

FATIMA COLLEGE (AUTONOMOUS)



Re-Accredited with “A++” Grade by NAAC (Cycle IV)
Maryland, Madurai- 625 018, Tamil Nadu, India

**NAME OF THE DEPARTMENT: THE RESEARCH CENTRE OF
ENGLISH**

NAME OF THE PROGRAMME : M.A ENGLISH

PROGRAMME CODE : PSEN

ACADEMIC YEAR : 2022-2023

Minutes of the Board of Studies Meeting

To be implemented from : 2022-2023 onwards

Venue : The Research Centre of English

Convened on : 21.03.2022

Convened at : The Research Centre of English

Members Present :

- | | |
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| 1. Dr. A. Roselin Mary
Associate Professor & Head
The Research Centre of English
Fatima College
Madurai - 625018. | Head of the Department

Roselin Mary
21/03/2022 |
| 2. Dr. R. Rajesh
Assistant Professor & Head-in-charge
School of English and Foreign
Languages
Madurai Kamaraj University
Madurai - 21 | University Nominee

R. Rajesh
21/03/2022 |
| 3. Dr. G. Baskaran
Professor of English and
Foreign Languages
The Gandhigram Rural Institute
Dindigul. | Subject Expert

G. Baskaran
21/03/2022 |
| 4. Dr. D. Laura Dameris Chellajothe
Associate Professor
Bharathidasan University
Tiruchirappalli. | Subject Expert

Laura Dameris
21/03/2022 |

5. Ms. Kolammal Sankaranarayanan Industrialist
Senior Manager &
Head of Content
Bahwan Cyber Tek Group
Chennai. *n/sk*
6. Ms. Saradha Devi Alumna
Assistant Professor
Department of English (SF)
The American College
Madurai. *S*
7. Dr. S.J. Kala Dean of Academic
Associate Professor Affairs.
The Research Centre of English
Fatima College
Madurai - *S. J. K*
8. Dr. Fernando Delishia Staff Members
Associate Professor Fernando Delishia
9. Dr. P. Varaprasadam Christi Shanthi P.V. Christi Shanthi
Associate Professor
10. Dr. S. Saira Banu B. Banu
Associate Professor
11. Dr. Mary Magdalene Abraham Magdalene althi
Associate Professor
12. Dr. S.J. Kala
Associate Professor *S. J. K*

13. Dr. S. Aarthi
Assistant Professor

Aarthi S

14. Dr. S. Parvathi
Assistant Professor

P. Parvathi

15. Dr. R. Saktheshwari
Assistant Professor

Saktheshwari

16. Ms. A. Deva Sudha
Assistant Professor

AS

17. Dr. G. Priya
Assistant Professor

GPriya

18. Ms. J. Kayal Anthony
Assistant Professor

J. Kayal

19. Ms. N. Sangeetha Rani
Assistant Professor

N. Sangeetha Rani

20. Dr. A. J. Aruna
Assistant Professor

A. J. Aruna

21. Ms. M. Esther
Assistant Professor

M. Esther

22. Ms. A. J. Bernita
Assistant Professor

A. J. Bernita

23. Ms. P. Sumedha
Assistant Professor

P. Sumedha

- | | |
|--|------------------|
| 24. Ms. D. Ramya
Assistant Professor | D. Ramya |
| 25. Ms. M. Aabidha Thaslim
Assistant Professor | M. Aabidha |
| 26. Ms. K. Ashta Lakshmi
Assistant Professor | K. Ashta Lakshmi |
| 27. Ms. P. Eunice
Assistant Professor | P. Eunice |
| 28. Ms. N. Shajitha Parveen
Assistant Professor | N. Shajitha |
| 29. Dr. J. Vency Jasmine
Assistant Professor | J. Vency |
| 30. Ms. E. Anni Selwa Iniba
Assistant Professor | E. Anni |
| 31. Ms. M. Joyce Vinita
Assistant Professor | Joyce |

Agenda for Board of Studies:

1. Presentation of the Action Taken Report.
2. Updation & addition of Open Educational Resources
3. Revision of syllabus
4. New Courses
5. Conversion of Crash Courses into Skill Embedded Courses & Skill Embedded Courses into Crash Courses
6. Approval of Ph.D Course Work Syllabus
7. Internships & Projects.

1. Action Taken Report for 2021-2022

S.No.	Common Suggestions offered in the Previous Board	Action taken for the academic year 2020-21.
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1.	Dr. G. Baskaran: Course outcomes to be added for all self learning courses.	Inclusion of course outcomes has been done for each course.
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2.	Dr. R. Rajesh: LMS, ICT & DOER added after Contextual Learning may be reference added in the syllabus.	
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3.	Ms. B. Vijayalakshmi: Relevant ICT was employed modifications to be made in for teaching & a few courses to help students evaluation. meet the covid challenges.	
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B.A. English:

Change of Course Title : NIL

New Courses Introduced

S.No.	Course Code	Course Title	Relevance to *				Scope for #		Need for Introduction
			L	R	N	G	Emp	Entre	
1.	19UGVAL2	English for Career Enrichment	✓	✓	✓	✓	✓	✓	To improve the communication skills of learners & help them compete in the job market.
2.	21UGVAW2	English for (Shift II) Tourism	✓	✓	✓	✓	✓	✓	To enable learners create tour itinerary, travel blogs, brochures & equip them with ESP

S.No.	Course Code	Course Title	Relevance to				Scope for			Need for
			L	R	N	G	Emp	Entre	SD	Introduction
3.	21UGSE CL1	English for TET Aspirants	✓	✓	✓	✓	✓	✓	✓	To help TET aspirants acquire linguistic skills needed to crack the exams.

Revised Courses

S.No.	Course Code	Course Title	No. & Title of Unit revised with the revised content specified if it is not the whole unit.	% of revision	Need for Revision	Relevance to *	Scope for #
						L R N G	E M P T E S D
1.	19L6CC14/ 19W6CC14	Literary Criticism	Peter Barry's <u>Beginning Theory</u> included in reference.	-	To provide fundamental knowledge of critical theories	✓ ✓	✓
2.	19L2CC4/ 19W2CC4	Ecological Concerns in Literature	Clubbing of Unit I & II.	-	To reduce the number of units	✓ ✓	

2. Updation of Open Educational Resources in the list of references :

S.No.	Course Code.	Course Title	Details of Updation
1.	19L5CC10/ 19W5CC10	World Literature in Translation.	DOER added.
2.	19L5SB3/ 19W5SB3	Writing Skills	DOER added

3. Revision of Courses

S.No.	Course Code	Course Title	No. & Title of Units revised with the revised content specified if it is not the whole unit.	% of Revision	Need for Revision	Relevance to	Scope for
						L R N G	E E S M M D P P
1.	19EL1LI/ 19EL1WI	Intermediate Communicative English.	Unit IV - George Orwell's "Shooting an Elephant" is added. Unit V - Oscar Wilde's "The Remarkable Rocket" is added.	15%	To familiarize students with literary texts	✓ ✓ ✓ ✓	
2.	19EL2LI/ 19EL2WI	English for Empowerment	Unit IV - Rabindra Nath Tagore's "Postmaster" included Unit V - O. Henry's "Newspaper Story" included.	To familiarise students with literary texts	15%	✓ ✓ ✓ ✓	
3.	19L2CC3/ 19W2CC3	Age of Dryden & Pope	Unit I - Aphra Behn's "The Dream" replaced with "Epitaph on the Tombstone of a Child" & removed "The Willing Mistress" & introduced Anne Killigrew's "Pastoral Dialogue". Unit II - Introduce	20%	To introduce variety	✓ ✓	

S.No.	Course Code	Course Title	No. & Title of Units revised with the revised content specified if it is not whole unit	% of Revision	Need for Revision	Relevance to * LRNG	Scope for * E.E M.N P.E S.D
	19L2CC3/ 19W2CC3		John Wilmot's "A Woman's Honour" & John Oldham's "The Careless Good Fellow" Unit V - Jonathan Swift's <u>Gulliver's Travel</u> - Part 1 & 2 - removed.				
4.	19L3CC6/ 19W3CC3	African American Literature	Unit I - Removed "Walk Together Children", "Trouble in Mind" Unit II - The essay "Black Writing" is removed. Unit V - "Gorilla, My love" removed.	9%	Course was heavy	✓✓	
5.	19L5CC9/ 19W5CC9	Shakespeare	Unit II - Shakespearean Sonnets replaced with <u>The Winter's Tale</u> .	20%	To avoid repetition of sonnets & introduce comedy.	✓✓	
6.	19L5CC10/ 19W5CC10	World Literature	Unit I - Removed Confucius' "The Wish Translation of an Unhappy Man" & replaced with Sappho's "A Hymn to Venus." Removed.	20%	To introduce variety	✓✓	

S.No.	Course Code	Course Title	No. & Title of Units revised with the revised content specified if it is not whole unit.	1. of Revision on	Need for Rationale	Scope for
	19L5C00/ 19W5LC10		Thirukkural & replaced with Ilango Adigal's "Kaanal Vari", added Charles Baudelaire's "Landscape". Unit II - added Michel de Montaigne's essay.		to * E E S m n d L R N G P R E	
7.	19L5CC 12/ 19W5CC 12	Award Winning Literature	Unit I - Replaced Bob Dylan's "Subterranean Homesick Blues" with "Blowin' in the Wind", Pablo Neruda's "A Song of Despair" with "Poetry" & Octavia Paz's "Between Going & Staying" with "No More Cliches". Unit II - Replace V.S. Naipaul's "The Last of the Aryans" with "Two Worlds"	171. Course was heavy	✓	
8.	19L3SB 1/ 19W3 SB1	Content Writing.	Unit III - Replaced 'Tools for Content Writing' with 'Content for Reporting' which includes Procedures, Status Report & White Paper.	201. Program	✓ ✓ ✓ ✓ ✓ ✓	ming languages were too technical heavy.

S.No.	Course Code	Course Title	No. & Title of Units revised with the revised content specified if it is not whole unit	% of Revision	Need for Revision	Relevance to * L R N G	Scope for * E E S M N S P T D
9.	19L5SB3/ 19W5SB3	Writing Skills	Unit I - Spellings & Abbreviations. made self study. Unit V - "Traits of a Creative Person" & "Scope of Creative" to be replaced with "Hints Development" & "Complete the story"	16.6%	To introduce creative writing in practice	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓

4. New Courses Introduced.

S.No.	Course Code	Course Title	Relevance to * L R N G	Scope for * E E S M N S P T D	Need for Introduction
1.	22LIAC1/ 22W1AC1	Literary Genres & Forms	✓ ✓	✓ ✓	Change of textbook

5. Conversion of Crash Courses into Skill Embedded Courses & Skill Embedded Courses into Crash Course.

S.No.	Course Code	Course Title	MoU with Industry/orga nisation.	Skills Sharpened	Course Outcome
1.	19UGVAL1	English for Media	Approached Ad Inn	Media Skills	To enable learners create advertisements & host TV/ radio shows.
2.	19UGVAL2	English for Career Enrichment		Entrepre neurial Skills	To hone interview skills, communicative skills, life skills that would inculcate confidence & professional competency

1. Internships & Projects - Proposed to sign MoU with Sathangai, Transgender Resource Centre.

Suggestions Given:

1. 19EL1LI/19EL1WI - Intermediate Communicative English
• Dr. D. Laura Dameris Chellajothi pointed out that Maya Angelou's "Still I Rise" is also prescribed in another course.

• Ms. Kolammal Sankaranarayanan suggested that Amanda Gorman's "The Hill We Climb" could be introduced.

Since there is a prescribed Textbook for Part II English, it was decided to replace the poem in the African American course.

2. 19EL2LI/19EL2WI - English for Empowerment
The Board approved the proposed changes.

3. 19L3CC6/19W3CC6 - African American Literature

• Dr. G. Baskaran expressed that even after the reduction of a few pieces, the course is heavy.

• Dr. Laura suggested to replace Maya Angelou's "Still I Rise" with another poem. She appreciated the selection of short stories.

4. 19L5CC9/19W5CC9 - Shakespeare

• Dr. R. Rajesh suggested removing Dynamos

• Dr. Laura pointed out that The Winter's Tale is a dark comedy, but it could be retained as such under Unit II - Comedy.

• Ms. Kolammal asked if plays are being screened.

• Dr. Kala said that it is being used as a teaching aid.

5. 19L5CC10/19W5CC10 - World Literature in Translation

- Dr. G. Baskaran suggested that instead of two Chinese poems a German or French poem could be added in Unit I. He further opined that from Unit II, a few parables could be replaced with other prose writers.
- Dr. Laura suggested increasing the number of lines from Silapathikaram. In Unit V, she recommended replacing Guy de Maupassant with Leo Tolstoy.

6. 19L5CC12/19W5CC12 - Award Winning Literature

- Dr. Baskaran appreciated that the course content is fine.
- Dr. Laura asked if Eugene Ionesco is prescribed anywhere else. Dr. Magdalene said that Ionesco is prescribed in Twentieth Century Literature.

7. 19L3SB1/19W3SB1 - Content Writing.

- Dr. Laura suggested that scope for employment has to be highlighted.
- Ms. Kolammal suggested including: case study, co-dealership, set up LinkedIn profile, writing for websites, white paper, video scripts, thought dealership, understanding the web, persuasive copy writing and press release. She also suggested that students take up free online courses.

19L5SB3/19W5SB3 - Writing Skills

- Dr. Rajesh suggested adding "writing for various

contexts," "Discourse markers," and "Writing for blog/websites."

• Dr. Laura suggested prescribing a textbook or preparing a text with writing exercises. She pointed out that vocabulary can be integrated and not separate.

• Ms Kolammal expressed that the course content of 19L3SB1/19W3SB1- Content Writing is heavy when compared to Writing Skills. So she suggested shifting Writing Skills to II year & Content Writing to III year or could be offered as electives.

19L2CC3/19W2CC3 - Age of Dryden & Pope.

• Ms. Saradha Devi suggested that the poems of William Collins & Thomas Gray could be introduced in Unit II.

M.A. English.

1. Action Taken Report for 2021-22.

Change of Course Title : NIL

New Courses Introduced : NIL

Revised Courses :

S.No.	Course Code	Course Title	No. & Title of Units Revised with revised content	% of Revision	Need for Revision	Relevance L R N G	Scope for New SD
1.	19PG3L11	Life Writing	Unit III - include Barack Obama, Stephen Hawkins. Replace Vasanthan's 'Down Memory Lane' with Ann Frank's 'Diary'	15%	Biographies of scientists to be included	✓✓	

2. Updation of Open Educational Resources in the list of references of each course

S.No.	Course Code	Course Title	Details of Updation
1.	19PG4L15	Language & Linguistics	DOER added
2.	19PG4L16	African Literature	DOER added
3.	19PG2LEDC	English for Competitive Exams	DOER added.

3. Revision of Courses.

S.No.	Course Code	Course Title	No. & Title of Units Revised with the Revised Content Specified if it is not the whole unit	% of Revision	Need for Revision	Relevance to L R N G	Scope for E L S P A D
1.	19PG1L4	Regional Literatures of India	Unit I - Removed K.L. Chaudhri's "Journey into the Land of Exiled" Unit IV - Replace Arun Sharma's One Wing & a Prayer with Indira Goswami's "The Man from Chinnamasta". Unit V - Replace Anita Desai's "The Artist of Disappearance" with Hansda Sowvendra Shekari's "The Adivasi Will not Dance"	17%	The course was heavy so replaced with smaller literary pieces	✓✓	✓
2.	19PG3L12	English Language Teaching	Unit I - The topic "Problems in Effective Teaching" is replaced with "Challenges				

S.No	Course Code	Course Title	No. & Title of Units Revised with the Revised content specified if it is not the whole unit.	1. of Revision	Need for Revision	Relevance to the				Scope for			
						L	R	N	G	E	P	E	S
	19PG3412	English Language Teaching	in Teaching English in the 21 st C. Unit III - Removed Situational Language Teaching, Communicative Approach & CLIT. Replaced with Communicative Language Teaching, Learning Strategies. Unit V - Replaced 'Test & Evaluation' with 'ICT in Teaching & Learning'. Unit - Fun Filled Activities replaced with micro teaching.	20%	Introduced	✓	✓	✓	✓	✓	✓	✓	✓
					ICT enabled teaching								
3.	19PG4415	Language and Linguistics.	Unit I - Rename & Club the topics "What is Language?" & "Some definitions of Language" as "Meanings & Definitions of Language". Unit III - Under 'Diversity of Meaning' included connotative, denotative, referential & emotive meaning. Unit IV - 'Linguistic History of English' changed to "History of English Language". Unit V - 'What is Culture' replaced with 'Language & Thought'	10.5%	To introduce History of English Language.	✓	✓	✓	✓	✓	✓	✓	✓

S.No.	Course Code	Course Title	No. & Title of Units Revised with the Revised Content Specified if it is not the whole unit.	% of Revision	Need for Revision	Relevance L R N G	Supp for ES & PTE
4.	19PG4L16	African Literature	Unit III - included Ama Ata Aidoo's "A nowa" Unit IV - Retain <u>The Fishermen</u> and remove Yvonne Vera's <u>The Stone Virgins</u> .	20%	Content was heavy	✓ ✓	
5.	19PG1 LEDC & 19PG2L EDC	English for Competitive Exams.	Unit IV - "Writing Business Letters and e-mails" replaced with "Logic based English Language Tests". Topics included in the units are Ordering of words, Sentence improvement and sentence formation, Choosing the correct sequence of parts, Rearrangement of Jumbled sentences in paragraphs.	20%	intro due more relevant content.	✓ ✓ ✓ ✓ ✓	

4. New Courses Introduced:

S.No.	Course Code	Course Title	Relevance to					Scope for			Need for Introduction.
			L	R	N	G	E ₁	E ₂	S	D	
1.	22PG2L7	Contemporary Literary Theories				✓	✓				Removed criticism & introduced contemporary theories.
2.	22PG3L11	Life Narratives				✓	✓				Literary Life narratives introduced

5. Introduction of Purely Skill Embedded Courses: NIL

6. Approval of Ph.D Course work Syllabus:

- The course work syllabus of the Ph.D scholars Ms. Jestilla Matthew guided by Dr. S. J. Kala and Ms. Vinitha guided by Dr. R. Saktheshwari were passed.

7. Internships & Projects. -

Suggestions Given:

19PG1L4 - Regional Literatures of India.

- Dr. Baskaran suggested to remove two more poems
- Dr. Laura opined that Khushwant Singh writes in English and therefore not very regional. Instead she suggested to include one of the short stories of Fakir Mohan Senapathi or Saadat Hasan Manto. She also suggested to replace Anita Desai with Urmila Pawar.

19PG3L12 - English Language Teaching

Dr. R. Rajesh offered the following suggestions:

Unit I - Replace "Problems in Effective Teaching of English" with "Challenges in Teaching English in 21st Century".

Unit II - Change the order of Topics & to include "Psychological & Biological Theories of Language Learning" and "Theories of Innate Language Structure".

Unit III - Replace "Communicative Approach" with "Communicative Language Teaching", remove 'CLT' & include "Learning Strategy Training, Cooperative Learning & Multiple Intelligences".

Unit IV - Include Language Skills, Communicative Competence, Integrated Skills & 21st Century Skills.

Unit V - Include Blended Learning & Flipped Classroom, LMS, E-resources, e-book, Online quiz, animation & educatory apps.

Unit VI - Remove "Fun Filled Activities that facilitate learning" and include Traditional, Online and Offline teaching aids, micro teaching, assessment and rubric analysis.

He also suggested including Mode of evaluation CAT (Continuous Assessment Test), PIT (Peer-Team Teaching), Seminar, Assignment, & FAT (Final Assessment Test).

19PG4L15 - Language and Linguistics

Dr. R. Rajesh suggested the following changes:

Unit I - Rename and club the topics "What is Language?" and "Some Definitions of Language" as "Meanings & Definitions of Language".

Unit II - Replace "The Phonic medium" with "Phonemes and Morphemes" and remove "The Grammatical medium".

"Phonemes and Allophones."

Unit III - Under the topic "Diversity of Meaning" include the topics - connotative, denotative, referential & emotive meaning.

Unit IV - Replace "Language History and Change" with "History of English Language."

Unit V - Replace "What is Culture?" with "Language and Thought."

- Dr. G. Baskaran and Dr. D. Laura Dameris Chellajothi observed that John Lyon's book is a good choice for PG.

19PG4 L16 - African Literature

Dr. G. Baskaran and Dr. Laura felt that Unit V - Short Stories was heavy.

Dr. A. Roselin Mary suggested that in Unit II Prose - Ngugi Wa Thiong'o's "On the Abolition of English Department" can be converted to self-study."

19PG1 LEDC & 19PG2 LEDC - English for Competitive Exams

- Dr. Rajesh suggested to retain the topics as in the existing syllabus. He suggested including the following topics: One word substitution, Change of Voice & Change of Speech, Sentence Correction & Verbal Analogies, Ordering of Words, sentence improvement and Sentence formation.
- Dr. G. Baskaran suggested including R.S. Agarwal's A Modern Approach to Verbal & Non-Verbal Reasoning, Revised edition in reference.

- Dr. Laura suggested that verbal analogy can be retained in Unit I and to prescribe Bhatnagar's "English for Competitive Exams."

22PG2L7- Contemporary Literary Theories
The board passed the proposed course.

22PG3L11 - Life Narratives

- Dr. Baskaran suggested including an Indian autobiography.
- Dr. Laura Dameris Chellajothe suggested
- to add Elie Wiesel's memoir, 'Night'

* L - Local

EMP - Employability

* R - Regional

ENTRE - Entrepreneurship

* N - National

SD - Skill Development.

* G - Global

Other Suggestions

Dr. R. Rajesh suggested adding suitable MOOC course after Dynamism for each course.

Dr. G. Baskaran suggested that each course should have a minimum of three objectives and use the verbs in Bloom's Taxonomy.

He also suggested that students could be encouraged to take up NPTEL/MOOC course and spoke about including it in the mark statement.

Dr. Laura Dameris Chellajothi suggested to highlight the scope for employability for each course.

Commendations

Dr. R. Rajesh appreciated that the syllabi is framed meticulously.

Dr. G. Baskaran said that the courses were good and content fine.

Dr. Laura Dameris Chellajothi appreciated the choice of literary works prescribed

Other Suggestions

Commendations

Ms. Kolammal Sankaranarayanan suggested to provide a list of free online courses available relevant to areas of interest in the syllabus.

1. Dr. A. Roselin Mary
2. Dr. R. Rajesh
3. Dr. G. Baskaran
4. Dr. D. Laura Dameris Chellajothi
5. Ms. Kolammal Sankaranarayanan
6. Ms. Saradha Devi
7. Dr. S. J. Kala
8. Dr. Fernando Delishia
9. Dr. P. Varaprasadam Christi Shanthi
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18. Ms. J. Kayal Anthony
19. Ms. N. Sangeetha Rani

Signature

Roselin Mary
22/03/2022

Laura Dameris Chellajothi

Ms. Kolammal Sankaranarayanan

Ms. Saradha Devi
S. J. Kala

Fernando Delishia

P. Y. Chocki Shanthi

R. Banchan
Magdalene Abrahm

S. J. Kala

S. Arathi

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Signature

Aruna

M. Esther

A.J. Bernita

Sumedha

D. Ranuya

M. Aabidha

K. Ashta Lakshmi

P. Eunice

N. Shajitha

J. Vency

E. Anni

Joyce Vinita M.

FATIMA COLLEGE (AUTONOMOUS), MADURAI-18
THE RESEARCH CENTRE OF ENGLISH
For those who joined in June 2019 onwards
MAJOR CORE – 70 CREDITS

PROGRAMME CODE: PSEN

S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19PG1L1	BRITISH LITERATURE	6	4	40	60	100
2.		19PG1L2	AMERICAN LITERATURE	6	4	40	60	100
3.		19PG1L3	SURVEY AND ASPECTS OF LITERATURE	6	4	40	60	100
4.		19PG1L4	REGIONAL LITERATURES OF INDIA	6	4	40	60	100
5.	II	19PG2L5	SHAKESPEARE-REVISITED	6	4	40	60	100
6.		19PG2L6	CONTEMPORARY BRITISH LITERATURE	6	4	40	60	100
7.		22PG2L7	CONTEMPORARY LITERARY THEORIES	6	4	40	60	100
8.		19PG2 L8	JOURNALISM AND MASS COMMUNICATION	6	4	40	60	100
9.	III	19PG3L9	POST COLONIAL LITERATURE	6	4	40	60	100
10.		19PG3L10	SUBALTERN STUDIES	6	4	40	60	100
11.		22PG3L11	LIFE NARRATIVES	6	5	40	60	100
12.		19PG3L12	ENGLISH LANGUAGE TEACHING –THEORY & PRACTICE	4+2	5	40	60	100
13.	IV	19PG4L13	GENDER STUDIES	6	5	40	60	100
14.		19PG4L14	DIASPORIC LITERATURE	6	5	40	60	100

15.		19PG4L15	LANGUAGE & LINGUISTICS	6	5	40	60	100
16.		19PG4L16	AFRICAN LITERATURE	6	5	40	60	100
Total				96	70			

**MAJOR ELECTIVE / EXTRA DEPARTMENTAL COURSE / INTERNSHIP/
PROJECT - 20 CREDITS**

S. No	SEM.	COURSE CODE	COURSE TITLE	HR S	CRE DITS	CIA Mks	ESE Mks	TOT. Mks
1.	I	19PGL1EDC	ENGLISH FOR COMPETITIVE EXAMS	3	3	40	60	100
2.	II	19PGL2EDC	ENGLISH FOR COMPETITIVE EXAMS	3	3	40	60	100
3.	III	19PG3LE1/ E2	RESEARCH WRITING/ TRANSLATION STUDIES	4	4	40	60	100
4.		19PG3LSI	Summer Internship	-	3	40	60	100
5.	IV	19PG4LE3/ E4	TEXT AND SCREEN/ TEXT AND PERFORMANCE	4	4	40	60	100
6.		19PG4L17	Project	-	3	40	60	100
TOTAL				14	20			

OFF-CLASS PROGRAMMES

ADD-ON COURSES

COURSE CODE	COURSES	HRS.	CRE DIT S	SEMEST ER IN WHICH THE COURSE IS OFFERE D	CIA MK S	ES E MK S	TOTA L MAR KS
19PAD2SS	SOFT SKILLS	40	3	I	40	60	100
19PAD2CA	COMPUTER APPLICATIONS (Dept. Specific Course)	40	4	II	40	60	100
19PAD4CV	COMPREHENSIVE VIVA	-	2	IV	-	-	100
19PAD4RC	READING CULTURE	15	1	I - IV	-	-	-
TOTAL			10				

EXTRA CREDIT COURSES

COURSE CODE	COURSES	HR S.	CRE DITS	SEMEST ER IN WHICH THE COURSE IS OFFERE D	CIA MK S	ESE MK S	TOTA L MAR KS
21PG2SLLM1	VERBAL AND NUMERICAL APTITUDE FOR NATIONAL EXAMINATIONS	-	2	II	40	60	100
21PGSLL2	CONTEMPORARY LITERATURE OF SOUTH ASIA	-	2	IV	40	60	100
	MOOC COURSES / International Certified online Courses (Department Specific Courses/any other courses) * Students can opt other than the listed course from UGC-SWAYAM /UGC /CEC	-	Mini mum 2 Cred its	I – IV	-	-	

- **Summer Internship:**

- Duration-1 month (2nd Week of May to 2nd week of June-before college reopens)

- **Project:**

- Off class
- Evaluation components-Report writing + Viva Voce (Internal marks-40) + External marks 60

- **EDC:**

Syllabus should be offered for two different batches of students from other than the parent department in Semester-I & Semester-II

I M.A. English
SEMESTER –I

NEW SYLLABUS

Addition

17%

For those who joined in 2019 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG1L4	REGIONAL LITERATURES OF INDIA	MAJOR CORE	6	4

COURSE DESCRIPTION

The course “Regional Literatures of India” intends to highlight the cultural variety, literary merit and socio-political ethos peculiar to different regions of India, the sine qua non being Indianness, that connect the people of the nation.

COURSE OBJECTIVES

- The course, in its due execution, will make the students get an insight of the region specific traditional framework in the Indian soil; identify the social, political, cultural, and economic issues across India.
- To develop critical acumen to understand and appraise regional representations; classify the universal and cultural traits prevalent in the works of art; apply the theoretical knowledge pervading all genres to real life situations enabling humane outlook and create harmony with others and ‘self’.

UNITS

UNIT- I POETRY

[21 HRS.]

1. Rami - “Where Have You Gone?” (West Bengal)
2. Rabindranath Tagore - “Leave this Chanting and Singing” – 11
(West Bengal)

3. Nissim Ezekiel - "Enterprise" (Maharashtra)
4. Keki Daruwalla - "Map Maker" (Uttar Pradesh)
5. Gopal Honnalgere - "Monsoon in Panchagani" (Karnataka)
6. K Satchidanandan - "Who Said" (Kerala)
7. Dilip Chitre - "Father Returning Home" (Gujarat)
8. K D Sethna - "Words" (Puduchery)
9. K L Chowdhury - "Journey into the Land of the Exiled" (Kashmir)

2%

UNIT- II PROSE

[21 HRS.]

1. Nazar Sajjad Hyder - "Purdah" (Urdu)
2. Easterine Iralu - "Should Writers Stay in Prison" (Nagaland)
3. Urvashi Butalia - "Memory" (Haryana)
4. Shashi Deshpande - "A Toppling World View" (Karnataka)

UNIT III DRAMA

[16 HRS.]

1. Manjula Padmanabhan - *Harvest* (Delhi)

UNIT -IV NOVEL

[16 HRS.]

1. Indra Parthasarathy - *The River of Blood* (Tamil Nadu)
2. Arun Sarma - *On a Wing and a Prayer* (Assam) (SS)

10%

UNIT - V SHORT STORY

[16 HRS.]

1. Madhurantakam Rajaram - "The Homing Pigeon" (Andhra Pradesh)
2. Manoj Das - "Farewell to a Ghost" (Odissa)

3. Khushwant Singh - "The Agnostic" (Punjab)

4. Anita Desai - "The Artist of Disappearance" (Uttarkand)

5%

UNIT - VI DYNAMISM

(SS)

1. Appraisal of contemporary Award Winning Indian Literatures.

TEXT BOOKS:

1. Butalia, Urvashi. "Memory." *The Other Side of Silence: Voices from the Partition of India*. Penguin Books, 1998, pp. 347 – 371.
2. Das, Manoj. "Farewell to a Ghost." *Farewell to a Ghost*, Penguin, 1995.
3. Desai, Anita. *The Artist of Disappearance*. London: Random House Publishers India Private Limited, 2011.
4. Deshpande, Shashi. "A Toppling World View." *Writings from the Margin & Other Essays*, Penguin, 2003.
5. Honnalgere, Gopal. "Monsoon in Panchagani." *Critical Exposition of Gopal Honnalgere Poems*, Edited by Raghupathi, K.V. Authorspress, 2011, pp. 197-98.
6. Hyder, NazarSajjad. "Purdah." *Women Writing in India*, Vol. 1., Ed. Susie Tharu and K. Lalita, Oxford University Press, 1995, pp. 392-93.
7. Iralu, Easterine. "Should Writers Stay in Prison?" *The Oxford Anthology of Writings from North-East India*, edited by Tolottoma Misra, Oxford University Press, 2011, pp. 272-75.
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9. Parthasarathy, Indira. *The River of Blood*. Translated by Ka.Naa.Subramanyan, SahityaAkademy, 2009
10. Rajaram, Madhurantakam. "The Homing Pigeon." *Moisture Trapped in a Stone: An Anthology of Modern Telugu Short Stories*, translated by K. N. Rao, Niyogi Books, 2017.
11. Rami. "Where Have You Gone?" Translated by Sumanta Banerjee, *Women Writing in India*, Vol. 1., Ed. Susie Tharu and K. Lalita, Oxford University Press, 1995, pp. 85-87.

12. Sarma, Arun. *On a Wing and a Prayer*. Translated by Maitreyee Siddhanta Chakravarty, Rupa Publications India Pvt. Ltd., 2013.
13. Singh, Kushwant. "The Agnostic." Ed. *Best Indian Short Stories*, Vol-11, Harper Collins Publishers, 2004.
14. Tagore, Rabindranath. "Leave this Chanting and Singing." *Gitanjali*. Macmillan India Limited, 1998.

REFERENCES:

1. Chandra, N.D.R. *Modern Indian Writing in English: Critical Perceptions*. Vol.-1&11. Sarup & Sons, 2004.
2. Das, Bijay Kumar. *Postmodern Indian English Literature*. Atlantic Publishers & Distributors (P) Ltd., 2010.
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5. Naik, M.K. *Dimensions of Indian English Literature*. Sterling Publishers Pvt.Ltd., 1984.
6. Walsh, William. Ed. *Readings in Commonwealth Literature*. Clarendon Press, 1973.
7. Williams, H.M. *Indo-Anglican Literature 1800-1970: A Survey*. Orient Longman, 1976.

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<https://www.poemhunter.com/poem/father-returning-home/>
Accessed on 3 March 2019.
2. Chowdry, K.L. "Journey into the Land of the Exiled." Of Gods, Men & Militants. <http://www.ikashmir.net/godsmenmilitants/index.html>. Accessed on 4 March 2019.

3. Daruwalla, Keki. "Map Maker." *The Map-Maker*, Ravi Dayal Publisher, 2002, *Poetry International Web* <https://www.poetryinternationalweb.net/pi/site /poem/item /2892 /auto/0/0/> Keki-Daruwalla/MAP-MAKER. Accessed on 3 March 2019.
4. Ezekiel, Nissim. 'Enterprise.' "Nissim Ezekiel and Kamala Das" <http://egyankosh.ac.in/bitstream/123456789/27473/1/Unit-25.pdf>. p.19. Accessed on 4 March 2019.
5. Satchidanandan, K. "Who Said?" *At Home in the World*, Full Circle, 2002, *Poetry International Web*. <https://www.poetryinternationalweb.Net /pi /site /poem/item/ 2865>. Accessed on 3 March 2019.
6. Sethna, K D. "Words." *The Light of the Supreme*. 1 July 2008. <http://savitri.in/blogs/light-of-supreme/the-word-two-poems-by-kd-sethna-amal-kiran-and-by-ry-deshpande>. Accessed on 4 March 2019.

COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I POETRY				
1.1	“Where Have You Gone?” – Background and author introduction	1	Chalk & Talk	LCD
1.2	“Where Have You Gone?” – Analysis and Discussion	2	Lecture& Discussion	Black Board
1.3	“Leave this Chanting and Singing” - Background and author introduction	1	Chalk & Talk	LCD
1.4	“Leave this Chanting and Singing” – analysis	1	Lecture & Discussion	Black Board
1.5	“Enterprise” - Background and author introduction	1	Chalk &Talk	LCD
1.6	“Enterprise” – analysis	1	Lecture & Discussion	Black Board
1.7	“Map Maker” - Background and author introduction	1	Chalk & Talk	LCD
1.8	“Map Maker” – analysis	1	Lecture & Discussion	Black Board
1.9	“Monsoon in Panchagani” - Background and author introduction	1	Chalk & Talk	LCD
1.10	“Monsoon in Panchagani” – analysis	2	Lecture & Discussion	PPT
1.11	“Who Said” - Background and author introduction	1	Chalk & Talk	LCD
1.12	“Who Said” - analysis	1	Lecture & Discussion	Black Board
1.13	“Father Returning Home” - Background and author introduction	1	Chalk & Talk	LCD

1.14	“Father Returning Home” – analysis	1	Lecture & Discussion	Black Board
1.15	“Words” - Background and author introduction	1	Chalk & Talk	LCD
1.16	“Words” – analysis	1	Lecture & Discussion	Black Board
1.17	“Journey into the Land of the Exiled” - Background and author introduction	1	Chalk & Talk	LCD
1.18	“Journey into the Land of the Exiled” – analysis	2	Lecture & Discussion	Black Board
UNIT -II PROSE				
2.1	“Purdah” - Background and author introduction	1	Chalk & Talk	Black Board
2.2	“Purdah” – analysis	2	Lecture & Discussion	PPT
2.3	“Should Writers Stay in Prison” - Background and author introduction	1	Chalk & Talk	Black Board
2.4	“Should Writers Stay in Prison” – analysis	2	Lecture & Discussion	Black Board
2.5	“Memory” - Background and author introduction	1	Lecture	Black Board
2.6	“Memory” – analysis	7	Lecture & Discussion	Black Board & PPT
2.7	“A Toppling World View” - Background and author introduction	1	Chalk & Talk	Black Board
2.8	“A Toppling World View” – analysis	6	Lecture & Discussion	Black Board & PPT

UNIT -III DRAMA				
3.1	<i>Harvest</i> - Background and author introduction	1	Chalk & Talk	Black Board
3.2	<i>Harvest</i> – analysis	15	Lecture & Discussion	Black Board & PPT
UNIT -IV NOVEL				
4.1	<i>The River of Blood</i> - Background and author introduction	1	Chalk & Talk	Black Board
4.2	<i>The River of Blood</i> – analysis	12	Lecture & Discussion	Black Board & PPT
4.3	<i>On a Wing and a Prayer</i>	3	Discussion	Black Board & PPT
UNIT -V SHORT STORY				
5.1	“The Homing Pigeon” – Background and author introduction	1	Chalk & Talk	Black Board
5.2	“The Homing Pigeon” – analysis	4	Lecture & Discussion	Black Board & PPT
5.3	“Farewell to a Ghost” – Background and author introduction	1	Chalk & Talk	Black Board
5.4	“Farewell to a Ghost” – analysis	3	Lecture & Discussion	Black Board & PPT
5.5	“The Agnostic” – Background and author introduction	1	Chalk & Talk	Black Board
5.6	“The Agnostic” – analysis	4	Lecture & Discussion	Black Board & PPT

5.7	"The Artist of Disappearance"	2	Discussion	Black Board & PPT
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EVALUATION PATTERN

INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
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

End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	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	outline and appreciate the nuances of Indian poetry	K2, K3	PSO1& PSO2
CO 2	examine the social, gender and political issues as revealed in Indian prose writings	K1, K2,	PSO2 & PSO4
CO 3	critique Indian theatre with reference to artistic and contemporary issues	K1, K3& K4	PSO4 & PSO5
CO 4	infer the communal and class pattern pervading Indian society through fiction	K3, K4&	PSO2 & PSO5
CO 5	evaluate the literary strategies that explore Indianness with regard to short stories	K2 & K4	PSO1

Mapping of COs with PSOs

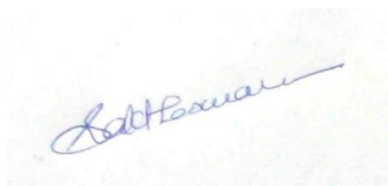
CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	1	1	1
CO2	1	2	1	3	1
CO3	1	1	1	3	2
CO4	1	3	1	1	2
CO5	3	2	1	1	1

Mapping of COs with POs

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

Note: ϕ Strongly Correlated – **3** ϕ Moderately Correlated – **2**
 ϕ Weakly Correlated - **1**

COURSE DESIGNER:



R. Saktheswari
Assistant Professor
The Research Centre of English

Forwarded By



Dr. A. Roselin Mary

HOD'S Signature & Name

I M.A. English

SEMESTER –I

NEW SYLLABUS

Addition

15%

For those who joined in 2022 onwards

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG1L4	REGIONAL LITERATURES OF INDIA	MAJOR CORE	6	4

COURSE DESCRIPTION

The course “Regional Literatures of India” intends to highlight the cultural variety, literary merit and socio-political ethos peculiar to different regions of India, the sine qua non being Indianness, that connect the people of the nation.

COURSE OBJECTIVES

- The course, in its due execution, will make the students get an insight of the region specific traditional framework in the Indian soil; identify the social, political, cultural, and economic issues across India.
- To develop critical acumen to understand and appraise regional representations; classify the universal and cultural traits prevalent in the works of art; apply the theoretical knowledge pervading all genres to real life situations enabling humane outlook and create harmony with others and ‘self’.

UNITS

UNIT- I POETRY

[18 HRS.]

1. Rami - “Where Have You Gone?” (West Bengal)
2. Rabindranath Tagore - “Leave this Chanting and Singing” – 11
(West Bengal)

3. Nissim Ezekiel - "Enterprise" (Maharashtra)
4. Keki Daruwalla - "Map Maker" (Uttar Pradesh)
5. Gopal Honnalgere - "Monsoon in Panchagani" (Karnataka)
6. K Satchidanandan - "Who Said" (Kerala)
7. Dilip Chitre - "Father Returning Home" (Gujarat)
8. K D Sethna - "Words" (Puduchery)

UNIT- II PROSE

[18 HRS.]

1. Nazar Sajjad Hyder - "Purdah" (Punjab)
2. Easterine Irulu - "Should Writers Stay in Prison" (Nagaland)
3. Urvashi Butalia - "Memory" (Haryana)
4. Shashi Deshpande - "A Toppling World View" (Karnataka)

UNIT III DRAMA

[18 HRS.]

1. Manjula Padmanabhan - *Harvest* (Delhi)

UNIT -IV NOVEL

[18 HRS.]

1. Indra Parthasarathy - *The River of Blood* (Tamil Nadu)
2. Indira Goswami - *The Man from Chinnamasta* (Assam)- (SS)

10%

UNIT - V SHORT STORY

[18 HRS.]

1. Madhurantakam Rajaram - "The Homing Pigeon" (Andhra Pradesh)
2. Manoj Das - "Farewell to a Ghost" (Odissa) (SS)
3. Khushwant Singh - "The Agnostic" (Punjab)

UNIT - VI DYNAMISM

(SS)

1. Appraisal of contemporary Award Winning Indian Literatures.

TEXT BOOKS:

1. Butalia, Urvashi. "Memory." *The Other Side of Silence: Voices from the Partition of India*. Penguin Books, 1998, pp. 347 – 371.
2. Das, Manoj. "Farewell to a Ghost." *Farewell to a Ghost*, Penguin, 1995.
3. Desai, Anita. *The Artist of Disappearance*. London: Random House Publishers India Private Limited, 2011.
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5. Goswami, Indira. *The Man from Chinnamasta*. Katha, 2006.
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COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I POETRY				
1.1	"Where Have You Gone?" – Background and author introduction	1	Chalk & Talk	LCD
1.2	"Where Have You Gone?" – Analysis and Discussion	2	Lecture & Discussion	Black Board
1.3	"Leave this Chanting and Singing" - Background and author introduction	1	Chalk & Talk	LCD
1.4	"Leave this Chanting and Singing" – analysis	1	Lecture & Discussion	Black Board
1.5	"Enterprise" - Background and author introduction	1	Chalk & Talk	LCD

1.6	“Enterprise” – analysis	1	Lecture & Discussion	Black Board
1.7	“Map Maker” - Background and author introduction	1	Chalk & Talk	LCD
1.8	“Map Maker” – analysis	1	Lecture & Discussion	Black Board
1.9	“Monsoon in Panchagani” - Background and author introduction	1	Chalk & Talk	LCD
1.10	“Monsoon in Panchagani” – analysis	2	Lecture & Discussion	PPT
1.11	“Who Said” - Background and author introduction	1	Chalk & Talk	LCD
1.12	“Who Said” - analysis	2	Lecture & Discussion	Black Board
1.13	“Father Returning Home” - Background and author introduction	1	Chalk & Talk	LCD
1.14	“Father Returning Home” – analysis	2	Lecture & Discussion	Black Board
1.15	“Words” - Background and author introduction	1	Chalk & Talk	LCD
1.16	“Words” – analysis	2	Lecture & Discussion	Black Board
UNIT -II PROSE				
2.1	“Purdah” - Background and author introduction	1	Chalk & Talk	Black Board
2.2	“Purdah” – analysis	2	Lecture & Discussion	PPT
2.3	“Should Writers Stay in Prison” - Background and author introduction	1	Chalk & Talk	Black Board

2.4	"Should Writers Stay in Prison" – analysis	2	Lecture & Discussion	Black Board
2.5	"Memory" - Background and author introduction	1	Lecture	Black Board
2.6	"Memory" – analysis	7	Lecture & Discussion	Black Board & PPT
2.7	"A Toppling World View" - Background and author introduction	1	Chalk & Talk	Black Board
2.8	"A Toppling World View" – analysis	6	Lecture & Discussion	Black Board & PPT
UNIT -III DRAMA				
3.1	<i>Harvest</i> - Background and author introduction	1	Chalk & Talk	Black Board
3.2	<i>Harvest</i> – analysis	15	Lecture & Discussion	Black Board & PPT
UNIT -IV NOVEL				
4.1	<i>The River of Blood</i> - Background and author introduction	1	Chalk & Talk	Black Board
4.2	<i>The River of Blood</i> – analysis	12	Lecture & Discussion	Black Board & PPT
4.3	<i>The Man from Chinnamasta</i>	3	Discussion	Black Board & PPT
UNIT -V SHORT STORY				

5.1	"The Homing Pigeon" – Background and author introduction	1	Chalk & Talk	Black Board
5.2	"The Homing Pigeon" – analysis	4	Lecture & Discussion	Black Board & PPT
5.3	"Farewell to a Ghost" – Background and author introduction	1	Chalk & Talk	Black Board
5.4	"Farewell to a Ghost" – analysis	3	Lecture & Discussion	Black Board & PPT
5.5	"The Agnostic" – Background and author introduction	1	Chalk & Talk	Black Board
5.6	"The Agnostic" – analysis	4	Lecture & Discussion	Black Board & PPT
5.7	"The Adivasi Will Not Dance"	2	Discussion	Black Board & PPT

EVALUATION PATTERN

INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholasti c Marks	Non Scholasti c Marks C6	CIA Total	% of Assess ment
	T1 10 Mks.	T2 10 Mks.	Semina r 5 Mks.	Assignme nt 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mk s.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholast ic	-	-	-	-	-		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

End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	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	outline and appreciate the nuances of Indian poetry	K2, K3	PSO1& PSO2
CO 2	examine the social, gender and political issues as revealed in Indian prose writings	K1, K2,	PSO2 & PSO4
CO 3	critique Indian theatre with reference to artistic and contemporary issues	K1, K3& K4	PSO4 & PSO5
CO 4	infer the communal and class pattern pervading Indian society through fiction	K3, K4&	PSO2 & PSO5
CO 5	evaluate the literary strategies that explore Indianness with regard to short stories	K2 & K4	PSO1

Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	1	1	1
CO2	1	2	1	3	1
CO3	1	1	1	3	2
CO4	1	3	1	1	2
CO5	3	2	1	1	1

Mapping of COs with POs

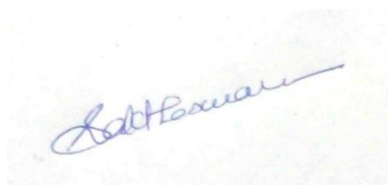
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	1	1	1	2
CO2	1	1	3	1	2	1	2
CO3	1	2	1	1	3	1	2
CO4	1	1	3	1	2	1	2
CO5	2	1	1	1	3	1	2

Note: ϕ Strongly Correlated – 3

ϕ Moderately Correlated – 2

ϕ Weakly Correlated -1

COURSE DESIGNER:



R. Saktheswari

Assistant Professor

The Research Centre of English

Forwarded By



Dr. A. Roselin Mary

HOD'S Signature & Name

**II M.A. English
SEMESTER –III**

Deletion

20%

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG3L12	ENGLISH LANGUAGE TEACHING –THEORY & PRACTICE	CORE	4 + 2	5

COURSE DESCRIPTION

The course ENGLISH LANGUAGE TEACHING – THEORY & PRACTICE provides the students a holistic understanding of the technicalities involved in teaching English as a second language and the criteria involved in evaluation and marking.

COURSE OBJECTIVES

The course introduces the theoretical foundation involved in the teaching and learning of English language.

The course enables the students to acquire skills necessary for a need-based pedagogy.

UNITS

UNIT I

[14 HRS.]

POSITION OF ENGLISH IN INDIA

1. The Charter Act of 1813 & Three-Language Formula
2. Problems in Effective Teaching of English (SS)
3. Position and Role of English in India (SS)
(From *Teaching of English* by Mohammad Aslam)

2%

UNIT II

[17 HRS.]

LANGUAGE AND MIND

1. Language as a Psychological System

2. Language Production
 3. Second Language Acquisition
- (From *Modern Applied Linguistics* by N.Krishnaswamy)

UNIT III

[20 HRS.]

METHODS AND APPROACHES

1. Traditional (Grammar-Translation Method) & Direct Method
2. Situational Language Teaching
3. Communicative Approach
4. Content-Based Instruction & CLIT
5. Task – Based Language teaching

5%

(From *Approaches and Methods in Language Teaching* by Jack C. Richards and Theodore S. Rodgers – 3rd edition)

UNIT IV

[15 HRS.]

TEACHING GRAMMAR AND SKILLS

1. Teaching English Grammar
 2. Teaching the Four Skills (SS)
- (From *Teaching English as a second Language* by Paul Varghese)

UNIT V - TEST AND EVALUATION

12.5%

[19 HRS.]

1. Introduction to Language Testing
 2. Objective Testing
 3. Criteria And Types of Tests
 4. Interpreting Test Scores
- (From *Writing English Language Tests* by J.B.Heaton)

UNIT VI – TEACHING PRACTICE (Dynamism) (Evaluation Pattern – CIA only)

[5 HRS.]

1. Teaching Aids
2. Lesson Plan
3. Teaching Strategies (Play way method, Role Play, Brainstorming, Vocabulary, Puzzles etc.)
4. Fun-filled activities that facilitate learning

.5%

TEXT BOOKS:

Photocopies of the prescribed units from the following books.

1. Aslam, Mohammad. *Teaching of English: A Practical Course for B.Ed Students*. Foundation Books, 2003.
2. Heaton, J.B. *Writing English Language Tests*. Longman, 1975.

3. Krishnaswamy, N. *Modern Applied Linguistics*. Macmillan India Limited, 1992.
4. Richards, Jack C. & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 1995.
5. Verghese, Paul C. *Teaching English as a Second Language*. Sterling Publishers Private Limited, 2005.

REFERENCES:

1. Baruah, T.C *The English Teacher's Handbook*. Sterling Publishers Private Limited, 2005.
2. Doff, Adrian. *Trainer's Handbook, Teach English, A Training Course for Teachers*. Cambridge University Press, 2007.
3. Riddell, David. *Teaching English as a Foreign/ Second Language*. Cox and Wyman Limited, 2010.
4. Roy, K. Mohit. *English Language Teaching. Recent Approaches*. Atlantic Publishers and Distributor (P) Limited, 2010.
5. Saraswathi. V. *English Language Teaching, Principles and Practice*.
Orient Longman, 2006.
6. Tickoo. M.L .*Teaching and Learning English: A Sourcebook for Teachers and Trainers*. Orient Longman Pvt. Ltd., 2008.
7. Tondon. K.K. *A Guide to English Language Teaching*. Mark Publishers, 2009.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 POSITION OF ENGLISH IN INDIA				
1.1	The Charter Act of 1813 & Three-Language Formula	5	Chalk & Talk	Black Board
1.2	Problems in Effective Teaching of English	4	Chalk & Talk	PPT
1.3	Position and Role of English in India	5	Seminar & Group Discussion	Black board
UNIT -2 LANGUAGE AND MIND				
2.1	Language As a Psychological System	7	Lecture	Black board
2.2	Language Production	5	Chalk & Talk	Black board
2.3	Second Language Acquisition	5	Lecture	Black board
UNIT -3 METHODS AND APPROACHES				
3.1	Traditional & Direct Method	3	Chalk & Talk	Black board
3.2	Situational Language Teaching	4	Lecture	Black board
3.3	Communicative Approach	4	Lecture	Black board
3.4	Content-Based Instruction & CLIT	5	Lecture	PPT
3.5	Task-Based Language Teaching	4	Lecture	PPT
UNIT -4 TEACHING GRAMMAR & SKILLS				
4.1	Teaching English Grammar	8	Chalk & Talk	Black board

4.2	Teaching the four skills	7	Chalk & Talk	Black Board
UNIT -5 TEST AND EVALUATION				
5.1	Introduction to Language Testing	5	Lecture	Black board
5.2	Objective Testing	4	Lecture	Black board
5.3	Criteria and Types of Tests	4	Chalk & Talk	Black board
5.4	Interpreting Test Scores	6	Chalk & Talk	Black board
UNIT – 6 DYNAMISM				
6.1	Teaching Aids	2	Lecture & Demonstration	Samples, Models & PPT
6.2	Lesson Plan	1	Lecture & Demonstration	Black board / PPT
6.3	Teaching Strategies	1	Lecture	Blackboard / PPT
6.4	Fun-filled activities that facilitate learning	1	Lecture	Blackboard / PPT

EVALUATION PATTERN

INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholasti c Marks	Non Scholasti c Marks C6	CIA Total	% of Assess ment
	T1 10 Mks.	T2 10 Mks.	Semina r 5 Mks.	Assignme nt 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mk s.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Schola stic	-	-	-	-	-		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

End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	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	realize the significant position of English in India	K2, K5	PSO5
CO 2	understand the cognitive processes involved in language learning/acquisition	K3, K4	PSO3, PSO5
CO 3	identify need-based pedagogic strategies and use appropriate teaching aids.	K2, K3	PSO3, PSO5
CO 4	comprehend the exclusive techniques in teaching language skills and design effective teaching modules.	K4	PSO3
CO 5	prepare different types of tests and evaluate effectively	K5	PSO5

Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	1	2	1	3
CO2	1	1	3	1	3
CO3	1	1	3	1	3
CO4	1	1	3	1	2
CO5	1	1	3	1	2

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
C01	1	1	1	1	1	2	2
C02	2	2	1	1	1	2	2
C03	3	2	1	1	1	2	2
C04	3	2	1	1	1	2	2
C05	3	2	1	1	1	2	2

Note: ϕ Strongly Correlated – **3** ϕ Moderately Correlated – **2**
 ϕ Weakly Correlated -**1**

COURSE DESIGNER:



Ms. A Deva Sudha
Associate Professor

The Research Centre of English

Forwarded By



HOD'S Signature & Name

**II M.A. English
SEMESTER –III**

Addition

20%

For those who joined in 2022 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG3L12	ENGLISH LANGUAGE TEACHING –THEORY & PRACTICE	CORE	4 + 2	5

COURSE DESCRIPTION

The course ENGLISH LANGUAGE TEACHING – THEORY & PRACTICE provides the students a holistic understanding of the technicalities involved in teaching English as a second language and the criteria involved in evaluation and marking.

COURSE OBJECTIVES

The course introduces the theoretical foundation involved in the teaching and learning of English language.

The course enables the students to acquire skills necessary for a need-based pedagogy.

UNITS**UNIT I****[14 HRS.]****POSITION OF ENGLISH IN INDIA**

1. The Charter Act of 1813 & Three-Language Formula
2. Challenges in Teaching English in the 21st century (SS)
3. Position and Role of English in India (SS)

2%

(From *Teaching of English* by Mohammad Aslam)

UNIT II**[17 HRS.]****LANGUAGE AND MIND**

1. Language as a Psychological System
2. Language Production
3. Second Language Acquisition

(From *Modern Applied Linguistics* by N.Krishnaswamy,)

UNIT III**[20 HRS.]****METHODS AND APPROACHES**

1. Traditional (Grammar-Translation Method) & Direct Method

2. **Communicative Language Teaching** 5%
3. Content-Based Instruction & Task – Based Language teaching
4. **Learning Strategy Training, Cooperative Learning & Multiple Intelligences**

(From *Approaches and Methods in Language Teaching* by Jack C. Richards and Theodore S. Rodgers – 3rd edition)

UNIT IV

[15 HRS.]

TEACHING GRAMMAR AND SKILLS

1. Teaching English Grammar
2. Teaching the Four Skills **(SS)**
(From *Teaching English as a second Language* by Paul Varghese)

UNIT V

[19 HRS.]

ICT IN TEACHING AND LEARNING

12.5%

1. Introduction to ICT
2. Digital Pedagogy
3. Creative Technology and Language Teaching
4. E-Content Development
(From *Application of ICT in Education* by Dr S Arulsamy & *Teaching with ICT. Digital Pedagogies for Collaboration and Creativity* by Jennifer Howell)

UNIT VI – TEACHING PRACTICE (Dynamism) (Evaluation Pattern – CIA only) **[5 HRS.]**

1. Teaching Aids
2. Lesson Plan
3. Teaching Strategies (Play way method, Role Play, Brainstorming, Vocabulary, Puzzles etc.)
4. **Micro Teaching** .5%

REFERENCES:

1. Baruah, T.C *The English Teacher's Handbook*. Sterling Publishers Private Limited, 2005.
2. Doff, Adrian. *Trainer's Handbook, Teach English, A Training Course for Teachers*. Cambridge University Press, 2007.
3. Riddell, David. *Teaching English as a Foreign/ Second Language*. Cox and Wyman Limited, 2010.
4. Roy. K. Mohit. *English Language Teaching. Recent Approaches*. Atlantic Publishers and Distributor (P) Limited, 2010.
5. Saraswathi. V. *English Language Teaching, Principles and Practice*. Orient Longman, 2006.
6. Tickoo. M.L .Teaching and Learning English: A Sourcebook for Teachers and Trainers. Orient Longman Pvt. Ltd., 2008.
7. Tondon. K.K. *A Guide to English Language Teaching*. Mark Publishers, 2009.

TEXT BOOKS:

Select chapters from

1. Arulsamy S & P Sivakumar, *Application of ICT in Education*. Neelkamal Publications Pvt. Ltd., 2012.

2. Aslam, Mohammad. *Teaching of English: A Practical Course for B.Ed Students*. Foundation Books, 2003.
3. Freeman, Larsen Diane & Marti Anderson, *Techniques & Principles in Language Teaching*. OUP, 2011.
4. Howell, Jennifer. *Teaching with ICT. Digital Pedagogies for Collaboration and Creativity*. Oxford University Press – Australia & New Zealand, 2012.
5. Krishnaswamy, N. *Modern Applied Linguistics*. Macmillan India Limited, 1992.
6. Meenakshi C. *Information Communication Technology in Education*. Sri Meenakshi Publications, 2013.
7. Richards, Jack C. & Theodore S.Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2011.
8. Verghese, Paul C. *Teaching English as a Second Language*. Sterling Publishers Private Limited, 2005.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -1 POSITION OF ENGLISH IN INDIA				
1.1	The Charter Act of 1813 & Three-Language Formula	5	Chalk & Talk	Black Board
1.2	Challenges in Teaching English in the 21 st Century	4	Chalk & Talk	PPT
1.3	Position and Role of English in India	5	Seminar & Group Discussion	Black board
UNIT -2 LANGUAGE AND MIND				
2.1	Language As a Psychological System	7	Lecture	Black board
2.2	Language Production	5	Chalk & Talk	Black board
2.3	Second Language Acquisition	5	Lecture	Black board
UNIT -3 METHODS AND APPROACHES				

3.1	Traditional & Direct Method	3	Chalk & Talk	Black board
3.2	Communicative Language Teaching	5	Lecture	Black board
3.3	Content-Based Instruction & Task-Based Language Teaching	6	Lecture	PPT
3.4	Learning Strategy Training, Cooperative Learning & Multiple Intelligences	6	Lecture	PPT
UNIT -4 TEACHING GRAMMAR & SKILLS				
4.1	Teaching English Grammar	8	Chalk & Talk	Black board
4.2	Teaching the four skills	7	Chalk & Talk	Black Board
UNIT -5 TEST AND EVALUATION				
5.1	Introduction to ICT	5	Lecture	Black board
5.2	Digital Pedagogy	4	Lecture	PPT
5.3	Creative Technology & Language Teaching	4	Lecture	PPT
5.4	E-Content Development	6	Lecture	Demo
UNIT – 6 DYNAMISM				
6.1	Teaching Aids	2	Lecture & Demonstration	Samples, Models & PPT
6.2	Lesson Plan	1	Lecture & Demonstration	Blackboard / PPT
6.3	Teaching Strategies	1	Lecture	Blackboard / PPT
6.4	Micro Teaching	1	Lecture	Blackboard / PPT

EVALUATION PATTERN

INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
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

End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	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	realize the significant position of English in India	K2, K5	PSO5
CO 2	understand the cognitive processes involved in language learning/acquisition	K3, K4	PSO3, PSO5
CO 3	identify need-based pedagogic strategies and use appropriate teaching aids.	K2, K3	PSO3, PSO5
CO 4	comprehend the exclusive techniques in teaching language skills and design effective teaching modules.	K4	PSO3
CO 5	prepare different types of tests and evaluate effectively	K5	PSO5

Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	-	-	2	-	3
CO2	-	-	3	-	3
CO3	-	-	3	-	3
CO4	-	-	3	-	2
CO5	-	-	3	-	2

Mapping of COs with POs

CO/ PSO	PO1	PO2	PO3	PO4	PO5
C01	1	1	-	1	-
C02	2	2	-	1	-
C03	3	2	-	1	-
C04	3	2	-	1	-
C05	3	2	-	1	-

Note: ϕ Strongly Correlated – **3**

ϕ Moderately Correlated – **2**

ϕ Weakly Correlated -**1**

COURSE DESIGNER:



Ms. A Deva Sudha
Associate Professor

Forwarded By



HOD'S Signature & Name

II M.A. English
SEMESTER –IV

OLD SYLLABUS

Deletion

10.5%

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG4L15	LANGUAGE AND LINGUISTICS	MAJOR CORE	6	5

COURSE DESCRIPTION

The course “Language and Linguistics” gives a general introduction to English language and linguistics, the scientific study of human language. It will focus on the major core subfields of linguistics: morphology, phonetics, phonology, syntax, and semantics. It also includes other areas of applied linguistics, language change and language acquisition.

COURSE OBJECTIVES

The course enables learners to understand the basic concepts in language and linguistics and introduces the learners to various branches of Applied Linguistics.

UNITS

UNIT –I LANGUAGE AND LINGUISTICS- BASIC CONCEPTS (16HRS.)

What is language?

Renamed

Some definitions of language

Language behaviour and language- systems

Language and speech

The semiotic point of view

Branches of linguistics

Terminology and notation **(SS)**

UNIT –II SOUNDS

(16HRS.)

The phonic medium

Phonetic and orthographic representation

Articulatory phonetics
Phonemes and allophones
Distinctive features and suprasegmental phonology
Phonological structure **(SS)**

UNIT –III GRAMMAR AND SEMANTICS (16HRS.)

Syntax, inflexion and morphology
Constituent –structure
The diversity of meaning 1.33%
Lexical meaning: homonymy, polysemy, synonymy **(SS)**
Lexical meaning: sense and denotation **(SS)**
Semantics and grammar
Sentence-meaning and utterance- meaning

UNIT –IV LANGUAGE CHANGE & LANGUAGE AND MIND (16HRS.)

Linguistic History of English 6.67%
Language and the brain
Language- acquisition

UNIT –V LANGUAGE AND SOCIETY & LANGUAGE AND CULTURE (16HRS.)

Sociolinguistics, Ethnolinguistics and Psycholinguistics
Accent, dialect and idiolect
Standards & vernaculars **(SS)**
Bilingualism, code-switching and diglossia
What is culture? (SS) 2.5%
Colour terms **(SS)**
Pronouns of address **(SS)**
Cultural overlap, cultural diffusion and translatability

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only) (10 HRS.)

Semiotic analysis of short stories

TEXT BOOKS:

1. Adrian, Akmajian. *Linguistics: An Introduction to Language and Communication. 4 Ed.* Prentice Hall of India Pvt. Ltd., 2003.
2. Lyons, John. *Language and Linguistics: An Introduction.* Cambridge University Press, 2009.

REFERENCES:

1. Algeo, John. *The Origins and Development of the English Language.* Cengage Learning Pvt. Ltd, 2010.
2. Baugh, Albert C. *A History of the English Language.* Allied Publishers Pvt., Ltd., 1987.
3. Culler, Jonathan. *The Pursuit of Signs: Semiotics, Literature, Deconstruction.* Routledge, 2001.
4. E. Baker, Anne and Kees Hengeveld. *Linguistics.* Wiley-Blackwell, 2012.
5. Eco, Umberto. *A Theory of Semiotics.* Indiana University, 1979.
6. Hall, Christopher J. *Introduction to Language and Linguistics: Breaking Language Spell.* Continuum, 2008.
7. McCabe, Anne. *An Introduction to Linguistics and Language Studies.* Equinox, 2011.
8. Radford, Andrew et al. *Linguistics: An Introduction.* Cambridge University Press, 1999.
9. Rajimwale, Sharad. *Elements of General Linguistics: Vol. I.* Rama Brothers India Pvt. Ltd., 1997.
10. Ibid. *Elements of General Linguistics: Vol. II.* Rama Brothers India Pvt. Ltd., 1998.
11. Schmitt, Norbert. *An Introduction to Applied Linguistics.* A Hodder-Viva Edition, 2011.
12. Thomas, Margaret. *Fifty Key Thinkers on Language and Linguistics.* Routledge, 2011. Print.

COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I LANGUAGE AND LINGUISTICS- BASIC CONCEPTS				
1.1	What is language?	2	Chalk & Talk	Black Board
1.2	Some definitions of language	3	Chalk & Talk PPT	Black Board LCD
1.3	Language behaviour and language-systems	2	Lecture PPT	Smart board
1.4	Language and speech	2	Lecture	Black Board
1.5	The semiotic point of view	2	Lecture	Black Board
1.6	Branches of linguistics	3	Chalk & Talk	LCD
1.7	Terminology and notation	2	Discussion	Black Board
UNIT –II SOUNDS				
2.1	The phonic medium	3	Chalk & Talk	Black Board
2.2	Phonetic and orthographic representation	2	Chalk & Talk PPT	Black Board LCD
2.3	Articulatory phonetics	3	Lecture	Black Board
2.4	Phonemes and allophones	3	Lecture PPT	Smart board
2.5	Distinctive features and suprasegmental phonology	3	Lecture	Black Board

2.6	Phonological structure	2	Discussion	Black Board
UNIT –III GRAMMAR AND SEMANTICS				
3.1	Syntax, inflexion and morphology	3	Lecture	Black Board Charts
3.2	Constituent –structure	3	Chalk & Talk	Black Board
3.3	The diversity of meaning	2	Chalk & Talk	Black Board
3.4	Lexical meaning: homonymy, polysemy, synonymy	2	Discussion	Black Board
3.5	Lexical meaning: sense and denotation	2	Discussion	Black Board
3.6	Semantics and grammar	2	Chalk & Talk	Black Board
3.7	Sentence-meaning and utterance-meaning	2	Lecture PPT	Smart Board
UNIT –IV LANGUAGE CHANGE & LANGUAGE AND MIND				
4.1	Linguistic History of English	6	Chalk & Talk PPT	Black Board LCD
4.2	Language and the brain	5	Chalk & Talk PPT	Black Board LCD
4.3	Language- acquisition	5	Chalk & Talk PPT	Black Board LCD
UNIT –V LANGUAGE AND SOCIETY & LANGUAGE AND CULTURE				
5.1	Sociolinguistics, ethnolinguistics and psycholinguistics	2	Lecture	Black Board

5.2	Accent, dialect and idiolect	2	Lecture	Black Board
5.3	Standards & vernaculars (SS)	2	Discussion	Black Board
5.4	Bilingualism, code-switching and diglossia	2	Chalk & Talk PPT	Black Board LCD
5.5	What is culture? (SS)	2	Discussion	Black Board
5.6	Colour terms (SS)	2	Discussion	Black Board
5.7	Pronouns of address (SS)	2	Discussion	Black Board
5.8	Cultural overlap, cultural diffusion and translatability	2	Chalk & Talk PPT	Black Board LCD
UNIT –VI DYNAMISM				
6.1	Semiotic analysis of short stories	10	Discussion	Black Board

EVALUATION PATTERN

INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholasti c Marks	Non Scholasti c Marks C6	CIA Total	% of Assess ment
	T1 10 Mks.	T2 10 Mks.	Semina r 5 Mks.	Assignme nt 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mk s.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholast ic	-	-	-	-	-		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

End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	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	outline the major concepts of language and linguistics	K2	PSO1 & PSO2
CO 2	identify the distinctive features of phonology and grammar	K2& K3	PSO3
CO 3	apply the principles of language for effective communication	K3 & K4	PSO5
CO 4	analyse the connection between language and mind	K3, K4, K5	PSO3
CO 5	explain the relationship among language, society and culture	K4 & K5	PSO5

Mapping of COs with PSOs

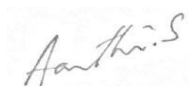
CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	1	1	1
CO2	1	1	3	1	2
CO3	1	1	2	1	3
CO4	1	1	3	1	2
CO5	1	1	2	1	3

Mapping of COs with POs

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

Note: ϕ Strongly Correlated – **3** ϕ Moderately Correlated – **2**
 ϕ Weakly Correlated -**1**

COURSE DESIGNER:



Dr. S. Aarthi

Assistant Professor

The Research Centre of English

Forwarded By



DR.A.ROSELIN MARY
HOD'S Signature & Name

II M.A. English SEMESTER –IV

Addition

10.5%

For those who joined in 2022 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG4L15	LANGUAGE AND LINGUISTICS	MAJOR CORE	6	5

COURSE DESCRIPTION

The course LANGUAGE AND LINGUISTICS gives a general introduction to English language and linguistics, the scientific study of human language. It will focus on the major core subfields of linguistics: morphology, phonetics, phonology, syntax, and semantics. It also includes other areas of applied linguistics, language change and language acquisition.

COURSE OBJECTIVES

The course enables learners to understand the basic concepts in language and linguistics and introduces the learners to various branches of Applied Linguistics.

UNITS

UNIT –I LANGUAGE AND LINGUISTICS- BASIC CONCEPTS (17 HRS.)

Meanings and definitions of language

Renamed

Language behaviour and language- systems

Language and speech

The semiotic point of view

Branches of linguistics

Terminology and notation (SS)

UNIT –II SOUNDS

(17 HRS.)

The phonic medium

Phonetic and orthographic representation

Articulatory phonetics

Phonemes and allophones
Distinctive features and suprasegmental phonology
Phonological structure **(SS)**

UNIT –III GRAMMAR AND SEMANTICS (17 HRS.)

Syntax, inflexion and morphology
Constituent –structure **1.33%**
The diversity of meaning- connotative, denotative, referential and emotive meaning
Lexical meaning: homonymy, polysemy, synonymy **(SS)**
Lexical meaning: sense and denotation **(SS)**
Semantics and grammar
Sentence-meaning and utterance- meaning

UNIT –IV LANGUAGE CHANGE & LANGUAGE AND MIND (17 HRS.)

History of English language **6.67%**
Language and the brain
Language- acquisition

UNIT –V LANGUAGE AND SOCIETY & LANGUAGE AND CULTURE (17 HRS.)

Sociolinguistics, Ethnolinguistics and Psycholinguistics
Accent, dialect and idiolect
Standards & vernaculars **(SS)**
Bilingualism, code-switching and diglossia
Language and thought **2.5%**
Colour terms **(SS)**
Pronouns of address **(SS)**
Cultural overlap, cultural diffusion and translatability

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

Semiotic analysis of short stories

TEXT BOOKS:

3. Lyons, John. *Language and Linguistics: An Introduction*.
Cambridge University Press, 2009.

4. Wood, Fredrick T. *An Outline History of English Language*. Laxmi Publications, 2014.

REFERENCES:

10. Algeo, John. *The Origins and Development of the English Language*. Cengage Learnnig Pvt. Ltd, 2010.
11. Adrian, Akmajian. *Linguistics: An Introduction to Language and Communication. 4 Ed.* Prentice Hall of India Pvt. Ltd., 2003.
12. Baugh, Albert C. *A History of the English Language*. Allied Pubishers Pvt., Ltd., 1987.
13. Culler, Jonathan. *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. Routledge, 2001.
14. E. Baker, Anne and KeesHengeveld. *Linguistics*. Wiley-Blackwell, 2012.
15. Eco, Umberto. *A Theory of Semiotics*. Indiana University, 1979.
16. Hall, Christopher J. *Introduction to Language and Linguistics: Breaking Language Spell*. Continuum, 2008.
17. McCabe, Anne. *An Introduction to Linguistics and Language Studies*. Equinox, 2011.
18. Radford, Andrew et al. *Linguistics: An Introduction*. Cambridge University Press, 1999.
10. Schmitt, Norbert. *An Introduction to Applied Linguistics*. A Hodder-Viva Edition, 2011.
11. Thomas, Margaret. *Fifty Key Thinkers on Language and Linguistics*. Routledge, 2011. Print.

COURSE CONTENT & LECTURE SCHEDULE

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT –I LANGUAGE AND LINGUISTICS- BASIC CONCEPTS				
1.1	Meanings and definitions of language	4	Chalk & Talk	Black Board
1.2	Language behaviour and language-systems	3	Lecture PPT	Smart board
1.3	Language and speech	2	Lecture	Black Board
1.4	The semiotic point of view	3	Lecture	Black Board
1.5	Branches of linguistics	3	Chalk & Talk	LCD
1.6	Terminology and notation	2	Discussion	Black Board
UNIT –II SOUNDS				
2.1	The phonic medium	3	Chalk & Talk	Black Board
2.2	Phonetic and orthographic representation	3	Chalk & Talk PPT	Black Board LCD
2.3	Articulatory phonetics	3	Lecture	Black Board
2.4	Phonemes and allophones	3	Lecture PPT	Smart board
2.5	Distinctive features and suprasegmental phonology	3	Lecture	Black Board
2.6	Phonological structure	2	Discussion	Black Board

UNIT -III GRAMMAR AND SEMANTICS

3.1	Syntax, inflexion and morphology	3	Lecture	Black Board Charts
3.2	Constituent –structure	3	Chalk & Talk	Black Board
3.3	The diversity of meaning	3	Chalk & Talk	Black Board
3.4	Lexical meaning: homonymy, polysemy, synonymy	2	Discussion	Black Board
3.5	Lexical meaning: sense and denotation	2	Discussion	Black Board
3.6	Semantics and grammar	2	Chalk & Talk	Black Board
3.7	Sentence-meaning and utterance-meaning	2	Lecture PPT	Smart Board

UNIT -IV LANGUAGE CHANGE & LANGUAGE AND MIND

4.1	History of English language	7	Chalk & Talk PPT	Black Board LCD
4.2	Language and the brain	5	Chalk & Talk PPT	Black Board LCD
4.3	Language- acquisition	5	Chalk & Talk PPT	Black Board LCD

UNIT -V LANGUAGE AND SOCIETY & LANGUAGE AND CULTURE

5.1	Sociolinguistics, ethnolinguistics and psycholinguistics	3	Lecture	Black Board
5.2	Accent, dialect and idiolect	2	Lecture	Black Board

5.3	Standards & vernaculars (SS)	2	Discussion	Black Board
5.4	Bilingualism, code-switching and diglossia	2	Chalk & Talk PPT	Black Board LCD
5.5	Language and thought	2	Chalk & Talk PPT	Black Board
5.6	Colour terms (SS)	2	Discussion	Black Board
5.7	Pronouns of address (SS)	2	Discussion	Black Board
5.8	Cultural overlap, cultural diffusion and translatability	2	Chalk & Talk PPT	Black Board LCD
UNIT -VI DYNAMISM				
6.1	Semiotic analysis of short stories	5	Discussion	Black Board

EVALUATION PATTERN

INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholasti c Marks	Non Scholasti c Marks C6	CIA Total	% of Assess ment
	T1 10 Mks.	T2 10 Mks.	Semina r 5 Mks.	Assignme nt 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mk s.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholast ic	-	-	-	-	-		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

End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	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	outline the major concepts of language and linguistics	K2	PSO1 & PSO2
CO 2	identify the distinctive features of phonology and grammar	K2& K3	PSO3
CO 3	apply the principles of language for effective communication	K3 & K4	PSO5
CO 4	analyse the connection between language and mind	K3, K4, K5	PSO3
CO 5	explain the relationship among language, society and culture	K4 & K5	PSO5

Mapping of COs with PSOs

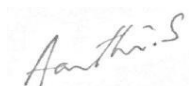
CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	1	1	1
CO2	1	1	3	1	2
CO3	1	1	2	1	3
CO4	1	1	3	1	2
CO5	1	1	2	1	3

Mapping of COs with POs

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

Note: ϕ Strongly Correlated – **3** ϕ Moderately Correlated – **2**
 ϕ Weakly Correlated -**1**

COURSE DESIGNER:



Dr. S. Aarthi

Assistant Professor

The Research Centre of English

Forwarded By



DR.A.ROSELIN MARY
HOD'S Signature & Name

II M.A ENGLISH
SEMESTER –IV

OLD SYLLABUS

Deletion

10%

For those who joined in 2019 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG4L16	AFRICAN LITERATURE	MAJOR CORE	6	5

COURSE DESCRIPTION

The course titled AFRICAN LITERATURE traces the history and development of African literature by focusing on political, cultural and social turbulence from the Pre-Colonial times through the Post-Independent era in the notable texts from West Africa, South, North and East Africa.

COURSE OBJECTIVES

The course enables the learners to trace the genesis and evolution of the history of African literature.

The course helps the learners to appreciate the diverse African culture and literary expression.

UNITS

UNIT I-POETRY

(15 HRS.)

- | | |
|--------------------------|--------------------------------------|
| 1. Gabriel Okara | - "The Mystic Drum" |
| 2. Bernard Binlin Dadie | - "I Give you Thanks my God" |
| 3. David Diop | - "Africa" |
| 4. Ouologuem Yambo | - "When Black Men's Teeth Speak out" |
| 5. Niji Osundare | - "Invocations of the Word" |
| 6. Lenrie Peters | - "The Fence" (SS) |
| 7. Kofi Awoonor | - "The First Circle" (SS) |
| 8. Léopold Sédar Senghor | - "The Black Woman" |

UNIT II- PROSE

(25 HRS.)

- | | |
|--------------------------|--|
| 1. Samuel Ajayi Crowther | - <i>The Narrative of Samuel Ajayi Crowther</i>
pp 212-220 |
| 2. Buchi Emecheta | - From <i>In Criticism and Ideology</i> "Feminism
with a small 'f'" - pp.173- 185 |
| 3. Ngugi Wa Thiong'o | - From <i>The Post-colonial Studies Reader</i> |

“On the Abolition of English Department”-
pp 438-442

4. Chinua Achebe

- From *Home and Exile*- “My Home under
Imperial Fire”- pp 1-35

UNIT III-DRAMA

(15 HRS.)

1. Wole Soyinka

- *Death and the King’s Horsemen*

UNIT IV- NOVEL

(25 HRS.)

1. Chigoze Obioma

- *The Fishermen*

2. Yvonne Vera

- *The Stone Virgins*

10%

UNIT V- SHORT STORY

(10 HRS.)

1. Njabulo S.Ndebala

- The Prophetess (SS)

2. Ashley Markar

- Mina’s Funeral

3. Ben Okri

- Laughter Beneath the Bridge

4. Chimamanda Ngozi Adichie

- The Arrangers of Marriage(SS)

5. Tayeb Salih

- The Doum Tree of Wad Hamid

6. Sembene Ousmane

- Tribal Scars or The Voltaique

7. Oral Tradition

- Why the Hippo has a Stumpy Tail (SS)

8. Oral Tradition

-Why the Sun and the Moon lived in the Sky (SS)

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

1. Poetry Recitation (Kofi Awoonor , Léopold Sédar Senghor & Niji Osundare)

2. Creative writing task (Ben Okri & Chimamanda Ngozi Adichie)

3. Enactment of an Act (Wole Soyinka)

TEXT BOOKS:

1. Anthony ,Kalu.C. ed. *The Rienner Anthology of African Literature*. Viva books, 2008.
2. *An Anthology of Commonwealth Poetry*-Ed. By C.D.Narasimhaiah. Macmillan, 1990.
3. Achebe, Chinua. *Home and Exile*. , Penguin, 2000.
4. Soyinka, Wole. *Death and the King’s Horsemen*. Norton. 2002.
5. Vera, Yvonne. *The Stone Virgins*. Farrar, Straus and Giroux, 2004.
6. Obioma, Chigozie. *The Fishermen*. Little Brown, 2015.

REFERENCES:

1. Gikandi, Simon. *Encyclopedia of African Literature*. Routledge, 2003.
2. Mami, Fouad. *Introduction to Contemporary African Literature: A Course Handbook*. Arres Librairie, 2018.
3. Ojaide, Tancred. *Contemporary African Literature New Approaches*. Carolina Academic Press, 2012.

4. Zeli, Hans. M, Carol Bundy and Virginia Coulon. eds. *A New Reader's Guide to African Literature*. Africana Publishing Company, 1983.

DIGITAL OPEN EDUCATIONAL RESOURCES :

1. https://www.google.com/search?q=african+literature&rlz=1C1RLNS_eN673IN673&oq=african+lt&aqs=chrome.1.69i57j0l7.6560j0j7&sourceid=chrome&ie=UTF-8
2. https://www.researchgate.net/publication/262260968_African_Literature_From_the_Oral_Tradition_to_Current_Trends
3. <https://www.newyorker.com/magazine/2008/05/26/after-empire>
4. <https://science.jrank.org/pages/7831/African-Literature.html>

COURSE CONTENT & LECTURE SCHEDULE

UNIT -I POETRY	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I POETRY				
1.1	Gabriel Okara - “The Mystic Drum”	2	Chalk & Talk	Black Board
1.2	Bernard Binlin Dadie- “I Give you Thanks my God”	1	Chalk & Talk	LCD
1.3	David Diop- “Africa”	2	Lecture	PPT & White board
1.4	Ouologuem Yambo- “When Black Men’s Teeth Speak out”	2	Lecture	Smart Board
1.5	Niji Osundare- “Invocations of the Word	3	Lecture	Black Board
1.6	Lenrie Peters- “The Fence” (SS)	2	Discussion	Google classroom
1.7	Kofi Awoonor- “The First Circle” (SS)	1	Discussion	PPT & White board
1.8	Léopold Sédar Senghor- “The Black Woman”	2	Lecture	LCD
UNIT -II PROSE				
2.1	Samuel Ajayi Crowther - <i>The Narrative of Samuel Ajayi Crowther</i> - pp 212-220	6	Lecture & Discussion	Black Board PPT, LCD
2.2	Buchi Emecheta - From <i>In Criticism and Ideology</i> “Feminism with a small ‘f!’”- pp.173- 185	6	Chalk & Talk & Lecture	White Board & Google Classroom

2.3	Ngugi Wa Thiong'o - From <i>The Post-colonial Studies Reader</i> - "On the Abolition of English Department"- pp 438-442	6	Lecture & Discussion	Black Board PPT, LCD
2.4	Chinua Achebe- - From <i>Home and Exile</i> - "My Home under Imperial Fire"- pp 1-35	7	Chalk & Talk & Lecture	White Board & Google Classroom
UNIT -III DRAMA				
3	Wole Soyinka - <i>Death and the King's Horsemen</i>	15	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, White Board & Google Classroom
UNIT -IV NOVEL				
4.1	Chigoze Obioma - <i>The Fishermen</i>	12	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
4.2	Yvonne Vera- <i>The Stone Virgins</i>	13	Lecture, Discussion	Black Board, White Board LCD & PPT
UNIT -V COMPREHENSION				
5.1	Njabulo S.Ndebala - <i>The Prophetess (SS)</i>	1	Discussion	PPT
5.2	Ashley Markar - <i>Mina's Funeral</i>	2	Lecture	LCD
5.3	Ben Okri - <i>Laughter Beneath the Bridge</i>	1	Discussion	PPT

5.4	Chimamanda Ngozi Adichie - <i>The Arrangers of Marriage</i> (SS)	1	Lecture	LCD
5.5	Tayeb Salih - <i>The Doum Tree of Wad Hamid</i>	2	Chalk & Talk	Black Board
5.6	Sembene Ousmane - <i>Tribal Scars or The Voltaique</i>	1	Chalk & Talk	Black Board
5.7	Oral Tradition - <i>Why the Hippo has a Stumpy Tail</i> (SS)	1	Lecture	White Board
5.8	Oral Tradition - <i>Why the Sun and the Moon lived in the Sky</i> (SS)	1	Lecture	LCD

EVALUATION PATTERN

INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholasti c Marks	Non Scholasti c Marks C6	CIA Total	% of Assess ment
	T1 10 Mks.	T2 10 Mks.	Semina r 5 Mks.	Assignme nt 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mk s.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholast ic	-	-	-	-	-		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

End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	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	interpret the style and literary richness of African poetry and appraise the oral tradition	K2 & K5	PSO1 & PSO2
CO 2	assess and survey the history of African Literature and the roots of colonialism in the prescribed prose texts.	K2 & K4	PSO4
CO 3	evaluate the cultural and aesthetic representations in African plays and the evolution of theatre during the post-colonial period.	K5	PSO2
CO 4	identify the various thematic concerns in African novels.	K3	PSO4
CO 5	analyse the African short stories using formalist, deconstructionist, archetypal, historical, biographical, psychoanalytical and feminist theories.	K4	PSO2

Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	1	1	2	1
CO2	2	1	3	1	1
CO3	1	1	3	2	1
CO4	2	1	1	3	1
CO5	1	1	1	3	2

Mapping of COs with POs

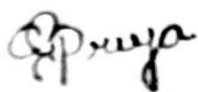
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	1	2	1	2	1
CO2	1	3	2	1	1	2	1
CO3	1	3	1	2	1	2	1
CO4	3	2	1	1	1	2	1
CO5	1	2	1	3	1	2	1

Note: ϕ Strongly Correlated – 3

ϕ Moderately Correlated – 2

ϕ Weakly Correlated -1

COURSE DESIGNER:



Dr.G.PRIYA
Assistant Professor
The Research Centre of English

Forwarded by



Dr.A.Roselin Mary

HOD'S Signature & Name

**II M.A ENGLISH
SEMESTER –IV**

NEW SYLLABUS

Addition

10%

For those who joined in 2022 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG4L16	AFRICAN LITERATURE	MAJOR CORE	6	5

COURSE DESCRIPTION

The course titled AFRICAN LITERATURE traces the history and development of African literature by focusing on political, cultural and social turbulence from the Pre-Colonial times through the Post-Independent era in the notable texts from West Africa, South, North and East Africa.

COURSE OBJECTIVES

The course enables the learners to trace the genesis and evolution of the history of African literature.

The course helps the learners to appreciate the diverse African culture and literary expression.

UNITS

UNIT I-POETRY

(18 HRS.)

- | | |
|---------------------------|--------------------------------------|
| 1. Gabriel Okara | - "The Mystic Drum" |
| 2. Bernard BinlinDadie | - "I Give you Thanks my God" |
| 3. David Diop | - "Africa" |
| 4. OuologuemYambo | - "When Black Men's Teeth Speak out" |
| 5. NijiOsundare | - "Invocations of the Word" |
| 6. Lenrie Peters | - "The Fence" (SS) |
| 7. Kofi Awoonor | - "The First Circle" (SS) |
| 8. Léopold Sédar Senghor- | "The Black Woman" |

UNIT II- PROSE

(18 HRS.)

1. Samuel AjayiCrowther - *The Narrative of Samuel AjayiCrowther*-
pp 212-220
2. BuchiEmecheta - From *InCriticism and Ideology* “Feminism
with a small ‘f!’-pp.173- 185
3. NgugiWaThiong’o - From *The Post-colonial Studies Reader*-
“On the Abolition of English Department”-
pp 438-442
4. Chinua Achebe - From *Home and Exile*- “My Home under
Imperial Fire”- pp 1-35

UNIT III-DRAMA

(18 HRS.)

1. Wole Soyinka - *Death and the King’s Horsemen*
2. Ama Ata Aidoo - *Anowa*

10%

UNIT IV- NOVEL

(18 HRS.)

1. Chigoze Obioma - *The Fishermen*

UNIT V- SHORT STORY

(18 HRS.)

1. NjabuloS.Ndebala - The Prophetess (SS)
2. Ashley Markar - Mina’s Funeral
3. Ben Okri - Laughter Beneath the Bridge
4. ChimamandaNgoziAdichie - The Arrangers of Marriage(SS)
5. TayebSalih- TheDoom Tree of Wad Hamid
6. SembeneOusmane - Tribal Scars or TheVoltaire
7. Oral Tradition - Why the Hippo has a Stumpy Tail
(SS)
8. Oral Tradition -Why the Sun and the Moon lived in the Sky
(SS)

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

1. Poetry Recitation (Kofi Awoonor ,Léopold Sédar Senghor&Niji Osundar)
2. Creative writing task (Ben Okri&ChimamandaNgoziAdichie)
3. Enactment of an Act (Wole Soyinka)

TEXT BOOKS:

7. Achebe, Chinua. *Home and Exile*. Penguin, 2000.
8. Ata Aidoo, Ama. *Anowa*. Prentice Hall Press, 1970.
9. Anthony ,Kalu.C. ed. *The Rienner Anthology of African Literature*. Viva books, 2008.
10. *An Anthology of Commonwealth Poetry*-Ed. By C.D.Narasimhaiah. Macmillan, 1990.
11. Bill Ashcroft, Gareth Griffiths and Helen Tiffin. *The Post-Colonial Studies Reader*. (Ed)Second Edition. Routledge, 2005
6. Obioma, Chigozie. *The Fishermen*. Little Brown, 2015.
7. Okri, Ben. *Incidents at the Shrine*. Vintage, 1993.
8. Soyinka, Wole. *Death and the King's Horsemen*. Norton. 2002.

REFERENCES:

1. Gikandi, Simon. *Encyclopedia of African Literature*. Routledge, 2003.
2. Ibitokun, Benedict M. *African Drama and the Yoruba World-View*. Ibadan UP, 1995.
3. Quayson, Ato. *African Literature: An Anthology of Criticism and Theory*. ed. Blackwell, 2007.
4. Mami, Fouad. *Introduction to Contemporary African Literature: A Course Handbook*. Arres Librairie, 2018.
5. Ojaide, Tancred. *Contemporary African Literature New Approaches*. Carolina Academic Press, 2012.
6. Udent, Udent. O. *Art, Ideology and Social Commitment in African Poetry (A Discourse)*. Fourth Dimension, 1996.
7. Zeli, Hans. M, Carol Bundy and Virginia Coulon. eds. *A New Reader's Guide to African Literature*. Africana Publishing Company, 1983.

DIGITAL OPEN EDUCATIONAL RESOURCES :

1. https://www.google.com/search?q=african+literature&rlz=1C1RLNS_e nIN673IN673&oq=african+lt&aqs=chrome.1.69i57j0l7.6560j0j7&sourceid=chrome&ie=UTF-8
2. https://www.researchgate.net/publication/262260968_African_Literature_From_the_Oral_Tradition_to_Current_Trends
3. <https://www.newyorker.com/magazine/2008/05/26/after-empire>
4. <https://science.jrank.org/pages/7831/African-Literature.html>

COURSE CONTENT & LECTURE SCHEDULE

UNIT -I POETRY	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I POETRY				
1.1	Gabriel Okara - "The Mystic Drum"	2	Chalk & Talk	Black Board
1.2	Bernard BinlinDadie- "I Give you Thanks my God"	2	Chalk & Talk	LCD
1.3	David Diop- "Africa"	2	Lecture	PPT & White board
1.4	OuologuemYambo- "When Black Men's Teeth Speak out"	2	Lecture	Black Board, LCD, PPT, White Board & Google Classroom
1.5	NijiOsundare- "Invocations of the Word"	3	Lecture	Black Board
1.6	Lenrie Peters- "The Fence" (SS)	2	Discussion	LCD & Google classroom
1.7	Kofi Awoonor- "The First Circle" (SS)	2	Discussion	PPT & White board
1.8	Léopold Sédar Senghor- "The Black Woman"	3	Lecture	Black Board, LCD, PPT, White Board & Google Classroom
UNIT -II PROSE				

2.1	Samuel AjayiCrowther - <i>The Narrative of Samuel AjayiCrowther</i> - pp 212-220	4	Lecture & Discussion	Black Board PPT, LCD
2.2	BuchiEmecheta - From <i>InCriticism and Ideology</i> "Feminism with a small 'f!'" - pp.173- 185	5	Chalk & Talk & Lecture	White Board & Google Classroom
2.3	NgugiWaThiong'o - From <i>The Post-colonial Studies Reader</i> - "On the Abolition of English Department"- pp 438-442	4	Lecture&Discussion	Black Board PPT, LCD
2.4	Chinua Achebe- - From <i>Home and Exile</i> - "My Home under Imperial Fire"- pp 1-35	5	Chalk & Talk & Lecture	White Board & Google Classroom
UNIT -III DRAMA				
3.1	Wole Soyinka - <i>Death and the King's Horsemen</i>	9	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, White Board & Google Classroom
3.2	Ama Ata Aidoo- <i>Anowa</i>	9	Chalk & Talk, Lecture, Discussion	Black Board, LCD, PPT, Green Board & Google Classroom
UNIT -IV NOVEL				
4.1	Yvonne Vera- <i>The StoneVirgins</i>	18	Lecture, Discussion	Black Board, White Board LCD & PPT

UNIT -V COMPREHENSION				
5.1	NjabuloS.Ndebala - <i>The Prophetess</i> (SS)	2	Discussion	LCD & PPT
5.2	Ashley Markar - <i>Mina's Funeral</i>	2	Lecture	LCD & PPT
5.3	Ben Okri - <i>Laughter Beneaththe Bridge</i>	2	Discussion	PPT
5.4	ChimamandaNgoziAdichie - <i>The Arrangers of Marriage</i> (SS)	2	Lecture & Discussion	LCD & PPT
5.5	TayebSalih - <i>The Doum Tree of Wad Hamid</i>	2	Chalk & Talk	Black Board
5.6	SembeneOusmane - <i>Tribal Scars or The Voltaique</i>	3	Chalk & Talk	Black Board & PPT
5.7	Oral Tradition - <i>Why the Hippo has a Stumpy Tail</i> (SS)	2	Lecture & Discussion	White Board & PPT
5.8	Oral Tradition - <i>Why the Sun and the Moon lived in the Sky</i> (SS)	2	Lecture & Discussion	LCD & PPT

EVALUATION PATTERN

INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholasti c Marks	Non Scholasti c Marks C6	CIA Total	% of Assess ment
	T1 10 Mks.	T2 10 Mks.	Semina r 5 Mks.	Assignme nt 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mk s.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
Non Scholast ic	-	-	-	-	-		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

End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	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	interpret the style and literary richness of African poetry and appraise the oral tradition	K2 & K5	PSO1 & PSO2
CO 2	assess and survey the history of African Literature and the roots of colonialism in the prescribed prose texts.	K2 & K4	PSO4
CO 3	evaluate the cultural and aesthetic representations in African plays and the evolution of theatre during the post-colonial period.	K5	PSO2
CO 4	identify the various thematic concerns in African novels.	K3	PSO4
CO 5	analyse the African short stories using formalist, deconstructionist, archetypal, historical, biographical, psychoanalytical and feminist theories.	K4	PSO2

Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	3	1	1	2	1
CO2	2	1	3	1	1
CO3	1	1	3	2	1
CO4	2	1	1	3	1
CO5	1	1	1	3	2

Mapping of COs with POs

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

Note: ϕ Strongly Correlated – 3 ϕ Moderately Correlated – 2
 ϕ Weakly Correlated -1

COURSE DESIGNER:



Dr.G.PRIYA
Assistant Professor
The Research Centre of English

Forwarded by



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

**I M.A./ M.Sc/M.Com
SEMESTER –I****Deletion****20%*****For those who joined in 2019 onwards***

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG1LEDC / 19PG2LEDC	ENGLISH FOR COMPETITIVE EXAMS	EDC	3	3

COURSE DESCRIPTION

The course “English for Competitive Exams” is designed to give the students a head start on the process of career planning and development by preparing them to face competitive exams.

COURSE OBJECTIVES

- The course aims to help students develop their English language skills in order to tackle competitive exams that test the English language abilities.
- The students will be exposed to the material that facilitates the aspects of grammar, writing and vocabulary.

UNITS**UNIT –I VOCABULARY ENHANCEMENT****(8 HRS.)**

1. Know the “root” of the words and word families.
2. Word Formation
3. Antonyms and Synonyms
4. Analogies

UNIT –II - IDIOMS IN USE**(7 HRS.)**

1. Traditional Idioms
2. Idiomatic Compounds
3. Similes and Comparisons
4. Phrases

UNIT –III - SPOTTING ERRORS

(10HRS.)

1. Spelling
2. Problem Words
3. Punctuation
4. Grammar
5. Style
6. Common Errors

UNIT –IV WRITING BUSINESS LETTERS AND E-MAILS

20%

(10HRS.)

1. Characteristics of a good business letter
2. Kinds of Business Letters- enquiries, complaints, and their replies,
Circular letters
3. Letter of appointment and letters to the Editor
4. Business and Personal E-mails

UNIT –V COMPREHENSION

(10HRS.)

1. Listening exercises and tests
2. Reading comprehension
3. Reading Tests: Survey and Diagnostic

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

Newspaper clippings, English Magazines for vocabulary, reading and listening exercises.

REFERENCES:

1. Anne Stilman, *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar*. Writer's Digest Books, 1992.
2. Bhatnagar, R.P.Bhargava, Rajul, *English for Competitive Examination*. Tata McGraw Hill Company Ltd, 2005.
3. Mittal Dharmendra. *Effective Writing: Communication Skill for you to Develop, Reproduce and Rewrite Communication Business and Personal*. Arihant Publications Pvt. Ltd., 2007
4. Prasad, Hari Mohan, and Sinka, Cima Rani. *Objective English for Competitive Examination*. Tata McGraw- Hill Company Ltd, 2005.

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I VOCABULARY ENHANCEMENT				
1.1	Know the “roots” of words and word families.	2	Chalk & Talk	Black Board
1.2	Word Formation	2	Chalk & Talk	PPT & Black Board
1.3	Antonyms and Synonyms	2	Lecture	PPT & Black board
1.4	Analogies	2	Lecture	PPT & Black board
UNIT -II IDIOMS IN USE				
2.1	Traditional Idioms	2	Lecture	PPT & Black board
2.2	Idiomatic Compounds	2	Brainstorming	PPT & Black board
2.3	Similes and Comparisons	2	Brainstorming	PPT & Black board
2.4	Phrases	1	Brainstorming	PPT & Black board
UNIT -III SPOTTING ERRORS				
3.1	Spelling	2	Chalk & Talk	Black Board

3.2	Problem Words	2	Chalk & Talk	PPT & Black Board
3.3	Punctuation	1	Lecture	PPT & Black Board
3.4	Grammar	2	Lecture	PPT & Black Board
3.5	Style	1	Chalk & Talk	Black Board
3.6	Common Errors	2	Chalk & Talk	Black Board
UNIT -IV WRITING BUSINESS LETTERS AND E-MAILS				
4.1	Characteristics of a good business letter	1	Lecture	PPT & Black Board
4.2	Kinds of Business Letters-enquiries, complaints, and their replies, circular letters	3	Chalk & Talk	PPT & online resource
4.3	Letter of appointment and letters to the Editor	3	Chalk & Talk	PPT & Online Resource
4.4	Business and Personal E-mails	3	Chalk & Talk	PPT & Online Resource
UNIT -V COMPREHENSION				
5.1	Listening exercises and tests	4	Lecture	PPT
5.2	Reading comprehension	4	Monitoring and correcting	PPT & Online Resource

5.3	Reading test: survey and Diagnostic	3	Monitoring and correcting	PPT
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EVALUATION PATTERN

INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
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

End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	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	improve and enrich vocabulary	K1,K2 & K3	PSO5
CO 2	develop skills required in sentence formation and sentence transformation	K1&K3	PSO3
CO 3	identify errors in sentences to resolve them	K1,K2&K3	PSO3
CO 4	draft business letters and e-mails with clarity	K1.K2,K3	PSO5
CO 5	achieve proficiency in grammar and usage	K1,K2&K3	PSO3

Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	1	2	1	3
CO2	1	1	3	1	2
CO3	1	1	3	1	2
CO4	1	1	2	1	3
CO5	1	1	3	1	1

Mapping of COs with POs

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

Note: ϕ Strongly Correlated – **3** ϕ Moderately Correlated – **2**
 ϕ Weakly Correlated - **1**

COURSE DESIGNER:

P.V. Christi Shanthi

Dr. P. V. Christi Shanthi

Associate Professor

The Research Centre of English

Forwarded By

Roselin Mary

Dr. A. Roselin Mary

HOD'S Signature & Name

I M.A./ M.Sc/M.Com**SEMESTER –I**

Addition

20%

For those who joined in 2022 onwards

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS./ WEEK	CREDITS
PSEN	19PG1LEDC / 19PG2LEDC	ENGLISH FOR COMPETITIVE EXAMS	EDC	3	3

COURSE DESCRIPTION

The course ENGLISH FOR COMPETITIVE EXAMS is designed to give the students a head start on the process of career planning and development by preparing them to face competitive exams.

COURSE OBJECTIVES

- The course aims to help students develop their English language skills in order to tackle competitive exams that test the English language abilities.
- The course intends to offer exclusive training for upcoming competitive exams.

UNITS**UNIT –I VOCABULARY ENHANCEMENT****(9 HRS.)**

1. Know the “root” of the words and word families.
2. Word Formation
3. Antonyms and Synonyms
4. Analogies

UNIT –II - IDIOMS IN USE**(9 HRS.)**

1. Traditional Idioms
2. Idiomatic Compounds
3. Similes and Comparisons
4. Phrases

UNIT –III - SPOTTING ERRORS**(9 HRS.)**

1. Spelling

2. Problem Words
3. Punctuation
4. Grammar
5. Style
6. Common Errors

UNIT –IV Logic based English Language tests

20%

(9 HRS.)

1. Ordering of jumbled words in sentences
2. Sentence improvement and sentence formation
3. Rearrangement of jumbled sentences in paragraphs
4. Choose the correct sequence of the parts

UNIT –V COMPREHENSION

(9 HRS.)

1. Listening exercises and tests
2. Reading comprehension
3. Reading Tests: Survey and Diagnostic

UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

Newspaper clippings, English Magazines for vocabulary enrichment, reading and listening exercises.

TEXT BOOK:

Bhatnagar, R.P.Bhargava, Rajul, *English for Competitive Examination*.

Tata McGraw Hill Company Ltd, 2005.

REFERENCES:

Anne Stilman, *Grammatically Correct: The Writer's Essential Guide to Punctuation, Spelling, Style, Usage and Grammar*. Writer's Digest Books, 1992.

Mittal Dharmendra. *Effective Writing: Communication Skill for you to Develop, Reproduce and Rewrite Communication Business and Personal*. Arihant Publications Pvt. Ltd., 2007

Prasad, Hari Mohan, and Sinka, Cima Rani. *Objective English for Competitive Examination*. Tata McGraw- Hill Company Ltd, 2005.

Thorpe, Edgar and Showick Thorpe. *Objective English. 2nd Ed.* Dorling Kindersley, 20008.

DIGITAL OPEN EDUCATIONAL RESOURCES:

Indiabix. <https://www.indiabix.com/>

Study and score. <https://www.studyandscore.com/index>

Leeverageedu. <https://leverageedu.com/blog/english-for-competitive-exams/>

COURSE CONTENTS & LECTURE SCHEDULE:

Module No.	Topic	No. of Lectures	Teaching Pedagogy	Teaching Aids
UNIT -I VOCABULARY ENHANCEMENT				
1.1	Know the “roots” of words and word families.	2	Chalk & Talk	Black Board
1.2	Word Formation	2	Chalk & Talk	PPT & Black Board
1.3	Antonyms and Synonyms	2	Lecture	PPT & Black board
1.4	Analogies	2	Lecture	PPT & Black board
UNIT -II IDIOMS IN USE				
2.1	Traditional Idioms	2	Lecture	PPT & Black board
2.2	Idiomatic Compounds	2	Brainstorming	PPT & Black board
2.3	Similes and Comparisons	2	Brainstorming	PPT & Black board
2.4	Phrases	1	Brainstorming	PPT & Black board
UNIT -III SPOTTING ERRORS				
3.1	Spelling	2	Chalk & Talk	Black Board

3.2	Problem Words	2	Chalk & Talk	PPT & Black Board
3.3	Punctuation	1	Lecture	PPT & Black Board
3.4	Grammar	2	Lecture	PPT & Black Board
3.5	Style	1	Chalk & Talk	Black Board
3.6	Common Errors	2	Chalk & Talk	Black Board
UNIT –IV LOGIC BASED ENGLISH LANGUAGE TESTS				
4.1	Ordering of jumbled words in sentences	2	Chalk & Talk	PPT & Black Board
4.2	Sentence improvement and sentence formation	2	Chalk & Talk	PPT & online resource
4.3	Rearrangement of jumbled sentences in paragraphs	2	Chalk & Talk	PPT & Online Resource
4.4	Choose the correct sequence of the parts	3	Chalk & Talk	PPT & Online Resource
UNIT –V COMPREHENSION				
5.1	Listening exercises and tests	4	Lecture	PPT
5.2	Reading comprehension	4	Monitoring and correcting	PPT & Online Resource

5.3	Reading test: survey and Diagnostic	3	Monitoring and correcting	PPT
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EVALUATION PATTERN

INTERNAL

Levels	C1	C2	C3	C4	C5	Total Scholastic Marks	Non Scholastic Marks C6	CIA Total	% of Assessment
	T1 10 Mks.	T2 10 Mks.	Seminar 5 Mks.	Assignment 5 Mks	OBT/PP T 5 Mks	35 Mks.	5 Mks.	40Mks.	
K2	4	4	-	-	-	8	-	8	20 %
K3	2	2	-	5	-	9	-	9	22.5 %
K4	2	2	-	-	5	9	-	9	22.5 %
K5	2	2	5	-	-	9	-	9	22.5 %
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

End Semester

Levels	Section A 10 Mks	Section B 20 Mks.	Section C 10 Mks	Section D 10 Mks.	Section E 10 Mks.	Total 60Mks.	
K2	10	5	-	-	-	15	25 %
K3	-	5	10	-	-	15	25 %
K4	-	5	-	-	10	15	25 %
K5	-	5	-	10	-	15	25 %
Total	10	20	10	10	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	improve and enrich vocabulary	K1,K2 & K3	PSO5
CO 2	relate phrases and idiomatic expressions with their meanings and use them in the context	K1&K3	PSO3
CO 3	identify errors in sentences to resolve them	K1,K2&K3	PSO3
CO 4	develop skills required in sentence formation and sentence transformation and solve logic based English language testing components	K1.K2,K3	PSO5
CO 5	achieve proficiency in grammar and usage	K1,K2&K3	PSO3

Mapping of COs with PSOs

CO/ PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	1	1	2	1	3
CO2	1	1	3	1	2
CO3	1	1	3	1	2
CO4	1	1	2	1	3
CO5	1	1	3	1	1

Mapping of COs with POs

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

Note: ϕ Strongly Correlated – **3** ϕ Moderately Correlated – **2**
 ϕ Weakly Correlated -**1**

COURSE DESIGNER:



Dr. S. Aarthi

Assistant Professor

The Research Centre of English

Forwarded By



Dr. A. Roselin Mary

HOD'S Signature & Name