



Fatima College

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College with Potential for Excellence (2004 - 2019)

101 - 150 Rank Band in India Ranking 2021 (NIRF)

Mary Land, Madurai - 625 018, Tamil Nadu.



FATIMA COLLEGE (AUTONOMOUS), MADURAI – 625018

2020 - 2021

CRITERION 1 - CURRICULAR ASPECTS

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme specific outcomes (PSOs) and Course Outcomes (COs), of the Programmes offered by the Institution.

NAME OF THE PROGRAMME : B.A ENGLISH

PROGRAMME CODE : UAEN/USEN

PROGRAMME OUTCOMES

On completion of the Under Graduate Programme in English, the learners will be able to :

PO1: Appraise classical and contemporary literary works across ages, cultures and nations

PO2 : Acquire media literacy skills

PO3 : Appreciate Nature and be sensitive to local and global ecological issues

PO4 : Empathize with the less fortunate brethren

PO5 : Accustom to the present multicultural and pluralistic society and handle challenges in life



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PROGRAMME SPECIFIC OUTCOMES:

On completion of the Under Graduate Programme in English, the learners will be able to:

PSO1: Acquire knowledge of a variety of literatures and develop a taste to appreciate the eclectic literary movements and cultures of the world

PSO2 : Verbalize creative and critical acumen effectively

PSO3 : Comprehend and appraise societal issues manifested in literature

PSO4 : Sharpen teaching, career and journalistic skills

PSO5 : Fortify cognitive skills and engage in life-long learning

| COURSE CODE | COURSE TITLE | NATURE OF THE COURSE (LOCAL/NATIONAL/ REGIONAL/ GLOBAL) | COURSE DESCRIPTION | COURSE OUTCOMES |
|-------------|-----------------------------|--|---|--|
| 19E1LB | Basic Communicative English | Global | The course provides the necessary LSRW skills for | CO1 - Use basic English in writing CO2 - Read texts and comprehend passages |



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| | | | communication in English. | CO3 - Infer the nuance of words and relate them contextually CO4 -comprehend and respond to simple conversations / rephrase sentences CO5 - Make use of the grammar and construct flawless sentences |
| 19E1LI | Intermediate Communicative English | Global | The course provides the necessary LSRW skills for communication in English. | CO 1 Read and interpret literary pieces CO 2 Comprehend and employ enriched vocabulary, idioms and phrases. CO 3 Understand the grammatical rules and use them appropriately in writing |



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| | | | | <p>CO 4 Understand and respond to situations using a variety of vocabulary</p> <p>CO 5 Assess various forms of writings and compose letters and formal writings creatively.</p> |
| 19E1LA | Advanced Communicative English | Global | The course provides the necessary LSRW skills for communication in English. | <p>CO1: analyse movies and write creatively in English</p> <p>CO2: create content with rich vocabulary using various language skills and techniques</p> <p>CO3: distinguish and organise ideas and opinions using different expressions</p> <p>CO4: interpret literary texts</p> |



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| | | | | CO5: evaluate various situations and express their thoughts in English |
| 19 L1CC1 | Age of Shakespeare & Milton | Global | The course enables the learners to understand the uniqueness of the English language and literature of the Shakespearean era using multi- faceted methodology that includes the historical , linguistic, literary and critical dimensions | <p>CO1: define and classify the characteristic elements of Sonnet significant during the Shakespearean era</p> <p>CO2: recall and explain the conventions of poetic forms in English Literature.</p> <p>CO3: relate and examine the artistic manifestations of the literary prose.</p> <p>CO4: identify and analyse the social injustices and is representations of reality</p> |



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| | | | | through John Webster's play to the contemporary. CO5: analyse the relationship between knowledge and power, good and evil, its consequences through a Christian framework prevalent in modern city through the play. |
| 19L1CC2 | Indian Writing in English | National | The course titled INDIAN WRITING IN ENGLISH sensitizes the learners on the uniqueness of Indian culture and enables them to identify the Indianness as | CO1: identify the literary nuances of the prominent Indian poets CO 2: comprehend the literary nuances as revealed in the essays CO 3: understand the social issues in India as found in the play |



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| | | | manifested in the prescribed texts | CO 4: comprehend how novel as a genre is adopted to discuss personal and social issues CO 5: identify the Indianness in the prescribed pieces |
| 19L1AC1 | Literary forms | National | The course renders a comprehensive view of the diverse genres, their features and function and of how they evolved over the period of time. | CO1: identify various forms of prose and describe its features and nuances CO2: define forms of poetry, recall a wide range of literary terms and explain their features CO3: identify various forms of drama and trace its origin and growth CO4: define different forms of drama and analyse its socio-political, cultural changes and themes |



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| | | | | CO5: classify forms of fiction and examine the elements of fiction |
| 19L1NME1 | Functional English | National | The course titled Functional English sensitizes the learners on the essential materials and training to enhance the communication skills and soft skills. | <p>CO 1-Build confidence to introduce themselves to their peers</p> <p>CO 2-Identify specific problems in communication and master grammar concepts</p> <p>CO 3-Develop LSRW skills and relate to different situations</p> <p>CO 4-Construct situational dialogues without grammatical errors and demonstrate in practice</p> <p>CO 5-Examine different types of presentation skills and employ them in career building</p> |



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| 19E2LB | English for Effective Communication | Global | The course gives a comprehensive picture of the elements of grammar useful for communication. | <p>CO 1 develop reading skills and reading speed in an effective way</p> <p>CO 2 write formal writings in an effective way</p> <p>CO 3 comprehend academic writings effectively</p> <p>CO 4 read and understand newspaper articles</p> <p>CO 5 develop effective writing skills to report events/ happenings</p> |
| 19E2LI | English For Empowerment | Global | The course provides the learners the grammar and the LSRW skills for | <p>CO 1 write contents for blogs and web pages</p> <p>CO 2 listen to speeches and stories and comprehend them</p> |



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| | | | communication in English. | CO 3 appreciate plays CO 4 improve their conversational skills CO 5 pen down their travel experiences |
| 19E2LA | English for Creative Writing | Global | The course gives a comprehensive picture of the elements of grammar useful for communication. | CO 1 express their thoughts creatively in English CO 2 write different forms of continuous writing CO 3 interpret poems and novel CO 4 create cartoons and stories on their own CO 5 cultivate the interest of reading for pleasure |



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| 19L2CC3 | Age of Dryden & Pope | Global | The course presents the ethos of the literature produced by a group of writers of the 18th century who strove for precision and decorum by consciously imitating the classical models such as Homer, Cicero, Virgil and Horace. | <p>CO1: analyse the poets who opted for decorum in art as opposed to the writers of the Romantic age.</p> <p>CO2: understand the element of satire evinced in the representative poets.</p> <p>CO3: examine the literary styles of the major prose writers.</p> <p>CO4: comprehend the interplay of humour and satire employed by the playwright.</p> <p>CO5: justify the social, political, religious and literary significance reflected in the novels.</p> |
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| 19L2CC4 | Ecological Concerns in Literature | Global | The Course deals with the vital role nature plays in our everyday life. The prescribed works interpret and emphasize the deteriorating condition of our world's present scenario. This course stands as a foundation of future theories of environmental philosophy. | <p>CO1: Identify ecological issues in the environment around them through literature dealing with ecological concerns.</p> <p>CO2: classify and categorise the different types of ecological problems.</p> <p>CO3: identify the ecological issues and solutions presented in literature and apply them to the problems in the society.</p> <p>CO4: compile real life cases of environmental issues and apply theory of ecology in real life situations</p> |
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| | | | | CO5: critique the emerging literatures dealing with ecological crisis and augment scope for exploration and research. |
| 19L2AC2 | Phonetics & Transcription | Global | The course titled PHONETICS AND TRANSCRIPTION offers a comprehensive understanding of the scientific and systematic study of phonetic symbols, organs of speech, physical transmission of | <p>CO 1 classify vowels and consonants phonetically</p> <p>CO 2 apply the right manner of articulation and use them in daily conversations</p> <p>CO 3 analyse and identify the basic anatomical structures and their roles in speech production.</p> <p>CO 4 speak fluently using GIE accent</p> |



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| | | | speech sounds, reception and perception of speech sounds. | CO 5 transcribe words / sentences phonetically by learning the right pronunciation |
| 19L2NME2 | Functional English | National | The course titled FUNCTIONAL ENGLISH sensitizes the learners on the essential materials and training to enhance the communication skills and soft skills. | CO 1-Build confidence to introduce themselves to their peers CO 2-Identify specific problems in communication and master grammar concepts CO 3-Develop LSRW skills and relate to different situations CO 4-Construct situational dialogues without grammatical errors and demonstrate in practice |



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| | | | | CO 5-Examine different types of presentation skills and employ them in career building |
| 19EL3LN | English For The Digital Era | Global | The course intends to facilitate learners to be independent and autonomous communicators in the digital era for professional success. | <p>CO1: recall the lessons to answer factual questions and comprehend passages to answer questions</p> <p>CO2: apply rules of grammar and construct correct sentences, paragraphs and essays</p> <p>CO3: comprehend English used in media and express ideas</p> <p>CO4: prepare and deliver formal speeches</p> |



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| | | | | CO5: analyse a different forms of writing and develop an argument |
| 19L3CC5 | Age of Wordsworth | Global | The course offers a purview of the representative writers and literary pieces of the Romantic Age | <p>CO1: cherish the sublimity of Nature through various poetic forms</p> <p>CO 2: understand the philosophical perspectives of Nature in Romantic poetry</p> <p>CO 3: get acquainted with the felicity of the language of prose</p> <p>CO 4: comprehend the interplay of humour, satire and melancholy in the prescribed pieces</p> |



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| | | | | CO 5: appreciate the significance of women novelists |
| 19L3CC6 | African American Literature | Global | This course emphasizes African American literature from the 18th to 20th century and from both and historical and literary perspective. | <p>CO 1: Recall and Analyse the uniqueness of the African American poetic tradition.</p> <p>CO 2: Recall and Explain the struggles of African Americans as documented in their prose writings</p> <p>CO 3: Recall Interpret the salient features of African American drama</p> <p>CO 4: Relate and Examine the racial discrimination in the African American novel.</p> |



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| | | | | CO 5: Compare and contrast the features of African American folk tales with the African American short stories |
| 19L3AC3 | Social History of England and History of English Literature-(1450-1714) | Global | The course provides a broad and comprehensive range of knowledge pertaining to History of English Literature and the Social History of England. It also traces the connection between the social history and literature and | <p>CO 1: Describe and discover the socio-political, cultural and literary scenario of the Chaucerian England.</p> <p>CO 2: Examine and elaborate how Shakespearean theatre reflected the spirit of the age.</p> <p>CO 3: Infer and analyse the changing political scenario and its impact on literary movements.</p> |



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| | | | its impact on literature | CO 4: Estimate the literary works produced during Restoration England. CO 5: Trace and discover the beginnings of Age of Reason |
| 19L3SB1 | Content Writing | Global | The course on Content Writing enables the learners to become effective content writers, the much needed professionals of the age. | CO 1: Understand the different types of contents CO 2: Understand and write effective complaints and proposals CO 3: Identify and recognise the tools used for media in the digital world CO 4: Analyse and create effective contents for blogs and emails. |



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| | | | | CO 5: Know and exercise the ethics in the profession of content writing |
| 19EL4LN | English for Integrated Development | Global | The course is an Intensive course and has elaborate lessons for the holistic development of the learners. | CO 1: acquire skills required for the job market CO 2: use grammatically correct English in communication CO 3: understand the various accents of English CO 4: appreciate biographies CO 5: review movies and books |
| 19L4CC7 | Age of Tennyson | Global | The course offers a comprehensive view of how literature reflected the | CO 1: identify the various factors like progress of science, political awakening and educational |



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| | | | changing religious perspectives and the propensity towards mystic elements in arts and social values as presented by the representative writers of the Age. | <p>expansion which shaped the writers' thinking.</p> <p>CO 2: illustrate and analyse the spirit of enquiry that prevailed through the age.</p> <p>CO 3: examine the Victorian writers concern over loss of human values and the craze for materialism.</p> <p>CO 4: evaluate the themes that embody the restless spirit of the age.</p> <p>CO 5: analyse the rich and varied literature of this era.</p> |
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| 19L4CC8 | Grammar for Effective Writing | Global | The course enhances learners' writing skill by focussing on accuracy in grammatical rules and patterns. | CO1: identify and use grammar terminology CO 2: understand and deploy run-on sentences, comma splices, and general usage of punctuations CO 3: analyse the grammatical errors and redraft with right usage CO 4: create grammatically accurate structures CO 5: write grammar with correct structure |
| 19L4AC4 | Social History of England and History of English | Global | The course provides an extensive and comprehensive range of knowledge | CO 1: describe the impact of industrial revolution on society and literature |



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| | Literature-(1700-1955) | | pertaining to the history of English Literature and the social history of England and their impact upon each other. | CO 2: classify the evolving literary movements CO 3: understand the impact of French Revolution and the beginning of Romantic Age CO 4: recognise the growth of Education and literature during the Victorian era CO 5: appraise the impact of world wars on literature |
| 19L4SB2 | Oral Presentation Skills | Global | The course is designed to provide the learners with the basic stylistic and professional skills to | CO 1: enrich their communication skills build self CO 2: confidence to make stage presentations |



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| | | | acquire job opportunity. | <p>CO 3: apply the skills to procure viable career opportunities</p> <p>CO 4: utilize the skills acquired to increase their self-employability</p> <p>CO 5: develop their creativity to excel in media</p> |
| L5CC9 | Shakespeare | Global | The learners learn to contextualize Shakespeare and deal with issues of relevance | <p>➤ Outline the dramatic and theatrical conventions of Elizabethan theatre, understand Shakespeare's plays and categorize his characters and themes.</p> <p>➤ Analyse and interpret the Shakespearean sonnets</p> |



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| | | | | <ul style="list-style-type: none">➤ Locate the different techniques employed in Macbeth and infer the critical perspectives➤ Identify the characters, themes and context of Twelfth Night and relate it to textual analysis through interpretation➤ Develop the critical skills to approach Henry-IV-Part-I in different contexts including critical, theoretical and theatrical |
| L5CC10 | World Literature in Translation | Global & National | The course exposes the representative pieces from World's Classics available in translation. | <ul style="list-style-type: none">➤ Appreciate world's best literary works.➤ Understand literatures of diverse culture and language.➤ Acquire knowledge of the varied literary forms and techniques |



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| | | | | adopted by the writers with different socio-cultural milieu. |
| L5CC11 | Twentieth Century Literature | Global | Acquaints the learners with the writers and thinkers whose works evinced radical changes and presented the complex spirit of the modern age. | <ul style="list-style-type: none">➤ comprehend the socio-political spirit of the modern era.➤ appreciate the experimentalism in literary form and content.➤ understand the changing literary scenario and the introduction of various 'isms'.➤ read and appreciate the new type of novel (Dystopia).➤ enjoy the newness in language. |
| L5ME1 | Canadian Literature | Global | The course on Canadian Literature makes the learners gain knowledge of | <ul style="list-style-type: none">➤ Recall and analyse the features of Canadian poetry. |



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| | | | the landscape, literature and nature of the people of Canada. | <ul style="list-style-type: none">➤ recall and explain the plight of Canadian people through their prose renderings.➤ analyse interpret the struggles of the native Canadians and techniques used in the Canadian play.➤ Relate and examine the culture and tradition of native Canadians in the prescribed novel.➤ analyse the fiction of various Canadian writers |
| L5SB3 | English Language Teaching-I | Global | The course helps learners understand the nuances of teaching English as a second language | <ul style="list-style-type: none">➤ understand the different approaches to language learning and teaching, recognise the significance of the four skills, choose appropriate teaching |



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| | | | and equips them with the skills needed to handle English classes. | methodology and prepare lesson plans. |
| L5SB4 | Journalism-I | Global | The course is designed to enable the learners acquire basic journalistic skills. | ➤ To enable the learners to acquire skills related to writing reports, headlines, stories and basic editing |
| L6CC12 | American Literature | Global | The course exposes the learners to all the genres of American Literature through the lens of art, history and culture. | ➤ understand and appreciate the representative American poets ➤ comprehend the aspects of Romanticism and Transcendentalism in the prescribed pieces |



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| | | | | <ul style="list-style-type: none">➤ appreciate the evolving techniques and trends in theatre➤ comprehend the socio-political and cultural issues depicted in American fiction➤ appreciate the unique features of American Literature and its significance |
| L6CC13 | Women in Literature | Global | Enables the learners to interpret the multi-dimensions in women's writings and to sensitize the learners about the various levels of oppression and gender issues. | <ul style="list-style-type: none">➤ Become aware of the various issues related to women across the world➤ Understand the patriarchal framework at different levels➤ Gain confidence to meet the challenges of society |



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| L6CC14 | Literary Criticism | Global | The course offers a detailed history of English literary criticism and introduces the learners to the critical tools necessary to evaluate literary pieces. | <ul style="list-style-type: none">➤ Identify the critical tradition➤ sharpen their critical aptitude➤ apply various perspectives to interpret literary works of art➤ appreciate the linguistic aspects that enhance the content of a literary piece➤ comprehend & differentiate the significance of the evolving literary theories |
| L6ME3 | Ecological Concerns in Literature | Global | The learners will get a purview of Canadian Literature and its various features and techniques | <ul style="list-style-type: none">➤ At the end of the course, the learners will be able to➤ Get an insight of the trends and techniques of the Canadian Literary World |



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| | | | | <ul style="list-style-type: none">➤ Understand the themes and social issues that prevail in Canada➤ Understand the different cultural norms practised by the various communities in Canada➤ Evaluate the representative pieces to get a wide spectrum of emerging patterns in Canada➤ Develop a critical acumen of the social framework |
| L6ME4 | Human Rights through Literature | Global | The course Sensitizes the learners to the basic knowledge of human rights through literature | <ul style="list-style-type: none">➤ *Comprehend the rights of human beings and realize the value of life➤ Understand the trauma of the victimized➤ Recognize the rights of women |



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| | | | | <ul style="list-style-type: none">➤ Critically analyse the violation of the rights of ethnic communities and races➤ Identify the unique problems of indigenous communities and Dalits. |
| L6ME5 | Postcolonial Literature | Global | The learners will get a purview of the new literatures which have been currently brought under the label "postcolonial" | <ul style="list-style-type: none">➤ comprehend the changes in cultural discourses.➤ identify the influence of indigenous cultures and languages.➤ appreciate the hybridization of cultures.➤ study the different varieties of English language.➤ understand the meta narratives. |



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| L6ME6 | Folk Literature | Global | The learners will be exposed to stories that have stood the test of time, which are culture specific and at the same time universal. | <ul style="list-style-type: none">➤ Understand the various nuances of Folk Literature.➤ Pick up core values embedded in them and rediscover the joy of reading. |
| L6SB5 | English Language Teaching II | Global | The course acquaints the learners with the necessary skills required to teach English language. | <ul style="list-style-type: none">➤ Use various teaching techniques, develop the essential teaching skills, frame syllabus for remedial teaching, design course material for remedial classes, set question papers following standard question paper setting modules. |
| L6SB6 | Journalism-II | Global | The learners will acquire practical | <ul style="list-style-type: none">➤ Enable the learning of the basics of Multimedia Journalism |



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| | | | skill based training in convergent journalistic skills that would enable them take up a career in the field of mass media. | <ul style="list-style-type: none">➤ acquire interview skills➤ use appropriate video material➤ learn the basics of photography skills and picture composing➤ understand the basics of audio journalism |
|--|--|--|--|--|