

# **FATIMA COLLEGE (AUTONOMOUS)**



**Re-Accredited with “A” Grade by NAAC (3<sup>rd</sup> Cycle)  
74<sup>th</sup> Rank in India Ranking 2020 (NIRF) by MHRD  
Maryland, Madurai- 625 018, Tamil Nadu, India**

**NAME OF THE DEPARTMENT: English**

**NAME OF THE PROGRAMME : B.A.**

**PROGRAMME CODE : USEN**

**ACADEMIC YEAR :2021-2022**



# BOARD OF STUDIES MEETING 2.03.2019

## MEMBERS

## SIGNATURE

### University Nominee

1. Dr. Jacqueline Periyarayakam  
Associate Professor & Head  
Department of English  
Saiva Bhanu Kshatriya College  
Aruppukottai.

*Dr. Jacqueline Periyarayakam*

### Subject Experts

2. Dr. Suresh Frederick  
Associate Professor & Head  
UG Department of English  
Bishop Heber College  
Trichy.

*S. Frederick*

3. Dr. D. M. Amala  
Associate Professor & Head  
Research Department of English  
Sri Meenakshi Govt. Arts College for  
Women (Autonomous)  
Madurai.

*Dr. D. M. Amala*

### Industrialist

4. Mrs. B. Vijayalakshmi  
Senior Editor  
Deccan Chronicle  
Chennai

*B. Vijayalakshmi*

## Alumna

5. Mrs. A. Shinee  
Assistant Professor  
Department of English (SF)  
The American College  
Madurai.

*A. Shinee*

## Deans

6. Dr. S. J. Kala  
Associate Professor of English  
Fatima College  
Madurai - 18

*S. J. Kala*

7. Dr. N. Malathi  
Assistant Professor of Zoology  
Fatima College  
Madurai - 18

Absent

## MEMBERS OF THE DEPARTMENT

1. Dr. A. Roselin Mary  
Associate Professor & Head  
The Research Centre of English

*A. Roselin Mary*

2. Dr. Fernando Delishia  
Associate Professor

*Fernando Delishia*

3. Dr. P. Varaprasadam Christi Shanthi  
Associate Professor

*P. V. Christi Shanthi*

4. Dr. S. Paira Banu  
Associate Professor

*S. Paira Banu*



5. Dr. Mary Magdalene Abraham  
Associate Professor

Magdalene  
2/3/19

6. Dr. S. J. Kala  
Associate Professor

S. J. Kala

7. Mrs. S. Aarthi  
Assistant Professor

Aarthi  
2.3.19

8. Mrs. S. Parvathi  
Assistant Professor

S. Parvathi

9. Dr. R. Saktheshwari  
Assistant Professor

Saktheshwari

10. Ms. A. Deva Sudha  
Assistant Professor

Deva Sudha

11. Dr. G. Priya  
Assistant Professor

Priya

12. Ms. J. Kayal Anthony  
Assistant Professor

Kayal Anthony

13. Mrs. N. Sangeetha Rani  
Assistant Professor

Sangeetha Rani

14. Mrs. A. J. Aruna  
Assistant Professor

Aruna

15. Mrs. M. Esther  
Assistant Professor

M. Esther

16. Ms. A. J. Bernita  
Assistant Professor

A. J. Bernita  
2/3/19

17. Ms. B. Dharani  
Assistant Professor

B. Dharani  
2/3/19

18. Mrs. P. Sumedha  
Assistant Professor

Sumedha  
2/3/19

19. Mrs. D. Ramya  
Assistant Professor

D. Ramya  
2/3/19

20. Mrs. A. Chris Marilyn  
Assistant Professor

Absent

21. Mrs. L. Monica Lilly  
Assistant Professor

Monica Lilly  
2/3/19

22. Ms. F. Adline Aruna  
Assistant Professor

F. Adline Aruna

23. Mrs. J. Amala Jeya Shali  
Assistant Professor

J. Amala Jeya Shali

24. Ms. M. Aabidha Thaslim  
Assistant Professor

M. Aabidha Thaslim  
2/3/19

25. Ms. S. Vijaya Vasuki  
Assistant Professor

S. Vijaya Vasuki

26. Mrs. B. Arul Monica  
Assistant Professor

B. Arul Monica  
2/3/19



27. Dr. T. Visumathy  
Assistant Professor

2.3.19

E. P. R.

28. Mrs. E. Pratheebaa  
Assistant Professor

### Minutes of the meeting:

The Board of Studies was convened on 2.3.2019 at Smart Room. Dr. Jacqueline Periyannayagam, Associate Professor and Head, Department of English, Saiva Bhanu Kshatriya College, Aruppukottai, was the University Nominee. Dr. Suresh Frederick, Associate Professor and Head, UG Department of English, Bishop Heber College, Trichy, and Dr. D. M. Amala, Associate Professor and Head, Research Department of English, Sri Meenakshi Govt. Arts College for Women, Madurai, were the subject experts on Board. Mrs. B. Vijayalakshmi, Senior Editor, Deccan Chronicle, Chennai, was the industrialist and Mrs. A. Shinee, Assistant Professor, Department of English (SF), The American College, Madurai was the alumna.

The meeting began with a prayer song followed by the welcome address given by the Head of the Department. After introducing the members of the Board, Dr. A. Roselin Mary briefed on how the Department has been generating upgraded texts for Part II English and revamping the curriculum catering to the demands of the evolving generations of young learners. She also presented the Action Taken Report as highlighted below:

- As per the suggestion of Dr. J. John Sekar, University Nominee of Board of Studies 2017-18, the structure of the syllabus for all the Courses was modified on the basis of uniformity in unitization, number of objectives to match the units and inclusion of self study pieces for all the Courses.
- The Department had taken care to avoid abstract terms and instead used concrete terms to frame objectives as advised by the University Nominee.
- The Department carried out meticulously the suggestions and modifications in the syllabi as recommended by the Board.

### General Suggestions:

- Dr. Amala scrutinized the syllabi and appreciated that the Courses offered are ToI in tune with the recommendations of the Tamil Nadu Government.
- Dr. Suresh Frederick pointed out that six hours should be allotted for Part II English as per the norms of the Government. However, Dr. S. J. Kala, Dean & Associate Professor of English, explained that the number of credits remains unchanged in spite of the decrease in the number of hours.
- The members advised to acknowledge the prescribed texts as per MLA Style Guide, latest edition.
- The members on Board recommended offering NME either in the II or III year. Dr. S. J. Kala explained that the blueprint of the existing grid has not changed and hence NME is offered in the first year of UG programme.
- Dr. Amala suggested the inclusion of five Course outcomes as they would match the five units.
- Texts for Self Study should be specified for all Courses.



## UG Programme:

19L1CC1 - Age of Shakespeare and Milton: A suggestion to include an extract from Chaucer's "Prologue" was made. Since Chaucer is introduced, the title of the Course should be modified. Though there was a suggestion to replace Milton's "Lycidas" with another simple poem, the Board and the Faculty decided to retain it.

19L1CC2 - Indian Writing in English: The Course was approved.

19L1AC2 - Literary Forms: Dr. Amala suggested including Arthur-Compton Rickett's "A History of English Literature" as one of the reference books for the Course.

19LINME1 & 19LINME2 (Semesters I & II): Functional English: Mrs. Vijayalakshmi emphasized that the Course should be activity-based and not book-based. Hence the students should be oriented towards using language for functional purposes and formal presentations. Dr. Amala recommended including Lawrence Vincent's "Sgt Skills: Develop Yourself" as prescribed text.

19L2CC3 - Age of Dryden and Pope: The Course was approved.

19L2CC4 - Ecological Concerns in Literature: Mrs. Vijayalakshmi suggested replacing the existing movie (Avatar) with "Period. End of Sentence" an Indian documentary. Dr. Suresh also suggested including "The Old Man and the Sea" and "Erin Brockovich" (film).

19L2AC2 - Phonetics and Transcription: The Course was approved.

19L3CC5 - Age of Wordsworth: The Course was approved.

19L3CC6 - African American Literature: The Course was approved.

19L3AC3 - Social History of England & History of English Literature (1450-1714): Dr. Amala suggested including "Routledge History of Literature in English" as a reference book.

19L3SB1 - Content Writing: Mrs. Vijayalakshmi appreciated the inclusion of this Course in the Curriculum and recommended HTML, CSS & JAVA to be included as tools for Content Writing.

19L4CC7 - Age of Tennyson: Since a few pieces are prescribed from the Norton Anthology, it has to be cited.

19L4CC8 - Grammar for Effective Writing: The Course was approved.

19L4AC4 - Social History of England & History of English Literature (1700-1955): The Course was approved.

- Oral Presentation Skills: The Course was approved.

19L5CC9 - Shakespeare: The Course was approved.

19L5CC10 - World Literature in Translation: The Course was approved.

19L5CC11 - Twentieth Century Literature: The Course was approved.



19L5CC12 - Award-Winning Literature: The Course was approved.

19L5ME1 - Canadian Literature: The Course was approved.

19L5ME2 - Australian Literature: The Course was approved.

19L5SB3 - Writing Skills: Mrs. Vijayalakshmi recommended the revision of Unit V by focussing more on exercises that hone the creative skills of students. Figures of Speech need not be dealt in detail. She also suggested including types of review for assignments. Reviews can be on movies, art, exhibitions, music and drama.

19L5SB4 - Journalism: Mrs. Vijayalakshmi appreciated the Department for carrying out the changes suggested by her in the previous Board. The students should be oriented towards 'Right Writing'. They can be encouraged to write reports of the College events and the best presentation could be published in the College Magazine. Catering to the demands of the digital learners, the basics of online journalism using social media skills could be mandated. She also specified the importance of field visits.

19L6CC13 - American Literature: The Course was approved.

19L6CC14 - Women's Writing: The Course was approved.

19L6CC15 - Literary Criticism: The Course was approved.

19L6ME3 - Dalit Literature: The Course was approved.

19L6ME4 - Human Rights Through Literature: The Course was approved.

19L6ME5 - Children's Literature: The Course was approved.

19L6ME6 - Folk Literature: The Course was approved.

19L6SB5 - English Language Teaching: Dr. Amala suggested including "Approaches and Methods in Language Teaching" by Jack Richards and Theodore Rodgers as reference book.

19L6SB6 - English for Corporate Sector: Mrs. Vijayalakshmi recommended training the students on preparing in-house journals and newsletters.

### PG Programme:

19PGIL1 - British Literature: Dr. Amala suggested replacing Katherine Mansfield's "The Doll's House" with any of Ian MacEwan's short stories.

19PGIL2 - American Literature: The Board suggested removing "All God's Children Had Wings" and recommended any of the native writers.



19PG1L3 - Survey and Aspects of Literature: The Course was approved.

19PG1L4 - Regional Literatures of India: The Department was appreciated for offering this Course as it highlights the multicultural Indian scenario and is a very relevant Course which is in tune with the recommendations of the UGC. The members also appreciated the Syllabus. Dr. Suresh recommended including Palamalai Magizhan's poem.

19PG1EDC (Semesters I & II) - English for Competitive Examinations: Dr. Amala wanted the Department to refer to the latest collections prescribed in some Engineering colleges.

19PG2L5 - Shakespeare Revisited: The Course was approved.

19PG2L6 - Contemporary British Literature: The Course was approved.

19PG2L7 - Literary Criticism & Theory: As the Course focuses on literary theories, a Comprehensive Introduction from Peter Barry's recent edition of "Beginning Theory" could be included in Unit II. Matthew Arnold's "The Study of Poetry" could be replaced with Viktor Shklovsky's "Art as Technique".

19PG2L8 - Journalism and Mass Communication: Mrs. Vijayalakshmi recommended including

Radio Journalism and Online Journalism in order to cater to the interests and career needs of students.

19PG3LO9 - Postcolonial Literature: A suggestion to include (a) poets from Sri Lanka / Afghanistan / Pakistan / UAE, (b) Monica Ali's "Brick Lane" & (c) Edward Said's excerpts from the first chapter of "Orientalism" was made.

19PG3LT10 - English Language Teaching - Theory: The Course was approved.

19PG3LP10 - English Language Teaching - Practice: The Course was approved.

19PG3L11 - Life Writing: A suggestion to include more poems and Newspaper Columns was made. Mrs. Vijayalakshmi suggested including Prof. Varadhan's or Mr. Muthiah's Columns. Dr. Amala recommended prescribing only a few chapters from "Wings of Fire" and "On Writing and Writers". There was also a suggestion to incorporate one or two essays from Amartya Sen's "The Argumentative Indian".

19PG3L12 - Subaltern Voices of India: Wankhade's prose piece could be removed as suggested by the Board.

19PG3LE1 - Research Writing: The Board ensured that the recent edition of MLA Style Guide is followed.



19PG3LE2 - Translation Studies: The Course was approved.

19PG4LE3 - Gender Studies: The Board recommended prescribing only one novel, and excluding Mahesh Dattani's "Do the Needful" and Warren Ferrell's essay.

19PG4L14 - Diasporic Literature: The Course was approved.

19PG4L15 - Language and Linguistics: One unit could be made application oriented using Semiotics; hence, two short stories could be included for practice.

19PG4L16 - African Literature: A suggestion to change this course as "African and Caribbean Literature" was made by Dr. Suresh. However, he wanted the Department to decide.

19PG4LE3 - Text and Screen: The Course was approved.

19PG4LE4 - Text and Performance: The Course was approved.

M. Phil. Programme:

19LMP101 - Rhetoric and Research Methodology:  
The Course was approved

19LMP102 - Literary Theories: Dr. Suresh Frederick suggested including William Rueckert and Rob Nixon's essays on Ecocritical theories.

There was also a suggestion to replace the existing texts of Freud and Foucault with any other relevant pieces.

19LMP201 - Contemporary Literature:

The Board consented to remove "Mother of Rain" and to retain "In Search of Apple Rain Tree" as a prescribed text.

Part II English: The syllabi for Part II English for all the four semesters were approved by the Board. The members were informed of the streamlining followed in the first year and the integration of the sections of all the three streams in the second year. The approved titles are as follows:

19E1LB1 - Basic Communicative English

19E1LI1 - Intermediate Communicative English

19E1LA1 - Advanced Communicative English

19E2LB2 - English for Effective Communication (Basic)

19E2LI2 - English for Empowerment (Intermediate)

19E2LA2 - English for Creative Writing (Advanced)

19E3LC3 - English for Digital Era

19E4LC4 - English for Integrated Development.

Remedial and Bridge Course: The Board approved the learning material and emphasized the autonomy of the Department to frame the syllabi for the two courses depending upon the needs of the learners.



Ph.D Course: The members on Board emphasized that as the Ph.D Programme is under the sole authority of the Research Dean of the University concerned, the Course work Syllabus will not come under the scrutiny of either the Board or the Controller of the colleges concerned.

The meeting came to an end with Dr. Fernando Delishia, Associate Professor of English, proposing the vote of thanks.

## EXTERNAL MEMBERS

1. Dr. Jacqueline Periyannayagam	Dr. Jacqueline Periyannayagam
2. Dr. Suresh Frederick	Dr. Suresh Frederick
3. Dr. D. M. Amala	Dr. D. M. Amala
4. Mrs. B. Vijayalakshmi	Mrs. B. Vijayalakshmi
5. Mrs. A. Shinee	Mrs. A. Shinee
6. Dr. S. J. Kala (Dean)	Dr. S. J. Kala
7. Dr. N. Malathi (Dean)	Absent
8. Dr. A. Roselin Mary (Head of the Department)	Dr. A. Roselin Mary
9. Dr. Fernando Delishia	Fernando Delishia
10. Dr. P. Varaprasadam Christi Shanthi	P. V. Christi Shanthi
11. Dr. S. Saira Banu	S. Saira Banu
12. Dr. Mary Magdalene Abraham	Magdalene Abraham
13. Dr. S. J. Kala	Dr. S. J. Kala
14. Mrs. S. Aasthi	Mrs. S. Aasthi
15. Mrs. S. Parvathi	Mrs. S. Parvathi
16. Dr. R. Saktheshwari	Dr. R. Saktheshwari
17. Ms. A. Deva Sudha	Ms. A. Deva Sudha
18. Dr. G. Priya	Dr. G. Priya
19. Ms. J. Kajal Anthony	Ms. J. Kajal Anthony
20. Mrs. N. Sangeetha Rani	Mrs. N. Sangeetha Rani
21. Mrs. A. J. Aruna	Mrs. A. J. Aruna
22. Mrs. M. Esther	Mrs. M. Esther
23. Ms. A. J. Bernita	Ms. A. J. Bernita
24. Ms. B. Dhaarani	Ms. B. Dhaarani
25. Mrs. P. Sumedha	Mrs. P. Sumedha
26. Mrs. D. Ramya	Mrs. D. Ramya
27. Mrs. A. Chris Marilyn	Mrs. A. Chris Marilyn
28. Mrs. L. Monica Lilly	Mrs. L. Monica Lilly
29. Ms. F. Adline Aruna	Ms. F. Adline Aruna
30. Mrs. J. Amala Jeya Shali	Mrs. J. Amala Jeya Shali
31. Ms. M. Aabidha Thaslim	Ms. M. Aabidha Thaslim
32. Ms. S. Vijaya Vasuki	Ms. S. Vijaya Vasuki



33. Mrs. B. Arul Monica  
34. Dr. T. Visumathy  
35. Mrs. F. Pratheebaa

B. Arul

Pratheebaa

E. Pratheebaa

02/03/19





**FATIMA COLLEGE (AUTONOMOUS), MADURAI-18**  
**DEPARTMENT OF ENGLISH (SF)**

*For those who joined in June 2019 onwards*

**PART – II -ENGLISH – 12 CREDITS**

**Department of English (SF)**

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19EL1WB	BASIC COMMUNICATIVE ENGLISH	5	3	40	60	100
□		19EL1WI	INTERMEDIATE COMMUNICATIVE ENGLISH					
□		19EL1WA	ADVANCED COMMUNICATIVE ENGLISH					
2.	II	19EL2WB	ENGLISH FOR EFFECTIVE COMMUNICATION (BASIC)	5	3	40	60	100
□		19EL2WI	ENGLISH FOR EMPOWERMENT (INTERMEDIATE)					
□		19EL2WA	ENGLISH FOR CREATIVE WRITING (ADVANCED)					
3.	III	19EL3WN	ENGLISH FOR THE DIGITAL ERA	5	3	40	60	100
4.	IV	19EL4WN	ENGLISH FOR INTEGRATED DEVELOPMENT	5	3	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>12</b>			



**PART – III -MAJOR, ALLIED & ELECTIVES – 95 CREDITS**

**MAJOR CORE COURSES INCLUDING PRACTICALS : 60 CREDITS**

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19W1CC1	AGE OF SHAKESPEARE & MILTON	6	4	40	60	100
2.		19W1CC2	INDIAN WRITING IN ENGLISH	6	4	40	60	100
3.	II	19W2CC3	AGE OF DRYDEN & POPE	6	4	40	60	100
4.		19W2CC4	ECOLOGICAL CONCERNS IN LITERATURE	6	4	40	60	100
5.	III	19W3CC5	AGE OF WORDSWORTH	6	4	40	60	100
6.		19W3CC6	AFRICAN AMERICAN LITERATURE	6	4	40	60	100
7.	IV	19W4CC7	AGE OF TENNYSON	6	4	40	60	100
8.		19W4CC8	GRAMMAR FOR EFFECTIVE WRITING	6	4	40	60	100
9.	V	19W5CC9	SHAKESPEARE	5	4	40	60	100
10.		19W5CC10	WORLD LITERATURE IN TRANSLATION	5	4	40	60	100
11.		19W5CC11	TWENTIETH CENTURY LITERATURE	5	4	40	60	100
12.		19W5CC12	AWARD-WINNING LITERATURE	5	4	40	60	100
13.	VI	19W6CC13	AMERICAN LITERATURE	5	4	40	60	100
14.		19W6CC14	WOMEN'S WRITING	5	4	40	60	100
15.		19W6CC15	LITERARY CRITICISM	5	4	40	60	100
TOTAL				83	60			



**ALLIEDCOURSES- 20 CREDITS**

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19W1AC1	LITERARY FORMS	5	5	40	60	100
2.	II	19W2AC2	PHONETICS & TRANSCRIPTION	5	5	40	60	100
3.	III	19W3AC3	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE(1450-1714)	5	5	40	60	100
4.	IV	19W4AC4	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE -(1700-1955)	5	5	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>20</b>			

**ELECTIVES-15 CREDITS**

S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	V	19W5ME1/ 19W5ME2	CANADIAN LITERATURE/ AUSTRALIAN LITERATURE	5	5	40	60	100
2.	VI	19W6ME3/ 19W5ME4	DALIT LITERATURE/ HUMAN RIGHTS THROUGH LITERATURE	5	5	40	60	100
3.		19W6ME5/ 19W5ME6	CHILDREN'S LITERATURE/ FOLK LITERATURE	5	5	40	60	100



S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. Mks
<b>TOTAL</b>				<b>15</b>	<b>15</b>			

**PART – IV – 20 CREDITS**

- **VALUE EDUCATION**
- **ENVIRONMENTAL AWARENESS**
- **NON-MAJOR ELECTIVE**
- **SKILL BASED COURSES**

S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. Mks
1.	I	21G1VE1	PERSONAL VALUES	1	1	40	60	100
2.		19W1NME	FUNCTIONAL ENGLISH	2	2	40	60	100
3.	II	21G2VE	VALUES FOR LIFE	1	1	40	60	100
4.		19W2NME	FUNCTIONAL ENGLISH	2	2	40	60	100
5.	III	19G3EE1	ENVIRONMENTAL EDUCATION	1	1	40	60	100
6.		19W3SB1	CONTENT WRITING	2	2	40	60	100
7.	IV	20GS	GENDER STUDIES	1	1	40	60	100
8.		19W4SB2	ORAL PRESENTATION SKILLS	2	2	40	60	100
9.	V	19W5SB3	WRITING SKILLS	2	2	40	60	100
10.		19W5SB4	JOURNALISM	2	2	40	60	100
11.	VI	19W6SB5	ENGLISH LANGUAGE TEACHING	2	2	40	60	100
12.		19W6SB6	ENGLISH FOR CORPORATE SECTOR	2	2	40	60	100
TOTAL				20	20			



### III B.A ENGLISH SEMESTER – V

*For those who joined in 2019 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/WE EK	CREDIT S
USEN	19W5CC12	AWARD- WINNING LITERATURE	MAJOR	5	4

#### **COURSE DESCRIPTION**

The course “Award Winning Literature” presents award-winning literary writings selected from different genres and helps the learners understand the minds of the writers, the causes these pieces represent and the social and cultural contexts from which they emerged.

#### **COURSE OBJECTIVES**

- The course aims to acquaint the learners with some of the outstanding literary writings and help them identify the award-winning features in these texts.
- It also fosters their critical acumen to recognise and appreciate the ways in which writers achieved a varied range of effects in and through their works.

#### **UNITS**

##### **UNIT- I POETRY**

**(20 HRS)**

1. W. H. Auden – “The Shield of Achilles”
2. Seamus Heaney – “Digging” **(Self-Study)**
3. Bob Dylan – “Subterranean Homesick Blues”
4. Pablo Neruda– “A Song of Despair”
5. Octavia Paz – “Between Going and Staying”
6. Les Murray – “A Torturer’s Apprenticeship”

##### **UNIT –II PROSE**

**(15HRS)**



1. V. S. Naipaul – “The Last of the Aryans”
2. Svetlana Alexievich – “Boys in Zinc” **(Self-Study)**
3. Albert Camus – “Myth of Sisyphus”

**UNIT – III DRAMA****(17 HRS)**

1. Eugene Ionesco – *The Rhinoceros*

**UNIT –IV NOVEL****(18 HRS)**

1. Manu Joseph – *Serious Men*

**UNIT –V SHORT STORIES****(15 HRS)**

1. William Faulkner – “A Rose for Emily” **(Self-Study)**
2. Gabriel Garcia Marquez – “A Very Old man with Enormous Wings”  
**(Self-Study)**
3. Alice Munro – “The Photographer”
4. NgugiWaThiong’O – “Mugumo”

**UNIT –VI DYNAMISM (Evaluation Pattern – CIA only)****(5HRS)**

1. Famous Literary Awards – Nobel Prize, Pulitzer Prize, Man Booker Prize, Neustadt International Prize for Literature, The Women’s Prize for Fiction, Commonwealth Writers Prize, British Book Awards, National Book Award, Sahitya Akademi Award
2. Nobel Prize and Man Booker Prize winners of the 21<sup>st</sup> century.

**TEXT BOOKS**

1. Ionesco, Eugene. *Rhinoceros*. Penguin Classics, 2000.
2. Joseph, Manu. *Serious Men*. Harper Collins Publishers, 2011.

**REFERENCES:**

1. Diyanni, Robert D. *Literature : Reading fiction, Poetry and Drama*. McGraw-Hill, 2000.
2. Kalu. C Anthonia. *The Rienner Anthology of African Literature*. Viva Books, 2008.
3. Mane, Prabhanjan. *Interpreting Drama*. Atlantic Publishers & Distributors, 2010.



4. Marquez, Gabriel Garcia. *Collected Stories*. Rabassa, Gregory & J.S. Bernstein. Trans. Perennial Classics, 1999.
5. Matterson, Stephen & Darryl L Jones. *Studying Poetry*. 2<sup>nd</sup> ed. Bloomsbury Academic, 2011.
6. Naipaul. V S. *Literary Occasions*. Picador, 2003.
7. Rai, Amod Kumar. *V.S. Naipalu : A Study of His Nonfictions*. Sarup Book Publishers, 2008.
8. *Selected Short Stories of William Faulkner*. The Modern Library, 1930.
9. Thieme, John. Ed. *The Arnold Anthology of Post- Colonial Literatures in English*. Arnold Publishers, 2000.

### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1 POETRY</b>				
1.1	Introduction	3	Chalk & Talk	Black Board
1.2	"The Shield of Achilles"	4	Chalk & Talk	Black Board
1.3	"Subterranean Homesick Blues"	4	Lecture	Black Board
1.4	"A Song of Despair"	3	Lecture	Black Board
1.5	"Between Going and Staying"	3	Lecture	Black Board
1.6	"A Torturer's Apprenticeship"	3	Chalk & Talk	Black Board
<b>UNIT -2 PROSE</b>				
2.1	"The Last of the Aryans"	6	Lecture	PPT
2.2	"Boys in Zinc"- Introduction	1	Chalk & Talk	Black Board



2.3	Absurdism & Albert Camus- Introduction	2	Chalk & Talk	Black Board
2.4	“Myth of Sisyphus”	6	Chalk & Talk	Black Board
<b>UNIT-3 DRAMA</b>				
3.1	Theatre of the Absurd	2	Lecture	PPT
3.2	<i>The Rhinoceros</i>	10	Chalk & Talk	Black Board
3.3	Thematic Analysis	2	Discussion	Black Board/ Google Classroom
3.4	Character Analysis	2	Chalk & Talk	Black Board
3.5	Overall Summarisation and Analysis	1	Chalk & Talk	Black Board
<b>Unit- 4 NOVEL</b>				
4.1	Introduction	2	Chalk & Talk	Black Board
4.2	<i>Serious Men</i> - Explanation	12	Chalk & Talk	Black Board
4.3	Thematic Analysis	4	Discussion	Black Board/ Google Classroom
<b>UNIT-5 SHORT STORIES</b>				
5.1	“A Rose for Emily”	5	Seminar & Discussion	Black Board
5.2	“A Very Old man with Enormous Wings”	4	Seminar & Discussion	Black Board
5.3	“The Photographer”	4	Chalk & Talk	Black Board
5.4	“Mugumo”	2	Chalk & Talk	Black Board



## EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	35
Non Scholastic	5
	40

## EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100



Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

### COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	recognize and appreciate the literary style employed in the prescribed poems	K1 & K2	PSO1& PSO3
CO 2	read, identify and understand the award-winning features present in the prose pieces	K1& K2	PSO3
CO 3	identify and appreciate the ways in which the dramatist presents the elements of the absurd in the play	K3 & K4	PSO3
CO 4	examine and estimate the historical, social and literary value of the novel.	K3 & K4	PSO1& PSO3
CO 5	Evaluate the prescribed short stories and enrich their experience of literature by being exposed to the exemplary pieces of short fiction.	K3 & K4	PSO1& PSO3



### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	3	2	1
CO2	3	1	3	2	1
CO3	1	2	3	2	1
CO4	3	2	3	1	1
CO5	3	1	3	1	1

### Mapping of COs with POs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	2	3	2	3
CO2	3	1	1	2	3	2	3
CO3	1	1	1	3	2	2	3
CO4	2	1	2	3	3	2	3
CO5	3	1	2	2	2	2	3

**Note:**  $\phi$  Strongly Correlated – 3

$\phi$  Moderately Correlated – 2

$\phi$  Weakly Correlated -1

### COURSE DESIGNER

  
Ms. A. Deva Sudha

**Forwarded By**



**Dr.A. Roselin Mary**

**HOD'S Signature and Name**



### III B.A ENGLISH SEMESTER –VI

*For those who joined in 2019 onwards*

PROGR MME CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/WE EK	CREDIT S
USEN	19W6CC14	WOMEN'S WRITING	CORE	5	4

#### **COURSE DESCRIPTION**

The course presents the various dimensions in women's writings. Representative pieces of eminent writers like Margaret Atwood, Elaine Showalter and Louise Erdrich will be dealt with to appraise the learners' role in the current literary scenario.

#### **COURSE OBJECTIVES**

The course intends to evaluate the role of women and the issues related to them and equip the learners with life lessons to meet the challenges of the society.

#### **UNITS**

##### **UNIT –I POETRY**

**( 15HRS.)**

- |                      |                                  |
|----------------------|----------------------------------|
| 1. Roula Pollard     | - “We, Women of Enlightenment”   |
| 2. Prerna Bakshi     | - “Gone and Buried” (Self Study) |
| 3. Taslima Nasrin    | - “Border”                       |
| 4. Ursula Fan Thorpe | - “Mother- in-law”               |
| 5. Mary Gilmore      | - “Eve Song”                     |
| 6. Margaret Atwood   | - “This is a Photograph of Me”   |

##### **UNIT –II PROSE**

**( 15HRS.)**



- 1.Elaine Showalter - "Towards A Feminist Poetics"(An excerpt)
2. Hellen Keller - "Optimism Within" from *Optimism: An essay*

**UNIT -III DRAMA****( 15 HRS.)**

- Muthal Naidoo - *Flight from the Mahabarath*

**UNIT -IV NOVEL****( 20 HRS.)**

- Chimamanda Ngozi Adichie - *Purple Hibiscus*

**UNIT -V SHORT STORIES****( 10 HRS.)**

1. Amrita Pritam - "Wild Flower"(Self Study)
2. Louise Erdrich - "Scales"

**UNIT- VI- DYNAMISM**

Reading and appreciating contemporary women writers

**TEXTBOOKS:**

- 1.Adichie, Chimamanda Ngozi.*Purple Hibiscus*.Workman Publishing Company,2003.
2. Keller, Hellen. *Optimism: an Essay*. T. Y. Crowell and Company, 1903.
- 3.Naidoo,Muthal."Flight from the Mahabarath".Ed.Kathy A.Perkins. *Black South African Women: An Anthology of Plays*. Routledge, 1998.
4. Showalter, Elaine."Towards A Feminist Poetics".Ed.K.M.Newton. *Twentieth Century:LiteraryTheory*.Palgrave,1997. Pg (216- 220)
- 5.Copies of prescribed poems, prose pieces, drama and short stories.

**REFERENCES:**

1. Erdrich, Louise. *Love Medicine*.Harper Collins, 1984.
- 2.Gupta, Monika (Ed.) *Women Writers in the Twentieth Century Literature*. Atlantic Publishers and Distributors, 2000.
- 3.Hooks, Bell. *Feminist Theory: From Margin to Center*. Pluto Press, 2000.



4.Sarris, Greg, Connie A. Jacobs & James R. Giles

Ed. *Approaches To Teaching the Works of Louise Erdrich*. The Modern Language Association of America 2004.

5. Showalter, Elaine. "Towards A Feminist Poetics". Ed.

V.S. Seturaman. Pg (403-407) Macmillan India Limited, 1989.

6. Singh, R.P. *Select Voices from Africa and Asia: New Literatures In English*. Yking Books, 2016.

7. Whitson J., Kathy. *Encyclopedia of Feminist Literature*. Greenwood Publishing Group Inc, 2004.

### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>	
<b>UNIT -1 POEM</b>					
1.1	Introduction - Significance of women writers	1	PPT	LCD	
1.2	"We, Women of Enlightenment"	1	Lecture	Black board	
1.3	Analysis	1	Discussion	Black Board	
1.4	"Gone and Buried"	1	Lecture	Black Board	
1.5	Analysis	1	Chalk & talk	Black Board	
1.6	"Border"	1	Lecture	Green Board	
1.7	Discussion	1	Chalk & talk	Black board	
1.8	"Mother- in-law"	1	Lecture	Black Board	



1.9	Analysis	1	Discussion	Google classroom	
1.10	“Eve Song”	2	Chalk & talk	Black Board	
1.11	Discussion	1	Group discussion	Green Board	
1.12	“This is a Photograph of Me”	2	Lecture	Black Board	
1.13	Analysis	1	Chalk & talk	Black Board	
<b>UNIT -2 PROSE</b>					
2.1	Introduction	1	Lecture	flow Charts	
2.1	“Towards A Feminist Poetics”	4	PPT & Lecture	LCD & Black Board	
2.2	Analysis	3	Discussion	white Board	
2.3	“Optimism Within”	4	Chalk & Talk	Green Board	
2.4	Analysis	3	Discussion	white Board	
<b>UNIT -3 DRAMA</b>					
3.1	Introduction	2	PPT	LCD	
3.2	<i>Flight from the Mahabharath</i>	11	Chalk & Talk	Black Board	
3.3	Analysis	2	Discussion	Google classroom	
<b>UNIT -4 NOVEL</b>					



4.1	Introduction	2	Lecture	Flow Charts	
4.2	<i>Purple Hibiscus</i>	16	Lecture, PPT & Chalk & Talk	Black Board	
4.3	Analysis	2	Discussion	Google classroom	
<b>UNIT -5 SHORT STORIES</b>					
5.1	Introduction	1	PPT	LCD	
5.2	"Scales"	3	Lecture	Black Board	
5.3	Analysis	2	Discussion	Google classroom	
5.4	"Wild Flower"	2	Discussion	white Board	
5.5	Analysis	2	Discussion	Google classroom	

### EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %



K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

## CIA

<b>Scholastic</b>	<b>35</b>
<b>Non Scholastic</b>	<b>5</b>
<b>40</b>	

## EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %



Total	5	5	8	12	20	10	60	100 %
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## COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Relate the multiple dimensions in women's writings.	K1 & K3	PSO1 & PSO3
CO 2	Understand the feminine sensibility through literature.	K1 & K2	PSO3
CO 3	Compare and contrast the constraints of patriarchal frame work at different levels	K2	PSO1
CO 4	Identify the various levels of oppression and gender issues.	K3 & K4	PSO3 & PSO5
CO 5	Analyze the role of women in the contemporary scenario.	K2 & K4	PSO1 & PSO3

## Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	3	1	3
CO2	2	1	3	1	2
CO3	3	1	2	1	2
CO4	2	1	3	1	3
CO5	2	1	3	1	2



### Mapping of COs with POs

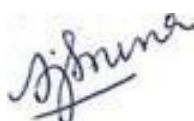
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	3	3	3	3
CO2	2	1	1	3	2	3	3
CO3	2	1	1	3	3	3	3
CO4	2	1	1	3	2	3	3
CO5	3	1	1	2	3	3	3

**Note:**  $\phi$  Strongly Correlated – **3**

$\phi$  Moderately Correlated – **2**

$\phi$  Weakly Correlated -**1**

#### COURSE DESIGNER:



**MS.A.J.Aruna**

**Forwarded By**



**DR. ROSELINE MARY**

**HOD's Signature & Name**







### III B.A ENGLISH

#### SEMESTER –VI

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W6ME3	DALIT LITERATURE	MAJOR ELECTIVE	5	5

#### COURSE DESCRIPTION

The course titled DALIT LITERATURE throws light on literary self-representations and how these representations differ from the mainstream writers. It also focuses on the efforts taken by the Dalit writers to redefine their culture and community in a different set of terms.

#### COURSE OBJECTIVES

- The course sensitizes the learners to the existence of Dalit literature.
- The course introduces the themes and rhetorics of Dalit literature and enables learners to reflect on the power of representations and being represented.

#### UNITS

##### UNIT –I POETRY (20 HRS)

1. Baburao Bagul -“You who have made the Mistake”
2. S. Joseph -“Identity Card”
3. Krupa Ponugati -“Prisoner’s Song”
4. Sharankumar Limbale -“White Paper”
5. Tryambak Sapkale -“That Single Arm” **(Self-Study)**

##### UNIT –II PROSE ( 15 HRS.)

1. Sharatchandra Muktibodhi - “What is Dalit Literature?”
2. Shantabai Kamble - “Naja Goes to School- and Doesn’t”  
**(Self-Study)**
3. P. Sivagami - “Land: Woman’s Breath and Speech”



**UNIT –III DRAMA (10 HRS.)**

M. Jeeva - “A Village Lullaby”

**UNIT –IV FICTION (15 HRS.)**

Baby Kamble - *The Prisons We Broke*

**UNIT –V SHORT STORY (15 HRS.)**

1. Ajay Navaria - “Scream” **(Self-Study)**

2. Bandhumadhav - “The Poisoned Bread”

**PRESCRIBED TEXT BOOKS:**

1. Bharathi, Thummapudi. Ed. *Telugu Dalit Poetry Today*. Sahitya Akademi, 2016.
2. Dangle, Arjun. Ed. *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Longman, 1992.
3. Navaria, Ajay. *Unclaimed Terrain*. Navayana, 2013.
4. Ravikumar and R. Azhagarasan. Eds. *The Oxford India Anthology of Tamil Dalit Writing*. Oxford University Press, 2012.

**REFERENCES:**

1. Dasan. K & Rajesh Karankal. Eds. *Counter Cultural Discourse and Dalit Literature in India*. ABD Publishers, 2014.
2. Limbale, Sharankumar. *Towards Aesthetics of Dalit Literature: History, Controversies and Considerations*. Orient Longman, 2004.
3. Naik, N Shanta Ed. *Dalit Literature: Our Response*. Sarup Book Publishers Pvt. Ltd., 2012.
4. Shanthanaik N. *Intraspection and Retraspection of Dalit Literature*. Sarup Book Publishers Pvt. Ltd., 2014.
5. Sujatha AS. *Dalit and Indian Literature*. ALP Books, 2013.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT –I POETRY</b>				
1.1	Topic 1-Introduction to Dalit Literature	2	Chalk & Talk	LCD



1.2	BaburaoBagul- “You who have made the Mistake”	4	Chalk & Talk	Black Board
1.3	S. Joseph - “Identity Card”	4	Lecture	PPT & White board
1.4	KrupaPonugati- “Prisoner’s Song”	3	Lecture PPT	Smart Board
1.5	SharankumarLimbale- “White Paper”	3	Lecture	Black Board
1.6	TryambakSapkale-“That Single Arm”	2	Discussion	Black Board
1.7	Dalit aesthetics in poetry	2	Discussion	Black Board
<b>UNIT -II PROSE</b>				
2.1	SharatchandraMuktibodhi- What is Dalit Literature?	6	Lecture PPT	Black Board LCD
2.2	ShantabaiKamble- Naja Goes to School- and Doesn’t	6	Chalk & Talk	Black Board
2.3	P. Sivagami- Land: Woman’s Breath and Speech	3	Discussion	Black Board
<b>UNIT -III DRAMA</b>				
	M. Jeeva - A Village Lullaby	10	Lecture PPT Discussion	Black Board LCD
<b>UNIT -IV NOVEL</b>				
4.1	Baby Kamble- <i>The Prisons We Broke</i>	15	Lecture PPT Discussion	Black Board LCD
<b>UNIT -V SHORT STORY</b>				
5.1	Ajay Navaria-“Scream”	6	Discussion	Black Board
5.2	Bandhumadhav – “The Poisoned Bread”	9	Lecture PPT Discussion	BlackBoard LCD



### EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
	T1	T2	Quiz	Assignment	OBT/PT				
	10 Mks.	10 Mks	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5 %
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA

Scholastic **35**Non Scholastic **5****40**

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100



Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %
K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

### COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the social and cultural positions of Dalits as represented in the literary works	K1& K2	PSO1, PSO2 & PSO3
CO 2	Explain the stereotyping of Dalits by the others	K1 & K3	PSO3
CO 3	Differentiate Dalit Literature from the literatures written by mainstream writers	K2 & K4	PSO3
CO 4	analyse and evaluate the unique features of Dalit writing	K2 & K3	PSO3
CO 5	Interpret the subtext of the Dalit literature	K3 & K4	PSO2 & PSO3

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	3	1	1
CO2	2	1	3	1	1

<b>CO3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO4</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>
<b>CO5</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>

### Mapping of COs with POs

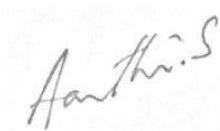
<b>CO/ PSO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO4</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>

**Note:**  $\phi$  Strongly Correlated – **3**

$\phi$  Moderately Correlated – **2**

$\phi$  Weakly Correlated - **1**

**COURSE DESIGNER:**



**Dr. S. Aarthi**

**Forwarded By**



**Dr.A. Roselin Mary**

**HOD'S Signature& Name**



### III B.A ENGLISH SEMESTER –VI

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/ WEEK	CREDIT S
USEN	19W6ME5	CHILDREN'S LITERATURE	MAJOR ELECTIVE	5	5

#### COURSE DESCRIPTION

The course titled CHILDREN'S LITERATURE includes authors and their writing in different genres, ranging from classics in history to contemporary works that discuss issues related to children.

#### COURSE OBJECTIVES

- ☐ The course informs how a body of Literature foregrounds children and addresses their interests, perceptions and attitudes.
- ☐ The texts prescribed make interesting reading and cultivate reading habits among students.

#### UNITS

##### UNIT I: POETRY

(12 HRS)

- 1.C.Richard Miles - When we were young
2. Ronald Dahl - The Little Red Riding Hood
3. Francis James Child - Robin hood Rescuing Three Squires  
(No. 140. Version B)
4. Lewis Carroll - You are Old Father William
5. William Allingham - Robin Redbreast

##### UNIT II: PROSE

(15 HRS)

1. John Burroughs - An Idyl of the Honey-bee
2. Pandit Jawaharlal Nehru - Letter to Children
3. Barack Obama - 'You Make Your Own Future'

##### UNIT III: SHORT STORY

(10 HRS)

1. Chinua Achebe - How the Leopard got His Claws
2. Ranjit Lal - The Caterpillar who went on Diet
3. Mahasweta Devi - The Why-Why Girl (**Self-Study**)

**UNIT IV: FICTION****(20 HRS)**

1. Ruskin Bond - Rusty Runs Away
2. Lewis Carroll - Alice in Wonderland (Self-Study)

**UNIT V: LEGENDS & MYTHS****(15 HRS)**

1. Native American Legend - Old Quannah's Gift
2. Greek Myth - The Sword of Damocles
3. Fairy Tale (Hans Anderson) - The Ugly Duckling  
- The Little Mermaid (Self-Study)

**UNIT VI: DYNAMISM (Evaluation Pattern-CIA only)****(3 HRS)**

1. Story –telling activity (Panchatantra Tales)
1. Creative writing task (Enid Blyton)
2. Discussion on Aesop's fables and Peter Rabbit

**REFERENCES:**

1. Ruskin Bond - Rusty Runs Away
2. Lewis Carroll - Alice in Wonderland
3. Ranjit Lal - The Caterpillar Who went on Diet
4. Hans Anderson - Fairy Tales (Two Tales)
5. Anderson, Hans. *Fairy Tales*. England: Wardlock Limited, 1987.
6. Matthews, Brander, ed. *The Oxford Book of American Essays*. New York: OUP, 1914; Bartleby.com, 2000. [www.bartleby.com/109/](http://www.bartleby.com/109/).

**DIGITAL OPEN EDUCATIONAL RESOURCES**

1. <https://www.whitehouse.gov/MediaResources/PreparedSchoolRemarks/>
2. <http://people.ucalgary.ca/~dkbrown/authors.html>
3. <http://people.ucalgary.ca/~dkbrown/storfolk.html>
4. <http://www.bartleby.com/109/22.html>



**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT –I POETRY</b>				
1.1	C.Richard Miles - When we were young	2	Chalk & Talk	Black Board
1.2	Ronald Dahl - The Little Red Riding Hood	2	Chalk & Talk	LCD
1.3	Francis James Child - Robin hood Rescuing Three Squires (No. 140. Version B)	4	Lecture	PPT & White board
1.4	Lewis Carroll - You are Old Father William	2	Lecture	Black Board
1.5	William Allingham - Robin Redbreast	2	Lecture	Black Board
<b>UNIT-II PROSE</b>				
2.1	John Burroughs - An Idyll of the Honey-bee	5	Lecture	Black Board
2.2	Pandit Jawaharlal Nehru - Letter to Children	5	Chalk &Talk	Black Board
2.3	Barack Obama - 'You Make Your Own Future'	5	Lecture	LCD
<b>UNIT-III SHORT STORY</b>				
3.1	Chinua Achebe - How the Leopard got His Claws	2	Chalk & Talk	Black Board
3.2	Ranjit Lal - The Caterpillar who went on Diet	2	Chalk & Talk	LCD

3.3	Mahasweta Devi - The Why-Why Girl (Self-Study)	4	Lecture	PPT
<b>UNIT-IV FICTION</b>				
4.1	1. Ruskin Bond - Rusty Runs Away	1	Lecture	Black Board
4.2	Lewis Carol- Alice in Wonderland (Self-Study)	2	Chalk & Talk	LCD
<b>UNIT-V LEGENDS &amp; MYTHS</b>				
5.1	Native American Legend - Old Quannah's Gift	2	Chalk & Talk	Black Board
5.2	Greek Mythology- The Sword of Damocles	2	Chalk & Talk	LCD
5.3	Fairy Tale (Hans Anderson)- The Ugly Duckling - The Little Mermaid (Self-Study)	4	Lecture	LCD
<b>VI DYNAMISM</b>				
6.1	Story –telling activity (Panchatantra Tales)	1	Chalk & Talk	LCD
6.2	Creative writing task (Enid Blyton)	1	Lecture	LCD
6.3	Discussion on Aesop's fables and Peter Rabbit	1	Lecture	LCD

## EVALUATION PATTERN

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C5	CIA Total	% of Assessment
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	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks	5 Mks.	5 Mks		35 Mks.	5 Mks.	40M ks.	
K1	2	2	-	-	-	4	-	4	10%
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %
K4	3	3	-	5	-	11	-	11	27.5%
Non Schol astic	-	-	-	-	-		5	5	12.5%
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100%</b>

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	4	-	-	14	23.33 %

K2	-	-	8	4	-	-	12	20 %
K3	-	-	-	-	20	-	20	33.33 %
K4	-	-	-	4	-	10	14	23.34 %
Total	5	5	8	12	20	10	60	100 %

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	cherish the values of love, life and emotions from the eyes of children.	K1	PSO1& PSO2
CO 2	critique the international and National canons of Children's Literature in cultural and linguistic forms.	K1, K2,	PSO3
CO 3	classify and categorize the social and ecological issues in the works written for children	K1 & K3	PSO5
CO 4	develop the habit of autonomous reading and learning	K1, K2 &K3	PSO2
CO 5	identify the range of genres including Folklores, myths and legends that focus on children	K2 & K4	PSO4

## Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	1	2



<b>CO2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO4</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>CO5</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>

### Mapping of COs with POs

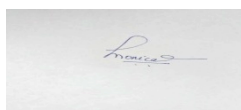
<b>CO/ PSO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>CO4</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>

**Note:**  $\phi$  Strongly Correlated – **3**

$\phi$  Moderately Correlated – **2**

$\phi$  Weakly Correlated -**1**

**COURSE DESIGNER:**



**L. Monica Lilly**

**Forwarded By**



**Dr.A. Roselin Mary**

**HOD'S Signature& Name**

**III B.A.ENGLISH****SEMESTER –V***For those who joined in 2019 onwards*

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGO RY</b>	<b>HRS/WE EK</b>	<b>CREDIT S</b>
<b>USEN</b>	<b>19W5SB3</b>	<b>WRITING SKILLS</b>	<b>SKILL BASED</b>	<b>2</b>	<b>2</b>

**COURSE DESCRIPTION**

This course is designed to provide practical hands-on training in the most relevant areas to develop writing skills.

**COURSE OBJECTIVES**

This course intends to

- equip the students of English literature to use the language potentials for creative writing
- give students the basic technical skills to acquire job

**UNITS****UNIT I****(6 HRS)****VOCABULARY**

- i) Spellings & Abbreviations
- ii) Book Review
- iii) One word substitution & Misspelled words

**UNIT II****(6 HRS)****WRITING PROCESS**

- i) Controlled and Guided Composition (What to write)

**UNIT III****(6 HRS)**



**WRITING LETTERS**

- i) Formal and Informal Letters
- ii) Job Applications and Resume

**UNIT IV****(6 HRS)****OFFICIAL WRITINGS**

- i) Agenda
- ii) Minutes
- iii) Report Writing
- iv) Abstracting & Summarizing

**UNIT V****(6 HRS)****CREATIVE WRITING**

- i) Traits of a Creative Person
- ii) Scope of Creativity
- iii) Figures of Speech

**PRESCRIBED BOOK:**

Gangal, J.K. *A Practical Course for Developing Writing Skills in English*. New PHI. 2011.

**REFERENCE BOOKS:**

1. Langan, John. *College Writing Skills*. Media Edition. ed. 5. McGraw Hill, 2003.
2. Laws, Anne. *Writing Skills*. Orient BlackSwan, 2011.
3. Williams, Phil. *Advanced Writing Skills for Students of English*. Rumian, 2018.

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -1 VOCABULARY</b>				
1.1	Spellings & Abbreviations	2	Chalk & Talk	Black Board
1.2	Book Review	2	Discussion	PPT
1.3	One word substitution & Misspelled words	2	Discussion	PPT
<b>UNIT -2 WRITING PROCESS</b>				
2.1	Controlled and Guided Composition (What to write)	6	Chalk & Talk	Black Board
<b>UNIT -3 WRITING LETTERS</b>				
3.1	Formal and Informal Letters	3	Discussion	Black board &PPT
3.2	Job Applications and Resume	3	Chalk & Talk	Black Board
<b>UNIT -4 OFFICIAL WRITINGS</b>				
4.1	Agenda	1	Chalk & Talk	PPT &Black Board
4.2	Minutes	1	Discussion	Black Board
4.3	Report Writing	2	Chalk & Talk	PPT



4.4	Abstracting & Summarizing	2	Discussion	Smart Board
<b>UNIT -5 CREATIVE WRITING</b>				
5.1	Traits of a Creative Person	2	Discussion	Black Board
5.2	Scope of Creativity	2	Chalk & Talk	PPT
5.3	Figures of Speech	2	Chalk & Talk	Smart Board

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	5	-	-	9	-	9	22.5
K2	2	2	-	-	5	9	-	9	22.5
K3	6	6	-	5		17	-	17	42.5
K4			-		-		-		
Non Scholastic	-	-	-	-	-		5	5	12.5
Total	10	10	5	5	5	35	5	40	100

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	5	-	-	15	25 %
K2	-	-	10	10	-	-	20	33.33 %
K3	-	-	-	-	25	-	25	41.6%
K4	-	-	-	-	-	-		
Total	5	5	8	12	20	10	60	100 %



## COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Recall the vocabulary and abbreviations to apply in writing process	K1& K3	PSO1
CO 2	Recall the basics of the writing process	K1	PSO2
CO 3	Prepare model resumes and draft all types of letters	K2 & K3	PSO3
CO 4	Outline and draft all types of official writings	K2& K3	PSO2&PSO5
CO 5	Relate the creative contents	K2	PSO2

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	1	2	1
CO2	1	3	1	2	1
CO3	1	3	1	2	1
CO4	1	3	1	1	1
CO5	1	2	1	3	1

### Mapping of COs with POs

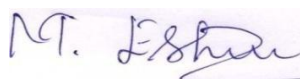
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	1	1	2	1	3	2
CO2	1	2	1	1	1	3	2
CO3	1	1	1	1	1	3	2
CO4	3	1	2	1	1	3	2
CO5	1	2	1	1	1	3	2

**Note:**  $\phi$  Strongly Correlated – 3

$\phi$  Moderately Correlated – 2

$\phi$  Weakly Correlated -1

**COURSE DESIGNER:**



**Ms. M. Esther**

**Forwarded By**



**A.ROSELIN MARY**

**HOD'S Signature & Name**



### III B.A ENGLISH SEMESTER –V

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W5SB4	JOURNALISM	Skill Based	2	2

#### **COURSE DESCRIPTION:**

The course titled JOURNALISM is designed to enable the learners to acquire basic journalistic skills.

#### **COURSE OBJECTIVES:**

- The course is designed to teach the learners the various forms of journalistic writings.
- The course helps the learners to acquire the skills required for writing and editing news reports and stories.

#### **UNITS:**

##### **UNIT –I Introduction**

**(6 HRS.)**

1. Introduction to Journalism - (*Mass Communication in India* p. 61-64) **(Self-Study)**
2. Understanding News & Types of News– (*Fundamentals of Reporting and Editing* – p. 1-11, p. 19-25)
3. Features and Scope of Online Journalism

##### **UNIT –II Report Writing**

**(6 HRS.)**

1. Inverted Pyramid (p. 28-32) **(Self-Study)**
  2. The Five Ws (p. 32) **(Self-Study)**
  3. Types of Leads (32-37)
- (Material for this Unit selected from *Fundamentals of Reporting and Editing*)

**UNIT –III Headlines****(6 HRS.)**

1. Headlines–Functions & Features (p. 321- 325)
  2. Writing Headlines – (338 – 340)
  3. Rules & Principles of Headline Writing – (340 – 348)
- (Material for this Unit selected from *Fundamentals of Reporting and Editing*)

**UNIT –IV Writing Stories****(6 HRS.)**

1. Personals & Briefs (*Fundamentals of Reporting and Editing* – p. 118-123)
2. Fillers & Speeches (*Fundamentals of Reporting and Editing* – p.124 - 127)
3. Review of Books and Films (*Multimedia Journalism: A Practical Guide* - p. 378-380)

**UNIT –V Editing****(6 HRS.)**

- 1) Introduction to Editing (p. 278 – 280)
  - 2) Editing Job (p. 282 – 284)
  - 3) Editor's choice of words – (p. 296 – 298) (Several editing tasks to be given)
- (Material for this Unit selected from *Fundamentals of Reporting and Editing*)

**UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)**

- 1) Compile Headlines and News stories from current newspapers
- 2) Discuss the happenings in Online and Social media
- 3) Prepare reports on the events of the college
- 4) Visit to Press and FM Radio Stations

**REFERENCES:**

1. Chaudhary K K. *Print and Broadcast Journalism*. New Delhi: Abhijeet Publications, 2012.
2. Gandhi, Ved Prakash.A *First Course in Practical Journalism*.New Delhi:Lok Sabha Secretariat, 2001.
3. Madhusudan K P. *Development of Mass Communication – Futuristic Approach: Making of Journalist*. New Delhi: Sarup & Sons, 2002.
4. Parthasarathy, Rengaswami *Basic Journalism*. New Delhi: Macmillan, 2003.
5. Roy, Barun. *A Beginner's Guide to Journalism*.Delhi: PusthakMahal, 2000.
6. Shamsi, Nayyar. *Journalism: The News*. New Delhi: Anmol Publications Pvt. Ltd., 2005.



1. Whitaker W. et.al. *Media Writing*. 3<sup>rd</sup> Edition. New York: Routledge, 2009.

### DIGITAL OPEN EDUCATIONAL RESOURCES:

1. <http://www.bbc.co.uk/academy/journalism/skills/digital-journalism>
2. <https://www.ndsu.edu/pubweb/~rcollins/242photojournalism/historyofphotography.html>
3. [http://learn.org/articles/What\\_is\\_Sports\\_Journalism.html](http://learn.org/articles/What_is_Sports_Journalism.html)
4. [http://www.newworldencyclopedia.org/entry/Sports\\_journalism](http://www.newworldencyclopedia.org/entry/Sports_journalism)
5. <http://www.nctj.com/journalism-qualifications/diploma-in-journalism/Business-and-Finance-Journalism>
6. [http://sand-kas-ten.org/ijm/Chapter\\_1.pdf](http://sand-kas-ten.org/ijm/Chapter_1.pdf)
7. <http://www.berkeleybeacon.com/opinion/2013/10/2/in-defense-of-entertainment-journalism>

### COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -I- INTRODUCTION</b>				
1.1	Introduction to Journalism	2	Lecture	PPT
1.2	Understanding News	1	Lecture	PPT
1.3	Types of News	1	Lecture	PPT
1.4	Features of Online Journalism	1	Flipped Classroom	Smart Board
1.5	Scope of Online Journalism	1	Flipped Classroom	Black Board
<b>UNIT-II-REPORT WRITING</b>				
2.1	Inverted Pyramid	2	Self-Study-Discussion	Google Class room
2.2	The Five Ws	2	Self-Study-Discussion	Google Class room

2.3.	Types of Leads	2	Lecture	PPT
<b>UNIT-III-HEADLINES</b>				
3.1	Functions of Headlines	1	Lecture & Class Assignment	News Paper Clippings
3.2	Features of Headlines	1	Lecture & Class Assignment	News Paper Clippings
3.3	Writing Headlines	2	Lecture & Class Assignment	News Paper Clippings
3.4	Rules & Principles of Headline Writing	2	Lecture & Class Assignment	News Paper Clippings
<b>UNIT IV – WRITING STORIES</b>				
4.1	Personals & Briefs	1	Group Discussion	Samples of Stories from magazines
4.2	Fillers & Speeches	1	Demonstration by Teacher and Oral Presentation by Students	Videos of famous Speeches
4.3	Review of Books	2	Lecture & Group Discussion	Samples of Book Reviews
4.4	Review of Films	2	Lecture & Group Discussion	Films & Cue Cards
<b>UNIT V – EDITING</b>				
5.1	Introduction to Editing	2	Lecture & Class Assignment	News Paper Clippings
5.2	Editing Job	2	Lecture & Class Assignment	News Paper Clippings



5.3	Editor's choice of words	2	Lecture & Class Assignment	News Paper Clippings
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Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	5	-	-	9	-	9	22.5 %
K2	2	2	-	-	5	9	-	9	22.5 %
K3	6	6	-	5		17	-	17	42.5 %
K4			-		-		-		
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total

10	10	5	5	5	5	40	60	100
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Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	5	-	-	15	25 %
K2	-	-	10	10	-	-	20	33.33 %
K3	-	-	-	-	25	-	25	41.6%
K4	-	-	-	-	-	-		
Total	5	5	8	12	20	10	60	100 %

### COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the basic concepts of Journalism	K1	PSO5
CO 2	Compare and analyze the different types of Leads	K2 & K4	PSO5
CO 3	Explain the features, function of headlines and write them	K1, K2& K3	PSO5
CO 4	Evaluate and write different types of Stories	K3 & K4	PSO4 PSO5
CO 5	Edit reports and other stories	K2 & K3	PSO5
CO 6	Keep abreast of the current affairs and share with the peers during classroom activities	K3 & K4	PSO5 PSO6



### Mapping of COs with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	1	3	1
CO2	1	2	1	3	1
CO3	1	3	1	3	2
CO4	1	3	1	3	2
CO5	1	3	1	3	2
CO6	1	1	1	3	3

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3	3	3	3	3	2
CO2	1	3	1	1	1	3	2
CO3	1	3	3	3	3	3	2
CO4	1	3	3	3	3	3	2
CO5	1	3	3	3	3	3	2
CO6	2	3	2	2	2	3	2

**Note:**    $\phi$  Strongly Correlated – 3                       $\phi$  Moderately Correlated – 2  
                   $\phi$  Weakly Correlated -1

**COURSE DESIGNER:**

*S. Sairabanu*

**Dr. S. Saira Banu**

**Forwarded By**

*Roselin Mary*

**Dr.A. Roselin Mary**

**HOD'S Signature & Name**

### III B.A ENGLISH SEMESTER –VI

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W6SB5	ENGLISH LANGUAGE TEACHING	SKILL BASED	2	2

#### **COURSE DESCRIPTION**

The course titled ENGLISH LANGUAGE TEACHING offers a comprehensive view of the traditional and contemporary methods involved in language teaching. It also focuses on honing reading and writing skills.

#### **COURSE OBJECTIVES**

- The course focuses on the teaching strategies used to sharpen the macro skills.
- The course throws light on the dynamic role of the teacher specifically on the need to work out a well-planned lesson module.

#### **UNITS**

##### **UNIT –I**

**(6 HRS)**

1. Role of a Teacher. **(Self-Study)**
2. Techniques of Teaching English.

##### **UNIT –II**

**(6 HRS)**

Teaching Language Skills.

- i) Listening ii) Speaking

##### **UNIT –III -**

**(6 HRS)**

Teaching Language Skills.

- iii) Reading iv) Writing

##### **UNIT –IV**

**(6 HRS)**

1. Teaching Aids. **(Self-Study)**
2. Planning a Lesson.

**UNIT –V****(4 HRS)**

Practice Teaching

(For General English remedial students)

**UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)****(2 HRS.)**

Discussion on learners' problem.

Demonstrating New Aids for effective teaching

**TEXT BOOKS:**

Photocopies of chapters from the following books.

1. McDonough Jo, et al. *Materials and Methods in ELT : A Teacher's Guide*. 3<sup>rd</sup> edition. Willey Blackwell, 2013.
2. Tickoo, M.L. *Teaching and Learning English : A Source Book for Teachers and Teacher Trainers*.Orient Longman, 2004. Pg. 218 – 231, 347
3. Venkadeswaran, S. *Principles of Teaching English*. Vikas Publishing House Pvt Ltd., 2014. Pg. 74 – 119, 172 – 182.

**REFERENCES:**

1. Doff, Adrian. *Teach English: A Training Course for Teachers*.Cambridge University Press, 2007.
2. Ed. Tarinayya. *English Language Teaching: Theory & Practice*. T R Publications, 1992.
3. Ur, Penny. *A Course in Language Teaching: Practice and Theory*.Cambridge University Press, 2009.

**COURSE CONTENTS & LECTURE SCHEDULE:**

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
<b>UNIT -1</b>				
1.1	Role of a Teacher. (Self-Study)	2	Chalk & Talk	Black Board
1.2	Techniques of Teaching English.	4	Chalk & Talk	LCD
<b>UNIT -2</b>				



2.1	Teaching Language Skills Listening	3	Specimen	Google classroom
2.2	Teaching Language Skills. Speaking	3	Discussion	Green Board

### UNIT-3

3.1	Teaching Language Skills. Reading	3	Discussion	Google classroom M
3.2	Teaching Language Skills. Writing	3	Specimen	LCD

### UNIT-4

4.1	Teaching Aids. (Self-Study)	3	Discussion	LCD
4.2	Planning a lesson	3	Specimen	PPT & White board

### UNIT-5

5.1	Teaching Practice	4	Discussion	Google Classr Oom
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### UNIT- VI- DYNAMISM

6.1	Discussion on learners' problem.	1	Discussion	LCD
6.2	Demonstrating New Aids for effective teaching	1	Demonstration	LCD

Levels	C1	C2	C3	C4	C5	Total Scholas tic Marks	Non Scholas tic Marks C6	CIA Total	% of Assess ment
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	T1 10 Mks.	T2 10 Mks.	Quiz 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	5	-	-	9	-	9	22.5 %
K2	2	2	-	-	5	9	-	9	22.5 %
K3	6	6	-	5		17	-	17	42.5 %
K4			-		-		-		
Non Scholastic	-	-	-	-	-		5	5	12.5 %
Total	10	10	5	5	5	35	5	40	100 %

## CIA

Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

**EVALUATION PATTERN**

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total
10	10	5	5	5	5	40	60	100

Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
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K1	5	5	-	5	-	-	15	25 %
K2	-	-	10	10	-	-	20	33.33 %
K3	-	-	-	-	25	-	25	41.6%
K4	-	-	-	-	-	-		
Total	5	5	8	12	20	10	60	100 %

### COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	use the language learning strategies effectively to develop their English language skills.	K1 & K2	PSO4
CO 2	utilize and apply activities that enable students to improve their listening and speaking skills.	K2 & K1	PSO2 & PSO4
CO 3	utilize and apply activities that enable students to improve their reading and writing skills.	K3 & K4	PSO4
CO 4	prepare new materials to be used in the teaching process and to plan	K3 & K4	PSO4
CO 5	evaluate the skills involved in learning language and to acquire professional competence.	K2 & K4	PSO2 & PSO4

### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
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<b>CO1</b>	1	2	1	3	1
<b>CO2</b>	1	3	1	3	2
<b>CO3</b>	1	2	1	3	1
<b>CO4</b>	2	1	1	3	1
<b>CO5</b>	1	3	1	3	2

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
<b>CO1</b>	1	3	1	1	1	3	2
<b>CO2</b>	1	3	1	1	2	3	2
<b>CO3</b>	1	3	1	1	2	3	2
<b>CO4</b>	1	3	1	1	2	3	2
<b>CO5</b>	1	3	1	1	2	3	2

**Note:**  $\phi$  Strongly Correlated – 3

$\phi$  Moderately Correlated – 2

$\phi$  Weakly Correlated -1

### COURSE DESIGNER

*K. Ashta Lakshmi*

**Ms.K.Ashtalakshmi**

**Forwarded By**

*Roselin Mary*

**Dr.A. Roselin Mary**  
**HOD'S Signature& Name**

### III B.A ENGLISH SEMESTER –VI

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19W6SB6	ENGLISH FOR CORPORATE SECTOR	SKILL BASED	2	2

#### **COURSE DESCRIPTION**

The course titled English for Corporate Sector provides a comprehensive view of the skills and etiquettes required to qualify in the corporate sectors.

#### **COURSE OBJECTIVES**

- ☐ The course aims to impart employability skills.
- ☐ The course enables the learners to acquire linguistic competence to find a career in firms and business houses.

#### **UNITS**

##### **UNIT –I Art of Corporate Communication ( 6HRS.)**

- 1.Barriers to effective communication
- 2.Towards effective communication

##### **UNIT –II Effective Non-verbal Communication ( 4 HRS.)**

- 1.Categories of non-verbal communication **(Self-Study)**
- 2.Waysto improve non-verbal communication

##### **UNIT –III Excelling through Placement Process ( 6HRS.)**

- 1.Success at written aptitude Test
- 2.Group Discussion phases and skills required

##### **UNIT –IV Skills for the corporate sector ( 8 HRS.)**

- 1.Planning and writing for presentation

2. Answering presentation questions

3. Preparing newsletters

### **UNIT –V Interview techniques and Etiquettes**

**( 6 HRS.)**

1. Presenting yourself at the interview

2. Interview questions and responses

3. Professional Etiquettes

#### **TEXT BOOKS:**

Photocopies of chapters from the following books.

1. Banerjee A.K., *Art of Corporate Communication*. Lotus

Press, 2009 (Pg. 11- 18) & (93 -102)

2. Joshi, Gangadhar. *Campus to corporate: Your Road map to*

*Employability*. SAGE Publications, 2015. (Pg. 190 & 191), (195-198), (89- 95), (61 -67), (206– 214)

3. Nicole, Vijay. *Objective English for Competitive English*. Vijay

Nicole imprints Private Limited, 2005. (VA – 1 to VA - 18)

#### **REFERENCES:**

1. Barrass, Robert. *Writing At Work: A guide to better writing in Administration, Business and Management*. Routledge, 2007

2. Mitra K. Barun. *Personality Development & Soft skills*. Oxford

University Press, 2011

3. Mohan, Krishna and Meera Banerji. *Developing Communication*

*Skills*. Macmillan Publishers India Ltd, 2011.

4. Raman, Meenakshi and Sangeeta Sharma. *Technical*

*Communication*. Oxford University Press, 2008.

#### **COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT –I ART OF CORPORATE COMMUNICATION</b>				
1.1	Barriers to effective communication	2	Lecture	PPT & White board



1.2	Towards effective communication	2	Lecture	Smart Board
1.3	Practical Tasks	2	Discussion	Google classroom
<b>UNIT –II EFFECTIVE NON-VERBAL COMMUNICATION</b>				
2.1	Ways to improve non-verbal communication	3	Demonstration	Green Board
2.2	non-verbal communication	1	Discussion	PPT & White board
<b>UNIT –III EXCELLING THROUGH PLACEMENT PROCESS</b>				
3.1	Success at written Aptitude Test	3	Lecture	Green Board Charts
3.2	Group Discussion phases & skills required	3	Discussion	Green Board
<b>UNIT –IV SKILLS FOR THE CORPORATE SECTOR</b>				
4.1	Planning & writing for presentation	3	Chalk & talk	Black Board
4.2	Answering presentation question	3	Discussion	Green Board
4.3	Preparing newsletters	2	Chalk & talk	Black Board
<b>UNIT –V INTERVIEW TECHNIQUES AND ETIQUETTES</b>				
5.1	Presenting yourself at the interview	2	PPT	LCD
5.2	Interview questions and responses	2	Chalk & Talk	Green Board

5.3	Professional Etiquette	2	Discussion	Google classroom
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Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% Assessment
	T1	T2	Quiz	Assignment	OBT/PP T				
	10 Mks.	10 Mks.	5 Mks.	5 Mks	5 Mks	35 Mks.	5 Mks.	40Mks.	
K1	2	2	5	-	-	9	-	9	22.5
K2	2	2	-	-	5	9	-	9	22.5
K3	6	6	-	5		17	-	17	42.5
K4			-		-		-		
Non Scholastic	-	-	-	-	-		5	5	12.5
Total	10	10	5	5	5	35	5	40	100

CIA	
Scholastic	<b>35</b>
Non Scholastic	<b>5</b>
	<b>40</b>

### EVALUATION PATTERN

SCHOLASTIC					NON - SCHOLASTIC	MARKS		
C1	C2	C3	C4	C5	C6	CIA	ESE	Total

10	10	5	5	5	5	40	60	100
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Levels	Section A (i) 5 Mks.	Section A (ii) 5 Mks	Section B 8 Mks.	Section C 12 Mks	Section D 20 Mks.	Section E 10 Mks.	Total 60Mks.	
K1	5	5	-	5	-	-	15	25 %
K2	-	-	10	10	-	-	20	33.33 %
K3	-	-	-	-	25	-	25	41.6%
K4	-	-	-	-	-	-		
Total	5	5	8	12	20	10	60	100 %

### COURSE OUTCOMES

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

NO	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	Identify the barriers in communication and overcome it	K1	PSO 2
CO 2	Understand the body language of their peers	K1& K3	PSO 4
CO 3	apply the strategies in group discussion and actively participate in it with confidence	K2 & K3	PSO5
CO 4	understand and identify the context to participate in presentations	K2 & K3	PSO 4 & PSO5
CO 5	apply the theoretical knowledge and practice professional etiquettes	K2	PSO 4



### Mapping COs Consistency with PSOs

CO/ PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	1	3	1
CO2	1	2	1	3	1
CO3	1	3	1	3	2
CO4	1	3	1	3	1
CO5	1	3	1	3	1

### Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	1	3	1	2	3	3	2
CO2	1	3	1	3	3	3	2
CO3	1	3	3	3	3	3	2
CO4	1	3	3	2	3	3	2
CO5	1	3	2	1	3	3	2

**Note:**    $\phi$  Strongly Correlated – 3                       $\phi$  Moderately Correlated – 2  
                   $\phi$  Weakly Correlated -1

**COURSE DESIGNER:**



**MS.A.J.ARUNA**

**Forwarded By**



**Dr.A. Roselin Mary**  
**HOD'S Signature& Name**