespeare's views on history, leadership and socio-political power-structure.</li> <li>To encourage the students to critically evaluate the various adaptations of Shakespearian drama and evolve a dialogue on various issues from different points-of-view</li> </ol>				
<b>Unit: I</b>	<b>The World of Shakespeare:</b>			<b>18</b>
<p><b>A) Early Stratford life;</b>          Shakespeare's boyhood awe of Royal splendor reflected in the descriptions found in his plays  <i>A Midsummer Night's Dream</i>, Act II Sc. i. 134-152 Oberon's description of the flower Love-in-Idleness:          "Since once I sat upon a promontory...And maidens call it Love-in-Idleness</p> <p><i>Antony and Cleopatra</i>, Act II Sc ii Enobarbus' description of Cleopatra's Arrival "The barge she sat in...          What they undid did,"</p>				
<p><b>B) Later London Life:</b>          People and their concept of cosmic universe (Pyramidal structure), human life (Cyclic structure) and Elizabethan view of history &amp; politics</p>				
<p><b>C) Elizabethan Theatre:</b>          Architecture; Acting Style (Formal style &amp; naturalistic style, Cross Dressing &amp; Gender blurring);          Language and Rhetoric</p>				
<b>Unit: II</b>	<b>Shakespearean Tragedy and Criticism: <i>Hamlet</i></b>			<b>18</b>
<p>a) Shakespeare, <i>The Tragedy of Hamlet, the Prince of Denmark</i></p> <p>b) A.C. Bradley, 'Lecture III' <i>Shakespearean Tragedy</i></p> <p>c) T.S. Eliot, 'Hamlet and His Problems'</p> <p>d) Earnest Jones- 'The Oedipus-Complex as an Explanation of Hamlet's Mystery-A Study in Motive'</p>				

<b>Unit: III</b>	<b>Shakespearean Comedy and Criticism -A Midsummer Night's Dream</b>	<b>18</b>
a) Shakespeare, <i>A Midsummer Night's Dream</i> b) Cultural Materialist Reading of <i>A Midsummer Night's Dream</i> c) Eco-Feminist Reading of <i>A Midsummer Night's Dream</i> d) <i>A Midsummer Night's Dream</i> , Stage performance, Department of Theatre Arts, University of Iowa (Self-Study)		
<b>Unit: IV</b>	<b>Shakespearean History-Play and Criticism – Henry V</b>	<b>18</b>
a) Shakespeare, <i>Henry V</i> b) New Historicist Reading of <i>Henry V</i>		
<b>Unit: V</b>	<b>Shakespeare in Adaptations:</b>	<b>18</b>
a) Mary Lamb, 'The Merchant of Venice', <i>Tales from Shakespeare</i> by Charles Lamb and Mary Lamb-Short Story b) Howard Jacobson, <i>Shylock is My Name</i> (2015) -Novel c) <i>Kaliyattam</i> (1997-Malayalam-Dir, Jayaraj) –Cinema		
		<b>Total Lecture Hours</b>
		<b>90 Hrs</b>
<b>Books for Study:</b>		
1. Bradley, A.C. 'Lecture III- Shakespeare's Tragic Period- 'Hamlet, Shakespearean Tragedy' 2. Eliot, T.S. <i>Hamlet and His Problems</i> . Faber and Faber 3. Greenblatt, Stephen. Invisible Bullets-Renaissance Authority and Its Subversion, <i>Henry IV and Henry V</i> 4. Jacobson, Howard, <i>Shylock is My Name</i> . The Crown Publishing Group.2016 (Hogarth-Random House) 5. Jones, Earnest. 'The Oedipus-Complex as an Explanation of Hamlet's Mystery- A Study in Motive American Journal of Psychology, vol.21, no.1,1910, p72-113 6. <i>A Midsummer Night's Dream</i> , Stage performance: Department of Theatre Arts, University of Iowa 7. Shakespeare, William. <i>Hamlet</i> 8. Shakespeare, William. <i>A Midsummer Night's Dream</i> 9. Shakespeare, William. <i>Henry V</i> 10. Charles and Mary Lamb. <i>Tales from Shakespeare</i> <a href="http://www.gutenberg.org">www.gutenberg.org</a> > e. books		
<b>Books for Reference:</b>		
1. Bradley, A.C. <i>Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear and Macbeth</i> . Penguin Classics.1991 2. Dollimore, Jonathan and Alen Sinfield ed., <i>Political Shakespeare: New Essays in Cultural Materialism</i> . Manchester: University of Manchester Press and Ithaca: Cornell University Press, 1985 3. 3. Eliot, T.S. 'Hamlet and His Problems' Selected Essays: 1917-1932. London. Faber and Faber. 1932 4. Jones, Ernest. <i>Hamlet and Oedipus</i> , New York, Norton, 1976 5. Lamb, Charles and Mary Lamb. <i>Tales from Shakespeare</i> , Peacock Classics, 2014 6. Shakespeare, William. <i>Hamlet</i> London. Methuen. The Arden Shakespeare, 1979 7. Shakespeare, William. <i>A Midsummer Night's Dream</i> London. Methuen. The Arden Shakespeare, 1979. 8. Shakespeare, William. <i>Henry V</i> . London. Methuen. The Arden Shakespeare, 1979		
<b>Web Resources</b>		
1. <a href="http://lucylit.weebly.com">lucylit.weebly.com</a> 2. <a href="http://www.gutenberg.org">www.gutenberg.org</a> >		

**3. [m.youtube.com>watch](https://www.youtube.com/watch) Kaliyattam: Full Length Malayalam Movie-You Tube**

Course Outcomes		K Level
On completion of the course, students will be able to		
<b>CO1</b>	Analyze how individual as well as collective experiences, feelings, thoughts and culture are communicated in an aesthetic way	K4
<b>CO2</b>	Categorize the decisions made on individual as well as social issues by evolving dialogues in drama	K 4
<b>CO3</b>	Apply their understanding of Shakespeare’s craft of script writing, rich vocabulary and acting system in the field of practical and professional theatre	K 3
<b>CO4</b>	Gain a holistic perspective of the greatest English writer, Shakespeare, offered by this course	K 2
<b>CO5</b>	Examine various adaptations of Shakespeare’s plays in print, and visual media such as cinema	K 4

**CO & PO Mapping:**

CO’s	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	2	2	2	3	1	2
<b>CO 2</b>	2	2	3	2	1	2
<b>CO 3</b>	2	3	2	3	1	2
<b>CO 4</b>	1	2	2	2	1	1
<b>CO5</b>	3	2	3	2	1	2

\*3 –Advanced Application; 2 – Intermediate Development; 1 –Introductory Level

**LESSON PLAN**

UNIT	Shakespeare Studies	Hrs	Mode
I	The World of Shakespeare: Boyhood Reflections (6) London Life (6) Elizabethan Theatre (6)	18	Lecture and PPT
II	Shakespearean Tragedy: <i>Hamlet</i> , Play-Text (8) A.C. Bradley's criticism (4) T.S. Eliot's criticism (4) Earnest Jones criticism (2)	18	Lecture and Video-Clippings
III	Shakespearean Comedy: <i>A Midsummer...</i> play-text (8) Cultural Materialist reading (5) Eco-Feminist Reading (5) <i>A Midsummer Night's Dream</i> , Stage performance, Department of Theatre Arts, University of Iowa (Self-Study)	18	Lecture and Video-Clippings
IV	Shakespearean History: Introduction to 'Henriad'(5) <i>Henry V</i> Play-Text (8) New Historicist Reading (5)	18	Lecture and Discussion
V	Shakespearean Adaptations: Introduction to <i>The Merchant Venice</i> (5) Introduction to <i>Tales from Shakespeare</i> (2) Mary Lamb's Tale 'The Merchant of Venice' (3) Howard Jacobson, <i>Shylock is my Name</i> (4) Jayaraj's <i>Kaliyattam</i> (4)	18	Lecture, Discussion & Screenings

**Course Designed by:**

**Prof .N. Elango, Associate Professor**

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K – Level	No. of Questions	K - Level		
CI AI	CO1	K4	2	K1&K2	1	K2	2(K2&K2)	1(K4)
	CO2	K4	2	K1&K2	2	K1&K2	2(K3&K3)	2(K3&K4)
CI AII	CO4	K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)
	CO5	K4	2	K1&K2	2	K1&K2	2(K3&K3)	2(K3&K4)
Question Pattern CIA I & II	No. of Questions to be asked		4	-	3	-	4	3
	No. of Questions to be answered		4	-	3	-	2	2
	Marks for each question		1	-	2	-	5	10
	Total Marks for each section		4	-	6	-	10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2	-	-	4	6.67	34
	K2	2	4	10	-	16	26.67	
	K3	-	-	10	10	20	33.33	33
	K4	-	-	-	20	20	33.33	33
	Marks		4	6	20	30	60	100
CIA II	K1	2	2	-	-	4	6.67	50
	K2	2	4	10	10	26	43.33	
	K3	-	-	10	10	20	33.33	33
	K4	-	-	-	10	10	16.67	17
	Marks		4	6	20	30	60	100

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

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

**K3-** Application oriented- Solving Problems

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

**CO3 will be allotted for individual Assignment which carries five marks as part of CIA component.**

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	Cos	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	K4	2	K1&K2	1	K1	2(K2&K2)	1(K4)
2	CO2	K4	2	K1&K2	1	K1	2(K3&K3)	1(K4)
3	CO3	K3	2	K1&K2	1	K2	2(K2&K2)	1(K3)
4	CO4	K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)
5	CO5	K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
No. of Questions to be Asked			10	-	5	-	10	5
No. of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			10	-	10	-	25	30

**(Figures in parenthesis denotes, questions should be asked with the given K level)**

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4	-	-	9	7.5	50
K2	5	6	30	10	51	42.5	
K3	-	-	20	10	30	25	25
K4	-	-	-	30	30	25	25
Marks	10	10	50	50	120	100	100

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

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K3	
17) b	CO2	K3	
18) a	CO3	K2	
18) b	CO3	K2	
19) a	CO4	K2	
19) b	CO4	K2	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K4	
22	CO2	K4	
23	CO3	K3	
24	CO4	K2	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>Literary Theory- I</b>			
<b>Course Code</b>	<b>21PENC15</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core</b>	<b>6</b>	<b>-</b>	<b>4</b>
<b>Nature of Course:</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENEURSHIP</b>
<b>Course Objectives:</b>				
1. To identify, describe and define a variety of literary theories from the New Criticism to the present day. 2. Distinguish the various context of literary theories based on their application. 3. Respond to works of literature using different critical and theoretical response techniques. 4. Evaluate the quality of any literary work through standard literary texts. 5. Promote the practice of approaching literary works in different perspectives.				
<b>Unit: I</b>	<b>New Criticism and Formalism</b>			<b>18hrs</b>
T. S. Eliot - Tradition and the Individual Talent  I.A. Richards - Principles of Literary Criticism F.R. Leavis - The Great Tradition : Early Phase (page 28-47) Cleanth Brooks - The Well-Wrought Urn Viktor Shklovsky - Art as Technique Boris Eikhenbaum - The Theory of The Formal Method				
<b>Unit: II</b>	<b>Myth and Archetype Literature</b>			<b>18hrs</b>
Northrope Frye - The Anatomy of Criticism: Four Essays – Theory of Mythos :Introduction (page 158-165)  Roland Gerard Barthes – Image-Music-Text – Mythology Today (Page 165-170)				
<b>Unit: III</b>	<b>Marxism</b>			<b>18hrs</b>
Louis Althusser - Ideology and Ideological State Apparatuses – The State Ideological Apparatuses Paul Ricoeur - The Symbolism of Evil – The Archaic Myth: "Soul" and "Body" (page 283-289)				
<b>Unit: IV</b>	<b>Feminism</b>			<b>18hrs</b>
Elaine Showalter - Towards a Feminist Poetics Bracha Lichtenberg Ettinger - Copoiesis				
<b>Unit: V</b>	<b>New Historicism</b>			<b>18hrs</b>
Stephen Jay Greenblatt - Shakespearean Negotiations – Shakespeare and the Exorcists (Self study)				
<b>Total Lecture Hours</b>				<b>90</b>
<b>Books for Study:</b>				

1. Althusser, Louis, et al. *On The Reproduction Of Capitalism: Ideology And Ideological State Apparatuses*. Later Printing, Verso, 2014.
2. Barthes, Roland, and Stephen Heath. *Image-Music-Text*. Later part., Hill and Wang, 1978.
3. Brooks, Cleanth. *The Well Wrought Urn: Studies in the Structure of Poetry*. First, Mariner Books, 1956.
4. Eliot, T. S. *The Sacred Wood*. Dodo Press, 2015.
5. Frye, Northrop, and David Damrosch. *The Anatomy of Criticism: Four Essays (Princeton Classics)*. 2nd ed., Princeton University Press, 2020.
6. Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England (Volume 4) (The New Historicism: Studies in Cultural Poetics)*. University of California Press, 1989.
7. Leavis, F.R. *The Great Tradition: George Eliot, Henry James, Joseph Conrad (Faber Finds)*. Main, Faber and Faber, 2011.
8. Richards, I.A. *Principles of Literary Criticism (Routledge Classics (Paperback))*. 1st ed., Routledge, 2001.
9. Ricoeur, Paul, and Emerson Buchanan. *The Symbolism of Evil*. Beacon Press, 1986.

**Books for Reference:**

1. Nagarajan. *English Literary Criticism and Theory: An Introductory History*. Orient BlackSwan, 2006.

**Web Resources:**

1. <http://www.ephemerajournal.org/sites/default/files/5-Xettinger.pdf>

**Course Outcomes**

**K Level**

On completion of the course ,students will be able to

<b>CO1:</b>	Obtain the knowledge of the fundamental theories in modern criticism	K 2
<b>CO2:</b>	Understand the different concepts in literary theory	K 2
<b>CO3:</b>	Study in detail some seminal theories in literary criticism.	K 3
<b>CO4:</b>	Analyze the representative works of descriptive criticism in English.	K 4
<b>CO5:</b>	Compare and contrast various outlooks on literature.	K 4

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	2	2	2	1	1	1
<b>CO 2</b>	2	3	2	3	1	1
<b>CO 3</b>	2	3	2	2	1	1
<b>CO 4</b>	2	3	2	2	1	1
<b>CO5</b>	2	2	2	3	1	1

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>UNIT</b>	<b>Literary Theory-I</b>	<b>Hrs</b>	<b>Pedagogy</b>
I	New Criticism and Formalism 1. T.S.Eliot - Tradition and the Individual Talent (3) 2. I.A. Richards - Principles of Literary Criticism (3) 3. F.R. Leavis - The Great Tradition : Early Phase (page 28-47) (3) 4. Cleanth Brooks - The Well Wrought Urn (3) 5. Viktor Shklovsky - Art as Technique (3) 6. Boris Eikhenbaum - The Theory of The Formal Method (3)	<b>18</b>	Lecture & Discussion
II	Myth and Archetype Literature 1. Northrope Frye - Anatomy of Criticism: Four Essays – Theory of Mythos :Introduction (page 158-165) (09) 2. Roland Gerard Barthes – Image Music Text – Mythology Today (Page 165-170) (09)	<b>18</b>	Lecture & Discussion
III	Marxism 1. Louis Althusser - Ideology and Ideological State Apparatuses – The State Ideological Apparatuses (09) 2. Paul Ricoeur - The Symbolism of Evil – The Archaic Myth: "Soul" and "Body" (page 283-289) (09)	<b>18</b>	Lecture & Discussion
IV	Feminism 1. Elaine Showalter - Towards a Feminist Poetics (09) 2. Bracha Lichtenberg Ettinger - Copoiesis (09)	<b>18</b>	Lecture & Discussion
V	New Historicism 1. Stephen Jay Greenblatt - Shakespearean Negotiations – Shakespeare and the Exorcists (Self study)	<b>18</b>	Lecture & Discussion

**Course Designed by:**

**1 .J.Bharathi**, Assistant Professor

Learning Outcome Based Education & Assessment (LOBE)								
Formative Examination - Blue Print								
Articulation Mapping – K Levels with Course Outcomes (COs)								
Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	K2	2	K1&K2	2	K1	2(K2&K2)	2(K2)
AI	CO2	K2	2	K1&K2	1	K1	2(K2&K2)	1(K2)
CI	CO3	K3	2	K1&K2	2	K2	2(K2&K2)	2(K3)
AII	CO4	K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

Distribution of Marks with K Level CIA I & CIA II								
	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	6	-	-	8	13.34	100
	K2	2	-	20	30	52	86.66	
	K3	-	-	-	-	-	-	-
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	-	-	-	2	3.34	34
	K2	2	6	10	-	18	30	
	K3	-	-	10	20	30	50	67
	K4	-	-	-	10	10	16.66	
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

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

**Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)**

S.No	Cos	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Questi on	K – Level		
1	CO1	<b>K2</b>	<b>2</b>	<b>K1&amp;K2</b>	<b>1</b>	<b>K1</b>	<b>2(K1&amp;K1)</b>	<b>1(K2)</b>
2	CO2	<b>K2</b>	<b>2</b>	<b>K1&amp;K2</b>	<b>1</b>	<b>K1</b>	<b>2(K2&amp;K2)</b>	<b>1(K2)</b>
3	CO3	<b>K3</b>	<b>2</b>	<b>K1&amp;K2</b>	<b>1</b>	<b>K2</b>	<b>2(K2&amp;K2)</b>	<b>1(K3)</b>
4	CO4	<b>K4</b>	<b>2</b>	<b>K1&amp;K2</b>	<b>1</b>	<b>K2</b>	<b>2(K3&amp;K3)</b>	<b>1(K4)</b>
5	CO5	<b>K4</b>	<b>2</b>	<b>K1&amp;K2</b>	<b>1</b>	<b>K2</b>	<b>2(K4&amp;K4)</b>	<b>1(K4)</b>
No. of Questions to be Asked			<b>10</b>		<b>5</b>		<b>10</b>	<b>5</b>
No. of Questions to be answered			<b>10</b>		<b>5</b>		<b>5</b>	<b>3</b>
Marks for each question			<b>1</b>		<b>2</b>		<b>5</b>	<b>10</b>
Total Marks for each section			<b>10</b>		<b>10</b>		<b>25</b>	<b>30</b>
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

**Distribution of Marks with K Level**

K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4	10	-	19	16	58
K2	5	6	20	20	51	42	
K3	-	-	10	10	20	17	
K4	-	-	10	20	30	25	42
Marks	10	10	50	50	120	100	100

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

Summative Examinations - Question Paper – Format

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	
12	CO2	K1	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K1	
16) b	CO1	K1	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K2	
18) b	CO3	K2	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K4	
20) b	CO5	K4	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K2	
23	CO3	K3	
24	CO4	K4	
25	CO5	K4	

# SECOND SEMESTER



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	BRITISH LITERARY TRADITION: WILLIAM BLAKE TO W.H. AUDEN			
<b>Course Code</b>	21PENC21	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	CORE	<b>6</b>	<b>-</b>	<b>4</b>
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b> ✓	ENTREPRENEURSHIP	
<b>Course Objectives:</b>				
1. To enable the students to appreciate the Romantic poets' works. 2. To make the students to study Victorian poetry as a literary art form 3. To acquaint the students with the masters of prose in the Romantic and the Victorian period 4. To introduce the students to the various trends in drama in the Romantic and the Victorian period 5. To give exposure to the students about the social life through novels				
<b>Unit: I</b>	<b>Romantic Poets</b>			<b>18</b>
William Blake	- 'The Chimney Sweeper'			
Wordsworth	- 'Ode: Intimations of Immortality from Recollections of Early Childhood'			
	(From recollection of early childhood)			
S.T. Coleridge	- <i>The Rime of the Ancient Mariner</i>			
P. B. Shelley	- 'Ode to The West Wind'			
John Keats	- 'Endymion'( 1- 62 Lines)			
<b>Unit: II</b>	<b>Victorian Poets</b>			<b>18</b>
Alfred Lord Tennyson	- 'The Lotos-Eaters'			
Robert Browning	- 'My Last Duchess'			
W.B. Yeats	- 'Leda and the Swan'			
Wilfred Owen	- 'Anthem for Doomed Youth',			
T.S. Eliot	- 'The Waste Land'			
W.H Auden	- 'The Shield of Achilles'			
<b>Unit: III</b>	<b>Prose</b>			<b>18</b>
Charles Lamb	- (Essays of Elia) 1. <i>The South- Sea House</i> 2. <i>Dream Children</i>			
Matthew Arnold	- The Study of Poetry			
Virginia Wolf	- Profession for Women			
D. H. Lawrence	- Why The Novel Matters			
<b>Unit: IV</b>	<b>Drama</b>			<b>18</b>
Oscar Wilde	- <i>The Importance of Being Earnest</i>			
George Bernard Shaw	- <i>The Apple Cart</i>			
<b>Unit: V</b>	<b>Novel</b>			<b>18</b>
1. Jane Austen	- <i>Sense and Sensibility</i>			
2. Charles Dickens	- <i>Great Expectations</i>			
<b>Total Lecture Hours</b>				<b>90 Hrs</b>

**Books for Study:**

1. Austen, Jane. *Sense and Sensibility*. Peterborough, Ont: Broadview Press, 2001. Print.
2. Bowra, Cecil Maurice. *The Romantic Imagination*. OUP, 1964, ASIN: 019565028X; Publisher: Oxford University Press (1 May 1999).

**Books for Reference:**

1. Abrams, M.H. "The Norton Anthology of English Literature", W.W Norton & Company, Mar 15, 2006.
2. Abrams, M.H., Ed. *English Romantic Poets: Modern Essays in Criticism*, London: OUP, 1975.
3. G.S. Fraser: *John Keats: Odes (Casebook Series)*. Macmillan, 1971.
4. Lamb, Charles. *The Essays of Elia*. University of Michigan Library. USA, 2006.
5. Novak E, MacMillian. *Eighteenth Century English Literature*, Macmillan, 1983, Saint. A History of English Prose Rhythm, 1912.
6. Wood head, Christ. *Nineteenth and twentieth Century Verse*, Oxford University Press, 1987.

**Web Resources:**

**Course Outcomes**

**K Level**

On completion of the course, Students will be able to

<b>CO1:</b>	Gain first-hand knowledge of the major literary works and writers of the Romantic age.	K2
<b>CO2:</b>	Understand and appreciate Victorian poetry as a literary art form	K2
<b>CO3:</b>	Understand the political, social and intellectual background of writers of the period.	K2
<b>CO4:</b>	Get acquainted with the experimental trends, themes and techniques in the Plays of the period.	K4
<b>CO5:</b>	Evaluate the turns and trails of the Victorian life through the novels	K4

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	1	1	1	1	2
CO 2	2	1	1	3	1	2
CO 3	3	1	1	3	1	2
CO 4	3	1	2	2	1	1
CO 5	3	3	2	3	1	2

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Course Name</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	<b>Romantic Poets :</b> The Chimney Sweeper(3) 'Ode: Intimations of Immortality from Recollections of Early Childhood' (4) The Rime of the Ancient Mariner(4) 'Ode to The West Wind'(4) 'Endymion'( First 62 Lines)(3)	<b>18</b>	Lecture and Discussion
<b>II</b>	<b>Victorian Poetry :</b> The Lotos-Eaters'(3) My Last Duchess'(3) - 'Leda and the Swan'(3) 'Anthem for Doomed Youth',(3) 'The Waste Land'(3) 'The Shield of Achilles'(3)	<b>18</b>	Lecture and Discussion
<b>III</b>	<b>Prose</b> (Essays of Elia) 1. The South- Sea House (3) 2. Dream Children(3) The Study of Poetry(3) Profession for Women(5) Why The Novel Matters(4)	<b>18</b>	Lecture and Discussion
<b>IV</b>	<b>Drama:</b> <i>The Importance of Being Earnest</i> (9) <i>The Apple Cart</i> (9)	<b>18</b>	Lecture and Video clips
<b>V</b>	<b>Novel:</b> <i>Sense and Sensibility</i> (18) <i>Great Expectations</i> (Self-Study)	<b>18</b>	Lecture and Discussion

**Course Designed by:**

1. Prof. T. Karunanithi, Assistant Professor
2. Prof. A. Albin John Pradeep, Assistant Professor

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CIA I	CO1	K2	2	K1&K1	1	K2	2(K2&K2)	1(K2)
	CO2	K2	2	K1&K2	2	K2&K2	2(K2&K2)	2 (K2& K2)
CIAII	CO3	K4	2	K2&K2	2	K2&K2	2(K2&K2)	1(K3)
	CO4	K4	2	K2&K2	1	K2	2(K3&K3)	2(K4 &K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4	-	3	-	2	2
		Marks for each question	1	-	2	-	5	10
		Total Marks for each section	4	-	6	-	10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	3	-	-	-	3	5	100
	K2	1	6	20	30	57	95	
	K3	-	-	-	-	-	-	-
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	-	-	-	-	-	-	34
	K2	4	6	10	-	20	33.33	
	K3	-	-	10	10	20	33.33	33
	K4	-	-	-	20	20	33.33	33
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO 1	K2	2	K1&K2	1	K2	2 (K1&K1)	1(K2)
2	CO 2	K2	2	K1&K2	1	K2	2 (K2&K2)	1(K2)
3	CO 3	K2	2	K1&K2	1	K2	2 (K2&K2)	1(K2)
4	CO 4	K4	2	K1&K2	1	K3	2(K3&K3)	1(K4)
5	CO 5	K4	2	K1&K2	1	K3	2(K3&K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	10	-	15	12.5	63
K2	5	6	20	30	61	50.83	
K3	-	4	20	-	24	20	20
K4	-	-	-	20	20	16.67	17
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	
12	CO2	K2	
13	CO3	K2	
14	CO4	K3	
15	CO5	K3	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K1	
16) b	CO1	K1	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K2	
18) b	CO3	K2	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K2	
23	CO3	K2	
24	CO4	K4	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>American Literary Tradition: Realism to Experimentalism</b>				
<b>Course Code</b>	<b>21PENC22</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>Core</b>	<b>6</b>	<b>-</b>	<b>4</b>	
<b>Nature of Course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b> ✓	ENTREPRENEURSHIP		
<b>Course Objectives:</b>					
1. To enable the students to trace through this course sequential to American Literary Tradition: Native Oral Tradition to Rise of Realism, the evolution of contemporary tenets of poetry 2. To educate the students to appreciate literature as a document of socio-political History of a nation through Twentieth Century American prose. 3. To train the students to critique the various experiments took place in American Drama 4. To inculcate in students through twentieth century American short fiction the exquisite narrative techniques to address the man's conflict with himself and the world 5. To sharpen the perspective of the students to get a holistic view of American history and identity through the major novels					
<b>Unit: I</b>	<b>Poetry</b>				<b>18hrs</b>
Robert Frost - 'Home Burial' Wallace Stevens - 'Anecdote of the Jar' E.E. Cummings - 'Buffalo Bill's' William Carlos Williams- 'The Red Wheel Barrow'					
<b>Unit: II</b>	<b>Prose</b>				<b>18hrs</b>
William Faulkner - Nobel Prize Acceptance Speech Martin Luther King Jr - I have a Dream John F. Kennedy - Civil Rights Address (Self-Study) Allen Tate - The Man of Letters in the Modern World -Essays of four decades					
<b>Unit: III</b>	<b>Drama</b>				<b>18hrs</b>
Edward Albee - <i>The Zoo Story</i> Arthur Miller - <i>Death of a Salesman</i>					
<b>Unit: IV</b>	<b>Short Fiction</b>				<b>18hrs</b>
Ernest Hemingway - The Snows of Kilimanjaro Henry James - The Real Thing Stephen Crane - The Open Boat					
<b>Unit: V</b>	<b>Fiction</b>				<b>18hrs</b>
John Steinbeck - <i>The Grapes of Wrath</i> Theodore Dreiser - <i>Sister Carrie</i>					
<b>Total Lecture Hours</b>					<b>90</b>
<b>Books for Study:</b>					
1. Albee, Edward. <i>The Zoo Story</i> . Dramatist's play Service, 1959 2. Crane, Milton. <i>50 Great American Short Stories</i> . Amsterdam-Netherlands, Netherlands, Adfo Books, 1984.					

3. Dreiser, Theodore. *Sister Carrie* Oxford University Press. 1991
4. Ferguson, Margaret, ed. *Norton Anthology of Poetry*. W. W. Norton, 2018.
5. King Jr., Martin Luther. *I Have a Dream: Writings and Speeches That Changed the World, Special 75th Anniversary Edition (Martin Luther King, Jr., Born January 15, 1929)*. 75th Anniversary ed., Harper One, 2003.
6. Miller, Arthur. *Death of a Salesman*: (ed. By Bigsby, C.) [www.wcusd15.org](http://www.wcusd15.org) (PDF)
7. Steinbeck, John. *The Grapes of Wrath* Penguin Classics, 2014

**Books for Reference:**

1. Dukore F. Bernard, *Text & Performance: Death of a Salesman and The Crucible, Humanities, Pr 1989*
2. Esslin, Martin, *The Theatre of the Absurd*. Doubleday, 1969
3. *Top 100 Speeches of the 20<sup>th</sup> Century by Rank- American Rhetoric* [www.americanrhetoric.com](http://www.americanrhetoric.com)

**Web Resources:**

1. Britannica, The Editors of Encyclopedia. "Allen Tate". Encyclopedia Britannica, 5 Feb. 2021, <https://www.britannica.com/biography/Allen-Tate>. Accessed 23 March 2021.

**Course Outcomes**

**K Level**

On completion of the course, students will be able to

<b>CO1</b>	Understand the intricacies of American cognitive process and its literary expressions as found in modern American poetry	K 2
<b>CO2</b>	Distinguish key ideas and characteristic perspectives of American civilization as documented in American prose	K 4
<b>CO3</b>	Identify the modern American predicament with the Twentieth century American literature as documented in American drama	K 3
<b>CO4</b>	Estimate the validity of modern American literary works through an analysis of modern American short fiction	K 3
<b>CO5</b>	Examine the possibilities of sustenance of human values by studying twentieth century American fiction in relation to the human behaviors during calamities such as war, natural disasters and economic crisis	K 4

**CO & PO Mapping:**

<b>Cos</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>CO 3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>

\*3 –Advanced Application; 2 – Intermediate Development; 1 –Introductory Level

**LESSON PLAN**

<b>UNIT</b>	<b>American Literary Tradition (Realism to Experimentalism)</b>	<b>Hrs</b>	<b>Mode</b>
<b>I</b>	Poetry Robert Frost - 'Home Burial' (05) Wallace Stevens - 'Anecdote of the Jar' (05) E.E. Cummings - 'Buffalo Bill's' (04) William Carlos Williams- 'The Red Wheel Barrow' (04)	<b>18</b>	Lecture and discussion
<b>II</b>	Prose William Faulkner - Nobel Prize Acceptance Speech (06) Martin Luther King Jr - I have a Dream (06) John F. Kennedy -Civil Rights Address (Self-Study) Allen Tate - The Man of Letters in the Modern World -Essays of four decades (06)	<b>18</b>	Lecture and video-footage
<b>III</b>	Drama Edward Albee - <i>The Zoo Story</i> (09) Arthur Miller - <i>Death of a Salesman</i> (09)	<b>18</b>	Lecture and discussion
<b>IV</b>	Short-Fiction Ernest Hemingway - The Snows of Kilimanjaro (06) Henry James - The Real Thing (06) Stephen Crane - The Open Boat (06)	<b>18</b>	Lecture and Film-Screening
<b>V</b>	Fiction John Steinbeck - <i>The Grapes of Wrath</i> (09) Theodore Dreiser - <i>Sister Carrie</i> (09)	<b>18</b>	Lecture and video clips

**Course Designed by**

**1. K. Rani**, Assistant Professor

**2. R. Daniel Manikandan**, Assistant Professor

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K – Level	No. of Questions	K - Level		
CIA I	CO1	K2	2	K1&K2	1	K2	2 (K2&K2)	1(K2)
	CO3	K3	2	K1&K2	2	K2	2 (K3&K3)	2(K3)
CIA II	CO4	K3	2	K1&K2	1	K3	2(K2&K2)	2(K3)
	CO5	K4	2	K1&K2	2	K3	2 (K3&K3)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4	-	3	-	4	3
		No. of Questions to be answered	4	-	3	-	2	2
		Marks for each question	1	-	2	-	5	10
		Total Marks for each section	4	-	6	-	10	20

Distribution of Marks with K Level CIA I & CIA II								
	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	3.33	50
	K2	2	6	10	10	28	46.67	
	K3	-	-	10	20	30	50	50
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	-	-	-	2	3.33	23.33
	K2	2	-	10	-	12	20	
	K3	-	6	10	20	36	60	76.67
	K4	-	-	-	10	10	16.67	
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

**CO2 will be allotted for individual Assignment which carries five marks as part of CIA component.**

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	<b>K2</b>	2	K1 & K2	1	K2	2(K2 & K2)	1(K2)
2	CO2	<b>K4</b>	2	K1 & K2	1	K2	2(K3&K3)	1(K4)
3	CO3	<b>K3</b>	2	K1 & K2	1	K2	2(K2 & K2)	1(K3)
4	CO4	<b>K3</b>	2	K1 & K2	1	K2	2(K3 & K3)	1(K3)
5	CO5	<b>K4</b>	2	K1 & K2	1	K2	2(K3 & K3)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.17	41.67
K2	5	10	20	10	45	37.5	
K3	-	-	30	20	50	41.67	41.67
K4	-	-		20	20	16.67	16.67
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	
12	CO2	K2	
13	CO3	K2	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K3	
17) b	CO2	K3	
18) a	CO3	K2	
18) b	CO3	K2	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three question</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K4	
23	CO3	K3	
24	CO4	K3	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	Indian Literature In English : R. Parthasarathy to Arundhati Roy			
<b>Course Code</b>	21PENC23	<b>L</b>	<b>P</b>	<b>C</b>
<b>Core</b>	Core	<b>6</b>	<b>-</b>	<b>4</b>
<b>Nature of Course:</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>	<b>ENTREPRENEURSHIP</b>
<b>Course Objectives:</b>				
1. To enable the students to trace the tradition of Indian Literature in English poetry 2. To introduce the role of different elements in the construction of a nation , to the students 3. To enlighten the students about the significance of Indian writers in English in the literary world 4 .To introduce the “Indianness” in the Indian literary works to the students 5. To appreciate the cross cultural discourses in the multi-lingual and multi-cultural Indian environment				
<b>Unit: I</b>	<b>Poetry</b>	<b>18</b>		
Jayanta Mahapatra - ‘Grandfather’ A.K. Ramanujan - ‘Chicago Zen’ R. Parthasarathy - ‘Homecoming’ K.N. Daruwala - ‘The Epileptic’ Dilip Chitre - ‘The House of My Childhood’ Meena Kandasamy - ‘Apologies for Living on’				
<b>Unit: II</b>	<b>Prose</b>	<b>18</b>		
Vandana Shiva - Soil not oil Arundhati Roy - <i>Capitalism: A Ghost Story</i> Meenakshi Mukherjee - Realism and Reality Khushwant Singh - Not a Nice Man to Know				
<b>Unit: III</b>	<b>Drama</b>	<b>18</b>		
Mahesh Dattani - <i>Dance Like a Man</i> Manjula Padmanabhan - <i>Harvest</i>				
<b>Unit: IV</b>	<b>Short Fiction</b>	<b>18</b>		
Mahasweta Devi - Draupadi Shashi Deshpande - Can you hear Silence? Salmon Rushdie - The Free Radio (East) Jumpa Lahiri - Unaccustomed Earth (Self-Study)				
<b>Unit: V</b>	<b>Fiction</b>	<b>18</b>		
Rohinton Mistry - <i>A Fine Balance</i> Amitav Ghosh - <i>The Calcutta Chromosome</i>				
<b>Total Lecture Hours</b>				<b>90 hrs</b>
<b>Books for Study:</b>				
1. "Anthology of Contemporary Indian Poetry". BigBridge.Org. Retrieved 9 June 2016. 2. Desai, Anita. (1971), Bye Bye Blackbird. New Dehi: Orient paperbacks. 3. Gupta, Prabhu S.; Ramanujan, A. K. (1978). "Selected Poems by A. K. Ramanujan". <i>World Literature Today</i> . <i>jstor.org</i> . <b>52</b> (2): 344. doi:10.2307/40132984. JSTOR 40132984. 4. Lahiri, J. <i>Unaccustomed Earth</i> . Print 5. Shiva, Vandana. <i>Soil Not Oil : Environmental Justice in a Time of Climate Crisis</i> . Cambridge,				

Mass. :South End Press, 2008.

**Books for References:**

1. "Parthasarathy, R. 1934–". encyclopedia.com. Retrieved 15 September 2018.
2. T. M. J. Indra Mohan (2004). *Shashi Deshpande: A Critical Spectrum*. Atlantic Publishers & Dist. p. 191. ISBN 978-8126903092.

**Web Resources:**

1. <https://ndl.iitkgp.ac.in/>

Course Outcome		K Level
On completion of the course the students will be able to		
<b>CO1:</b>	Understand the emergence and growth of Indian Writing in English Poems in the context of colonial experience.	<b>K2</b>
<b>CO2:</b>	Discuss the culture, identity, history and other constructs of the nation.	<b>K2</b>
<b>CO3:</b>	Distinguish the significance and relevance of the works of Indian writers and thereby relate to the ideas embedded in their works.	<b>K4</b>
<b>CO4:</b>	Recognize the ‘Indianness’ through the works of Indian writing in English	<b>K2</b>
<b>CO5:</b>	Apply the cross-cultural discourses among the multilingual and multicultural states of Indian federalism	<b>K3</b>

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	1	1	1	1	3
CO 2	3	2	3	2	1	2
CO 3	3	2	3	2	1	2
CO 4	3	3	1	1	1	3
CO 5	3	3	2	2	1	2

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

UNIT	Indian Literature In English : R. Parthasarathy to Arundhati Roy	Hrs	Pedagogy
I	<b>Poetry</b> 'Grandfather' (3) 'Chicago Zen' (3) 'Homecoming' (3) 'The Epileptic' (3) 'The House of My Childhood' (3) 'Apologies For Living on' (3)	18	Lecture And Discussion
II	<b>Prose</b> Soil not oil (6) Capitalism: A Ghost Story (4) Not a Nice Man to Know (4) Realism and Reality (4)	18	Lecture And Discussion
III	<b>Drama</b> - <i>Dance Like a Man</i> (10) - <i>Harvest</i> (8)	18	Lecture And Discussion
IV	<b>Short Fiction</b> Draupadi (6) Can you hear Silence? (6) The Free Radio (East) (6) Unaccustomed Earth (Self-Study)	18	Lecture And Discussion
V	<b>Fiction</b> <i>A Fine Balance</i> (9) <i>The Calcutta Chromosome</i> (9)	18	Lecture And Discussion

**Course designed by:**

1. **Dr.P.Sulochana**, Assistant Professor
2. **Mr.S.Balaji**, Assistant Professor

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K – Level	No. of Questions	K - Level		
CIA I	CO1	K2	2	K1&K2	1	K1	2 (K2&K2)	1(K2)
	CO2	K2	2	K1&K2	2	K2	2 (K2&K2)	2 (K2)
CIA II	CO3	K4	2	K1&K2	2	K2	2 (K3&K3)	1(K4)
	CO5	K3	2	K1&K2	1	K2	2 (K3&K3)	2(K3)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2	-	-	4	6.67	100
	K2	2	4	20	30	56	93.33	
	K3	-	-	-	-	-		
	K4	-	-	-	-	-		
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	-	-	-	2	3.33	17
	K2	2	6	-	-	8	13.33	
	K3	-	-	20	20	40	66.66	67
	K4	-	-	-	10	10	16.66	17
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

**CO4 will be allotted for individual Assignment which carries five marks as part of CIA component.**

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	Cos	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO 1	K2	2	K1&K2	1	K2	2 (K1&K1)	1(K2)
2	CO 2	K2	2	K1&K2	1	K3	2 (K2&K2)	1(K2)
3	CO 3	K4	2	K1&K2	1	K3	2 (K2&K2)	1(K4)
4	CO 4	K2	2	K1&K2	1	K2	2 (K2&K2)	1(K2)
5	CO 5	K3	2	K1&K2	1	K2	2 (K3&K3)	1(K3)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	10	-	15	12.5	72
K2	5	6	30	30	71	59.17	
K3	-	4	10	10	24	20	20
K4	-	-	-	10	10	8.33	8
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	
12	CO2	K3	
13	CO3	K3	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K1	
16) b	CO1	K1	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K2	
18) b	CO3	K2	
19) a	CO4	K2	
19) b	CO4	K2	
20) a	CO5	K3	
20) b	CO5	K3	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K2	
23	CO3	K4	
24	CO4	K2	
25	CO5	K3	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>Literary Theory –II</b>			
<b>Course Code</b>	<b>21PENC24</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core</b>	<b>6</b>	<b>-</b>	<b>4</b>
<b>Nature of the Course</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP
<b>Course Objectives:</b>				
<ol style="list-style-type: none"> <li>1. To understand the structuralist approach in accordance with literary canon of the major theorists</li> <li>2. To assimilate the doctrine of epistemology and discourse on Deconstruction</li> <li>3. To review the ideologies of colonialism and postcolonial treatise in literary arena</li> <li>4. To integrate linguistic and stylistic constraints applied in literary texts</li> <li>5. To interpret literary texts by reflecting on the recent literary theories in the mainstream</li> </ol>				
<b>Unit: I</b>	<b>Structuralism</b>			<b>18</b>
(i)	Ferdinand de Saussure	-	The Nature of Linguistic Sign (From <i>Course in General Linguistics</i> )	
(ii)	Charles Sanders Peirce	-	What is a Sign? ( From <i>The Essential Peirce</i> )	
<b>Unit: II</b>	<b>Post-structuralism and Deconstruction</b>			<b>18</b>
(i)	Michel Foucault	-	What is an Author? (From <i>Aesthetics, Method and Epistemology</i> )	
(ii)	Jacques Derrida	-	Structure, Sign and Play in the Discourse of Human Sciences (From <i>Writing &amp; Difference</i> )	
<b>Unit: III</b>	<b>Postcolonialism</b>			<b>18</b>
(i)	Edward Said	-	Knowing the Oriental (From <i>Orientalism : Western Conceptions of the Orient</i> )	
(ii)	Homi K. Bhaba	-	Of Mimicry and Man: The Ambivalence of colonial discourse (From <i>The Location of Culture</i> )	
(iii)	Gayatri Chakravorty Spivak	-	Can the Subaltern Speak? (Self Study)	
<b>Unit: IV</b>	<b>Postmodernism</b>			<b>18</b>
(i)	Jean Francois Lyotard	-	Answering the Question: What is Postmodernism? (From <i>The Lyotard Reader &amp; Guide</i> )	
(ii)	Jean Baudrillard	-	The Spirit of Terrorism (From <i>The Spirit of Terrorism and Other Essays</i> )	
<b>Unit: V</b>	<b>Recent Trends</b>			<b>18</b>
(i)	Robert McRuer	-	Introduction: Compulsory Able-Bodiedness and Queer Disabled Existence (From <i>Crip Theory : Cultural Signs of</i>	

<i>Queerness and</i> (ii) Cathy Caruth Possibility of History	-	<i>Disability)</i> Unclaimed Experience: Trauma and the (Freud, Moses and Monotheism)	<b>Total Lecture Hours</b>	<b>90Hrs</b>
<b>Books for Study:</b>				
1. Barthes, Roland, and Richard Howard. Critical Essays. Evanston [Ill.: Northwestern University Press, 1972. Print.				
2. Baudrillard ,Jean. “The Spirit of Terrorism,” trans. by Chris Turner in The Spirit of Terrorism and Other Essays. London: Verso, 2003.				
3. Derrida, Jacques. 1970. Structure, sign and play in the discourse of the human sciences. In The Languages of Criticism and the Sciences of Man: The Structuralist Controversy, pp. 247-272, edited by Richard Macksey and Eugenio Donato.				
<b>Books for References:</b>				
1. Foucault, Michel, and James D. Faubion. Aesthetics, Method, and Epistemology. New York: New Press, 1997.				
2. Lyotard , Jean Francois. “Answering the Question: What is Postmodernism?” translated by Regis Durand in The Postmodern Condition, Manchester University press, 1984.				
3. Saussure, Ferdinand , Charles Bally, and Albert Sechehaye. Course in General Linguistics. New York: McGraw-Hill, 1966. Print.				
<b>Web Resources:</b>				
1. <a href="https://nptel.ac.in/courses/109/104/109104116/">https://nptel.ac.in/courses/109/104/109104116/</a>				
2. <a href="https://nptel.ac.in/courses/109/104/109104116/">https://nptel.ac.in/courses/109/104/109104116/</a>				
3. <a href="https://nptel.ac.in/courses/109/104/109104116/">https://nptel.ac.in/courses/109/104/109104116/</a>				
<b>Course Outcome</b>				<b>K Level</b>
On completion of the course, students will be able to				
<b>CO1</b>	Understand the fundamental tenets of linguistics and structuralism			<b>K 2</b>
<b>CO2</b>	Demonstrate the conceptual frameworks in Post structuralism and Deconstruction			<b>K 3</b>
<b>CO3</b>	Discuss the cultural legacy of colonization and imperialism in colonial discourse			<b>K 2</b>
<b>CO4</b>	Discover the critical strategic and rhetorical practices employed on theory to destabilize the tenets of modernism			<b>K 3</b>
<b>CO5</b>	Deduce the theoretical frameworks articulating the experiences of trauma			<b>K 4</b>

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	1	1	1	1	3
CO 2	3	3	3	2	1	1
CO 3	3	2	2	2	1	1
CO 4	3	3	2	2	2	3
CO 5	3	3	3	3	2	3

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>UNIT</b>	<b>Literary Theory II</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	<b>Structuralism</b> (i) Ferdinand de Saussure - The Nature of Linguistic Sign (9) (ii) Charles Sanders Peirce - What is a Sign? (9)	<b>18</b>	Lecture & Discussion
<b>II</b>	<b>Post-structuralism and Deconstruction</b> (i) Michel Foucault - What is an Author? (9) (ii) Jacques Derrida - Structure, Sign and Play in the Discourse of Human Sciences (9)	<b>18</b>	Lecture & Discussion
<b>III</b>	<b>Postcolonialism</b> (i) Edward Said - Knowing the Oriental (9) (ii) Homi K. Bhaba - Of Mimicry and Man: The Ambivalence of colonial discourse (9) (iii) Gayatri Chakravorty Spivak - Can the Subaltern Speak? (Self Study)	<b>18</b>	Lecture & Discussion
<b>IV</b>	<b>Postmodernism</b> (i) Jean Francois Lyotard - Answering the Question: What is Postmodernism? (9) (ii) Jean Baudrillard - The Spirit of Terrorism (9)	<b>18</b>	Lecture & Discussion
<b>V</b>	<b>Recent Trends</b> (i) Robert McRuer - Introduction: Compulsory Able-Bodiedness and Queer Disabled Existence (9) (ii) Cathy Caruth - Unclaimed Experience: Trauma and the Possibility of History (9)	<b>18</b>	Lecture & Discussion

Learning Outcome Based Education & Assessment (LOBE)								
Formative Examination - Blue Print								
Articulation Mapping – K Levels with Course Outcomes (COs)								
Internal	COs	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K – Level I		
CIA I	CO1	K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)
	CO2	K3	2	K2&K3	2	K2	2 (K3&K3)	2 (K2)
CIA II	CO4	K3	2	K2&K3	2	K2	2 (K2&K2)	1(K3)
	CO5	K4	2	K2&K3	1	K2	2 (K3&K3)	2(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4		3		4	3
		No. of Questions to be answered	4		3		2	2
		Marks for each question	1		2		5	10
		Total Marks for each section	4		6		10	20

Distribution of Marks with K Level CIA I & CIA II								
	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	1	-	-	-	1	1.67	82
	K2	2	6	10	30	48	80	
	K3	1	-	10	-	11	18.33	18
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	-	-	-	-	-	-	30
	K2	2	6	10	-	18	30	
	K3	2	-	10	10	22	36.67	37
	K4	-	-	-	20	20	33.33	33
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

**CO3** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO 1	<b>K2</b>	2	K1&K2	1	K2	2 (K2&K2)	1(K2)
2	CO 2	<b>K3</b>	2	K1&K2	1	K3	2 (K3&K3)	1(K3)
3	CO 3	<b>K2</b>	2	K1&K2	1	K3	2 (K3&K3)	1(K2)
4	CO 4	<b>K3</b>	2	K1&K2	1	K2	2 (K2&K2)	1(K3)
5	CO 5	<b>K4</b>	2	K1&K2	1	K2	2 (K2&K2)	1(K4)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	55
K2	5	6	30	20	61	50.83	
K3	-	4	20	20	44	36.66	37
K4	-	-	-	10	10	8.34	8
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	
12	CO2	K3	
13	CO3	K3	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K3	
17) b	CO2	K3	
18) a	CO3	K3	
18) b	CO3	K3	
19) a	CO4	K2	
19) b	CO4	K2	
20) a	CO5	K2	
20) b	CO5	K2	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K2	
24	CO4	K3	
25	CO5	K4	



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	English for Career Development				
<b>Course Code</b>	21PENN21	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	Non -Major Elective Course	<b>6</b>	<b>-</b>	<b>6</b>	
<b>Nature of the Course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b> ✓	ENTREPRENEURSHIP		
<b>Course Objectives:</b>					
<ol style="list-style-type: none"> <li>To introduce students to the language skills required for appearing in career oriented competitive examinations</li> <li>To provide sufficient practice in honing their necessary linguistic requirements so as to face the audience confidently and enable them to better their demonstrative skills for bright career prospects</li> <li>To inculcate in them the significance of soft skills for stress-free mindset to efficiently carry out professional duties.</li> <li>To help them achieve the intended and widely expected competency level to meet global career standards</li> <li>To encourage the students to establish a strong inter-personal relationship in work-place environment for personal and professional growth.</li> </ol>					
<b>Unit: I</b>	<b>Writing Skills</b>				<b>18</b>
a. Applying for jobs: Preparing Resumes—Personal Essays—Writing Cover letters— Email writing					
<b>Unit: II</b>	<b>Speaking Skills</b>				<b>18</b>
a. Preparing for interviews—Taking Interviews—Behavioral Questions—Post-Interview follow-up—Promotion					
b. Group Discussions					
<b>Unit: III</b>	<b>Correctness of Language Usage</b>				<b>18</b>
a. Common errors in communication and how to avoid them.					
b. Some Notions—Conventional and idiomatic expressions.					
c. Today's Vocabulary ( <i>Self Study</i> )					
d. Grammar for Grown-ups					
<b>Unit: IV</b>	<b>Facing People</b>				<b>18</b>
a. Structuring and delivering a presentation.					
b. Communication in the Management context.					
c. Importance of Words/Language.					
d. Horizontal and Democratic Communication.					
<b>Unit: V</b>	<b>Keeping the Job</b>				<b>18</b>
a. Human relationships in academic and professional life.					
b. Nettiquette					
c. Soft Skills for Team Building.					
d. Professional Ethics					
e. Managing Multiple Roles- Healthy Balancing of family and career.					
<b>Total Lecture Hours</b>					<b>90Hrs</b>
<b>Books for Study:</b>					

1. Chiles, David. *The Principles of Netiquette*. David Paul Chiles, 2013.
2. Rani, T Asoka. *English for Career Development*. India, Orient Longman, 1990.
3. Rizvi, M Ashraf. *Resumes and Interviews: The Art of Winning*. New Delhi, Tata McGraw Hill PCL, 2008.

**Books for Reference:**

1. Bhatnagar, R. P. *English for Competitive Examinations*. New Delhi: Macmillan, 2009.
2. Kaul, Asha. *The Effective Presentation*. India, SAGE Publications, 2010.
3. Seely, John. *Oxford Guide to Effective Writing and Speaking: How to Communicate Clearly*. United Kingdom, OUP Oxford, 2013.
4. Shephard, Kerry. *Presenting at Conferences, Seminars and Meetings*. India, SAGE Publications, 2005.
5. Smith, Leila R., and Roberta Moore. *English for Careers: Business, Professional, and Technical*. Pearson, 2014.
6. Turton, Nigel D.. *ABC of Common Grammatical Errors*. Japan, Macmillan Education, 1995.
7. Vilanilam, J V. *More Effective Communication: A Manual for Professionals*. India, SAGE Publications, 2000.

**Web Resources**

1. <https://www.coursera.org/learn/careerdevelopment>
2. <https://nptel.ac.in/courses/109/104/109104107/>

**Course Outcomes**

**K Level**

On completion of the course, students will be able to

<b>CO1</b>	Acquire knowledge about career competency which will enable them to prepare for a career and function effectively in it.	K2
<b>CO2</b>	Demonstrate their ideas with great deal of confidence before the audience having had hands-on training in presentation structure, cohesive elements, thereby avoiding anxiety, stage fright and performing better in their career pursuits.	K3
<b>CO3</b>	Understand their behavioral and personality traits and organize their interests and skills to meet the requirements in their profession.	K2
<b>CO4</b>	Analyze the degree of their career competency to explore the global career path.	K4
<b>CO5</b>	Use professional acumen to build healthy work space relationship with their peers and higher order people for career sustainability and find a way to balance between personal life and professional career.	K3

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>CO 3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO 4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>UNIT</b>	<b>English for Career Development</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Preparing Resumes (5) Personal Essays (4) Writing Cover letters (4) Email writing (5)	<b>18</b>	Lecture and Discussion
<b>II</b>	a. Preparing for interviews, Taking Interviews & Behavioral Questions (6) Post-Interview follow-up (4) Promotion (4) b. Group Discussions (4)	<b>18</b>	Lecture and Discussion
<b>III</b>	a. Common errors in communication and how to avoid them. (6) b. Some Notions—Conventional and idiomatic expressions. (6) c. Today’s Vocabulary (Self Study) d. Grammar for Grown-ups (6)	<b>18</b>	Lecture and Discussion
<b>IV</b>	a. Structuring and delivering a presentation. (5) b. Communication in the Management context. (4) c. Importance of Words/Language. (4) d. Horizontal and Democratic Communication. (5)	<b>18</b>	Lecture and Discussion
<b>V</b>	a. Human relationships in academic and professional life. (3) b. Nettiquette (3) c. Soft Skills for Team Building. (4) d. Professional Ethics (4) e. Managing Multiple Roles- Healthy Balancing of family and career.(4)	<b>18</b>	Lecture and Discussion

**Course Designed by:**

1. Dr. M. Arjunan, Assistant Professor
2. Mr. N.Vannia Das, Assistant Professor

Learning Outcome Based Education & Assessment (LOBE)								
Formative Examination - Blue Print								
Articulation Mapping – K Levels with Course Outcomes (COs)								
Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K – Level	No. of Questions	K - Level		
CI AI	CO1	K2	2	K1&K2	2	K2	2 (K2&K2)	1 (K2)
	CO2	K3	2	K1&K2	1	K3	2 (K3&K3)	2 (K2&K3)
CI AII	CO4	K4	2	K1&K2	1	K3	2 (K2&K2)	1 (K4)
	CO5	K3	2	K1&K2	2	K2	2 (K3&K3)	2 (K2&K3)
Question Pattern CIA I & II	No. of Questions to be asked		4	-	3	-	4	3
	No. of Questions to be answered		4	-	3	-	2	2
	Marks for each question		1	-	2	-	5	10
	Total Marks for each section		4	-	6	-	10	20

Distribution of Marks with K Level CIA I & CIA II								
	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	3.33	63
	K2	2	4	10	20	36	60	
	K3	-	2	10	10	22	36.66	37
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	-	-	-	2	3.33	47
	K2	2	4	10	10	26	43.33	
	K3	-	2	10	10	22	36.66	37
	K4	-	-	-	10	10	16.66	17
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

**CO3** will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	Cos	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO 1	K2	2	K1 & K2	1	K2	2 (K2 & K2)	1 (K2)
2	CO 2	K3	2	K1 & K2	1	K1	2 (K2 & K2)	1 (K3)
3	CO 3	K2	2	K1 & K2	1	K1	2 (K2 & K2)	1 (K2)
4	CO 4	K4	2	K1 & K2	1	K2	2 (K3 & K3)	1 (K4)
5	CO 5	K3	2	K1 & K2	1	K2	2 (K2 & K2)	1 (K3)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30

**(Figures in parenthesis denotes, questions should be asked with the given K level)**

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4	-	-	9	7.5	67
K2	5	6	40	20	71	59.16	
K3	-	-	10	20	30	25	25
K4	-	-	-	10	10	8.33	8
Marks	10	10	50	50	120	100	100

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

Summative Examinations - Question Paper – Format

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	
2	CO1	K2	
3	CO2	K1	
4	CO2	K2	
5	CO3	K1	
6	CO3	K2	
7	CO4	K1	
8	CO4	K2	
9	CO5	K1	
10	CO5	K2	
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	
12	CO2	K1	
13	CO3	K1	
14	CO4	K2	
15	CO5	K2	
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	
16) b	CO1	K2	
17) a	CO2	K2	
17) b	CO2	K2	
18) a	CO3	K2	
18) b	CO3	K2	
19) a	CO4	K3	
19) b	CO4	K3	
20) a	CO5	K2	
20) b	CO5	K2	
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions (3x10=30 marks)</b>			
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	
22	CO2	K3	
23	CO3	K2	
24	CO4	K4	
25	CO5	K3	

# THIRD SEMESTER



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>RESEARCH METHODOLOGY</b>				
<b>Course Code</b>	<b>21PENC31</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>CORE</b>	<b>6</b>	<b>-</b>	<b>4</b>	
<b>Nature of Course</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP
<b>COURSE OBJECTIVES:</b>					
1. To understand the purpose of research in higher studies.					
2. To help the student identify the authentic sources in research writing.					
3. To enhance the knowledge of mechanics of research writing					
4. To enable the students to understand the proper format used in thesis writing					
5. To train the students in the methodology of applying theories for their further research projects.					
<b>Unit: I</b>	<b>Introduction</b>				<b>18hrs</b>
Introduction – What is Research-Steps in Research (ELT & Literature) – Selecting Topic – Research Objectives – Formulating Theories					
<b>Unit: II</b>	<b>Sources</b>				<b>18hrs</b>
Gathering Information about Sources – Primary and Secondary Sources – Plagiarism – Evaluating Sources					
<b>Unit: III</b>	<b>Mechanics of Writing</b>				<b>18hrs</b>
Inserting Quotations and Punctuations – Prose, Poetry, and Drama – Ellipsis – Abbreviations					
<b>Unit: IV</b>	<b>Format of a Thesis</b>				<b>18hrs</b>
Format of a Thesis – Margin – Pagination – Font – Submission					
<b>Unit: V</b>	<b>Documentation</b>				<b>18hrs</b>
Documentation– In-text Work Citation – Works Cited List					
<b>Total Lecture Hours</b>					<b>90hrs</b>
<b>Books for Study:</b>					
Modern Language Association. MLA Handbook for Writers of Research Papers. 8th ed. Modern Language Association, 2009, New York. Print.					
<b>Books for References:</b>					
Chandra, Joseph, and Antony Samy. Classical to Contemporary Literary Theory: A Demystified Approach. Atlantic Publishers & Distributors (P) Ltd., 2009.					
Kaur, Harpreet. Oxford NTA UGC Paper I for NET/SET/JRF - Teaching and Research Aptitude. Oxford University Press, 2020.					
<b>Web Resources :</b>					
<a href="https://www.mla.org/">https://www.mla.org/</a>					
<b>Course Outcomes</b>					<b>K Level</b>
On completion of the course, students will be able to					
<b>CO1:</b>	Use the knowledge of the fundamental theories of Research methodology				<b>Up to K3</b>
<b>CO2:</b>	Estimate the primary and secondary sources used in research writing				<b>Up to K5</b>
<b>CO3:</b>	Apply the mechanics of research writing.				<b>Up to K3</b>
<b>CO4:</b>	Use appropriate research formatting in research writing.				<b>Up to K5</b>
<b>CO5:</b>	Apply different formats of Work Citation in research writing.				<b>Up to K3</b>

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	2	3	1	1	2	2
CO 2	2	3	1	1	1	2
CO 3	2	3	3	2	3	1
CO 4	2	3	2	2	1	1
CO 5	2	3	2	1	1	1

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

Unit	Course Name: Research Methodology	Hrs	Pedagogy
I	Introduction – What is Research-Steps in Research (ELT & Literature) – Selecting Topic –Research Objectives – Formulating Theories	18hrs	Lecture & Discussion
II	Gathering Information about Sources – Primary and Secondary Sources – Plagiarism – Evaluating Sources	18hrs	Lecture & Discussion
III	Inserting Quotations and Punctuations – Prose, Poetry, and Drama – Ellipsis – Abbreviations	18hrs	Lecture & Discussion
IV	Format of a Thesis – Margin – Pagination – Font – Submission	18hrs	Lecture & Discussion
V	Documentation– In-text Work Citation – Works Cited List	18hrs	Lecture & Discussion

**Course designed by:**

1. **J. Bharathi**, Assistant Professor, 2. **Dr. M. Arjunan**, Assistant Professor,
3. **Dr. T. Arul Prakash**, Assistant Professor,

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Up to K3	2	K1&K2	2	K2	2(K2&K2)	2(K3)
AI	CO2	Up to K5	2	K1&K2	1	K2	2(K4&K4)	1(K5)
CI	CO3	Up to K3	2	K1&K2	2	K2	2(K2&K2)	2(K3)
AII	CO4	Up to K5	2	K1&K2	1	K2	2(K4&K4)	1(K5)
Question Pattern CIA I & II		No. of Questions to be asked	4	-	3	-	4	3
		No. of Questions to be answered	4	-	3	-	2	2
		Marks for each question	1	-	2	-	5	10
		Total Marks for each section	4	-	6	-	10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	03.33	33
	K2	2	6	10	-	18	30.00	
	K3	-	-	-	20	20	33.33	
	K4	-	-	10	-	10	16.66	
	K5	-	-	-	10	10	16.66	
	Marks	4	6	20	30	60	100	
CIA II	K1	2	-	-	-	2	03.33	33
	K2	2	6	10	-	18	30.00	
	K3	-	-	-	20	20	33.33	
	K4	-	-	10	-	10	16.66	
	K5	-	-	-	10	10	16.66	
	Marks	4	6	20	30	60	100	

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

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

**K3-** Application oriented- Solving Problems

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

**K5 -** Appraising and attempting a critique of the form and content

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	K3	2	K1&K2	1	K1	2(K2&K2)	1(K3)
2	CO2	K5	2	K1&K2	1	K1	2(K3&K3)	1(K5)
3	CO3	K3	2	K1&K2	1	K2	2(K2&K2)	1(K3)
4	CO4	K5	2	K1&K2	1	K2	2(K4&K4)	1(K5)
5	CO5	K3	2	K1&K2	1	K2	2(K3&K3)	1(K3)
No. of Questions to be Asked			10		5		10	5
No. of Questions to be answered			10		5		5	3
Marks for each question			1		2		5	10
Total Marks for each section			10		10		25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	4	10	-	19	15.83	25
K2	5	6	10	-	21	17.5	
K3	-	-	20	30	50	41.66	42
K4	-	-	10	-	10	08.3	8
K5	-	-	-	20	20	16.66	17
Marks	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K1	1
12	CO2	K1	1
13	CO3	K2	1
14	CO4	K2	1
15	CO5	K2	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K3	1
17) b	CO2	K3	1
18) a	CO3	K2	1
18) b	CO3	K2	1
19) a	CO4	K4	1
19) b	CO4	K4	1
20) a	CO5	K3	1
20) b	CO5	K3	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K3	1
22	CO2	K5	1
23	CO3	K3	1
24	CO4	K5	1
25	CO5	K3	1



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>AFRICAN-AMERICAN WRITING</b>			
<b>Course Code</b>	<b>21PENC32</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core</b>	<b>6</b>	<b>-</b>	<b>4</b>
<b>Nature of Course:</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP
<b>COURSE OBJECTIVES:</b>				
1. To explore the issues of freedom and equality of African-American culture, racism and religion 2. To recognize the range and variety of the African-American writing as literary responses to historical and social events 3. To analyze African -American literature in shaping the image of race and ethnicity in American society 4. To explain narratives like slave narratives, Reconstruction literature, the Harlem Renaissance 5. To discuss the experiences of the Black people from different historical, cultural, sociological, political and psychological perspectives				
<b>Unit: I</b>	<b>Poetry</b>			<b>18hrs</b>
Langston Hughes	-	I, Too		
Countee Cullen	-	For a Poet		
Gwendolyn Brooks	-	We Real Cool		
Amiri Baraka	-	Notes For a Speech		
Rita Dove	-	Exit		
Tracy K. Smith	-	A Man’s World		
<b>Unit: II</b>	<b>Prose</b>			<b>18hrs</b>
Fredrick Douglass	-	My Bondage and My Freedom		
Richard Wright	-	Blue Print for Negro Writing		
Martin Luther King Jr.	-	Letter from Birmingham Jail		
<b>Unit: III</b>	<b>Drama</b>			<b>18hrs</b>
Lorraine Hansberry	-	To Be Young, Gifted and Black		
August Wilson	-	The Piano Lesson		
<b>Unit: IV</b>	<b>Novel</b>			<b>18hrs</b>
Zora Neale Hurston	-	Their Eyes were Watching God		
Toni Morrison	-	The Bluest Eye		
<b>Unit: V</b>	<b>Short Story</b>			<b>18hrs</b>
Paul Lawrence Dunbar	-	The Scapegoat		
Alice Walker	-	Every Day Use		
Jamaica Kincaid	-	Girl		
Maya Angelou	-	The Reunion		
Toni Cade Barbara	-	Gorilla, My Love (Self-study)		
		<b>Total hours</b>	<b>90hrs</b>	
<b>Books for Study:</b>				

Brooks, Gwendolyn .*Selected Poems*. Copyright © 1963 by Gwendolyn Brooks. Reprinted with the permission of the Estate of Gwendolyn Brooks.

Christian, Barbara (1994). *Everyday use and the black power movement*. Pearson. pp. 492–494. ISBN 0-13-458638-7.

Douglass, Frederick. *My Bondage and My Freedom: Part I – Life as a Slave; Part II – Life as a Dove*, Rita. *Collected Poems: 1974-2004*. United States, W. W. Norton, 2016.

Freeman, with an introduction by James M'Cune Smith. New York and Auburn: Miller, Orton & Mulligan (1855); ed. John Stauffer, Random House (2003) ISBN 0-8129-7031-4

Howells, W. D. *The Complete Poems of Paul Laurence Dunbar, with the introduction to "Lyrics Lovely Life"* by NY, Dodd, 1967. PS1556 .A1

Hughes, Langston, et al. *The Collected Poems of Langston Hughes*. United States, Vintage Books, 1995.

Hayden, Robert. *Collected Poems*. (edit) Frederik Glaysher. London: Liveright Publishing Corporation, 1985. Print.

Jonathan, S. (2001). *Blessed Are the Peacemakers: Martin Luther King, Jr., Eight White Religious Leaders, and the Letter from Birmingham Jail*. Baton Rouge, Louisiana: Louisiana State University Press. ISBN 978-0-8071-2655-4.

Kennedy, Adrienne. *Funny house of a Negro: A Play in One Act*. New York: Samuel French, 1969.

Randall, Dudley *Ballad of Birmingham*, in Janet E. Gardner et al (eds), *Literature: A Portable Anthology*, 2nd edn, Boston: Bedford, 2009, pp. 588–589. ISBN 978-0-312-46186-

**Books for References::**

McKay, Nellie Y., and Gates, Henry Louis. *The Norton Anthology of African American Literature*. United Kingdom, W.W. Norton & Company, 1997.

**Web Resources :**

<https://nptel.ac.in/courses/109/106/109106099/>  
[https://onlinecourses.nptel.ac.in/noc20\\_hs24/preview](https://onlinecourses.nptel.ac.in/noc20_hs24/preview)

Course Outcomes		K Level
On completion of the course, students will be able to		
<b>CO1:</b>	Obtain the knowledge of African-American Literature and African diasporic heritage.	<b>Up to K2</b>
<b>CO2:</b>	Discuss the unique aspects of African American literary theory	<b>Up to K2</b>
<b>CO3:</b>	Identify in detail African culture retained as compared with the culture of White counterparts	<b>Up to K3</b>
<b>CO4:</b>	Analyze the relation between Black aesthetics and racism in fiction	<b>Up to K4</b>
<b>CO5:</b>	Interpret socio-political, cultural, racial and gender perspectives in African-American literary works	<b>Up to K5</b>

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>CO 2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO 3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>CO 5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

Unit	Course Name: African-American Writing	Hrs	Pedagogy
<b>I</b>	<p style="text-align: center;"><b>Poetry</b></p> Claude McKay - After the Winter(3) Langston Hughes - I, Too(3) Gwendolyn Brooks - We Real Cool(3) Amiri Baraka - Notes For a Speech(3) Rita Dove - Exit (3) Tracy K. Smith - A Man’s World(3)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>II</b>	<p style="text-align: center;"><b>Prose</b></p> Fredrick Douglass -My Bondage and My Freedom (6) Richard Wright -Blue Print for Negro Writing (6) Martin Luther King Jr. -Letter from Birmingham Jail (6)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>III</b>	<p style="text-align: center;"><b>Drama</b></p> Lorraine Hansberry -To Be Young, Gifted and Black (9) August Wilson -The Piano Lesson (9)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>IV</b>	<p style="text-align: center;"><b>Novel</b></p> Zora Neale Hurston - Their Eyes were Watching God (9) Toni Morrison - The Bluest Eye (9)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>V</b>	<p style="text-align: center;"><b>Short Story</b></p> Paul Lawrence Dunbar -The Scapegoat(5) Alice Walker -Every Day Use(4) Jamaica Kincaid -Girl(4) Maya Angelou -The Reunion(5) Toni Cade Barbara -Gorilla, My Love ( <b>Self-study</b> )	<b>18hrs</b>	<b>Lecture and Discussion</b>

**Course Designed by:**

- (i) Dr. P. Sulochana, Assistant Professor, Department of English (SFW)
- (ii) Mrs. K. Rani, Head, Undergraduate Department of English (SFW)
- (iii) Mr. T. Karunanidhi, Assistant Professor, Department of English (SFW)

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CIA I	CO1	Up to K2	2	K1&K2	2	K2&K2	2 (K2&K2)	1 (K2)
	CO2	Up to K2	2	K1&K2	1	K2	2 (K2&K2)	2(K2&K2)
CIA II	CO3	Up to K3	2	K1&K1	1	K3	2 (K3&K3)	1 (K3)
	CO4	Up to K4	2	K1&K1	2	K2&K2	2 (K4&K4)	2(K3&K4)
Question Pattern CIA I & II	No. of Questions to be asked		4	-	3	-	4	3
	No. of Questions to be answered		4	-	3	-	2	2
	Marks for each question		1	-	2	-	5	10
	Total Marks for each section		<b>4</b>	-	<b>6</b>	-	<b>10</b>	<b>20</b>

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	3.33	<b>100</b>
	K2	2	6	20	30	58	96.67	
	K3	-	-	-	-	-	-	-
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	<b>100</b>
CIA II	K1	4	-	-	-	4	6.7	<b>14</b>
	K2	-	4	-	-	4	6.7	
	K3	-	2	10	20	32	53.3	<b>53</b>
	K4	-	-	10	10	20	33.3	<b>33</b>
	Marks	<b>4</b>	<b>6</b>	<b>20</b>	<b>30</b>	<b>60</b>	<b>100</b>	<b>100</b>

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

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

**K3-** Application oriented- Solving Problems

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

**K5-** Appraising and attempting a critique of the form and content

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K2 & K2	1	K2	2 (K2 & K2)	1 (K2)
2	CO2	Up to K2	2	K1 & K1	1	K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K3	2	K1 & K2	1	K3	2 (K3 & K3)	1 (K3)
4	CO4	Up to K4	2	K1 & K2	1	K2	2 (K3 & K3)	1 (K4)
5	CO5	Up to K5	2	K1 & K2	1	K3	2 (K4 & K4)	1 (K5)
No. of Questions to be Asked			10	-	5	-	10	5
No. of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			<b>10</b>	-	<b>10</b>	-	<b>25</b>	<b>30</b>
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	47
K2	5	6	20	20	51	42.5	
K3	-	4	20	10	34	28.33	28
K4	-	-	10	10	20	16.66	17
K5	-	-	-	10	10	8.33	8
Marks	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

Summative Examinations - Question Paper – Format

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K2	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K1	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	1
12	CO2	K2	1
13	CO3	K3	1
14	CO4	K2	1
15	CO5	K3	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K2	1
17) b	CO2	K2	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K3	1
19) b	CO4	K3	1
20) a	CO5	K4	1
20) b	CO5	K4	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	1
22	CO2	K2	1
23	CO3	K3	1
24	CO4	K4	1
25	CO5	K5	1



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>CANADIAN LITERATURE</b>			
<b>Course Code</b>	<b>21PENC33</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>CORE</b>	<b>6</b>	<b>-</b>	<b>4</b>
<b>Nature of Course:</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP
<b>COURSE OBJECTIVES:</b>				
1. To introduce the students to significant works of Canadian writers of various ethnicities 2. To expose the cultural and social-political settings in Canada with respect to the ethnic minority and the immigrants 3. To address the issues of indigenous community and ambivalent identities 4. To sensitize the students to the importance of cross-culture and modern writings 5. To integrate the linguistic, ethical and human values of Canadian literature				
<b>Unit: I</b>	<b>Poetry</b>			<b>18hrs</b>
William Wilfred Campbell - Beyond the Hills of Dream (from Beyond the Hills of Dream) E.J.Pratt - Come away, Death Leonard Cohen - (i) Waiting for Marianne (from Flowers for Hitler) (ii) Millennium (from Flowers for Hitler) Margaret Avison - The Dumbfounding (from The Dumbfounding) Rita Joe - I Lost My Talk				
<b>Unit: II</b>	<b>Prose</b>			<b>18hrs</b>
Margaret Atwood -Survival: A Thematic Guide to Canadian Literature, (Chapters 1&2) Susanna Moodie- Excerpts from Roughing It in the Bush & Letters of a Lifetime				
<b>Unit: III</b>	<b>Drama</b>			<b>18hrs</b>
George Ryga - The Ecstasy of Rita Joe Sharon Pollock - Blood Relations				
<b>Unit: IV</b>	<b>Fiction</b>			<b>18hrs</b>
Beatrice Mosionier -In Search of April Raintree Michael Ondaatje - In the Skin of a Lion				
<b>Unit: V</b>	<b>Short Stories</b>			<b>18hrs</b>
Margaret Atwood - Rape Fantasies Alice Munro - Face (from Too Much Happiness) Neil Bissoondath - Dancing (from Digging Up the Mountains) Kris Bertin - Bad Things Happen (from Bad Things Happen) Alexander MacLeod - Miracle Mile (from Light Lifting) <b>(Self Study)</b>				
<b>Total Lecture Hours</b>				<b>90hrs</b>
<b>Books for Study:</b>				
Campbell, Wilfred. Selected poetry and essays, Wilfred Laurier University, Dec 4, 2012. Rasky, Harry. The Song of Leonard Cohen: Portrait of a Poet, a Friendship, and a Film. Oakville, Ontario: Mosaic Press, 2001. Print.				

Smith, A J. M. Some Poems of E.j. Pratt: Aspects of Imagery and Theme. St. John's: Memorial University, 1969. Print.

Joe, Rita. I Lost My Talk. Canada, Nimbus Publishing Limited, 2021.

Atwood, Margaret. Survival: A Thematic Guide to Canadian Literature. Toronto: Anansi, 1972.

Avison, Margaret. The Dumbfounding. New York: Norton, 1966. pp.58-59

Bertin, Kris. Bad Things Happen. Bad Things Happen, Biblioasis, 2016, pp. 9–22.

Bissoondath, Neil. Digging Up the Mountains. New York: Viking Penguin Inc., 1986.

Cohen, Leonard. Flowers for Hitler. Toronto: McClelland and Stewart, 1964.

Garvin, John William, ed. [Canadian Poets](#). Toronto, Canada: McClelland, Goodchild&Stewart, Publishers, 1916.

Gilbert, Sandra M, and Susan Gubar. The Norton Anthology of Literature by Women: The Traditions in English, 2007.

MacLeod, Alexander. Miracle Mile. Light Lifting, Jonathan Cape, 2012, pp. 1–36.

Mosionier, Beatrice. In Search of April Raintree. Canada, Portage & Main Press, 2008.

Munro, Alice. Too Much Happiness: Stories. New York: Alfred A. Knopf, 2009.

Ondaatje, Michael. In the Skin of a Lion. McClelland & Stewart, 1987.

Pollock, Sharon. Blood Relations: And Other Plays. Edmonton: NeWest Press, 2002. Print.

Ryga, George. The Ecstasy of Rita Joe. Vancouver: Talon Books, 1986.

**Books for References:**

<https://literariness.org/2019/10/31/analysis-of-alice-munros-stories/>

Ryle, G. (1984).The concept of mind. University of Chicago Press ed. Chicago: University of Chicago Press.

**Web Resources:**

<https://www.coursera.org/learn/indigenous-canada>

Course Outcomes		K Level
On completion of the course, students will be able to		
<b>CO1:</b>	Understand significant works of Canadian writers of various ethnicities.	<b>Up to K2</b>
<b>CO2:</b>	Explore the cultural and socio-political settings in Canada.	<b>Up to K4</b>
<b>CO3:</b>	Prioritize research in exploring Canadian literature and Canadian studies.	<b>Up to K4</b>
<b>CO4:</b>	Assess the common literary elements in the works of various writers.	<b>Up to K5</b>
<b>CO5:</b>	Compare Canadian immigrant writing and ethnic minority writing with the writers from different nations.	<b>Up to K5</b>

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>
<b>CO 3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>CO 5</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Course Name: Canadian Literature</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	William Wilfred Campbell - Beyond the Hills of Dream (from Beyond the Hills of Dream) <b>(3hrs)</b> E.J.Pratt - Come away, Death <b>(3hrs)</b> Leonard Cohen - (i) Waiting for Marianne (from Flowers for Hitler) <b>(3hrs)</b> (ii) Millennium (from Flowers for Hitler) <b>(3hr)</b> Margaret Avison - The Dumbfounding (from The Dumbfounding) <b>(3hrs)</b> Rita Joe - 'I Lost My Talk' <b>(3hrs)</b>	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>II</b>	Margaret Atwood -,Survival: A Thematic Guide to Canadian Literature (Chapters 1&2) <b>(9hrs)</b> Susanna Moodie- Excerpts from Roughing It in the Bush & Letters of a Lifetime <b>(9hrs)</b>	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>III</b>	George Ryga - The Ecstasy of Rita Joe <b>(9hrs)</b> Sharon Pollock - Blood Relations <b>(9hrs)</b>	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>IV</b>	Beatrice Mosionier -In Search of April Raintree <b>(9hrs)</b> Michael Ondaatje - In the Skin of a Lion <b>(9hrs)</b>	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>V</b>	Margaret Atwood - Rape Fantasies <b>(5hrs)</b> Alice Munro - Face (from Too Much Happiness) <b>(4hrs)</b> Neil Bissoondath - Dancing (from Digging Up the Mountains) <b>(5hrs)</b> Kris Bertin - Bad Things Happen (from Bad Things Happen) <b>(4hrs)</b> Alexander MacLeod - Miracle Mile (from Light Lifting) <b>(Self Study)</b>	<b>18hrs</b>	<b>Lecture and Discussion</b>

Course Designed by:

- (i) **Mrs.G.Priyadharshini**, Assistant Professor,
- (ii) **Dr.M.Arjunan**, Assistant Professor,

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI AI	CO1	K2	2	K1&K2	2	K2&K2	2 (K2&K2)	1 (K2)
	CO2	K4	2	K1&K2	1	K2	2(K3& K3)	2(K4&K3)
CI AII	CO3	K4	2	K2&K2	1	K2	2 (K2&K2)	2(K3&K4)
	CO4	K5	2	K2&K2	2	K2&K2	2 (K3&K3)	1 (K5)
Question Pattern CIA I & II	No. of Questions to be asked		4	-	3	-	4	3
	No. of Questions to be answered		4	-	3	-	2	2
	Marks for each question		1	-	2	-	5	10
	Total Marks for each section		4	-	6	-	10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	3.33	50
	K2	2	6	10	10	28	46.66	
	K3	-	-	10	10	20	33.33	33
	K4	-	-	-	10	10	16.66	17
	K5	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	-	-	-	-	-	-	33
	K2	4	6	10	-	20	33.33	
	K3	-	-	10	10	20	33.33	33
	K4	-	-	-	10	10	16.66	17
	K5	-	-	-	10	10	16.66	17
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

**K5- Appraising and attempting a critique of the form and content**  
**CO5 will be allotted for individual Assignment which carries five marks as part of CIA component.**

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Questions	K – Level		
1	CO1	Up to K2	2	K1 & K2	1	K2	2 (K2 & K2)	1 (K2)
2	CO2	Up to K4	2	K1 & K2	1	K2	2 (K3 & K3)	1 (K4)
3	CO3	Up to K4	2	K1 & K2	1	K2	2 (K4 & K4)	1 (K4)
4	CO4	Up to K5	2	K1 & K2	1	K2	2 (K3 & K3)	1 (K5)
5	CO5	Up to K5	2	K1 & K2	1	K2	2 (K3 & K3)	1 (K5)
No. of Questions to be Asked			10	-	5	-	10	5
No. of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			<b>10</b>	-	<b>10</b>	-	<b>25</b>	<b>30</b>
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	33
K2	5	10	10	10	35	29.16	
K3	-	-	30	-	30	25	25
K4	-	-	10	20	30	25	25
K5	-	-	-	20	20	16.66	17
Marks	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	1
12	CO2	K2	1
13	CO3	K2	1
14	CO4	K2	1
15	CO5	K2	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K3	1
17) b	CO2	K3	1
18) a	CO3	K4	1
18) b	CO3	K4	1
19) a	CO4	K3	1
19) b	CO4	K3	1
20) a	CO5	K3	1
20) b	CO5	K3	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	1
22	CO2	K4	1
23	CO3	K4	1
24	CO4	K5	1
25	CO5	K5	1



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>TRANSLATION STUDIES: THEORY AND PRACTICE</b>				
<b>Course Code</b>	<b>21PENE31</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>ELECTIVE</b>	<b>6</b>	<b>-</b>	<b>6</b>	
<b>Nature of course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b> ✓	ENTREPRENEURSHIP		
<b>COURSE OBJECTIVES:</b>					
1. To understand the essentials of translation from various perspectives. 2. To analyze and decode the embedded cultural signs and codes across nations through ages. 3. To decode the challenges of a translator in the field of translation. 4. To critically evaluate various landmark translations and to learn the nuances of translation from the challenges faced by various translators. 5. To become a professional translator from Tamil to English in literature, media, judiciary and academics.					
<b>Unit: I</b>	Translation: Definition- Types- Principles				<b>18hrs</b>
<b>Unit: II</b>	History of Translation: Romans; Bible translation: King James; Renaissance early translation; Romantic Age Translation; Victorian Age Translation - Twentieth century Translation				<b>18hrs</b>
<b>Unit: III</b>	Translator- Ethics of translation- Challenges in translation- Challenges in equivalence- Untranslatability				<b>18hrs</b>
<b>Unit: IV</b>	Thirukkural: A Comparison between G.U.Pope and Gopalakrishna Gandhi (Kural 91-100, The Utterance of Pleasant Words, Iniyavai Kooral)				<b>18hrs</b>
<b>Unit: V</b>	Translating literary texts, advertisements ( <b>Self-study</b> ) & judicial documents				<b>18hrs</b>
<b>Total Lecture Hours</b>					<b>90hrs</b>
<b>Books for Study:</b>					
Bassnett, Susan. Translation Studies. London: Methuen, 1980. Das and Bijay Kumar. A Handbook of Translation Studies, Atlantic Publication, 2005.					
<b>Books for References:</b>					
Mona Baker, Kirsten Malmkjær, Routledge Encyclopedia of Translation Studies, Routledge Taylor and Francis Group, London and New York(1998).					
<b>Web Resources :</b>					
<a href="https://nptel.ac.in/courses/109/104/109104050/">https://nptel.ac.in/courses/109/104/109104050/</a>					
<b>COURSE OUTCOMES</b>					<b>K Level</b>
On completion of the course, students will be able to					
<b>CO1:</b>	Distinguish and classify the types of Translation Studies.				<b>Up to K4</b>
<b>CO2:</b>	Examine the growth and development of Translation and some basic concepts related to it.				<b>Up to K4</b>
<b>CO3:</b>	Compare the ethics and problems in translation.				<b>Up to K5</b>
<b>CO4:</b>	Demonstrate the multiple translations of an original text				<b>Up to K3</b>
<b>CO5:</b>	Evaluate English texts with ease and translate into Tamil and vice versa.				<b>Up to K5</b>

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	2	2	1	2	1	2
CO 2	1	2	1	2	1	3
CO 3	2	3	2	2	3	2
CO 4	2	2	2	3	2	1
CO 5	2	3	3	3	3	3

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

Unit	Course Name: Translation Studies: Theory and Practice	Hrs	Pedagogy
I	Translation: Definition- (6hrs) Types- (6hrs) Principles- (6hrs)	18hrs	Lecture and Discussion
II	History of Translation: Romans; (6hrs) Bible translation: King James; Renaissance early translation; (6hrs) Romantic Age Translation; Victorian Age Translation - Twentieth century Translation(6hrs)	18hrs	Lecture and Discussion
III	Translator- Ethics of translation- (6hrs) Challenges in translation- Challenges in equivalence- (6hrs) Untranslatability (6hrs)	18hrs	Lecture and Discussion
IV	Thirukkural: A Comparison between G.U.Pope and Gopalakrishna Gandhi ( <i>Kural</i> 91-100, The Utterance of Pleasant Words, <i>IniyavaiKooral</i> ) (18hrs)	18hrs	Lecture and Discussion
V	Translating literary texts, (9hrs) advertisements (Self-study) and judicial documents(9hrs)	18hrs	Lecture and Discussion

Course Designed by:

- (i) **Mr. M. Murugesan**, Assistant Professor,

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	COs	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Up to K4	2	K1&K2	2	K2 & K2	2 (K3&K3)	1 (K4)
AI	CO2	Up to K4	2	K1&K2	1	K2	2 (K3&K3)	2(K3&K4)
CI	CO3	Up to K5	2	K1&K2	1	K2	2 (K4&K4)	1 (K5)
AII	CO4	Up to K3	2	K1&K2	2	K2 & K2	2 (K3&K3)	2(K2&K3)
Question Pattern CIA I & II	No. of Questions to be asked		4	-	3	-	4	3
	No. of Questions to be answered		4	-	3	-	2	2
	Marks for each question		1	-	2	-	5	10
	Total Marks for each section		<b>4</b>	-	<b>6</b>	-	<b>10</b>	<b>20</b>

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	3.33	17
	K2	2	6	-	-	8	13.33	
	K3	-	-	20	10	30	50	50
	K4	-	-	-	20	20	33	33
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	-	-	-	2	3.33	33
	K2	2	6	-	10	18	30	
	K3	-	-	10	10	20	33	33
	K4	-	-	10	-	-	10	17
	K5	-	-	-	10	10	16.66	17
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

**K5 –** Appraising and attempting a critique of the form and content

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K4	2	K1 & K2	1	K2	2 (K3 & K3)	1 (K4)
2	CO2	Up to K4	2	K1 & K2	1	K2	2 (K3 & K3)	1 (K4)
3	CO3	Up to K5	2	K1 & K2	1	K2	2 (K3 & K3)	1 (K5)
4	CO4	Up to K3	2	K1 & K2	1	K2	2 (K2 & K2)	1 (K3)
5	CO5	Up to K5	2	K1 & K2	1	K2	2 (K4 & K4)	1 (K5)
No. of Questions to be Asked			10	-	5	-	10	5
No. of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			<b>10</b>	-	<b>10</b>	-	<b>25</b>	<b>30</b>
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	25
K2	5	10	10	-	25	20.83	
K3	-	-	30	10	40	33.33	33
K4	-	-	10	20	30	25	25
K5	-	-	-	20	20	16.66	17
Marks	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	1
12	CO2	K2	1
13	CO3	K2	1
14	CO4	K2	1
15	CO5	K2	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K3	1
16) b	CO1	K3	1
17) a	CO2	K3	1
17) b	CO2	K3	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K2	1
19) b	CO4	K2	1
20) a	CO5	K4	1
20) b	CO5	K4	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K4	1
22	CO2	K4	1
23	CO3	K5	1
24	CO4	K3	1
25	CO5	K5	1



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>ENGLISH LANGUAGE TEACHING</b>				
<b>Course Code</b>	<b>21PENE32</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>ELECTIVE</b>	<b>6</b>	<b>-</b>	<b>6</b>	
<b>Nature of course:</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>	✓	<b>ENTREPRENEURSHIP</b>
<b>Course Objectives:</b>					
1. To familiarize the students with traditional methods and approaches in ELT. 2. To enable the students to understand the current methods and approaches in ELT. 3. To enlighten the students with the psychological principles in ELT. 4. To equip the students with the knowledge of technology in ELT. 5. To empower the students to facilitate the learning of the four language skills in their teaching profession.					
<b>Unit: I</b>	<b>Methods and Approaches</b>				<b>18hrs</b>
The Grammar-Translation Method The Reform Movement and the Direct Method The Structural Approach and the Audio-Lingual Method The Eclectic Method					
<b>Unit: II</b>	<b>Recent Approaches and Methods</b>				<b>18hrs</b>
CLT – Communicative Language Teaching The Natural Approach Cooperative Language Learning Content Based Instruction Competency and Performance Based Language Teaching TBLT – Task Based Language Teaching Text Based Instruction					
<b>Unit: III</b>	<b>Psychology in English Language Teaching</b>				<b>18hrs</b>
Psychological Principles- Thorndike, Pavlov, Skinner and Krashen Structural and Cognitive Approaches					
<b>Unit: IV</b>	<b>ICT</b>				<b>18hrs</b>
Using Technology – Internet, Mobile, Smart Classroom, web resources, e-content development, & Writing Blog					
<b>Unit: V</b>	<b>Demonstration &amp; Corrective Measures</b>				<b>18hrs</b>
Principles for teaching receptive and productive skills Micro Teaching: Teaching LSRW skills ( <b>Self Study</b> )					
					<b>Total Lecture Hours</b>
					<b>90Hrs</b>
<b>Books for Study:</b>					
Krishnaswamy N. and Lalitha Krishnaswamy. Methods of Teaching English, Chennai: Macmillan Publishers India Ltd., 2009. Krishnaswamy.N, S.KVerma and M. Nagarajan. Modern Applied Linguistics, Trinity, Publishers, 2014. Richards, Jack C., and Theodore S. Rodgers. (2001). Approaches and Methods in Language Teaching. 2nd edition. Cambridge, UK: CUP					

Stern, H.H. Fundamental Concepts of Language Teaching, Oxford University Press, 1984.  
 Shukla, Bhavna. ICT in Education: Vision and Realities. New Delhi: Bookman Publishers, 2014.  
 Tickoo, M L.(2011).Teaching and Learning English, Orient Black Swan ,Kolkata  
 Vyas, Manish A, Patel,Yogesh L (Ed.).Teaching English as a Second Language :A New Pedagogy for New Century .NewDelhi: PHILearning Private Limited,2009.

**Books for References:**

Hall, G. (Ed.). The Routledge Handbook of English Language Teaching (1st ed.).  
 Routledge., 2016.  
 Burns, Anne, and Jack C. Richards, editors. The Cambridge Guide to Pedagogy and Practice in  
 Second Language Teaching. Cambridge University Press, 2012.  
 Richards, Jack C., and Thomas S. C. Farrell. Professional Development for Language Teachers:  
 Strategies for Teacher Learning. Cambridge University Press, 2005.

**Web Resources :**

[www.bbc.co.uk/learningenglish](http://www.bbc.co.uk/learningenglish)  
[www.britishcouncil.in/english](http://www.britishcouncil.in/english)  
[E- Content Development - Course \(swayam2.ac.in\)](http://E-Content Development - Course (swayam2.ac.in))  
[How to write a successful blog that also promotes your business | Guardian Small Business Network | The Guardian](http://How to write a successful blog that also promotes your business | Guardian Small Business Network | The Guardian)

<b>Course Outcomes</b>		<b>K Level</b>
On completion of the course, students will be able to		
<b>CO1:</b>	Understand the traditional methods and approaches in ELT.	<b>Up to K2</b>
<b>CO2:</b>	Understand the modern methods and approaches in ELT.	<b>Up to K2</b>
<b>CO3:</b>	Use the psychological principles in ELT	<b>Up to K3</b>
<b>CO4:</b>	Simplify their use of language skills in the world of technology	<b>Up to K4</b>
<b>CO5:</b>	Assess their use of the different principles in teaching English language skills in alignment with the current trends in ELT.	<b>Up to K5</b>

**CO & PO Mapping:**

<b>CO's</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	2	2	1	1	2	2
<b>CO 2</b>	3	1	2	1	2	2
<b>CO 3</b>	1	3	2	3	2	3
<b>CO 4</b>	1	3	2	3	2	1
<b>CO 5</b>	2	3	2	3	2	3

\*3 –Advanced Application; 2 – Intermediate Development; 1 –Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Course Name: English Language Teaching</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	The Grammar-Translation Method(3) The Reform Movement and the Direct Method(5) The Structural Approach and the Audio-Lingual Method(6) The Eclectic Method(4)	<b>18</b>	<b>Lecture &amp; Discussion</b>
<b>II</b>	CLT – Communicative Language Teaching(2) The Natural Approach(2) Cooperative Language Learning(2) Content Based Instruction(3) Competency and Performance Based Language Teaching(3) TBLT – Task Based Language Teaching(3) Text Based Instruction(3)	<b>18</b>	<b>Lecture &amp; Discussion</b>
<b>III</b>	Psychological Principles- Thorndike, Pavlov, Skinner and Krashen (9) Structural and Cognitive Approaches(9)	<b>18</b>	<b>Lecture &amp; Discussion</b>
<b>IV</b>	Principles for teaching receptive and productive skills (18) Micro Teaching: Teaching LSRW skills( <b>Self Study</b> )	<b>18</b>	<b>Lecture &amp; Discussion</b>
<b>V</b>	Principles for teaching receptive and productive skills Micro Teaching: Teaching LSRW skills( <b>Self Study</b> )	<b>18</b>	<b>Lecture &amp; Activity &amp; Feedback</b>

**Course Designed by:**

- (i) Dr. T.Arul Prakash, Assistant Professor, Department of English (SFW)

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)
AI	CO2	Up to K2	2	K1&K2	2	K2	2(K2&K2)	2(K2)
CI	CO3	Up to K3	2	K1&K2	1	K2	2(K2&K2)	2(K3)
AII	CO4	Up to K4	2	K1&K2	2	K2	2(K2&K2)	1(K4)
Question Pattern CIA I & II	No. of Questions to be asked		4	-	3	-	4	3
	No. of Questions to be answered		4	-	3	-	2	2
	Marks for each question		1	-	2	-	5	10
	Total Marks for each section		<b>4</b>	-	<b>6</b>	-	<b>10</b>	<b>20</b>

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	3.33	100
	K2	2	6	20	30	58	96.67	
	K3	-	-	-	-	-	-	-
	K4	-	-	-	-	-	-	-
	Marks	<b>4</b>	<b>6</b>	<b>20</b>	<b>30</b>	<b>60</b>	<b>100</b>	<b>100</b>
CIA II	K1	2	-	-	-	2	3.33	50
	K2	2	6	20	-	28	46.66	
	K3	-	-	-	20	20	33.33	33
	K4	-	-	-	10	10	16.66	17
	Marks	<b>4</b>	<b>6</b>	<b>20</b>	<b>30</b>	<b>60</b>	<b>100</b>	<b>100</b>

**K1-** Defining and listing facts with specific answers

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

**K3-** Application oriented- Interpreting and presenting contents in suitable forms

**K4-** Examining, comparing and making inferences with evidences

**K5-** Appraising and attempting a critique of the form and content

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1 & K2	1	K2	2(K2 &K2)	1(K2)
2	CO2	Up to K2	2	K1 & K2	1	K2	2(K2&K2)	1(K2)
3	CO3	Up to K3	2	K1 & K2	1	K2	2(K2 &K2)	1(K3)
4	CO4	Up to K4	2	K1 & K2	1	K2	2(K3 &K3)	1(K4)
5	CO5	Up to K5	2	K1 & K2	1	K3	2(K4 &K4)	1(K5)
No. of Questions to be Asked			10	-	5	-	10	5
No. of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			<b>10</b>	-	<b>10</b>	-	<b>25</b>	<b>30</b>
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	57
K2	5	8	30	20	63	52.5	
K3	-	2	10	20	32	26.66	27
K4	-	-	10	10	10	8.33	8
K5	-	-	-	10	10	8.33	8
Marks	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	1
12	CO2	K2	1
13	CO3	K2	1
14	CO4	K2	1
15	CO5	K3	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K2	1
17) b	CO2	K2	1
18) a	CO3	K2	1
18) b	CO3	K2	1
19) a	CO4	K3	1
19) b	CO4	K3	1
20) a	CO5	K4	1
20) b	CO5	K4	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	1
22	CO2	K2	1
23	CO3	K3	1
24	CO4	K4	1
25	CO5	K5	1



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>DISABILITY LITERATURE</b>			
<b>Course Code</b>	<b>21PENE33</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>ELECTIVE</b>	<b>6</b>	<b>-</b>	<b>6</b>
<b>Nature of course:</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP
<b>COURSE OBJECTIVES:</b>				
1. To expose students to the understanding that disability is a serious issue to be addressed in the mainstream society. 2. To enable students to apply their exposure to disability from reading its literature to reviewing their perspective on disabled community 3. To train the students to analyze the psychological trauma of a disabled person as recorded in the prescribed literary works 4. To hone the critical ability of the students to evaluate the solutions suggested for the betterment of a disabled person's life 5. To sensitize the students to create a narrative space for disability in academic and non- academic spaces				
<b>Unit: I</b>	<b>Introduction</b>			<b>18hrs</b>
Tom Shakespeare	- Understanding disability, Disability: The Basics			
Alice Hall	- Literature and Disability from Literature and Disability			
<b>Unit: II</b>	<b>Poetry</b>			<b>18hrs</b>
Cheryl Marie Wade	- I Am Not One of the			
Kenny Fries	- Beauty and Variations			
Tom Andrews	- The Hemophiliac's Motorcycle			
Jillian Weise	- Semi Semi Dash			
Sheila Black	- (i) Playing Dead (ii) Objects Waiting to Be Dangerous			
<b>Unit: III</b>	<b>Prose</b>			<b>18hrs</b>
Emmanuelle Laborit	- The Cry of the Gull			
MaliniChib	- One Little Finger			
Shane Burcaw	- Strangers Assume My Girlfriend Is My Nurse			
<b>Unit: IV</b>	<b>Drama</b>			<b>18hrs</b>
Tennessee Williams	- The Glass Menagerie			
William Gibson	- The Miracle Worker			
Bernard Pomerance	- The Elephant Man			
<b>Unit: V</b>	<b>Fiction</b>			<b>18hrs</b>
Frances Hodgson Burnett	- The Secret Garden			
William Faulkner	- The Sound and the Fury			
Terry Trueman	- Stuck In Neutral ( <b>Self-study</b> )			
				<b>Total Lecture Hours</b>
				<b>90hrs</b>
<b>Books for Study:</b>				

Shakespeare, Tom. Disability: The Basics. N.p., Taylor & Francis, 2017.

Hall, Alice. Literature and Disability: Contemporary Critical Thought. London and New York : Routledge, 2016.

J. Davis, Lennard, Ed. The Disability Studies Reader. United States, Routledge /Taylor & Francis Group, United States, 1997.

Beauty is a Verb: The New Poetry of Disability. United States, Cinco Puntos Press, 2011.

Andrews, Tom. Random symmetries: the collected poems of Tom Andrews. United States, Oberlin College Press, 2002.

Weise, Jillian. The Book of Goodbyes. United States, BOA Editions Limited, 2013.

Laborit, Emmanuelle. The Cry of the Gull. United States, Gallaudet University Press, 1999.

Chib, Malini. One Little Finger. SAGE Publications India Pvt Ltd, 2011.

Burcaw, Shane. Strangers Assume My Girlfriend Is My Nurse. United States, Roaring Brook Press, 2019.

Williams, Tennessee. The Glass Menagerie. Penguin Classics, 2009.

Gibson, William. The Miracle Worker. United States, Scribner, 2008.

Pomerance, Bernard. The Elephant Man. New York: Grove Press, 1979.

Burnett, Frances Hodgson. The Secret Garden. United Kingdom, Arcturus Publishing, 2019.

Faulkner, William. The Sound and the Fury. Italy, General Press, 2021.

Trueman, Terry. Stuck In Neutral. New York: HarperCollins, 2000.

**Book for References:**

Handbook of Disability Studies. United Kingdom, SAGE Publications, 2001.

**Web Resources:**

Rice, Nancy E. disability studies. Encyclopedia Britannica, 5 Dec. 2018, <https://www.britannica.com/topic/disability-studies>. Accessed 7 February 2022.

<b>Course Outcomes</b>		<b>K Level</b>
On completion of the course, students will be able to		
<b>CO1:</b>	Understand disability beyond mere physical handicap from reading the prescribed literary works.	<b>Up to K2</b>
<b>CO2:</b>	Apply their knowledge on disability that they gained from literature to review the existing ideas and system.	<b>Up to K3</b>
<b>CO3:</b>	Analyze the psychological issues of disabled persons and attempt a cure for them through academia.	<b>Up to K4</b>
<b>CO4:</b>	Critique the existing arrangements and to ease the coexistence of the disabled in a proactive manner.	<b>Up to K5</b>
<b>CO5:</b>	Evaluate the narrative space in main- stream literature and academia.	<b>Up to K5</b>

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>
<b>CO 2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO 5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Course Name: Disability Literature</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Tom Shakespeare- Understanding disability, Disability: The Basics (9hrs) Alice Hall- Literature and Disability from Literature and Disability (9hrs)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>II</b>	Cheryl Marie Wade - I Am Not One of the Kenny Fries - Beauty and Variations	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>III</b>	Emmanuelle Laborit - The Cry of the Gull (6hrs) Malini Chib - One Little Finger (6hrs) Shane Burcaw - Strangers Assume My Girlfriend Is My Nurse (6hrs)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>IV</b>	Tennessee Williams - The Glass Menagerie (6hrs) William Gibson - The Miracle Worker (6hrs) Bernard Pomerance - The Elephant Man (6hrs)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>V</b>	Frances Hodgson Burnett - The Secret Garden (9hrs) William Faulkner - The Sound and the Fury (9hrs) Terry Trueman - Stuck In Neutral ( <b>Self-study</b> )	<b>18hrs</b>	<b>Lecture and Discussion</b>

**Course Designed by:**

(i) **Mr.N.Vannia Das**, Assistant Professor, Department of English (SFW)

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K – Level	No. of Questions	K - Level		
CI	CO1	Up to K2	2	K1 &K2	1	K2	2 (K2 &K2)	1(K2)
AI	CO2	Up to K3	2	K1 & K2	2	K2 &K2	2 (K3& K3)	2(K3&K3)
CI	CO3	Up to K4	2	K1 & K2	1	K2	2(K3 & K3)	2(K4 &K3)
AI	CO4	Up to K5	2	K1 & K2	2	K3& K2	2(K4 & K4)	1(K5)
Question Pattern CIA I & II	No. of Questions to be asked		4	-	3	-	4	3
	No. of Questions to be answered		4	-	3	-	2	2
	Marks for each question		1	-	2	-	5	10
	Total Marks for each section		4	-	6	-	10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	3.33	50
	K2	2	6	10	10	28	46.6	
	K3	-	-	10	20	30	50	50
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	-	-	-	2	3.33	13
	K2	2	4	-	-	6	10	
	K3	-	2	10	10	22	36.66	37
	K4	-	-	10	10	20	33.33	33
	K5	-	-	-	10	10	16.66	17
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

**K5 –** Appraising and attempting a critique of the form and content

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Questions	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K2	2(K2 &K2)	1(K2)
2	CO2	Up to K3	2	K1&K2	1	K2	2(K2&K2)	1(K3)
3	CO3	Up to K4	2	K1&K2	1	K2	2(K3&K3)	1(K4)
4	CO4	Up to K5	2	K1&K2	1	K2	2(K4&K4)	1(K5)
5	CO5	Up to K5	2	K1&K2	1	K3	2(K4&K4)	1(K5)
No. of Questions to be Asked			10	-	5	-	10	5
No. of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			10	-	10	-	25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	40
K2	5	08	20	10	43	35.83	
K3	-	02	10	10	22	18.33	18
K4	-	-	20	10	30	25	25
K5	-	-	-	20	20	16.66	17
Marks	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
Q. No	CO	K Level	Questions
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
Q. No	CO	K Level	Questions
11	CO1	K2	1
12	CO2	K2	1
13	CO3	K2	1
14	CO4	K2	1
15	CO5	K3	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
Q. No	CO	K Level	Questions
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K2	1
17) b	CO2	K2	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K4	1
19) b	CO4	K4	1
20) a	CO5	K4	1
20) b	CO5	K4	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
Q. No	CO	K Level	Questions
21	CO1	K2	1
22	CO2	K3	1
23	CO3	K4	1
24	CO4	K5	1
25	CO5	K5	1



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>ENGLISH FOR MEDIA</b>			
<b>Course Code</b>	<b>21PENE34</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Elective</b>	<b>6</b>	<b>-</b>	<b>6</b>
<b>Nature of Course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b> ✓	<b>ENTREPRENEURSHIP</b>	✓
<b>COURSE OBJECTIVES:</b>				
1. To expose the students to the various theories, impacts and ethics of Mass media 2. To acquaint students with the codifications of media-language 3. To enable the students to analyze the various techniques used in writing for media and attain proficiency in English to be used in various media-skills 4. To sensitize the students to critique popular media 5. To equip the students to apply their knowledge in media and language for careers in media				
<b>Unit: I</b>	<b>Introduction to Media</b>			<b>18hrs</b>
Media functions; media theories; media- ethics; Libel and Shield laws; Right to Information and Privacy laws				
<b>Unit: II</b>	<b>News Reportage for Print Media</b>			<b>18hrs</b>
Head-line, Body and Wrap-up; Inverted Pyramid Writing and Pyramid Writing; Column-writing and Literary Journalism				
<b>Unit: III</b>	<b>Advertisement</b>			<b>18hrs</b>
Definition; Process; Strategies; Impacts in Print and Visual media; Copywriting				
<b>Unit: IV</b>	<b>English for Podcasts</b>			<b>18hrs</b>
Choosing a topic- Editing and formatting the podcast- Publishing the podcast				
<b>Unit: V</b>	<b>English for T.V and Cinema</b>			<b>18hrs</b>
Puppetries; T.V. Interviews; T.V. Drama; Screenwriting and Web-series; Writing sub-titles (Self-study)				
<b>Total Lecture Hours</b>				<b>90hrs</b>
<b>Books for Study:</b>				
Ogilvy, David, 1911-1999. Ogilvy on Advertising. New York: Crown, 1983. Thomas, Dylan. Under Milk Wood: A Play for Voices. New York: New Directions, 1954. Thapar, Karan. 'Hard Talk' with AIADMK supremo (Late) J. Jayalalitha (YouTube) Field, Syd. Screenplay: The Foundations of Screenwriting. Bantom Dell, 2005.				
<b>Books for References::</b>				
Curtis D. MacDougall. Interpretative Reporting. New York. The Macmillan Company. 1972 How to Speak and Write Better. Reader's Digest.1991 Grobel, Lawrence. The Art of the Interview: Lessons from the Master of the Craft. New York: Three Rivers Press,2004 Garewal, Simi T.V. Interviews with AIADMK supremo (Late) J. Jayalalitha and actor Dev Anand (YouTube)				
<b>Web Resources :</b>				
<a href="https://www.coursera.org/learn/media">https://www.coursera.org/learn/media</a>				
<b>Course Outcomes</b>				<b>K Level</b>

On completion of the course, students will be able to		
<b>CO1:</b>	Define and decode the codifications of media	<b>Up to K2</b>
<b>CO2:</b>	Apply their academic skills to succeed in the media industry and succeed in their career	<b>Up to K3</b>
<b>CO3:</b>	Analyze and protect themselves and others from the double speak and the hidden agenda in the propagandist media	<b>Up to K4</b>
<b>CO4:</b>	Critique the impacts of media functions	<b>Up to K5</b>
<b>CO5:</b>	Evaluate effective contents for print, audio-visual and digital media to promote entertaining as well as emancipating programs	<b>Up to K5</b>

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	2	1	1	2	1	3
CO 2	3	3	2	1	3	2
CO 3	2	3	2	2	2	2
CO 4	3	3	1	2	2	1
CO 5	1	2	2	2	2	3

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

Unit	Course Name: English for Media	Hrs	Pedagogy
<b>I</b>	Media functions; (4hrs) Media theories; (3hrs) Media- ethics; (3hrs) Libel and Shield laws; (4hrs) Right to Information and Privacy laws (4hrs)	18hrs	Lecture and Discussion
<b>II</b>	Head-line, (5hrs) Body and Wrap-up;(4hrs) Inverted Pyramid Writing and Pyramid Writing; (5hrs) Column-writing and Literary Journalism(4hrs)	18hrs	Lecture and Discussion
<b>III</b>	Definition; Process; Strategies; (6hrs) Impacts in Print and Visual media; (6hrs) Copywriting(6hrs)	18hrs	Lecture and Discussion
<b>IV</b>	Choosing a topic- (6hrs) Editing and formatting the podcast- (6hrs) Publishing the podcast(6hrs)	18hrs	Lecture and Discussion
<b>V</b>	Puppetries; (6hrs) T.V. Interviews; T.V. Drama; (6hrs) Screenwriting and Web-series; (6hrs) Writing sub-titles(Self-study)	18hrs	Lecture and Discussion

Course Designed by:

(i) **Mr.N.Elango**, The Head, Assistant Professor

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Up to K2	2	K1 & K2	2	K2 & K2	2 (K2 & K2)	1 (K2)
AI	CO2	Up to K3	2	K1 & K2	1	K2	2 (K2 & K2)	2 (K3 & K3)
CI	CO3	Up to K4	2	K1 & K2	1	K2 & K2	2 (K3 & K3)	1 (K4)
AI	CO4	Up to K5	2	K1 & K2	2	K2	2 (K3 & K3)	2 (K4 & K5)
Question Pattern CIA I & II	No. of Questions to be asked		4	-	3	-	4	3
	No. of Questions to be answered		4	-	3	-	2	2
	Marks for each question		1	-	2	-	5	10
	Total Marks for each section		4	-	6	-	10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	3.33	67
	K2	2	6	20	10	38	63.33	
	K3	-	-	-	20	20	33.33	33
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	-	-	-	2	3.33	17
	K2	2	6	-	-	8	13.33	
	K3	-	-	20	-	20	33.33	33
	K4	-	-	-	20	20	33.33	33
	K5	-	-	-	10	10	16.6	17
Marks	4	6	20	30	60	100	100	

**K1-** Defining and listing facts with specific answers

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

**K3-** Application oriented- Interpreting and presenting contents in suitable forms

**K4-** Examining, comparing and making inferences with evidences

**K5-** Appraising and attempting a critique of the form and content

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	COs	K – Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Questions	K – Level		
1	CO1	Up to K2	2	K1 & K2	1	K2	2 (K2 & K2)	1 (K2)
2	CO2	Up to K3	2	K1&K2	1	K2	2 (K2 & K2)	1 (K3)
3	CO3	Up to K4	2	K1 & K2	1	K2	2 (K3 & K3)	1 (K4)
4	CO4	Up to K5	2	K1 & K2	1	K2	2 (K3& K3)	1 (K5)
5	CO5	Up to K5	2	K1 & K2	1	K2	2 (K4& K4)	1 (K5)
No. of Questions to be Asked			10	-	5	-	10	5
No. of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			10	-	10	-	25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	42
K2	5	10	20	10	45	37.5	
K3	-	-	20	10	30	33.33	33
K4	-	-	10	10	20	17	17
K5	-	-	-	10	10	8.33	8
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	1
12	CO2	K2	1
13	CO3	K2	1
14	CO4	K2	1
15	CO5	K2	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K2	1
17) b	CO2	K2	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K3	1
19) b	CO4	K3	1
20) a	CO5	K4	1
20) b	CO5	K4	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO2	K2	1
22	CO2	K3	1
23	CO3	K4	1
24	CO4	K5	1
25	CO5	K5	1



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>FILM AND LITERATURE</b>				
<b>Course Code</b>	<b>21PENE35</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>ELECTIVE</b>	<b>6</b>	<b>-</b>	<b>6</b>	
<b>Nature of Course:</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP	
<b>COURSE OBJECTIVES:</b>					
1. To help the students identify the fundamentals of film making and to study film as a genre in the literary tradition. 2. To introduce the students to various literary and cinematic terms to discuss, interpret, and analyze representative texts. 3. To help the students synthesize connections between individual texts and a variety of literary and cinematic interpretations. 4. To train the students differentiate between literary language and film language 5. To give the students a sense of the history and cultural significance of movies					
<b>Unit: I</b>	<b>Aspects of Film</b>				<b>18hrs</b>
Film Language and Film Narratology: Mise – en – Scene a) Text 1: Visual Language: Akira Kurosawa’s Rashomon (1950) b) Text 2: Verbal Language: Sidney Lumet’s 12 Angry Men (1957) Vittorio De Sica’s Bicycle Thieves (1948)					
<b>Unit: II</b>	<b>Novel and Cinema</b>				<b>18hrs</b>
Charles Dickens, Oliver Twist – Roman Polanski, Oliver Twist (2005)					
<b>Unit: III</b>	<b>Drama and Cinema</b>				<b>18hrs</b>
Shakespeare, Macbeth Text 1: Akira Kurosawa, Throne of Blood (1957) Text 2: Roman Polanski, Macbeth (1971)					
<b>Unit: IV</b>	<b>Short Stories and Cinema</b>				<b>18hrs</b>
Ambrose Bierce, An Occurrence at Owl Creek Bridge- Robert Enrico (1962) Ernest Hemingway, The Snows of Kilimanjaro – Henry King, The Snows of Kilimanjaro (1952) (Self-Study)					
<b>Unit: V</b>	<b>Film Theories</b>				<b>18hrs</b>
Marxist film theory Feminist film theory. Text 1: Sergei Eisenstein, Battleship Potemkin (1925) Text 2: Kaaka Muttai, M. Manikandan (2015) Text 3: Ram, Taramani (2017) (Self-Study)					
					<b>Total Lecture Hours</b>
					<b>90hrs</b>
<b>Books For Study:</b>					

De Sica, Vittorio. Bicycle Thieves. Arthur Mayer & Joseph Burstyn, 1948.  
 Dickens, Charles. The Adventures of Oliver Twist, Or, The Parish Boy's Progress; With Twenty-four Illustrations On Steel By George Cruikshank. New ed., rev. and corr. Bradbury & Evans, 2020.  
 Eisenstein, Sergei M. Battleship Potemkin. Amkino Corporation, 1925.  
 Kurosawa, Akira. Rashomon. RKO Radio Pictures, 1950.  
 Kurosawa, Akira. Throne of Blood. Brandon Films, 1957.  
 Lumet, Sidney, director. 12 Angry Men. Orion-Nova Productions, 1957.  
 Manikandan.M, Director. Kaaka Muttai. Wunderbar Films, 2015.  
 Morley, Henry, and Shakespeare, William. Macbeth. United Kingdom, Cassell, limited, 1889.  
 Polanski, Roman. Macbeth. Playboy Productions., 1971.  
 Polanski, Roman. Oliver Twist. TriStar Pictures., 2005.  
 Ram, director. Taramani. JSK Film Corporation, 2017

**Books for References:**

Beja, Morris. Film & Literature: An Introduction. Longman, 1979.  
 Elango, N. Film Appreciation for Beginners. Manimekala Publishing House, 2005.  
 Field, Syd. Screenplay: the Foundations of Screenwriting. Langara College, 2018.  
 How to Read Film – James Monaco. New York, Oxford, UP, 2000.  
 J.V, Mascelli. Five C's Of Cinematography. Motion Picture Filming Techniques Simplified. 1965.  
 Phillips, William H. Film: an Introduction /CWilliam H. Phillips. Macmillan, 2005.

**Web Resources :**

<https://nptel.ac.in/courses/109/106/109106079/>

<b>Course Outcomes</b>		<b>K Level</b>
On completion of the course, students will be able to		
<b>CO1:</b>	Explain different aspects of cinema and various literary genres.	<b>Up to K3</b>
<b>CO2:</b>	Understand a wide range of strategies employed in the film adaptations of literary texts.	<b>Up to K2</b>
<b>CO3:</b>	Apply a wide range of tools such as aesthetic tools and political tools to interpret and appreciate verbal as well as visual texts.	<b>Up to K3</b>
<b>CO4:</b>	Distinguish the forms of literature through Films and Film analysis.	<b>Up to K4</b>
<b>CO5:</b>	Critique the thematic, dramatic (storytelling), and stylistic aspects of films.	<b>Up to K5</b>

**CO & PO Mapping:**

<b>CO's</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>CO 4</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO 5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Course Name: Film and Literature</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Film Language and Film Narratology: Mise – en – Scene (5hrs) a) Text 1: Visual Language: Akira Kurosawa’s Rashomon (1950) (4hrs) b) Text 2: Verbal Language: Sidney Lumet’s 12 Angry Men (1957) (4hrs) Vittorio De Sica’s Bicycle Thieves (1948) (5)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>II</b>	Charles Dickens, Oliver Twist – (9hrs) Roman Polanski, Oliver Twist (2005) (9hrs)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>III</b>	Shakespeare, Macbeth (6hrs) Text 1: Akira Kurosawa, Throne of Blood (1957) (6hrs) Text 2: Roman Polanski, Macbeth (1971) (6hrs)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>IV</b>	Ambrose Bierce, An Occurrence at Owl Creek Bridge- Robert Enrico (1962) (6hrs) Ernest Hemingway, The Snows of Kilimanjaro – (6hrs) Henry King, The Snows of Kilimanjaro (1952) (6hrs)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>V</b>	Marxist film theory (6hrs) Feminist film theory. (6hrs) Text 1: Sergei Eisenstein, Battleship Potemkin (1925) (3hrs) Text 2: M. Manikandan, Kaaka Muttai (2015) (3hrs) Text 3: Ram, Taramani (2017) (Self-Study)	<b>18hrs</b>	<b>Lecture and Discussion</b>

**Course Designed by:**

- (i) **Mr.N.Elango**, The Head, Postgraduate &
- (ii) **Mr.N.Vannia Das**, Assistant Professor,

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Up to K3	2	(K1&K2)	1	K3	1 (K3&K3)	2 (K3)
AI	CO2	Up to K2	2	(K1&K2)	2	K2	2 (K2&K2)	1 (K2)
CI	CO3	Up to K3	2	(K1&K2)	1	K3	1 (K3&K3)	1 (K3)
AI	CO4	Up to K4	2	(K1&K2)	2	K3	2 (K4&K4)	2 (K4&K4)
Question Pattern CIA I & II	No. of Questions to be asked		4	-	3	-	4	3
	No. of Questions to be answered		4	-	3	-	2	2
	Marks for each question		1	-	2	-	5	10
	Total Marks for each section		4	-	6	-	10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	3.33	43
	K2	2	2	10	10	24	40	
	K3	-	4	10	20	34	56.66	57
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	-	-	-	2	3.33	7
	K2	2	-	-	-	2	3.33	
	K3	-	6	10	10	26	43.33	43
	K4	-	-	10	20	30	50	50
	Marks	4	6	20	30	60	100	100

**K1-** Defining and listing facts with specific answers

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

**K3-** Application oriented- Interpreting and presenting contents in suitable forms

**K4-** Examining, comparing and making inferences with evidences

**K5-** Appraising and attempting a critique of the form and content

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Questions	K – Level		
1	CO1	Up to K3	2	(K1&K2)	1	K3	2(K3&K3)	1(K3)
2	CO2	Up to K2	2	(K1&K2)	1	K2	2(K2&K2)	(K2)
3	CO3	Up to K3	2	(K1&K2)	1	K3	2(K3&K3)	1(K3)
4	CO4	Up to K4	2	(K1&K2)	1	K3	2(K3&K3)	1(K4)
5	CO5	Up to K5	2	(K1&K2)	1	K3	2(K4&K4)	1(K5)
No. of Questions to be Asked			10	-	5	-	10	5
No. of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			10	-	10	-	25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	27
K2	5	2	10	10	27	22.5	
K3	-	8	30	20	58	48.33	48
K4	-	-	10	10	20	16.66	17
K5	-	-	-	10	10	8.33	8
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K3	1
12	CO2	K2	1
13	CO3	K3	1
14	CO4	K3	1
15	CO5	K3	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K3	1
16) b	CO1	K3	1
17) a	CO2	K2	1
17) b	CO2	K2	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K3	1
19) b	CO4	K3	1
20) a	CO5	K4	1
20) b	CO5	K4	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions(3x10=30 marks)</b>			
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K3	1
22	CO2	K2	1
23	CO3	K3	1
24	CO4	K4	1
25	CO5	K5	1



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>THEATRE ARTS</b>				
<b>Course code</b>	<b>21PENE36</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>Elective</b>	<b>6</b>	<b>-</b>	<b>6</b>	
<b>Nature of Course:</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP
<b>Course Objectives:</b>					
1. To make the students understand the aspects of theatre and how it is different from other literary genres. 2. To enable the students to apply various aesthetic and scientific aspects to theatre as a vantage point by introducing various schools of drama and various types of theaters 3. To train students to examine play-scripts graphically and write play-scripts. 4. To empower students in effective communication through the mechanics of acting. 5. To prepare the students in the fields of community theatre and theatre for education.					
<b>Unit: I</b>	<b>Understanding Stage-Drama</b>			<b>18 hrs</b>	
The difference between stage-drama on one hand and other genres such as short story, novel, radio-drama, T.V and cinema: Plot- Structure, Characterization and language					
<b>Unit: II</b>	<b>Aspects of and Types of Theatre:</b>			<b>18 hrs</b>	
The philosophy and Production-design of: Greek Theatre, Proscenium-Arch Theatre, Expressionist-Theatre, Minimalist Theatre, Street-Theatre					
<b>Unit: III</b>	<b>Art and Craft of Script- Writing</b>			<b>18 hrs</b>	
Freytag's plot- diagram Art of adaptations: from short story to One-act play Improvisation: Departure and Destination of a story in a plot Semiotics of Drama					
<b>Unit: IV</b>	<b>Mechanics of Acting</b>			<b>18 hrs</b>	
Body: Liberating the actor's body, Proxemics, Kinesics, Haptics, Oculocesis, Grace of an actor, Conserve & build and ensemble Voice: Breathing, modulation, pronunciation, intonation, resonance, pitching, grouping & Phrasing, Pace and projection. Mind: overcoming stage-fright, empathy and intuition. Stanislavsky's System and the Method , Meyerhold's Naturalistic Acting and Grotowski's exercises					
<b>Unit: V</b>	<b>Performance:</b>			<b>18 hrs</b>	
Story- telling, Improvisation and Creative drama. ( <b>Activity</b> )					
<b>Total Lecture Hours</b>				<b>90 hrs</b>	
<b>Books for Study</b>					
Boal, Augusto. Games for Actors and Non-Actors. Routledge, London, 2002 Griffiths, Stuart. How Plays are Made. Cambridge University Press, London, 1883					
<b>Books for References::</b>					

Brockett, Oscar G. The Theatre: An Introduction. 1974. Holt, Rinehart & Winston, Canada	
Ommanney, Katherine A. The Stage & The School. 1982. McGraw-Hill, Inc. New York.	
<b>Web Resources :</b>	
<a href="https://onlinecourses.swayam2.ac.in/cec22_as01/preview">https://onlinecourses.swayam2.ac.in/cec22_as01/preview</a>	
<a href="https://onlinecourses.nptel.ac.in/noc20_hs34/preview">https://onlinecourses.nptel.ac.in/noc20_hs34/preview</a>	
<b>Course Outcomes</b>	<b>K Level</b>
On completion of the course, students will be able to	
<b>CO1:</b>	Understand the basic difference between stage-drama and other literary genres & media so that to approach the performance aspects accordingly
<b>CO2:</b>	Apply all the aspects of theatre in production design and design the performance according to the demands of various types of theatre-practices.
<b>CO3:</b>	Analyze the relevance and stage ability of the scripts and design a script according to the desired effect
<b>CO4:</b>	Critique the complexities of a character and help the audience judge the character, its decisions and actions.
<b>CO5:</b>	Critique a dramatized performance and the space it created for dialogue and debate

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO 4</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO 5</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>UNIT</b>	<b>Course: Theatre Arts</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	<b>Understanding Stage-Drama</b> Unique nature of theatre communication : Stage-Drama & other genres (3) Radio & T.V. Dramas (5) Drama& Cinema( 4) Plot-structure(2) Characterization (2) Dialogue (2)	18	Lecture and discussion
<b>II</b>	<b>Aspects and types of theaters:</b> Aspects of theatre ( 9) Types of Theaters (9)	18	Lecture and Discussion
<b>III</b>	<b>Script-Writing</b> Scrutinizing a script (6) Script- writing (12)	18	Discussion& activities
<b>IV</b>	<b>Acting</b> Understanding a character (6) Creating a character (12)	18	Discussion& activities
<b>V</b>	<b>Performance</b> Deciding the theatre space (3) Discussion on theme & characterization (3) Rehearsal and performance (12)(Activity)	18	Discussion and activities (Students will be asked to give performances for assignment)

**Course Designed by**

- (i) **Mr.N.Elango**, The Head, Postgraduate Department of English (SFW)

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K – Level	No. of Questions	K - Level		
CIA I	CO1	Up to K2	2	K1 & K2	1	K2	2 (K2 & K2)	1(K2)
	CO2	Up to K3	2	K1 & K2	2	K2&K2	2 (K3& K3)	2(K3& K3)
CIA II	CO3	Up to K4	2	K1 & K2	1	K2	2(K3 & K3)	2(K4 & K3)
	CO4	Up to K5	2	K1 & K2	2	K3&K2	2(K4 & K4)	1(K5)
Question Pattern CIA I & II		No. of Questions to be asked	4	-	3	-	4	3
		No. of Questions to be answered	4	-	3	-	2	2
		Marks for each question	1	-	2	-	5	10
		Total Marks for each section	4	-	6	-	10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	3.33	50
	K2	2	6	10	10	28	46.6	
	K3	-	-	10	20	30	50	50
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	-	-	-	2	3.33	13
	K2	2	4	-	-	6	10	
	K3	-	2	10	10	22	36.66	37
	K4	-	-	10	10	20	33.33	33
	K5	-	-	-	10	10	16.66	17
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

**K5** – Appraising and attempting a critique of the form and content

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

Summative Examination – Blue Print Articulation Mapping – K Level with course outcomes(COs)								
S. No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Questions	K – Level I		
1	CO1	Up to K2	2	K1 & K2	1	K2	2(K2 & K2)	1(K2)
2	CO2	Up to K3	2	K1 & K2	1	K2	2(K2& K2)	1(K3)
3	CO3	Up to K4	2	K1 & K2	1	K2	2(K3& K3)	1(K4)
4	CO4	Up to K5	2	K1 & K2	1	K2	2(K4& K4)	1(K5)
5	CO5	Up to K5	2	K1 & K2	1	K3	2(K4& K4)	1(K5)
No. of Questions to be Asked			10	-	5	-	10	5
No. of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			10	-	10	-	25	30
(Figures in parenthesis denotes, questions should be asked with the given K level)								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	40
K2	5	08	20	10	43	35.83	
K3	-	02	10	10	22	18.33	18
K4	-	-	20	10	30	25	25
K5	-	-	-	20	20	16.66	17
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	1
12	CO2	K2	1
13	CO3	K2	1
14	CO4	K2	1
15	CO5	K3	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K2	1
17) b	CO2	K2	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K4	1
19) b	CO4	K4	1
20) a	CO5	K4	1
20) b	CO5	K4	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	1
22	CO2	K3	1
23	CO3	K4	1
24	CO4	K5	1
25	CO5	K5	1

# FOURTH SEMESTER



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>CULTURAL STUDIES</b>			
<b>Course Code</b>	<b>21PENC41</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>CORE</b>	<b>6</b>	<b>-</b>	<b>4</b>
<b>Nature of Course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b> ✓	ENTREPRENEURSHIP	
<b>COURSE OBJECTIVES:</b>				
1. To enable the students to comprehend the global trends in Cultural Studies.				
2. To enable the students to master the theory and practice of Cultural Studies.				
3. To promote and develop the teaching and scholarship of Cultural Studies.				
4. To help students understand culture as a way of life and as a contested site for human discourse and action				
5. To equip students to understand and articulate themselves as cultural beings				
<b>Unit: I</b>	<b>Introduction</b>			<b>18hrs</b>
Introduction from The Cultural Studies Reader by Simon During				
<b>Unit: II</b>	<b>Culture and Myth</b>			<b>18hrs</b>
Incest and Myth by Claude Levi-Strauss				
<b>Unit: III</b>	<b>Culture and Religion</b>			<b>18hrs</b>
The Task of the Hero by Jessie L. Weston				
<b>Unit: IV</b>	<b>Culture and Language</b>			<b>18hrs</b>
Encoding/ Decoding by Stuart Hall				
<b>Unit: V</b>	<b>Culture and Media</b>			<b>18hrs</b>
Bollywood Motifs: Cricket Fiction and Fictional Cricket by Chandrima Chakraborty S				
The Castrating Mother: Psycho by Barbara Creed ( <b>Self-Study</b> )				
<b>Total Lecture Hours</b>				<b>90hrs</b>
<b>Books for Study:</b>				
The Cultural Studies Reader. Simon During (ed). New York, London: Routledge, 1993, 1-25.				
Claude Levi-Strauss, Incest and Myth, David Lodge ed., 20th Century Literary Criticism: A Reader, Longman, 1972.				
Weston, Jessie L. From Ritual to Romance. Doubleday, 1957.				
Hall, Stuart. (1980). Encoding/Decoding extract in NilanjanaGupta.ed. Cultural Studies				
Chakraborty S, Chandrima (2004): Bollywood motifs: Cricket Fiction and fictional cricket, The				
International Journal of the History of Sport,21:3-4, 549-572				
Creed, Barbara. The Castrating Mother: Psycho. The Monstrous Feminine: Film, Feminism, Psychoanalysis. New York: Routledge, 1993.				
<b>Books for References::</b>				
Barthes, Roland. Mythologies. London: J. Cape, 1972.				
Lodge, David. Ed. Modern Criticism and Theory. London: Longman, 1982.				
<b>Web Resources :</b>				

<a href="https://nptel.ac.in/courses/109/103/109103019/">https://nptel.ac.in/courses/109/103/109103019/</a> <a href="https://www.youtube.com/watch?v=viTL_Uo4-Bg&amp;list=PLyqSpQzTE6M9vZH2ZS5Z763NFtm2sPVz">https://www.youtube.com/watch?v=viTL_Uo4-Bg&amp;list=PLyqSpQzTE6M9vZH2ZS5Z763NFtm2sPVz</a>	
<b>Course Outcomes</b>	<b>K Level</b>
On completion of the course, students will be able to	
<b>CO1:</b>	Understand the use of interdisciplinary critical perspectives in examining the diverse and contested meanings of cultural objects <b>Up to K2</b>
<b>CO2:</b>	Examine the contours of Cultural Studies as a field of inquiry <b>Up to K3</b>
<b>CO3:</b>	Connect one or more concepts of cultural studies to cultural contexts <b>Up to K4</b>
<b>CO4:</b>	Evaluate the practicality of cultural studies theory to new situations and practices relevant to the everyday experience of students <b>Up to K5</b>
<b>CO5:</b>	Critique the contemporary cultural belief systems of indigenous cultures <b>Up to K5</b>

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	1	1	1	1	1
CO 2	2	2	1	2	1	1
CO 3	3	3	3	2	1	2
CO 4	2	2	1	3	2	3
CO 5	3	3	2	3	1	3

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

Unit	Course Name: Cultural Studies	Hrs	Pedagogy
<b>I</b>	Introduction from The Cultural Studies Reader by Simon During(18hrs)	18hrs	Lecture and Discussion
<b>II</b>	Incest and Myth by Claude Levi-Strauss(18hrs)	18hrs	Lecture and Discussion
<b>III</b>	The Task of the Hero by Jessie L. Weston(18hrs)	18hrs	Lecture and Discussion
<b>IV</b>	Encoding/Decoding by Stuart Hall(18hrs)	18hrs	Lecture and Discussion
<b>V</b>	Bollywood Motifs: Cricket Fiction and Fictional Cricket by ChandrimaChakraborty S(18hrs) The Castrating Mother: Psycho by Barbara Creed (Self-Study)	18hrs	Lecture and Discussion

**Course Designed by:**

- (i) **Mr.N.Elango**, The Head, Postgraduate
- (ii)**Mr.N.Vannia Das**, Assistant Professor,

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Up to K2	2	K1 & K2	1	1 (K2)	2 (K2&K2)	1 (K2)
AI	CO2	Up to K3	2	K1 & K2	2	2 (K3&K3)	2 (K3&K3)	2(K3&K3)
CI	CO3	Up to K4	2	K2 & K2	1	1 (K3)	2 (K3&K3)	1 (K4)
AII	CO4	Up to K5	2	K2 & K2	2	2 (K3&K3)	2 (K4&K4)	2(K5&K5)
Question Pattern CIA I & II	No. of Questions to be asked		4	-	3	-	4	3
	No. of Questions to be answered		4	-	3	-	2	2
	Marks for each question		1	-	2	-	5	10
	Total Marks for each section		<b>4</b>	-	<b>6</b>	-	<b>10</b>	<b>20</b>

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	3.33	43
	K2	2	2	10	10	24	40	
	K3	-	4	10	20	34	56.66	57
	K4	-	-	-	-	-	-	-
	K5	-	-	-	-	-	-	-
	Marks	<b>4</b>	<b>6</b>	<b>20</b>	<b>30</b>	<b>60</b>	<b>100</b>	<b>100</b>
CIA II	K1	-	-	-	-	-	-	7
	K2	4	-	-	-	4	6.66	
	K3	-	6	10	-	16	26.66	27
	K4	-	-	10	10	20	33.33	33
	K5	-	-	-	20	20	33.33	33
	Marks	<b>4</b>	<b>6</b>	<b>20</b>	<b>30</b>	<b>60</b>	<b>100</b>	<b>100</b>

**K1-** Defining and listing facts with specific answers

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

**K3-** Application oriented- Interpreting and presenting contents in suitable forms

**K4-** Examining, comparing and making inferences with evidences

**K5-** Appraising and attempting a critique of the form and content

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Questions	K – Level		
1	CO1	Up to K2	2	K1 & K2	1	K2	2 (K2 & K2)	1 (K2)
2	CO2	Up to K3	2	K1 & K2	1	K3	2 (K2 & K2)	1 (K3)
3	CO3	Up to K4	2	K1 & K2	1	K3	2 (K3 & K3)	1 (K4)
4	CO4	Up to K5	2	K1 & K2	1	K3	2 (K4 & K4)	1 (K5)
5	CO5	Up to K5	2	K1 & K2	1	K3	2 (K4 & K4)	1 (K5)
No. of Questions to be Asked			10	-	5	-	10	5
No. of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			<b>10</b>	-	<b>10</b>	-	<b>25</b>	<b>30</b>

**(Figures in parenthesis denotes, questions should be asked with the given K level)**

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	35
K2	5	2	20	10	37	30.83	
K3	-	8	10	10	28	23.33	23
K4	-	-	20	10	30	25	25
K5	-	-	-	20	20	16.66	17
Marks	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>

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

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
Q.No	CO	K Level	Questions
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
Q.No	CO	K Level	Questions
11	CO1	K2	1
12	CO2	K3	1
13	CO3	K3	1
14	CO4	K3	1
15	CO5	K3	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
Q.No	CO	K Level	Questions
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K2	1
17) b	CO2	K2	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K4	1
19) b	CO4	K4	1
20) a	CO5	K4	1
20) b	CO5	K4	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
Q.No	CO	K Level	Questions
21	CO1	K2	1
22	CO2	K3	1
23	CO3	K4	1
24	CO4	K5	1
25	CO5	K5	1



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>EUROPEAN LITERATURE IN TRANSLATION</b>				
<b>Course Code</b>	<b>21PENC42</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>CORE</b>	<b>6</b>	<b>-</b>	<b>4</b>	
<b>Nature of Course:</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP	
<b>COURSE OBJECTIVES:</b>					
1. To expose students to a panoramic view of literature in Europe, tracing the transformation of literary styles across time. 2. To enable students to analyze the socio-cultural, historical and political background for each literary work and period concerned 3. To help students understand how the writings of each period reflect different aspects of European culture and human nature. 4. To train students to reread classics in the light of contemporary life. 5. To inculcate the holistic view of various philosophies which shaped the gamut of European Literature					
<b>Unit: I</b>	<b>Epic Narratives</b>				<b>18hrs</b>
Greek-	Homer's The Iliad, Book XXIV				
Latin-	Virgil's The Aeneid, Book VI				
Latin -	Ovid's The Metamorphoses, Book III Echo Sees Narcissus (Lines 339 to 358)				
Italian-	Dante's Inferno, Canto XVII (Lines 100 to 114)				
German-	Faust, Prologue in Heaven - Johann Wolfgang Goethe				
<b>Unit: II</b>	<b>Poetry</b>				<b>18hrs</b>
Italian-	Petrarch's Canzoniere, Sonnet 162. Lietifiori et felici, et ben nateherbe (Happy, fortunate flowers, herbs born in grace)				
French-	Charles Baudelaire - Morning Twilight				
Russian-	Yevgeny Yevtushenko - BabiYar				
German-	Paul Celan - The Sand from the Urns				
German-	Gunter Grass - Do Something				
<b>Unit: III</b>	<b>Prose</b>				<b>18hrs</b>
Greek-	Plato- Apology of Socrates				
French-	Albert Camus- The Myth of Sisyphus				
<b>Unit: IV</b>	<b>Drama</b>				<b>18hrs</b>
German-	Bertolt Brecht- Mother Courage and Her Children				
Italian-	Luigi Pirandello- The Man With the Flower in His Mouth				
<b>Unit: V</b>	<b>Fiction and Short Fiction</b>				<b>18hrs</b>
German-	Franz Kafka- The Metamorphosis				
French-	Albert Camus- The Stranger				
Russian-	Anton Chekhov - Ward No. 6 (Self study)				
				<b>Total Lecture Hours</b>	<b>90hrs</b>
<b>Books to Study</b>					
Camus, Albert. The Myth of Sisyphus. United Kingdom, Penguin Books Limited, 2013.					
Camus, Albert. The Stranger. United States, Knopf Doubleday Publishing Group, 2012.					

Celan, Paul. Paul Celan: Selections. United States, University of California Press, 2005.  
 Chekhov, Anton. Great Stories by Chekhov. Dover Publications. (2016)  
 Geoffrey Wagner, Selected Poems of Charles Baudelaire (NY: Grove Press, 1974)  
 Goethe, Johann Wolfgang von, and Taylor, Bayard. Faust: a Tragedy. United States, Houghton, Mifflin, 1871.  
 Grass, Gunter, and Grass, Günter. In the Egg and Other Poems. United Kingdom, Harcourt Brace Jovanovich, 1977.  
 Homer, et al. Iliad of Homer. Translated by Alexander Pope. Heritage Press, 1943.  
 Kafka, Franz. The Metamorphosis. N.p., Xist Publishing, 2016.  
 Knox, Bernard, and Fagles, Robert. The Aeneid: (Penguin Classics Deluxe Edition). United Kingdom, Penguin Publishing Group, 2006.  
 Melville, A.D..Metamorphoses. United Kingdom, OUP Oxford, 1998.  
 Petrarca, Francesco, and A. S. Kline. The Complete Canzoniere. Poetry in Translation via On-Demand Publishing LLC, 2001.  
 Pirandello, Luigi, and Colyer, Howard. The Man with a Flower in His Mouth. United Kingdom, Lulu.com, 2015.  
 The Divine Comedy of Dante Alighieri. The Italian Text with a Translation in English Blank Verse and a Commentary by Courtney Langdon, vol. 1 (Inferno) (Cambridge: Harvard University Press, 1918). English version.  
 West, Thomas G. Plato's Apology of Socrates. Ithaca: Cornell University Press. (1979).  
 Yevtushenko, Yevgeny. BabiYar. Trans. by Benjamin Okopnik. (1961).

**Books for References::**

Saglia, Diego. European Literatures in Britain, 1815–1832: Romantic Translations. N.p., Cambridge University Press, 2018.

**Web Resources :**

[https://onlinecourses.swayam2.ac.in/cec21\\_lg03/preview](https://onlinecourses.swayam2.ac.in/cec21_lg03/preview)

<b>Course Outcomes</b>		<b>K Level</b>
On completion of the course, students will be able to		
<b>CO1:</b>	Recognize shared experiences and universal traits across different cultures	<b>Up to K2</b>
<b>CO2:</b>	Explain how European literature serves as an expression of European culture and Western philosophy.	<b>Up to K2</b>
<b>CO3:</b>	Apply literary and critical thinking skills in interpretative activities.	<b>Up to K3</b>
<b>CO4:</b>	Analyze different literary forms and showing how various cultures in European regions at different times incorporated their experiences into literary texts.	<b>Up to K4</b>
<b>CO5:</b>	Evaluate the social-milieu, and the historical and political background of each literary work.	<b>Up to K5</b>

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	2	1	1	2	1	3
CO 2	2	1	2	3	1	1
CO 3	1	2	1	1	1	1
CO 4	1	3	1	3	1	1
CO 5	2	3	1	3	1	2

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

Unit	Course Name: European Literature In Translation	Hrs	Pedagogy
<b>I</b>	Homer's The Iliad, Book XXIV(4hrs) Virgil's The Aeneid, Book VI(4hrs) Ovid's The Metamorphoses, Book III Echo Sees Narcissus (Lines 339 to 358) (4hrs) Dante's Inferno, Canto XVII (Lines 100 to 114) (3hrs) Faust, Prologue in Heaven - Johann Wolfgang Goethe(3hrs)	18hrs	Lecture and Discussion
<b>II</b>	Petrarch- Canzoniere, Sonnet 162. Lietifiori et felici, et ben nateherbe (Happy, fortunate flowers, herbs born in grace) (4hrs) Charles Baudelaire - Morning Twilight (4hrs) Yevgeny Yevtushenko - BabiYar (4hrs) Paul Celan -The Sand from the Urns (3hrs) Gunter Grass - Do Something (3hrs)	18hrs	Lecture and Discussion
<b>III</b>	Plato - Apology of Socrates (9hrs) Albert Camus - The Myth of Sisyphus (9hrs)	18hrs	Lecture and Discussion
<b>IV</b>	Bertolt Brecht -Mother Courage and Her Children (9hrs) Luigi Pirandello- The Man With the Flower in His Mouth (9hrs)	18hrs	Lecture and Discussion
<b>V</b>	Franz Kafka - The Metamorphosis (9hrs) Albert Camus - The Stranger (9hrs) Anton Chekhov - Ward No. 6 (Self study)	18hrs	Lecture and Discussion

**Course Designed by:**

- (i) Mr.N.Elango, The Head, Postgraduate
- (ii) Mr.N.Vannia Das, Assistant Professor,

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Up to K2	2	K1&K2	1	K2	2(K2&K2)	1(K2)
AI	CO2	Up to K2	2	K1&K2	2	K2	2(K2&K2)	2(K2)
CI	CO3	Up to K3	2	K1&K2	1	K2	2(K2&K2)	2(K3)
AII	CO4	Up to K4	2	K1&K2	2	K2	2(K3&K3)	1(K4)
Question Pattern CIA I & II		No. of Questions to be asked	4	-	3	-	4	3
		No. of Questions to be answered	4	-	3	-	2	2
		Marks for each question	1	-	2	-	5	10
		Total Marks for each section	<b>4</b>	-	<b>6</b>	-	<b>10</b>	<b>20</b>

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	3.33	100
	K2	2	6	20	30	58	96.67	
	K3	-	-	-	-	-	-	-
	K4	-	-	-	-	-	-	-
	Marks	<b>4</b>	<b>6</b>	<b>20</b>	<b>30</b>	<b>60</b>	<b>100</b>	<b>100</b>
CIA II	K1	2	-	-	-	2	3.33	33
	K2	2	6	10	-	18	30	
	K3	-	-	10	20	30	50	50
	K4	-	-	-	10	10	16.66	17
	Marks	<b>4</b>	<b>6</b>	<b>20</b>	<b>30</b>	<b>60</b>	<b>100</b>	<b>100</b>

**K1-** Defining and listing facts with specific answers

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

**K3-** Application oriented- Interpreting and presenting contents in suitable forms

**K4-** Examining, comparing and making inferences with evidences

**K5-** Appraising and attempting a critique of the form and content

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1 & K2	1	K2	2(K2 &K2)	1(K2)
2	CO2	Up to K2	2	K1 & K2	1	K2	2(K2&K2)	1(K2)
3	CO3	Up to K3	2	K1 & K2	1	K2	2(K2 &K2)	1(K3)
4	CO4	Up to K4	2	K1 & K2	1	K2	2(K3 &K3)	1(K4)
5	CO5	Up to K5	2	K1 & K2	1	K3	2(K4 &K4)	1(K5)
No. of Questions to be Asked			10	-	5	-	10	5
No.of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			<b>10</b>	-	<b>10</b>	-	<b>25</b>	<b>30</b>
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	57
K2	5	8	30	20	63	52.5	
K3	-	2	10	10	22	18.33	18
K4	-	-	10	10	20	16.66	17
K5	-	-	-	10	10	8.33	8
Marks	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

Summative Examinations - Question Paper – Format

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	1
12	CO2	K2	1
13	CO3	K2	1
14	CO4	K2	1
15	CO5	K3	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K2	1
17) b	CO2	K2	1
18) a	CO3	K2	1
18) b	CO3	K2	1
19) a	CO4	K3	1
19) b	CO4	K3	1
20) a	CO5	K4	1
20) b	CO5	K4	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	1
22	CO2	K2	1
23	CO3	K3	1
24	CO4	K4	1
25	CO5	K5	1



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>FOURTH WORLD LITERATURE</b>			
<b>Course Code</b>	<b>21PENE41</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Elective</b>	<b>6</b>	<b>-</b>	<b>6</b>
<b>Nature of Course:</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP
<b>COURSE OBJECTIVES:</b>				
1. To train the students to interpret various works about subaltern through various ages. 2. To enable the students to demonstrate the problems of subalterns and aborigines in the contemporary society. 3. To inculcate problem-solving abilities for people of the Fourth World. 4. To encourage students to understand the nature and socio-economic conditions of the indigenous people 5. To help students empathize with the victims of the hegemonic structures in the institutionalized democracy				
<b>Unit: I</b>	<b>Introduction to Fourth World Literature</b>			<b>18hrs</b>
Ed. Indira Nithyanandham and Minnie Matthew -The Center Cannot Hold: Fourth World Literature				
<b>Unit: II</b>	<b>Poetry</b>			<b>18hrs</b>
Joy Harjo - A Map to the Next World Namdeo Dhasal - Kamatipura Tr. DilipChitre Kimani Njogu - Njaa Kalki Subramaniam - Fate I Wrote Meena Kandasamy - Mascara				
<b>Unit: III</b>	<b>Documentary</b>			<b>18hrs</b>
Children of the Fourth World – Documentary, Dir. John Biffar 1999 The Fourth World – Documentary, Dir. Mark Volkers 2012				
<b>Unit: IV</b>	<b>Drama</b>			<b>18hrs</b>
George Ryga – Indian				
<b>Unit: V</b>	<b>Fiction</b>			<b>18hrs</b>
Kim Scott – That Dead Man Dance Era. Nadarajan – Ayisha Tr. Malathy Vaidhiyanathan M. Chandrakumar – Lock-up Tr. Pavithra Srinivasan ( <b>Self Study</b> )				
<b>Total Lecture Hours</b>				<b>90hrs</b>
<b>Books for Study:</b>				
The Center cannot Hold: Fourth World Literature, ed. Indra Nithyanandham Minnie Matthew, published by Creative books, 2017 Subramaniam, Kalki. We are not the Others. Notion Press Media Pvt Ltd. Chennai, 2021. Poetry of the Fourth World, ed. Maggie Cook, Cambridge University Press. Oct 2008. Kamatipura Tr. Dilip Chitre written by Namdeo Dhasal : Poet of the underworld , Publisher Navayana, Chennai 2007. Ryga George, Indian, Publisher Book Society of Canada, 1967. Ayisha Tr. Malathy Vaidhiyanathan, written by Era. Nadarajan, Bharathi Puthakalayam, July 2020 Lock-up Tr. Pavithra Srinivasan written by M. Chandrakumar, publisher : Tranquebar, 22 feb 2017.				

That Dead Man Dance, Kim Scott, published by Bloomsbury Publishing India Private Limited, Jan 2012.	
<b>Books for References:</b>	
Handbook of Research on Theoretical Perspectives on Indigenous Knowledge Systems in Developing Countries. United States, IGI Global, 2016.	
<b>Web Resources :</b>	
<a href="https://www.youtube.com/watch?v=O6SPy9qV1M4">https://www.youtube.com/watch?v=O6SPy9qV1M4</a> <a href="https://www.youtube.com/watch?v=4rdFgzMkTCY">https://www.youtube.com/watch?v=4rdFgzMkTCY</a>	
<b>Course Outcomes</b>	<b>K Level</b>
On completion of the course, students will be able to	
<b>CO1:</b>	Attain an overview of various writings representing the voices of the subjugated hitherto unheard. <b>Up to K3</b>
<b>CO2:</b>	Understand the subaltern voices such as the LGBT and other marginalized communities. <b>Up to K2</b>
<b>CO3:</b>	Infer the voice of the Subalterns, Natives, Aborigines and the underprivileged. <b>Up to K4</b>
<b>CO4:</b>	Evaluate the impact of colonization on the Fourth World such as Australia and Canada. <b>Up to K5</b>
<b>CO5:</b>	Compare the aspects of Fourth World Literature to Indian scenario. <b>Up to K4</b>

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	1	1	3	1	2
CO 2	3	1	1	2	1	3
CO 3	3	2	2	2	1	2
CO 4	1	3	1	2	1	2
CO 5	1	2	1	2	1	2

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Course Name: Fourth World Studies</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Ed. Indira Nithyanandham and Minnie Matthew -The Center Cannot Hold: Fourth World Literature(18hrs)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>II</b>	Joy Harjo - A Map to the Next World(4hrs) NamedoDhasal- KamatipuraTr. Dilip Chitre(4hrs) Kimani Njogu–Njaa(3hrs) KalkiSubramaniam - Fate I Wrote(4hrs) MeenaKandasamy - Mascara(3hrs)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>III</b>	Children of the Fourth World – Documentary, Dir. John Biffar 1999(9hrs) The Fourth World –Documentary, Dir. Mark Volkers 2012 (9hrs)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>IV</b>	George Ryga – Indian(18hrs)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>V</b>	Kim Scott – That Dead Man Dance(9hrs) Era.Nadarajan – Ayisha Tr. MalathyVaidhiyanathan (9hrs) M.Chandrakumar – Lock-up Tr. PavithraSrinivasan (Self Study)	<b>18hrs</b>	<b>Lecture and Discussion</b>

**Course Designed by:**

(i) **Mr.M.Murugesan**, Assistant Professor,

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Up to K3	2	K1 & K1	1	K2	2 (K2&K2)	1 (K3)
AI	CO2	Up to K2	2	K1 & K1	2	K2 & K2	2 (K2&K2)	2 (K2 & K2)
CI	CO3	Up to K4	2	K1 & K2	1	K2	2 (K3&K3)	1 (K4)
AI	CO4	Up to K5	2	K1 & K2	2	K2 & K2	2 (K3&K3)	2 (K5 & K4)
Question Pattern CIA I & II		No. of Question s to be asked	4	-	3	-	4	3
		No. of Question s to be answered	4	-	3	-	2	2
		Marks for each question	1	-	2	-	5	10
		Total Marks for each section	4	-	6	-	10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	4	-	-	-	4	6.66	83
	K2	-	6.	20	20	46	76.66	
	K3	-	-	-	10	10	16.66	17
	K4	-	-	-	-	-	-	-
	K5	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	-	-	-	2	3.33	17
	K2	2	6	-	-	8	13.33	
	K3	-	-	20	-	20	33.33	33
	K4	-	-	-	20	20	33.33	33
	K5	-	-	-	10	10	16.66	17
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

**K5-** Appraising and attempting a critique of the form and content

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Questions	K – Level		
1	CO1	Up to K3	2	(K1 & K2)	1	K2	2 (K2 & K2)	1 (K3)
2	CO2	Up to K2	2	(K1 & K2)	1	K2	2 (K2 & K2)	1 (K2)
3	CO3	Up to K4	2	(K1 & K2)	1	K2	2 (K3 & K3)	1 (K4)
4	CO4	Up to K5	2	(K1 & K2)	1	K2	2 (K4 & K4)	1 (K5)
5	CO5	Up to K4	2	(K1 & K2)	1	K2	2 (K3 & K3)	1 (K4)
No. of Questions to be Asked			10	-	5	-	10	5
No. of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			<b>10</b>	-	<b>10</b>	-	<b>25</b>	<b>30</b>

**(Figures in parenthesis denotes, questions should be asked with the given K level)**

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	42
K2	5	10	20	10	45	37.5	
K3	-	-	20	10	30	25	25
K4	-	-	10	20	30	25	25
K5	-	-	-	10	10	8.33	8
Marks	<b>10</b>	<b>10</b>	<b>50</b>	<b>50</b>	<b>120</b>	<b>100</b>	<b>100</b>

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

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	1
12	CO2	K2	1
13	CO3	K2	1
14	CO4	K2	1
15	CO5	K2	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K2	1
17) b	CO2	K2	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K4	1
19) b	CO4	K4	1
20) a	CO5	K3	1
20) b	CO5	K3	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K3	1
22	CO2	K2	1
23	CO3	K4	1
24	CO4	K5	1
25	CO5	K4	1



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>GREEN LITERATURE</b>			
<b>Course code</b>	<b>21PENE42</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>ELECTIVE</b>	<b>6</b>	<b>-</b>	<b>6</b>
<b>Nature of Course:</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP
<b>Course Objectives:</b>				
1. To make the students understand the significance of nature in the evolution and sustainability of humanity. 2. To create awareness among students about the climate change. 3. To train students to examine the present conditions and question the policies and practices of human society. 4. To enable the students to evaluate the grey areas of human environmental ethics. 5. To inculcate and develop ecological sensibilities and farsightedness in the young minds.				
<b>Unit: I</b>	<b>Poetry</b>			<b>18 hrs</b>
Seamus Heaney - Death of a Naturalist. Adrienne Rich - The Spirit of Place, A Wild Patience has Taken Me This Far NaRRinai 172, (tr.) A.K. Ramanujan - Poems of Love and War Pablo Neruda - Oh, Earth, Wait for Me Kottoor, Gopi Krishnan - Digging				
<b>Unit: II</b>	<b>Non-Fiction</b>			<b>18hrs</b>
Rachel Carson - Silent Spring (pp1-84). Amitav Ghosh - Stories, The Great Derangement: Climate Change and the Unthinkable”.				
<b>Unit:III</b>	<b>Documentary</b>			<b>18 hrs</b>
Davis Guggenheim - An Inconvenient Truth, (2006). Gene Rosow and Bill Benenson - Dirt, The Movie (2009)				
<b>Unit:IV</b>	<b>Fiction</b>			<b>18hrs</b>
Octavia E Butler - Parable of the Sower Kim Stanley Robinson - The Ministry for the Future				
<b>Unit: V</b>	<b>Short fiction</b>			<b>18 hrs</b>
Kelly Crowley - Shrinking Sinking Land Matthew S. Henry - Victor and the Fish Yakos Spiliotopoulos - Into the Storm Lindsay Redifer - Standing Still Adam Flynn and Andrew Dana Hudson - Sunshine State ( <b>Self Study</b> )				
<b>Total Lecture Hours</b>				<b>90 hrs</b>
<b>Books for Study</b>				
Unit-1 Text will be compiled for private circulation Everything Change - An Anthology of Climate Short Fiction.2016. Ed. Joey Enrich, Meredith Martinez and Angiel Dell Butler Butler, Octavia E. Parable of thSower.1995. Robinson, Kim Stanley -The Ministry for the Future, 2020.				

**Books for Reference**

Ramanujan A.K. Poems of Love and War(1985). (2006) OUP India. New Delhi.  
 Ghosh, Amitav. "Stories", The Great Derangement: Climate Change and the Unthinkable. 2016. Penguin Books Limited. New Delhi.  
 Carson, Rachel. Silent Spring (pp1-84). 1962. Christ Book: A Christ Reprint. Fawcett Publications, INC, Greenwich, Conn. PDF  
 An Inconvenient Truth (Dir. Guggenheim, Davis.) 2006  
 Dirt, The Movie (2009) (Dir. Rosow, Gene. and Bill Benenson)  
<https://climateimagination.asu.edu/everything-change/>  
 Butler, Octavia E. Parable of the Sower. 1995. New York: Warner Books, Print.  
 Robinson, Kim Stanley. The Ministry for the Future. 2020. Orbit. New Delhi.

**Web Resources :**

<https://www.britannica.com/topic/An-Inconvenient-Truth>  
[https://www.audiobooks.com/audiobook/great-derangement-climate-change-and-the-unthinkable/415812?gclid=EAJaiQobChMIo6HftvTx9QIV5JNmAh2BOgbuEAMYASAAEgJ7d\\_D\\_BwE](https://www.audiobooks.com/audiobook/great-derangement-climate-change-and-the-unthinkable/415812?gclid=EAJaiQobChMIo6HftvTx9QIV5JNmAh2BOgbuEAMYASAAEgJ7d_D_BwE)

Course Outcomes		K Level
On completion of the course, students will be able to		
<b>CO1</b>	Understand the importance of co-existing with nature as a primitive wisdom	Up to K 2
<b>CO2</b>	Apply their experiences in the context of Climate Change	Up to K 3
<b>CO3</b>	Analyze the policies and practices which condition human life	Up to K 4
<b>CO4</b>	Evaluate the decadence of human ethics which result in man-made calamities	Up to K 5
<b>CO5</b>	Sensitize themselves and the society with farsighted actions towards building a eco-friendly world for future	Up to K 2

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
<b>CO 1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>
<b>CO 2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>CO 3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>CO 4</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>CO 5</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>UNIT</b>	<b>Course Name: Green Literature</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	<b>Poetry</b> Seamus Heaney -Death of a Naturalist. (4) Adrienne Rich -The Spirit of Place, A Wild Patience has Taken Me This Far (4)NaRRinai 172, (tr.) A.K. Ramanujan - Poems of Love and War (4) Pablo Neruda - Oh, Earth, Wait for Me Kottoor, (4) Gopi Krishnan - Digging (3)	18hrs	Lecture and Discussion
<b>II</b>	<b>Non Fiction</b> Rachel Carson - Silent Spring (pp1-84). AmitavGhosh - Stories, The Great Derangement: Climate Change and the Unthinkable.	18hrs	Lecture and Discussion
<b>III</b>	<b>Documentary</b> Davis Guggenheim - An Inconvenient Truth, (2006). (9) Gene Rosow and Bill Benenson - Dirt, The Movie (2009) (9)	18hrs	Lecture and Discussion
<b>IV</b>	Octavia E Butler - Parable of the Sower (9) Kim Stanley Robinson - The Ministry for the Future(9)	18hrs	Lecture and Discussion
<b>V</b>	Kelly Crowley - Shrinking Sinking Land (5) Matthew S. Henry - Victor and the Fish(5) Yakos Spiliotopoulos, - Into the Storm(4) Lindsay Redifer - Standing Still(4) Adam Flynn and Andrew Dana Hudson - Sunshine State ( <b>Self Study</b> )	18hrs	Lecture and Video clips

**Course Designed by**

- (i) **Mr.N.Elango**, The Head, Postgraduate
- (ii) **Mr. M.Perumal**, Assistant Professor,

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CIA	CO1	Up to K2	2	K1&K2	1	K2	2(K2&K2)	2 (K2)
	CO2	Up to K3	2	K1&K2	2	K1&K2	2(K2&K2)	1 (K3)
CIA II	CO3	Up to K4	2	K1&K2	1	K2	2(K3&K3)	2 (K4)
	CO4	Up to K5	2	K1& K2	2	K2&K3	2(K4&K4)	1(K5)
Question Pattern CIA I & II		No. of Questions to be asked	4	-	3	-	4	3
		No. of Questions to be answered	4	-	3	-	2	2
		Marks for each question	1	-	2	-	5	10
		Total Marks for each section	4	-	6	-	10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2	-	-	4	6.66	83
	K2	2	4	20	20	46	76.67	
	K3	-	-	-	10	10	16.67	17
	K4	-	-	-	-	-	-	-
	K5	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	-	-	-	2	3.33	13
	K2	2	4	-	-	6	10	
	K3	-	-2	10	-	12	20	20
	K4	-	-	10	20	30	50	50
	K5	-	-	-	10	10	16.66	17
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

**K5-** Appraising and attempting a critique of the form and content

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Questions	K – Level		
1	CO1	Up to K 2	2	K1&K2	1	K2	2 (K2&K2)	1(K2)
2	CO2	Up to K 3	2	K1&K2	1	K2	2 (K3&K3)	1(K3)
3	CO3	Up to K 4	2	K1&K2	1	K3	2 (K3&K3)	1(K4)
4	CO4	Up to K 5	2	K1&K2	1	K2	2 (K4&K4)	1(K5)
5	CO5	Up to K 2	2	K1&K2	1	K2	2 (K2&K2)	1(K2)
No. of Questions to be Asked			10	-	5	-	10	5
No. of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			10	-	10	-	25	30
(Figures in parenthesis denotes, questions should be asked with the given K level)								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	48
K2	5	8	20	20	53	44.16	
K3	-	2	20	10	32	26.66	27
K4	-	-	10	10	20	16.67	17
K5	-	-	-	10	10	8.33	8
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	1
12	CO2	K2	1
13	CO3	K3	1
14	CO4	K2	1
15	CO5	K2	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K3	1
17) b	CO2	K3	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K4	1
19) b	CO4	K4	1
20) a	CO5	K2	1
20) b	CO5	K2	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	1
22	CO2	K3	1
23	CO3	K4	1
24	CO4	K5	1
25	CO5	K2	1



Albee, Edward, and Edward Albee. The American Dream: And, the Zoo Story : Two Plays. New York: Plume, 1997.  
 Coetzee, J. M. Disgrace: A Novel. United Kingdom, Penguin Publishing Group, 2017. Ishiguro, Kazuo. Never Let Me Go. Faber & Faber, 2010.  
 Steinbeck, John. Of Mice and Men. New York, N.Y., U.S.A.: Penguin Books, 1994.  
 Yousafzai, Malala– Nobel Lecture. NobelPrize.org. Nobel Prize Outreach AB 2022. Thu. 7 Apr 2022.

**Books for References:**

Espmark, Kjell. The Nobel Prize in literature: a study of the criteria behind the choices. Boston, G.K. Hall, 1991.  
 Lessing, Doris. The Habit of Loving. – London :MacGibbon&Kee, 1957.  
 Sartre, Jean-Paul. Being and Nothingness. United States, Washington Square Press, 2021.

**Web Resources :**

<https://www.nobelprize.org/prizes/literature/>  
<https://arcade.stanford.edu/blogs/twenty-nobel-lectures-literature>  
<https://www.harvard.edu/about-harvard/harvard-history/nobel-laureates/nobel-laureates-literature/>

<b>Course Outcomes</b>		<b>K Level</b>
On completion of the course, students will be able to		
<b>CO1:</b>	Understand and appreciate the significance of literary works by Nobel Laureates.	Up to K2
<b>CO2:</b>	Develop their critical reading skills and attain knowledge on the universality of the literary works by the Nobel laureates.	Up to K3
<b>CO3:</b>	Analyze the script and characters with reference to contemporary issues.	Up to K4
<b>CO4:</b>	Estimate the narrative skills of Nobel Laureates in portraying complex emotions.	Up to K5
<b>CO5:</b>	Value the stylistic analyses on the short narratives of Nobel laureates.	Up to K5

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	3	1	1	2	1	2
CO 2	2	2	1	3	1	2
CO 3	2	2	1	2	1	3
CO 4	2	2	1	2	1	2
CO 5	2	2	2	2	1	2

\*3 –Advanced Application; 2 – Intermediate Development; 1 – Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Course Name: Nobel Laureates</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Rene Francois Armand Prudhomme- (i) At The Water's Edge (3 hrs) (ii) Broken Vase(3 hrs) Louis Gluck - (i) The Wild Iris(3 hrs) (ii) The Triumph Of Achilles(3 hrs) Giosue Carducci - (i) The Aurora(3 hrs) (ii) The Ox(3 hrs)	18hrs	Lecture and Discussion
<b>II</b>	Rabindranath Tagore - Women and Home (6 hrs) Jean-Paul Sartre and Nothingness(6 hrs) Malala Yousafzai - Nobel Lecture (6hrs)	18hrs	Lecture and Discussion
<b>III</b>	Harold Pinter - The Birthday Party(9 hrs) Edward Albee - The Zoo Story (9 hrs)	18hrs	Lecture and Discussion
<b>IV</b>	J. M. Coetzee - Disgrace (9 hrs) Kazuo Ishiguro - Never Let Me Go (9 hrs)	18hrs	Lecture and Discussion
<b>V</b>	John Steinbeck - Of Mice and Men (9 hrs) Doris Lessing - (i)Flight ( <b>Self-study</b> ) (ii)Homage for Isaak Babel (9 hrs)	18hrs	Lecture and Discussion

**Course Designed by:**

- i. **Ms.S. Sarithra Samyuktha**, Assistant Professor,
- ii. **Mrs. M.Vidhya**, Assistant Professor,

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K – Level	No. of Questions	K - Level		
CI AI	CO1	Up to K2	2	K1 & K2	1	K2	2 (K2 &K2)	1(K2)
	CO2	Up to K3	2	K1 & K2	2	K2&K2	2 (K3& K3)	2(K3&K3)
CI AII	CO3	Up to K4	2	K1 & K2	1	K2	2(K3 & K3)	2(K4 & K3)
	CO4	Up to K5	2	K1 & K2	2	K3&K2	2(K4 & K4)	1(K5)
<b>Question Pattern CIA I &amp; II</b>		No. of Questions to be asked	4	-	3	-	4	3
		No. of Questions to be answered	4	-	3	-	2	2
		Marks for each question	1	-	2	-	5	10
		Total Marks for each section	4	-	6	-	10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	3.33	50
	K2	2	6	10	10	28	46.6	
	K3	-	-	10	20	30	50	50
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	2	-	-	-	2	3.33	13
	K2	2	4	-	-	6	10	
	K3	-	2	10	10	22	36.66	37
	K4	-	-	10	10	20	33.33	33
	K5	-	-	-	10	10	16.66	17
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

**K5** – Appraising and attempting a critique of the form and content

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S. No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Questions	K – Level		
1	CO1	Up to K2	2	K1 & K2	1	K2	2(K2 & K2)	1(K2)
2	CO2	Up to K3	2	K1 & K2	1	K2	2(K2& K2)	1(K3)
3	CO3	Up to K4	2	K1 & K2	1	K2	2(K3& K3)	1(K4)
4	CO4	Up to K5	2	K1 & K2	1	K2	2(K4& K4)	1(K5)
5	CO5	Up to K5	2	K1 & K2	1	K3	2(K4& K4)	1(K5)
No. of Questions to be Asked			10	-	5	-	10	5
No.of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			10	-	10	-	25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	40
K2	5	08	20	10	43	35.83	
K3	-	02	10	10	22	18.33	18
K4	-	-	20	10	30	25	25
K5	-	-	-	20	20	16.66	17
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	1
12	CO2	K2	1
13	CO3	K2	1
14	CO4	K2	1
15	CO5	K3	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K2	1
17) b	CO2	K2	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K4	1
19) b	CO4	K4	1
20) a	CO5	K4	1
20) b	CO5	K4	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	1
22	CO2	K3	1
23	CO3	K4	1
24	CO4	K5	1
25	CO5	K5	1



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>REGIONAL LITERATURE IN TRANSLATION</b>				
<b>Course Code</b>	<b>21PENE44</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>ELECTIVE</b>	<b>6</b>	<b>-</b>	<b>6</b>	
<b>Nature of Course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b> ✓	ENTREPRENEURSHIP		
<b>COURSE OBJECTIVES:</b>					
1. To understand the panoramic perspectives of culture and ethos from the literary point of view. 2. To analyze Tamil aesthetics combined with universalism and mysticism. 3. To reread and deconstruct the Indian myths and folklores. 4. To critique the social issues such as cast discrimination as recorded in regional literatures. 5. To appreciate the cultural and linguistic diversity of their environment					
<b>Unit: I</b>	<b>Poetry</b>				<b>18 hrs</b>
Kambar	- Kamba Ramayanam- A Study (Verses From Pp.177 To 181)(Tamil) Tr. VVS Ayyar				
Balachandran Chullikkad	- Where is John? ( Malayalam ) Tr –K.Satchidanandan				
Amin Kamil	- Naked Thoughts ( Kashmiri ) Tr – TrilonikathRaina				
MallikaSengupta	- Tell us Marx (Bengali) Tr – SanjuktaDasgupta				
<b>Unit: II</b>	<b>Prose</b>				<b>18 hrs</b>
Rahula Sankrityayana	– From Volga to Ganga (Chapter : 1 Nisha,8 Pravahana) (Hindi) Tr.Victor Kiernan				
E.V.Ramasamy	- Why Were Women Enslaved? (Tamil) Tr. Meena Kandasamy (topic 1. Chastity, 7. The Plight of Widows, 9. Birth Control,10.The Masculinity must be Destroyed for Women's Liberation.)				
<b>Unit: III</b>	<b>Drama</b>				<b>18 hrs</b>
Komal Swaminathan	- Water! (Tamil) Tr. Subramanian Shankar				
Badal Sircar	- EvamIndrajit (Bengali) Tr. GirishKarnad				
<b>Unit: IV</b>	<b>Fiction</b>				<b>18 hrs</b>
U.R.Ananthamurthy	- Samskara: A Rite for a Dead Man (Kannada ) Tr. A.K. Ramanujam				
(Self Study)	Vaikom Muhammad Basheer - Walls (Malayalam) Tr. Nizar Ahmad Dhahran				
<b>Unit: V</b>	<b>Short Fiction</b>				<b>18 hrs</b>
Ambai (C.S.Lakshmi)	- Gifts (Tamil) Tr. Lakshmi Holmstrom				
Amrita Pritam	- The Weed (Punjab) Tr. Raj Gill				
Kalipatnam Rama Rao	- Yajnam–Rite of Sacrifice (Telugu) Tr. Subramanyam				
C.S.Chellappa	- Arena(Tamil) Tr. N.Kalyana Raman				
<b>Total Lecture Hours</b>					<b>90hrs</b>
<b>Books For Study:</b>					
Ayyar VVS.KambaRamayanam- A Study. A Delhi Tamil Sangam Publication, 1950.					

Sankrityayana,Rahula, From Volga to Ganga. Tr.VictorKierman, Pilgrims Publication, 2006.  
 Ramasamy,E.V. Why Where Women Enslaved?,Tr. MeenaKandadsamy,ThePeriyar self-respect propaganda institution; 4th edition (3 September 2020)  
 Shankar, Subramanian Tr. Asian Theatre Journal, Water! University of Hawaii Press, Volume 18, Number 2 Fall 2001 pp 123-173, 10.1353/atj.2001.0023.  
 SircarBadal, EvamIndrajit.Tr. GirishKarnad. New Delhi: Oxford Univ. Press, 1974.  
 Alter, Stephen and Dissanayake, Wimal., ed.The Penguin Books of Modern Indian Short Stories.New Delhi: Penguin Publishers.1989.  
 RamaravuKalipatnam, and Jayaprada C L L. Yagnam and Other Stories. SahityaAkademi, 2006.  
 Chellappa,C.S.Vaadivaasal: Arena.New Delhi: Oxford Univ. Press.2013.

**Books for References:**

Balachandran Chullikkadu – Balachandran Chullikkadu Poems - Poem Hunter.  
 PoemHunter.com, www.poemhunter.com/balachandran-chullikkadu/.  
 Ālekar, Satiśa V. Collected Plays of Satish Alekar: The Dread Departure, Deluge, the Terrorist, Dynasts, Begum Barve, Mickey and the Memsahib. New Delhi: Oxford Univ. Press, 2009.  
 EvamIndrajit Summary. Retrieved March 2, 2019, from  
[https://www.broadwayworld.com/india/article/Bengali-Playwright-Badal-Sircar-Influences-Global-Theatre-20170327\(2017\)](https://www.broadwayworld.com/india/article/Bengali-Playwright-Badal-Sircar-Influences-Global-Theatre-20170327(2017))

**Web Resources :**

<https://nptel.ac.in/courses/109/106/109106173/>  
<https://nptel.ac.in/courses/109/104/109104050/>

<b>Course Outcomes</b>		<b>K Level</b>
On completion of the course, students will be able to		
<b>CO1:</b>	Understand the language barrier in appreciation of good literature	<b>Up to K2</b>
<b>CO2:</b>	Determine cultural, linguistic and social codifications across different regions in literature	<b>Up to K3</b>
<b>CO3:</b>	Interpret cultural barriers to find unity in diversity in multicultural India	<b>Up to K3</b>
<b>CO4:</b>	Infer their socio- cultural realities across the linguistic and topographical boundaries in India	<b>Up to K4</b>
<b>CO5:</b>	Compare and analyze the text with other regional literature	<b>Up to K5</b>

**CO & PO Mapping:**

<b>CO's</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>CO 2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO 3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>
<b>CO 4</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO 5</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>Unit</b>	<b>Course Name: Regional Literature in Translation</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	Kambar - Kambaramayana- A Study (Verses From Pp.177 To 181) (Tamil) Tr. VVS Ayyar(5hrs) BalachandranChullikkad - Where is John? ( Malayalam ) Tr – K.Satchidanandan(5hrs) Amin Kamil - Naked Thoughts ( Kashmiri ) Tr – TrilonikathRaina(4hrs) MallikaSengupta - Tell us Marx (Bengali) Tr – SanjuktaDasgupta(4hrs)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>II</b>	RahulaSankrityayana – From Volga to Ganga (Chapter : 1 Nisha,8 Pravahana) (9hrs) (Hindi) Tr.Victor Kiernan E.V.Ramasamy - Why Were Women Enslaved?(Tamil) Tr. MeenaKandasamy (topic 1. Chastity, 7. The Plight of Widows, 9. Birth Control, 10.The Masculinity must be Destroyed for Women's Liberation.) (9hrs)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>III</b>	KomalSwaminathan - Water! (Tamil) Tr.SubramanianShankar (9hrs) BadalSircar – EvamIndrajit (Bengali) Tr. Girish Karnad(9hrs)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>IV</b>	U.R.Ananthamurthy - Samskara: A Rite for a Dead Man (Kannada ) Tr. A.K. Ramanujam(9hrs) Vaikom Muhammad Basheer – Walls (Malayalam) Tr. Nizar Ahmad Dhahran(9hrs)	<b>18hrs</b>	<b>Lecture and Discussion</b>
<b>V</b>	Ambai (C.S.Lakshmi) – Gifts (Tamil) Tr. Lakshmi Holmstrom(6hrs) Amrita Pritam – The Weed (Punjabi) Tr. Raj Gill (6hrs) Kalipatnam Rama Rao – Yajnam–Rite of Sacrifice (Telugu) Tr. Subramanyam(6hrs) C.S.Chellappa –Arena (Tamil) Tr. N.Kalyana Raman (Self-study)	<b>18hrs</b>	<b>Lecture and Discussion</b>

**Course Designed by:**

- (i) **Mr.M.Murugesan**, Assistant Professor,
- (ii) **Ms.S.SarithraSamyuktha**, Assistant Professor,

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CI	CO1	Up to K2	2	K1 & K2	2	K2 & K2	2 (K2 &K2)	1 (K2)
AI	CO2	Up to K3	2	K1 & K2	1	K2	2 (K3& K3)	2 (K3& K2)
CI	CO3	Up to K3	2	K2& K2	1	K2	2 (K2 &K2)	1 (K3)
AI	CO4	Up to K4	2	K2& K2	2	K2 & K2	2 (K3 &K3)	2 (K4 &K3)
Question Pattern CIA I & II	No. of Questions to be asked		4	-	3	-	4	3
	No. of Questions to be answered		4	-	3	-	2	2
	Marks for each question		1	-	2	-	5	10
	Total Marks for each section		4	-	6	-	10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	3.33	67
	K2	2	6	10	20	38	63.33	
	K3	-	-	10	10	20	33.33	33
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	100
CIA II	K1	-	-	-	-	-	-	33
	K2	4	6	10	-	20	33.33	
	K3	-	-	10	20	30	50	50
	K4	-	-	-	10	10	16.66	17
	Marks	4	6	20	30	60	100	100

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

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

**K3-** Application oriented- Solving Problems

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

**K5 –** Appraising and attempting a critique of the form and content

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

**Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)**

S.No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Questions	K – Level		
1	CO1	Up to K2	2	K1 & K2	1	K2	2 (K2 &K2)	1 (K2)
2	CO2	Up to K3	2	K1 & K2	1	K2	2 (K3& K3)	1 (K3)
3	CO3	Up to K3	2	K1 & K2	1	K2	2 (K3 &K3)	1 (K3)
4	CO4	Up to K4	2	K1 & K2	1	K3	2 (K4 &K4)	1 (K4)
5	CO5	Up to K5	2	K1 & K2	1	K3	2 (K4& K4)	1 (K5)
No. of Questions to be Asked			10	-	5	-	10	5
No. of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			10	-	10	-	25	30

**(Figures in parenthesis denotes, questions should be asked with the given K level)**

**Distribution of Marks with K Level**

K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	30
K2	5	6	10	10	31	25.83	
K3	-	4	20	20	44	36.66	37
K4	-	-	20	10	30	25	25
K5	-	-	-	10	10	8.3	8
Marks	10	10	50	50	120	100	100

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

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	1
12	CO2	K2	1
13	CO3	K2	1
14	CO4	K3	1
15	CO5	K3	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K3	1
17) b	CO2	K3	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K4	1
19) b	CO4	K4	1
20) a	CO5	K4	1
20) b	CO5	K4	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	1
22	CO2	K3	1
23	CO3	K3	1
24	CO4	K4	1
25	CO5	K5	1



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>DIASPORIC LITERATURE</b>				
<b>Course Code</b>	<b>21PENE45</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>ELECTIVE</b>	<b>6</b>	<b>-</b>	<b>6</b>	
<b>Nature of Course:</b>	<b>EMPLOYABILITY</b>	✓	<b>SKILL ORIENTED</b>	✓	<b>ENTREPRENEURSHIP</b>
<b>COURSE OBJECTIVES:</b>					
<ol style="list-style-type: none"> <li>1. To enable the students to understand the causes and impacts of displacement</li> <li>2. To help students explore the possibilities of survival in diasporic communities.</li> <li>3. To train students to tackle the problems faced in new locations.</li> <li>4. To exercise the students to review the ideas of home land and host land.</li> <li>5. To inculcate in the students' minds a positive attitude of geographical displacement and help them formulate new identity.</li> </ol>					
<b>Unit: I</b>	<b>Introduction to Diaspora</b>				<b>18hrs</b>
<ol style="list-style-type: none"> <li>1. Diaspora and its types</li> <li>2. Waves of Migration</li> <li>3. Impact of Migration</li> <li>4. Diasporic Communities and Themes</li> <li>5. Colonial and Post Colonial Encounters</li> </ol>					
<b>Unit: II</b>	<b>Diaspora in Literature</b>				<b>18hrs</b>
<ol style="list-style-type: none"> <li>1. Diaspora in U.S.A and Canada</li> <li>2. Diaspora in West Indies</li> <li>3. Diaspora in South East Asia</li> <li>4. Diaspora in East Africa and West Africa</li> </ol>					
<b>Unit: III</b>	<b>Poetry</b>				<b>18hrs</b>
<ol style="list-style-type: none"> <li>1. Alen Curnow - House and Land</li> <li>2. Edwin Thumbu - The Exile</li> <li>3. A.M. Klein - Indian Reservation: Caughnawaga</li> <li>4. Fleur Adcock - Leaving the Tate</li> <li>5. Meena Alexander - <b>House of a Thousand Doors</b></li> </ol>					
<b>Unit: IV</b>	<b>Prose: Writing the Diaspora by Uma Parameswaran</b>				<b>18hrs</b>
<ol style="list-style-type: none"> <li>1. What Price Expatiation?</li> <li>2. Ganga in the Assiniboine: Prospects for Indo-Canadian Literature</li> <li>3. Diaspora Consciousness: Going Beyond the Hyphen without Erasing It</li> <li>4. Home is Where Your Feet are, and may Your Heart be There Too!</li> <li>5. Writing the Diaspora and Missing the Bus</li> </ol>					
<b>Unit: V</b>	<b>Novel</b>				<b>18hrs</b>
<ol style="list-style-type: none"> <li>1. V. S. Naipaul - Half a Life</li> <li>2. JumphaLahiri - Name Sake</li> <li>3. Uma Parameswaran - Mangoes on the Maple Tree (<b>Self study</b>)</li> </ol>					
<b>Total Lecture Hours</b>					<b>90hrs</b>
<b>Books for Study</b>					

Kevin Kenny. *Diaspora A very Short Introduction*. Oxford. 2013. Pdf (150 pages)

McLeod, John. *Beginning Postcolonialism*. First South Asian Edition 2007. ISBN: 0-7190-5209-2. Print. Chapter 1 and 2.

Innes, C.L. *The Cambridge Introduction to Postcolonial Literatures in English*. First South Asian edition 2008. New Delhi. ISBN-13 978-0-521-73440-0. Print.

R. K. Dhawan. *Indian-American Diasporic Literature*. Pub. Prestige B. 2013.R.P.

Pradhan, SupriyaShukla. *Facets of Indian Diasporic Writings*. Pub. Atlantic. 2018. Print.

C.D. Narasimhaiah ed. *An Anthology of Commonwealth Poetry*. Pub. Macmillan. 2011. Print

Adcock, Fleur. *Poems 1960–2000*. Newcastle upon Tyne: Bloodaxe, 2000.

Alexander, Meena. *House of a Thousand Doors*, Three Continent Press, (1988).

Parameswaran, Uma. *Writing the Diaspora Essays on Culture and Identity*. Rawat publication, New Delhi, 2007. (Print)

Naipaul, V. S. *Half a Life*. United Kingdom, Pan Macmillan, 2012.

Lahiri, Jhumpa. *The Namesake*. United Kingdom, Mariner Books, 2004.

Parameswaran, Uma. *Mangoes on the Maple Tree*. United States, iUniverse, 2006.

**Books for References:**

Gauri Shankar Jha. *Indian Diaspora Women English Writers*. Pub. By Yking Books. First Published: 2013. ISBN : 978-93-82532-05-7

*Global Indian Diasporas: Exploring Trajectories of Migration and Theory* ed. By Gijsbert Oonk. Pub. By Amsterdam University Press. 2007.

*English in the Indian Diaspora* ed. by Marianne Hundt and Devyani Sharma Pub. By John Benjamins Publishing company.

*The Literature of The Indian Diaspora: Theorizing The Diasporic Imaginary* by Vijay Mishra Routledge

*Handbook of the Indian Diaspora* ed. By Radha Hegde, Ajaya Sahoo. 2018. Print.

*Indian Diaspora and Transnationalism: Trends and Issues in the 21<sup>st</sup> Century*. By Ajaaya K. Shoo, R. Venkata Rao 2020.

Himadri Lahiri. *Diaspora Theory and Transnationalism (Literary/Cultural Theory)*. Ed. By Allen Hibbard. 2019.

**Web Resources:**

<https://www.jstor.org/stable/j.ctt46nlbq>

<b>Course Outcomes</b>		<b>K Level</b>
On completion of the course, students will be able to		
<b>CO1:</b>	Explain the ways and the necessities of human displacements.	<b>Up to K2</b>
<b>CO2:</b>	Locate the history of various colonial notions and appreciate the ways of people life.	<b>Up to K2</b>
<b>CO3:</b>	Interpret the possibilities of life tackled by diasporas	<b>Up to K3</b>
<b>CO4:</b>	Organize the impacts of geographical displacement and acceptance of the new land.	<b>Up to K4</b>
<b>CO5:</b>	Appraise the major themes, techniques and language used in Diaspora Literature.	<b>Up to K5</b>

**CO & PO Mapping:**

CO's	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	1	1	2	3	1	1
CO 2	2	1	1	3	2	2
CO 3	2	3	2	2	1	2
CO 4	2	2	2	3	1	1
CO 5	2	3	2	2	1	2

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

Unit	Course Name: Diaspora Studies	Hrs	Pedagogy
I	1. Diaspora and its types (4hrs) 2. Waves of Migration (4hrs) 3. Impact of Migration (4hrs) 4. Diasporic Communities and Themes (3hrs) 5. Colonial and Post Colonial Encounters (3hrs)	18hrs	Lecture and Discussion
II	1. Diaspora in U.S.A and Canada(5hrs) 2. Diaspora in West Indies(5hrs) 3. Diaspora in South East Asia(4hrs) 4. Diaspora in East Africa and West Africa (4hrs)	18hrs	Lecture and Discussion
III	1. Alen Curnow's House and Land (4hrs) 2. Edwin Thumbu's The Exile (4hrs) 3. A.M. Klein's Indian Reservation: Caughnawaga(4hrs) 4. Fleur Adcock's Leaving the Tate(3hrs) 5. Meena Alexander's House of a Thousand Doors(3hrs)	18hrs	Lecture and Discussion
IV	1. What Price Expatiation?(4hrs) 2. Ganga in the Assiniboine: Prospects for Indo-Canadian Literature(4hrs) 3. Diaspora Consciousness: Going Beyond the Hyphen without Erasing It(4hrs) 4. Home is Where Your Feet are, and may Your Heart be There Too!(3hrs) 5. Writing the Diaspora and Missing the Bus (3hrs)	18hrs	Lecture and Discussion
V	1. V. S. Naipaul - Half a Life (9hrs) 2. JumphaLahiri - Name Sake (9hrs) Uma Parameswaran - Mangoes on the Maple Tree (Self study)	18hrs	Lecture and Discussion

Course Designed by:

- (i) **Mr.N.Elango**, Head, Postgraduate & (ii) **Dr. Sathiaseelan**, Assistant Professor,  
& (iii) **Ms.R.Rohini**, Assistant Professor,

Learning Outcome Based Education & Assessment (LOBE)								
Formative Examination - Blue Print								
Articulation Mapping – K Levels with Course Outcomes (COs)								
Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CIA I	CO1	Up to K2	2	K1&K2	2	K2&K2	2 (K2&K2)	1 (K2)
	CO2	Up to K2	2	K1&K2	1	K2	2 (K2&K2)	2(K2&K2)
CIA II	CO3	Up to K3	2	K1&K1	1	K3	2 (K3&K3)	1(K3)
	CO4	Up to K4	2	K1&K1	2	K2 & K2	2 (K3&K3)	2(K3&K4)
Question Pattern CIA I & II	No. of Questions to be asked		4	-	3	-	4	3
	No. of Questions to be answered		4	-	3	-	2	2
	Marks for each question		1	-	2	-	5	10
	Total Marks for each section		<b>4</b>	-	<b>6</b>	-	<b>10</b>	<b>20</b>

Distribution of Marks with K Level CIA I & CIA II								
	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	-	-	-	2	3.33	<b>100</b>
	K2	2	6	20	30	58	96.66	
	K3	-	-	-	-	-	-	-
	K4	-	-	-	-	-	-	-
	Marks	4	6	20	30	60	100	<b>100</b>
CIA II	K1	4	-	-	-	4	6.66	<b>13</b>
	K2	-	4	-	-	4	6.66	
	K3	-	2	20	20	42	70	<b>70</b>
	K4	-	-	-	10	10	16.66	<b>17</b>
	Marks	<b>4</b>	<b>6</b>	<b>20</b>	<b>30</b>	<b>60</b>	<b>100</b>	<b>100</b>

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

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

**K3-** Application oriented- Solving Problems

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

**K5** – Appraising and attempting a critique of the form and content

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

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	COs	K - Level	MCQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Questions	K – Level		
1	CO1	K2	2	K2& K2	1	K2	2 (K2 & K2)	1 (K2)
2	CO2	K2	2	K1 & K1	1	K2	2 (K2 & K2)	1 (K2)
3	CO3	K3	2	K1 & K2	1	K3	2 (K3 & K3)	1 (K3)
4	CO4	K4	2	K1 & K2	1	K2	2 (K3 & K3)	1 (K4)
5	CO5	K5	2	K1 & K2	1	K3	2 (K4 & K4)	1 (K5)
No. of Questions to be Asked			10	-	5	-	10	5
No. of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			<b>10</b>	-	<b>10</b>	-	<b>25</b>	<b>30</b>

**(Figures in parenthesis denotes, questions should be asked with the given K level)**

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	47
K2	5	6	20	20	51	42.5	
K3	-	4	20	10	34	28.33	28
K4	-	-	10	10	20	16.66	17
K5	-	-	-	10	10	8.33	8
Marks	10	10	50	50	120	100	100

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

**Summative Examinations – Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
Q.No	CO	K Level	Questions
1	CO1	K2	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K1	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
Q.No	CO	K Level	Questions
11	CO1	K2	1
12	CO2	K2	1
13	CO3	K3	1
14	CO4	K2	1
15	CO5	K3	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
Q.No	CO	K Level	Questions
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K2	1
17) b	CO2	K2	1
18) a	CO3	K3	1
18) b	CO3	K3	1
19) a	CO4	K3	1
19) b	CO4	K3	1
20) a	CO5	K4	1
20) b	CO5	K4	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
Q.No	CO	K Level	Questions
21	CO1	K2	1
22	CO2	K2	1
23	CO3	K3	1
24	CO4	K4	1
25	CO5	K5	1



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>PANDEMIC LITERATURE</b>				
<b>Course code</b>	<b>21PENE46</b>	<b>L</b>	<b>P</b>	<b>C</b>	
<b>Category</b>	<b>ELECTIVE</b>	<b>6</b>	<b>-</b>	<b>6</b>	
<b>Nature of Course:</b>	EMPLOYABILITY	<b>SKILL ORIENTED</b>	✓	ENTREPRENEURSHIP	
<b>Course Objectives:</b>					
1. To expose the students to different canonical attitudes towards human sufferings 2. To help students to analyze primary human emotions and responses scientifically 3. To train students to critique the impacts of human actions 4. To facilitate students to overcome anxiety and fear by comparing the scenarios given in literary texts to the present contexts 5. To inculcate a sense of nobility of the self to sustain faith in humanity					
<b>Unit: I</b>	<b>Classical view of Pandemic</b>				<b>18 hrs</b>
Greek Determinism and Chastisement - Sophocles, Oedipus Rex Biblical Sin and Punishment - The Old Testament, Exodus 1-12, The Ten Plagues					
<b>Unit: II</b>	<b>Italian Renaissance Humanism</b>				<b>18 hrs</b>
The Futility of Endeavors - Edgar Allen Poe, The Mask of Red Death The tragic Vision of Suffering - Boccaccio, Decameron, Day IV. 5: The Tale of Lisabetta de Messina.					
<b>Unit: III</b>	<b>Modern View of Pandemic</b>				<b>18 hrs</b>
The Horror and the Uncanny: Jack London - The Scarlet Plague. Neil Bartlett -The Plague Heroism and Sacrifice: (a theatrical adaptation of Albert Camus novel)					
<b>Unit: IV</b>	<b>Postmodern Perspectives on Pandemic</b>				<b>18 hrs</b>
Fragmentation of contemporary Life:  Daniel Chapman - New Nice Katha Pollitt - Plague Poem Simon Armitage - Lockdown Hollie McNish - Chasing Ceremony/Convincing Myself  The politics of Pandemic: Jacob Andrea, Felix Kirchof and Sophie Solomon, “Postmodern-Pandemics and Protests: Scapegoating, Conspiracy and Authoritarian Narratives- The Cases of Germany and Israel”.					
<b>Unit: V</b>	<b>Perspectives beyond Postmodernism</b>				<b>18 hrs</b>
James S. Baumlin, - From Postmodernism to Posthumanism : Theorizing the Ethos in an Age of Pandemic, Humanities.(Self study) Rutger Bergman - Human Kind: A Hopeful History, Prologue -A New Realism and The Real Lord of the Flies.					
<b>Total Lecture Hours</b>					<b>90 hrs</b>

**Books for Study:**

Sophocles, Stephen Berg, and Diskin Clay. Oedipus the King. New York: Oxford University Press, 1978. Print.

Exodus, Book of. The Anchor Yale Bible Dictionary, edited by Daniel Noel Freedman, vol. 2, Yale UP, 2008, pp. 689-700.

Poe, E. A., Rathbone, B., & SACKLER, H. (1988). The masque of the red death, and other poems and tales of Edgar Allan Poe. New York, NY, Caedmon.

Boccaccio, Giovanni, 1313-1375. The Decameron, London :New York : Penguin Books, 1995.

Baumlin, James S. From Postmodernism to Posthumanism : Theorizing the Ethos in an Age of Pandemic, Humanities. <https://doi.org/10.3390/h9020046>

London,Jack. The Scarlet Plague (1912). PDF Project Gutenberg

Bartlett, Neil. The Plague (a theatrical adaptation of Albert Camus novel). 2017. Bloomsbury Publishing: Oberon Modern Plays Series.

Jacob, Andrea., et al. “Postmodern-Pandemics and Protests: Scapegoating, Conspiracy and Authoritarian Narratives- The Cases of Germany and Israel”(Research Article) <https://in.bgu.AC.I/humos/humphrey2019/postmodern-pandemics>

Bergman, Rutger. Human Kind: A Hopeful History.2020. Bloomsbury Publishing.

**Books for References:**

The Holy Bible, King James Version. New York: American Bible Society: 1999; Bartleby.com, 2000. [www.bartleby.com/108/](http://www.bartleby.com/108/)

Levi-Strauss, Claud. “The Structural study of Myth” Twentieth Century Literary Criticism: A Reader. Ed. David Lodge 1972. Routledge: Taylor and Francis

**Web Resources :**

[https://archive.org/details/decameron0000bocc\\_s9s9/page/n7/mode/2up](https://archive.org/details/decameron0000bocc_s9s9/page/n7/mode/2up)  
<https://www.princeton.edu/news/2020/05/15/making-meaning-pandemic-through-lens-literature>  
<https://adamasuniversity.ac.in/litnext-pandemic-and-literature/>

Course Outcomes		K Level
On completion of the course, students will be able to		
<b>CO1:</b>	Identify the various canonical thoughts to the real-life situations	<b>Up to K 2</b>
<b>CO2:</b>	Analyze human mind scientifically	<b>Up to K 4</b>
<b>CO3:</b>	Apply their textual knowledge to the environmental issues	<b>Up to K 3</b>
<b>CO4:</b>	Evaluate validity of food and ecological policies promoted by all forms of hegemony	<b>Up to K 5</b>
<b>CO5:</b>	Sustain the nobility of the self by viewing distresses through the literary prism	<b>Up to K 5</b>

**CO & PO Mapping:**

COS	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	2	1	2	2	1	2
CO 2	2	3	2	3	1	1
CO 3	2	2	2	3	1	2
CO 4	2	3	2	3	1	1
CO 5	1	1	1	2	2	2

\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level

**LESSON PLAN**

<b>UNIT</b>	<b>Course: Pandemic Literature</b>	<b>Hrs</b>	<b>Pedagogy</b>
<b>I</b>	<b>Classical view of Pandemic</b> Greek Determinism and Chastisement - Sophocles, Oedipus Rex Biblical Sin and Punishment - The Old Testament, Exodus 1-12, The Ten Plagues	18hrs	Lecture and Discussion
<b>II</b>	<b>Italian Renaissance Humanism</b> The Futility of Endeavors - Edgar Allen Poe, The Mask of Red Death The tragic Vision of Suffering - Boccaccio, Decameron, Day IV. 5: The Tale of Lisabetta de Messina	18hrs	Lecture and Discussion
<b>III</b>	<b>Modern View of Pandemic</b> The Horror and the Uncanny: Jack London - The Scarlet Plague Neil Bartlett -The Plague Heroism and Sacrifice: (a theatrical adaptation of Albert Camus novel).	18hrs	Lecture and Discussion
<b>IV</b>	<b>Postmodern Perspectives on Pandemic</b>  Fragmentation of contemporary Life: Daniel Chapman - New Nice Katha Pollitt - Plague Poem Simon Armitage - Lock Down HollieMcNish - Chasing Ceremony/ Convincing Myself  The politics of Pandemic: Jacob Andrea, Felix Kirchof and Sophie Solomon, "Postmodern-Pandemics and Protests: Scapegoating, Conspiracy and Authoritarian Narratives- The Cases of Germany and Israel"	18hrs	Lecture and Discussion
<b>V</b>	<b>Perspectives beyond Postmodernism</b> James S. Baumlín, - From Postmodernism to Posthumanism : Theorizing the Ethos in an Age of Pandemic, Humanities. (self study) Rutger Bergman - Human Kind: A Hopeful History, Prologue -A New Realism and The Real Lord of the Flies.	18hrs	Lecture and Discussion

**Course Designed by**

- (i) **Mr.N.Elango**, The Head, Postgraduate &
- (ii) **Mr. M.Perumal**, Assistant Professor,

**Learning Outcome Based Education & Assessment (LOBE)  
Formative Examination - Blue Print  
Articulation Mapping – K Levels with Course Outcomes (COs)**

Internal	Cos	K Level	Section A		Section B		Section C Either or Choice	Section D Open Choice
			MCQs		Short Answers			
			No. of Questions	K - Level	No. of Questions	K - Level		
CIA I	CO1	Up to K2	2	K1&K2	1	K2	2(K2&K2)	2 (K2)
	CO2	Up to K4	2	K1&K2	2	K1&K2	2(K3&K3)	1 (K3)
CIA II	CO3	Up to K3	2	K1&K2	1	K2	2(K2&K2)	2 (K3)
	CO4	Up to K5	2	K1&K2	2	K2&K2	2(K4&K4)	1(K5)
Question Pattern CIA I & II		No. of Questions to be asked	4	-	3	-	4	3
		No. of Questions to be answered	4	-	3	-	2	2
		Marks for each question	1	-	2	-	5	10
		Total Marks for each section	4	-	6	-	10	20

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

	K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either / Or Choice)	Section D (Open Choice)	Total Marks	% of (Marks without choice)	Consolidate of %
CIA I	K1	2	2			4	6.67	67
	K2	2	4	10	20	36	60.00	
	K3	-	-	10	10	20	33.33	33
	K4	-	-	-	-	-	-	-
	K5	-	-	-	-	-	-	-
	Marks		4	6	20	30	60	100
CIA II	K1	2		-	-	2	3.33	33
	K2	2	6	10	-	18	30.00	
	K3	-	-	-	20	20	33.33	33
	K4	-	-	10		10	16.67	17
	K5	-	-	-	10	10	16.67	17
	Marks		4	6	20	30	60	100

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

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

**K3-** Application oriented- Solving Problems

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

**K5-** Appraising and attempting a critique of the form and content

CO4 will be allotted for individual Assignment which carries five marks as part of CIA component.

Summative Examination – Blue Print Articulation Mapping – K Level with Course Outcomes (COs)								
S.No	Cos	K - Level	MOQs		Short Answers		Section C (Either / or Choice)	Section D (Open Choice)
			No. of Questions	K – Level	No. of Question	K – Level		
1	CO1	Up to K2	2	K1&K2	1	K2	2 (K2&K2)	1(K2)
2	CO2	Up to K4	2	K1&K2	1	K2	2 (K3&K3)	1(K4)
3	CO3	Up to K3	2	K1&K2	1	K3	2 (K2&K2)	1(K3)
4	CO4	Up to K5	2	K1&K2	1	K2	2 (K4&K4)	1(K5)
5	CO5	Up to K5	2	K1&K2	1	K2	2 (K4&K4)	1(K5)
No. of Questions to be Asked			10	-	5	-	10	5
No. of Questions to be answered			10	-	5	-	5	3
Marks for each question			1	-	2	-	5	10
Total Marks for each section			10	-	10	-	25	30
<b>(Figures in parenthesis denotes, questions should be asked with the given K level)</b>								

Distribution of Marks with K Level							
K Level	Section A (Multiple Choice Questions)	Section B (Short Answer Questions)	Section C (Either/ or Choice)	Section D ( Open Choice)	Total Marks	% of (Marks without choice)	Consolidated %
K1	5	-	-	-	5	4.16	40
K2	5	8	20	10	43	35.83	
K3	-	2	10	10	22	18.33	18
K4	-	-	20	10	30	25.00	25
K5	-	-	-	20	20	16.66	17
Marks	10	10	50	50	120	100	100
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels.</b>							

**Summative Examinations - Question Paper – Format**

<b>Section A (Multiple Choice Questions)</b>			
<b>Answer All Questions</b>			<b>(10x1=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
1	CO1	K1	1
2	CO1	K2	1
3	CO2	K1	1
4	CO2	K2	1
5	CO3	K1	1
6	CO3	K2	1
7	CO4	K1	1
8	CO4	K2	1
9	CO5	K1	1
10	CO5	K2	1
<b>Section B (Short Answers)</b>			
<b>Answer All Questions</b>			<b>(5x2=10 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
11	CO1	K2	1
12	CO2	K2	1
13	CO3	K3	1
14	CO4	K2	1
15	CO5	K2	1
<b>Section C (Either/Or Type)</b>			
<b>Answer All Questions</b>			<b>(5 x 5 = 25 marks)</b>
<b>Q.No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
16) a	CO1	K2	1
16) b	CO1	K2	1
17) a	CO2	K3	1
17) b	CO2	K3	1
18) a	CO3	K2	1
18) b	CO3	K2	1
19) a	CO4	K4	1
19) b	CO4	K4	1
20) a	CO5	K4	1
20) b	CO5	K4	1
<b>NB: Higher level of performance of the students is to be assessed by attempting higher level of K levels</b>			
<b>Section D (Open Choice)</b>			
<b>Answer Any Three questions</b>			<b>(3x10=30 marks)</b>
<b>Q. No</b>	<b>CO</b>	<b>K Level</b>	<b>Questions</b>
21	CO1	K2	1
22	CO2	K4	1
23	CO3	K3	1
24	CO4	K5	1
25	CO5	K5	1



**MANNAR THIRUMALAI NAICKER COLLEGE (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
 (For those who join in 2021-2022 and after)

<b>Course Name</b>	<b>PROJECT</b>			
<b>Course Code</b>	<b>21PENPR1</b>	<b>L</b>	<b>P</b>	<b>C</b>
<b>Category</b>	<b>Core Project</b>	<b>6</b>	<b>-</b>	<b>4</b>
<b>Nature of Course:</b>	<b>EMPLOYABILITY</b> ✓	<b>SKILL ORIENTED</b> ✓	ENTREPRENEURSHIP	
<b>COURSE OBJECTIVES:</b>				
1. To help the students understand the importance of research process. 2. To train the students to complete an independent research project, resulting in at least a thesis publication, and research outputs in terms of publications in national and international journals. 3. To help the students attain the knowledge of contemporary issues in their chosen field of research. 4. To enhance their ability to present and defend their research work to a panel of experts. 5. To inculcate the logical thinking ability in students.				
<b>Course Description</b>				
The Project is conducted by the following Course Pattern.				
<b>Internal</b>				
Presentation	}	<b>40</b>		
Submission				
<b>External</b>				
Project Report	}	<b>60</b>		
Viva Voce				
<b>Total</b>		<b>- 100</b>		
<b>Course Outcomes</b>				
On completion of the course, students will be able to				
<b>CO1:</b>	Understand project characteristics and various stages of a project			
<b>CO2:</b>	Understand the conceptual clarity about a research project to draft a research proposal for journals.			
<b>CO3:</b>	Analyze the learning and understand techniques for thesis writing related to Literary works and Linguistics.			
<b>CO4:</b>	Produce a thesis as flawless in any ground of a completed project.			
<b>CO5:</b>	Overcome the problems during the course of Research.			

**CO & PO Mapping:**

<b>COS</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>
<b>CO 1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>
<b>CO 2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>
<b>CO 3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO 4</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO 5</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>

**\*3 – Advanced Application; 2 – Intermediate Development; 1 - Introductory Level**