

# **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 : B.A ENGLISH**

**PROGRAMME CODE : UAEN**

**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 :

1. Dr. A. Raselin Mary  
Associate Professor & Head  
The Research Centre of English  
Fatima College  
Madurai - 625018.

Head of the Department

Roshan Malla  
21/05/2022

2. Dr. R. Rajesh  
Assistant Professor & Head-in-charge  
School of English and Foreign  
Languages  
Madurai Kamaraj University  
Madurai - 21

University Nominee

~~26/2/09/2022~~

3. Dr. G. Baskaran  
Professor of English and  
Foreign Languages  
The Gandhigram Rural Institute  
Dindigul.

Subject Expert

2/8/22

4. Dr. D. Laura Dameris Chellajothe Subject Expert  
Associate Professor  
Bharathidasan University  
Tiruchirappalli. Laura Delano

Subject Expert

Laurelino

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 S.J.K.  
Madurai -
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 S.J.K.  
Associate Professor

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

Dev Sudha

17. Dr. G. Priya  
Assistant Professor

G. Priya

18. Ms. J. Kayal Anthony  
Assistant Professor

J. Kayal Anthony

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

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|--|------------------|
| 24. Ms. D. Ramya<br>Assistant Professor            | D. Ramya         |
| 25. Ms. M. Aabidha Thaslim<br>Assistant Professor  | M. Aabidha       |
| 26. Ms. K. Ashta Lakshmi<br>Assistant Professor    | K. Ashta Lakshmi |
| 27. Ms. P. Eunice<br>Assistant Professor           | P. Eunice        |
| 28. Ms. N. Shajitha Parveen<br>Assistant Professor | N. Shajitha      |
| 29. Dr. J. Vency Jasmine<br>Assistant Professor    | J. Vency         |
| 30. Ms. E. Anni Selwa Iniba<br>Assistant Professor | E. Anni          |
| 31. Ms. M. Joyce Vinita<br>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 * L R N G				Scope for * Emp Knte SD		Need for Introduction
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 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 L R N G	Scope for # E N T R S D
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 H 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 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 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/organisation.	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		Entrepreneurial Skills	To hone interview skills, verbal 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 S D *
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 19PG2LEDC Exams	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 N 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 <u>One Wing &amp; a Prayer</u> with Indira Goswami's <u>The Man from Chinnamasta</u> . 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 #				Scope for #			
						L	R	N	G	E P	E M	S	D
	19PG3412	English Language Teaching	in Teaching English in the 21 <sup>st</sup> 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%	Introduce 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 <sup>15</sup> L R N G	Sup for ES P C
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 <sub>1</sub>	E <sub>2</sub>	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 Graphical 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. Saira Banu  
Mary Magdalene Abraham

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Signature

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M. Aabidha

K. Ashta Lakshmi

P. Eunice

N. Shajitha

J. Vency

E. Anni

Joyce Vinita M.

## VISION OF THE DEPARTMENT

In its venture towards excellence, The Research Centre of English envisions to bolster the less - privileged young women with academic proficiency, research aptitude and life skills through the study of English language and literature.

## MISSION OF THE DEPARTMENT

The Research Centre of English journeys with the mission,

- To impart inclusive knowledge of world literatures that celebrate linguistic and cultural diversity
- To conscientize young women on studies pertaining to gender, ecology, ethnic marginalization and diaspora
- To facilitate learners understand and appreciate the classical and the contemporariness in the evolution of literary studies
- To chisel the academic, creative and critical skills of learners
- To make young women proactive and globally competent in meeting the demands of the world job market.

## PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

<b>PEO 1</b>	Our graduates will be academic, digital and information literates; creative, inquisitive, innovative and desirous for the “more” in all aspects
<b>PEO 2</b>	They will be efficient individual and team performers, exhibiting progress, flexibility, transparency and accountability in their professional work
<b>PEO 3</b>	The graduates will be effective managers of all sorts of real – life and professional circumstances, making ethical decisions,

	pursuing excellence within the time framework and demonstrating apt leadership skills
<b>PEO 4</b>	They will engage locally and globally, evincing social and environmental stewardship demonstrating civic responsibilities and employing right skills at the right moment

## GRADUATE ATTRIBUTES (GA)

Fatima College empowers her women graduates holistically. A Fatimite achieves all-round empowerment by acquiring Social, Professional and Ethical competencies. A graduate would sustain and nurture the following attributes:

I. <b>SOCIAL COMPETENCE</b>	
<b>GA 1</b>	Deep disciplinary expertise with a wide range of academic and digital literacy
<b>GA 2</b>	Hone creativity, passion for innovation and aspire excellence
<b>GA 3</b>	Enthusiasm towards emancipation and empowerment of humanity
<b>GA 4</b>	Potentials of being independent
<b>GA 5</b>	Intellectual competence and inquisitiveness with problem solving abilities befitting the field of research
<b>GA 6</b>	Effectiveness in different forms of communications to be employed in personal and professional environments through varied platforms

<b>GA 7</b>	Communicative competence with civic, professional and cyber dignity and decorum
<b>GA 8</b>	Integrity respecting the diversity and pluralism in societies, cultures and religions
<b>GA 9</b>	All – inclusive skill- sets to interpret, analyse and solve social and environmental issues in diverse environments
<b>GA 10</b>	Self-awareness that would enable them to recognise their uniqueness through continuous self-assessment in order to face and make changes building their strengths and improving on their weaknesses
<b>GA 11</b>	Finesse to co-operate exhibiting team-spirit while working in groups to achieve goals
<b>GA 12</b>	Dexterity in self-management to control their selves in attaining the kind of life that they dream for
<b>GA 13</b>	Resilience to rise up instantly from their intimidating setbacks
<b>GA 14</b>	Virtuosity to use their personal and intellectual autonomy in being life-long learners
<b>GA 15</b>	Digital learning and research attributes
<b>GA 16</b>	Cyber security competence reflecting compassion, care and concern towards the marginalised
<b>GA 17</b>	Rectitude to use digital technology reflecting civic and social responsibilities in local, national and global scenario
<b>II. PROFESSIONAL COMPETENCE</b>	
<b>GA 18</b>	Optimism, flexibility and diligence that would make them professionally competent

<b>GA 19</b>	Prowess to be successful entrepreneurs and employees of trans-national societies
<b>GA 20</b>	Excellence in Local and Global Job Markets
<b>GA 21</b>	Effectiveness in Time Management
<b>GA 22</b>	Efficiency in taking up Initiatives
<b>GA 23</b>	Eagerness to deliver excellent service
<b>GA 24</b>	Managerial Skills to Identify, Commend and tap Potentials
<b>III. ETHICAL COMPETENCE</b>	
<b>GA 25</b>	Integrity and discipline in bringing stability leading a systematic life promoting good human behaviour to build better society
<b>GA 26</b>	Honesty in words and deeds
<b>GA 27</b>	Transparency revealing one's own character as well as self-esteem to lead a genuine and authentic life
<b>GA 28</b>	Social and Environmental Stewardship
<b>GA 29</b>	Readiness to make ethical decisions consistently from the galore of conflicting choices paying heed to their conscience
<b>GA 30</b>	Right life skills at the right moment

## PROGRAMME OUTCOMES (PO)

The learners will be able to

<b>PO 1</b>	
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	acquire knowledge of fundamental concepts and subject specific academic competency.
<b>PO 2</b>	enhance the communicative skills and gain confidence to disseminate knowledge through oral and written communication effectively.
<b>PO 3</b>	think critically, evaluate analytically and apply the expertise of their discipline in real life.
<b>PO 4</b>	appreciate literary, economic, cultural, socio-psychological and environmental diversity.
<b>PO 5</b>	pursue and attain meaningful goals, develop positive attitude to gain self-awareness, self-esteem, self-discipline and self-motivation.
<b>PO6</b>	acquire employability and entrepreneurial skills
<b>PO7</b>	evolve as responsible citizens and leaders.

### **PROGRAMME SPECIFIC OUTCOMES (PSO)**

The learners will be able to

<b>PSO 1</b>	acquire knowledge of a variety of literatures and develop a taste to appreciate the eclectic literary movements and cultures of the world
<b>PSO 2</b>	verbalize creative and critical acumen effectively
<b>PSO 3</b>	comprehend and appraise societal issues manifested in literature
<b>PSO 4</b>	sharpen teaching, career and journalistic skills
<b>PSO 5</b>	fortify cognitive skills and engage in life-long learning

**FATIMA COLLEGE (AUTONOMOUS), MADURAI-18**  
**THE RESEARCH CENTRE OF ENGLISH**

*For those who joined in June 2019 onwards*

**PROGRAMME CODE:**

**PART – II -ENGLISH – 12 CREDITS**

**Offered by THE RESEARCH CENTRE OF ENGLISH**

S. N O	SEM.	COURSE CODE	COURSE TITLE	HRS	CRE DITS	CIA Mks	ESE Mks	TOT . MKs
1.	I	19EL1LB	BASIC COMMUNICATIVE ENGLISH	5	3	40	60	100
2.		19EL1LI	INTERMEDIATE COMMUNICATIVE ENGLISH					
3.		19EL1LA	ADVANCED COMMUNICATIVE ENGLISH					
4.	II	19EL2LB	ENGLISH FOR EFFECTIVE COMMUNICATION (BASIC)	5	3	40	60	100
5.		19EL2LI	ENGLISH FOR EMPOWERMENT (INTERMEDIATE)					
6.		19EL2LA	ENGLISH FOR CREATIVE WRITING (ADVANCED)					
7.	III	19EL3LN	ENGLISH FOR THE DIGITAL ERA	5	3	40	60	100

8.	IV	19EL4LN	ENGLISH FOR INTEGRATED DEVELOPMENT	5	3	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>12</b>			

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

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

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	19L1CC1	AGE OF SHAKESPEARE & MILTON	6	4	40	60	100
2.		19L1CC2	INDIAN WRITING IN ENGLISH	6	4	40	60	100
3.	II	19L2CC3	AGE OF DRYDEN & POPE	6	4	40	60	100
4.		19L2CC4	ECOLOGICAL CONCERNS IN LITERATURE	6	4	40	60	100
5.	III	19L3CC5	AGE OF WORDSWORTH	6	4	40	60	100
6.		19L3CC6	AFRICAN AMERICAN LITERATURE	6	4	40	60	100
7.	IV	19L4CC7	AGE OF TENNYSON	6	4	40	60	100
8.		19L4CC8	GRAMMAR FOR EFFECTIVE WRITING	6	4	40	60	100
9.	V	19L5CC9	SHAKESPEARE	5	4	40	60	100
10.		19L5CC10	WORLD LITERATURE IN TRANSLATION	5	4	40	60	100
11.		19L5CC11	TWENTIETH CENTURY LITERATURE	5	4	40	60	100
12.		19L5CC12	AWARD-WINNING LITERATURE	5	4	40	60	100

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
13.	VI	19L6CC13	AMERICAN LITERATURE	5	4	40	60	100
14.		19L6CC14	WOMEN’S WRITING	5	4	40	60	100
15.		19L6CC15	LITERARY CRITICISM	5	4	40	60	100
TOTAL				83	60			

### ALLIED COURSES- 20 CREDITS

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDITS	CIA Mks	ESE Mks	TOT. MKs
1.	I	22L1AC1	LITERARY GENRES AND FORMS	5	5	40	60	100
2.	II	19L2AC2	PHONETICS & TRANSCRIPTION	5	5	40	60	100
3.	III	19L3AC3	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE(1450-1714)	5	5	40	60	100
4.	IV	19L4AC4	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE -(1700-1955)	5	5	40	60	100
<b>TOTAL</b>				<b>20</b>	<b>20</b>			

**ELECTIVES-15 CREDITS**

S. No	SEM.	COURSE CODE	COURSE TITLE	H RS	CRE DITS	CIA Mks	ESE Mks	TOT. Mks
1.	V	19L5ME1/ 19L5ME2	CANADIAN LITERATURE/ AUSTRALIAN LITERATURE	5	5	40	60	100
2.	VI	19L6ME3 / 19L6ME4	DALIT LITERATURE/ HUMAN RIGHTS THROUGH LITERATURE	5	5	40	60	100
3.		19L6ME5 / 19L6ME6	CHILDREN'S LITERATURE/ FOLK LITERATURE	5	5	40	60	100
TOTAL				15	15			

**PART – IV – 20 CREDITS**

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

S. No	SEM.	COURSE CODE	COURSE TITLE	H RS	CRE DITS	CIA Mks	ESE Mks	TOT. Mks
1.	I	21G1VE1	PERSONAL VALUES	1	1	40	60	100
2.		19L1NME	FUNCTIONAL ENGLISH	2	2	40	60	100
3.	II	21G2VE	VALUES FOR LIFE	1	1	40	60	100
4.		19L2NME	FUNCTIONAL ENGLISH	2	2	40	60	100
5.	III	19G3EE1	ENVIRONMENTAL EDUCATION	1	1	40	60	100
6.		19L3SB1	CONTENT WRITING	2	2	40	60	100
7.	IV	20GS	GENDER STUDIES	1	1	40	60	100

S. No	SEM.	COURSE CODE	COURSE TITLE	H RS	CRE DITS	CIA Mks	ESE Mks	TOT. Mks
8.		19L4SB2/ 19W4SB2	ORAL PRESENTATION SKILLS	2	2	40	60	100
9.	V	19L5SB3	WRITING SKILLS	2	2	40	60	100
10.		19L5SB4	JOURNALISM	2	2	40	60	100
11.	VI	19L6SB5	ENGLISH LANGUAGE TEACHING	2	2	40	60	100
12.		19L6SB6	ENGLISH FOR CORPORATE SECTOR	2	2	40	60	100
TOTAL				20	20			

**PART – V –1 CREDIT**

**OFF-CLASS PROGRAMMES - ALL PART-V**

**SHIFT - I**

S. No	SEM.	COURSE CODE	COURSE TITLE	HRS	CRE DIT	TOT. Mks
1.	I - IV	21A4PE D	Physical Education	30/ SEM	1	100
2.		21A4NS S	NSS			
3.		21A4NC C	NCC			
4.		21A4WE C	Women Empowerment Cell			
5.		21A4AC UF	AICUF			

### OFF-CLASS PROGRAMMES

#### ADD-ON COURSES

COURSE CODE	COURSE TITLE	HR S.	CRE DITS	SEMES TER IN WHICH THE COURSE IS OFFER ED	CIA Mks	ESE Mks	TOT AL Mks
19UAD1C A	<b>COMPUTER APPLICATIONS</b> (offere d by the department of PGDCA for Shift I)	40	2	I&II	40	60	100
G1FC1	<b>ONLINE SELF LEARNING COURSES-</b> Foundation Course for Arts	40	2	I	40	60	100
19UAD2C A	<b>ONLINE SELF LEARNING COURSE-</b> Foundation Course for Science	40	2	II	40	60	100
21UAD3E S	Professional Ethics	15	1	III	40	60	100
21UAD4E S	Personality Development	15	1	IV	40	60	100
21UAD5E S	Family Life Education	15	1	V	40	60	100
21UAD6E S	Life Skills	15	1	VI	40	60	100
21UAD5H R	<b>HUMAN RIGHTS</b>	15	2	V	100	-	100

COURSE CODE	COURSE TITLE	HR S.	CRE DITS	SEMES TER IN WHICH THE COURSE IS OFFER ED	CIA Mks	ESE Mks	TOT AL Mks
21UADRS	<b>OUTREACH PROGRAMME-</b> Reach Out to Society through Action <b>ROSA</b>	100	3	V & VI	100	-	100
19UADPR	<b>PROJECT</b>	30	4	VI	40	60	100
19UADR C	<b>READING CULTURE</b>	10/ Sem este r	1	II-VI	-	-	-
<b>TOTAL</b>			<b>20</b>				

### EXTRA CREDIT COURSES

COURSE CODE	COURSE	HR S.	CREDIT S	SEMES TER IN WHICH THE COURSE IS OFFER ED	CIA MK S	ESE MK S	TOTA L MARK S
21L2SL1	<b>ENHANCING LANGUAGE SKILLS THROUGH LITERATURE</b>	-	2	II	40	60	100
21L4SL2	<b>APPRECIATING LITERATURE</b>	-	2	II	40	60	100

21L6SL3	<b>CLASSICAL LITERATURE IN TRANSLATION</b>	-	2	VI	40	60	100
	<b>MOOC COURSES / International Certified online Courses</b> (Department Specific Courses/any other courses) * Students can opt other than the listed course from UGC-SWAYAM UGC / CEC	-	Minimum 2 Credits	I – VI	-	-	

#### OFF CLASS PROGRAMMES

**19UGVACL1 – Value Added Crash Course (English For Media)**

**19UGVAL2 – Value Added Crash Course (English For Career Enrichment)**

**21UGSECL1 – Skill Embedded Course (English for TET Aspirants)**

**21UGVAW2 – Skill Embedded Crash Course (English for Tourism)**

**I B.A ENGLISH  
SEMESTER –I**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN	22L1AC1	LITERARY GENRES AND FORMS	ALLIED	5	5

**COURSE DESCRIPTION**

The course titled LITERARY GENRES AND FORMS renders a comprehensive view of the various literary genres and devices of English Literature.

**COURSE OBJECTIVE**

The course enables learners to identify and differentiate various literary genres and forms of English literature and understand their significance.

**UNIT I – INTRODUCTION AND OBJECTIVE POETRY [15 Hrs]**

1. Why we study Literature
2. Ballad
3. Epic

**UNIT II – POETRY [14 Hrs]**

1. Narrative Poetry(SS)
2. Lyrical Poetry
3. Reflective Poetry

**UNIT III- DRAMA [15 Hrs]**

1. Tragic Drama

2. Satire
3. Comedy: Light and Dark

#### **UNIT IV - NOVEL**

**[15 Hrs]**

1. Introduction to Novel(SS)

#### **2. Types of Novels**

#### **UNIT V – PROSE AND SHORT FICTION**

**[14 Hrs]**

1. The Short Story
2. The Essay

#### **UNIT VI: DYNAMISM**

**[2 Hrs]**

1. Study on upcoming Literary Genres and Forms.
2. Discussion on Topical Genres

#### **TEXT BOOK**

Rees, R., 1973. *English Literature: An Introduction for Foreign Readers*.  
London: Macmillan.

#### **REFERENCE BOOKS**

1. Ashok, Padmaja. *A Companion to Literary Forms*, Orient Blackswan Private Limited, 2015.
2. Eliot, T.S. *Selected Essays* 1917 – 1932. USA, 1932.
3. Esslin, Martin. *The Theatre of the Absurd*. UK, 2004.
4. Ionesco, Eugene. *The Chairs*. London, 2007.
5. Johnson, Samuel. *The Samuel Johnson Encyclopedia*. Westport, 1996.
6. Lemon, Lee T. *A Glossary for the Study of English*. 1971.
7. Saintsbury, George. *A Short History of English Literature*. London, 1912.
8. Scott, Wilbur S. *Five Approaches of Literary Criticism*. London, 1977.

#### **DIGITAL OPEN WEB EDUCATIONAL RESOURCES**

1. <https://blog.reedsy.com/literary-devices/>
2. <https://literaryterms.net/>
3. [https://www.youtube.com/watch?v=zrGtL4b\\_odE](https://www.youtube.com/watch?v=zrGtL4b_odE)
1. 4. <https://literarydevices.net/>

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. Of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I PROSE</b>				
1.1	Why we study literature	3	Chalk & Talk	Black Board
1.2	Objective poetry	3	Chalk & Talk	LCD
1.3	<b>Ballad</b>	4	Lecture	PPT & White board
1.4	Epic	5	Chalk & Talk	LCD
<b>UNIT -II POETRY -I</b>				
2.1	Poetry	2	Lecture	Green Board Charts
2.2	Narrative Poetry (Self-Study)	2	Chalk & Talk	Green Board
2.3	Lyrical Poetry	5	Lecture	Google classroom

2.4	Reflective poetry	5	Lecture	Green Board Charts
<b>UNIT –III DRAMA</b>				
3.1	Introduction to Drama	1	Chalk &Talk	LCD
3.2	Types of Drama	1	Lecture	Blackboard
3.3	Tragic Drama	3	Lecture	Green Board
3.4	Satire & its types	2	Chalk & Talk	PPT & White board
3.5	Comedy & its types	2	Lecture	LCD
3.6	Light Comedy	3	Chalk & Talk	Green Board

3.7	Dark Comedy	3	Lecture	PPT & White board
<b>UNIT -IV - NOVEL</b>				
4.1	Introduction to Novel (Self-Study)	2	Chalk & Talk	PPT & White board
4.2	Types of Novels	1	Lecture	Green Board
4.3	Picaresque Novel	2	Chalk & Talk	PPT & White board
4.4	Epistolary Novel	1	Lecture	LCD
4.5	Historical Novel	2	Chalk & Talk	Green Board
4.6	Sentimental Novel	2	Lecture	PPT & White board
4.7	Domestic Novel	1	Chalk & Talk	Green Board
4.8	Gothic Novel	1	Lecture	LCD
4.9	Science Fiction Novel	1	Chalk & Talk	PPT & White board
4.10	Regional Novel	1	Lecture	Green Board
4.11	Detective Novel	1	Chalk & Talk	Green Board
<b>UNIT -V PROSE AND SHORT FICTION</b>				

5.1	The Elements of Fiction	3	Lecture	Smart Board
5.2	Short Story	4	Chalk & Talk	LCD
5.3	Prose	2	Lecture	Smart Board
5.4	The Essay	5	Chalk & Talk	PPT & White board
<b>UNIT -VI DYNAMISM</b>				
6.1	Study on upcoming Literary Genres and Forms	1	Lecture	Smart Board
6.2	Discussion on Topical Genres	1	Chalk & Talk	LCD

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

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

## EVALUATION PATTERN

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

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

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	identify various genres and analyse the elements of objective poetry	K1 & K2	PSO1
CO 2	define forms of poetry, recall a wide range of literary terms and explain their features	K1 & K2	PSO3
CO 3	identify various forms of Drama and trace its origin and growth	K1 & K3	PSO1
CO 4	classify forms of fiction and examine the elements of fiction	K2 & K4	PSO5
CO 5	identify various forms of prose and short fiction and describe its features and nuances	K3	PSO1

### Mapping COs Consistency with PSOs

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

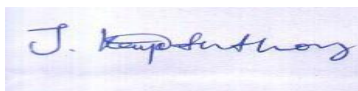
### Mapping of COs with POs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

#### COURSE DESIGNER:



1. Ms. J. Kayal Anthony

Assistant Professor



2. Dr. Vency Jasmine

**Forwarded By**



**Dr. A. Roselin Mary**

**HOD's NAME & SIGN**

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS	CREDITS
UAEN	19UGVAL2	ENGLISH FOR CAREER ENRICHMENT	VALUE ADDED COURSE	-	-

### COURSE DESCRIPTION

The course titled English for Career Advancement is a value added course that attempts to equip students with the necessary skills that would make them employable in both national and global job market.

### COURSE OBJECTIVES

The course intends to make the learners learn interview skills, communicative skills and life skills that would inculcate confidence, positive outlook and professional competency among them.

### UNITS

#### UNIT –I (4 HRS.)

Self Introduction and SWOC Analysis  
 Drafting Covering Letter  
 Preparing Resume

#### UNIT –II (4 HRS.)

Group Discussion  
 Personality Manifestation  
 Effective Communication

#### UNIT –III (6 HRS.)

Interview Skills  
 Types of Interview Questions  
 Attitude and Impression

#### UNIT –IV (8 HRS.)

Exchanging and Negotiating Information  
 Planning and Announcing Events  
 Handling Problems

#### UNIT –V (8 HRS.)

Presentation Skills

## Introducing ICT Skills

Ethics for Technology

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

Mock Interviews

Group Discussions

#### REFERENCES:

1. Devaraj, A., and K. S. Antonysamy. *Executive Communication*. 3rd ed., Vijay Nicole Imprints Pvt Ltd, 2009.
2. Dutt, P. Kiranmai, et al. *A Course in Communication Skills*. National ed, Cambridge University Press India Private Limited, 2007.
3. Mitra, Barun. *Personality Development And Soft Skills*. 1st ed., OXFORD UNIVERSITY PRESS, 2011.
4. Mohan, Krishna, and Meera Banerjee. *Developing Communication Skills*. 1st ed., New York-United States, United States, Macmillan Publishers, 2000.
5. Samson, T. *Business English (With Audio Cd)*. 1st ed., McGraw-Hill, 2009.

#### DIGITAL OPEN RESOURCES:

1. Contributor, PESTLEanalysis. "Why SWOT Analysis Is Essential in Personal Development." *PESTLE Analysis*, 16 Sept. 2020, pestleanalysis.com/swot-analysis-in-personal-development.
2. Wax, Dustin. "10 Tips for More Effective PowerPoint Presentations." *Lifhack*, 10 Jan. 2018, www.lifhack.org/articles/featured/10-tips-for-more-effective-powerpoint-presentations.html.

### COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	identify their strengths and weaknesses and develop right attitude to become professionally adept
CO 2	evince good personality traits and effective communicative skills
CO 3	master interview skills with a positive attitude and impress upon the employers

CO 4	make effective use of language amidst co-workers and employers in professional contexts
CO 5	make precise and engaging presentations using ICT tools

### Mapping of COs with PSOs

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

### Mapping of COs with POs

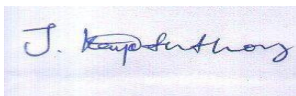
CO/ PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	3	1	2	2	2	3	2
CO2	1	1	3	1	2	3	2
CO3	3	1	1	1	2	3	2
CO4	1	3	1	1	2	3	2
CO5	1	1	1	2	3	3	2

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

**COURSE DESIGNER:**



1. **Dr. S. Parvathi**

A handwritten signature in blue ink that reads "J. Kayal Anthony".

0. **Ms. J. Kayal Anthony**

**Forwarded By**

A handwritten signature in blue ink that reads "Roselin Mary".

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

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
UAEN	21UGSECL1	ENGLISH FOR TET ASPIRANTS	Skill Embedded		

## COURSE DESCRIPTION

The course ENGLISH FOR TET ASPIRANTS ventures to equip TET aspirants with the essential language skills & familiarise them with the key concepts of English grammar.

## COURSE OBJECTIVES

### The course will focus upon

- the various aspects of listening and speaking skills.
- enhancing effective reading and writing skills.
- various aspects of vocabulary enrichment.
- the fundamentals of English grammar.
- grammar essential to construct meaningful sentence structure.

## UNITS

### UNIT –I LISTENING AND SPEAKING

[10 HRS]

1. Types of Listening
2. Conversational English
3. Basic Phonetics

### UNIT –II READING AND WRITING

[10 HRS]

1. Comprehension
2. Arrangement of sentences
3. Responding to Situations

### UNIT –III -VOCABULARY

[10 HRS]

1. Homonyms, Synonyms and Antonyms
2. Compound Words

### 3. Idiomatic Expressions and Phrasal Verbs

#### **UNIT –IV GRAMMAR I**

**[15HRS]**

1. Word Classes: Form Class
2. Word Classes: Functional Class
3. Auxiliary Verbs

#### **UNIT –V GRAMMAR II**

**[15HRS]**

1. Sentence Structure
2. Transformation of Sentences
3. Sentence fragments
4. Run-on Sentences

#### **REFERENCES:**

Hornby, A.S. Guide to Patterns and Usage in English. Oxford University Press, 1997. Print.

Reading and Writing Skills (Practice Book) by Bushra Saadoon, University of Baghdad, 2019 Edition.

V, Syamala. Effective English Communication For You: Functional Grammar, Oral and Written Communication and Vocabulary. Emerald Publishers, 2015.

“Listening Skills for Teachers, How to Listen, How to Communicate.” ACS Distance Education, 2021,  
[www.acs.edu.au/info/education/trends-opinions/listening-skills.aspx](http://www.acs.edu.au/info/education/trends-opinions/listening-skills.aspx).

## 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	understand the techniques involved in listening & speaking	K2	PSO2, PSO5
CO 2	analyse& interpret a text through effective reading, and express ideas in writing	K2, K3	PSO4
CO 3	understand words and choose appropriate vocabulary for specific contexts	K2	PSO2,PSO5
CO 4	identify the components of basic grammar	K2, K3	PSO4,PSO5
CO 5	construct grammatically correct and meaningful sentences	K3	PSO4,PSO5

### Mapping of COs with PSOs

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

### Mapping of COs with POs

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

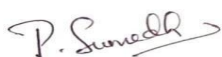
**Note:** ♦ Strongly Correlated – 3  
♦ Weakly Correlated -1

♦ Moderately Correlated – 2

### COURSE DESIGNERS:



**Ms. J. Kayal Anthony**



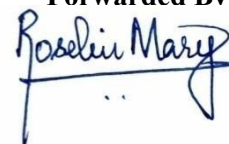
1. **Ms. P.Sumedha**



2. **Ms. N. Shajitha Parveen**

3.

Forwarded By



**DR.A.ROSELIN MARY**

HOD'S Signature &Name

## DEPARTMENT OF ENGLISH (SF)

### SEMESTER –III

*For those who joined in 2022 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HR S	CREDIT S
USEN	21UGVAW2	ENGLISH FOR TOURISM	SKILL EMBEDDED CRASH COURSE	30	-

#### COURSE DESCRIPTION

This course offers an insight into the basic communication skills needed to communicate in a variety of different work situations in tourism industries emphasising relevant vocabulary and grammatical structures that are used in the field of tourism.

#### COURSE OBJECTIVES

- To make students become aware of the background of tourism industry
- To enable them understand the importance of successful interaction through English
- To prepare them focus on specific vocabulary and functional language

#### UNITS

##### UNIT -I

[6 HRS.]

##### Listening

1. Exchanging information in a travel agency
2. Key information at the ticket office, airport check-in and passport control and booking train and coach tickets
3. Selecting different services on the phone, checking in at accommodation; requesting services on the phone
4. Advice and recommendation of tourist destinations through videos.

##### UNIT – II

[6 HRS.]

##### Speaking

1. A radio interview about new holiday destinations and planning sports tourism itineraries; helping clients make choices
2. Media promotion strategies through group discussion

3. Role play at travel agencies and ticket office.

4. Telephone Etiquettes

### Unit – III

[6 HRS.]

#### Reading

1. Comprehension passages on tourism industry related jobs
2. Information signs, logos and security check lists and timetables
3. Evaluation of surveys, online travel search information and brochures
4. Travel advertisements, brochures and requirements.

### Unit – IV

(6 HRS)

#### Writing

1. Creating hotel registration, immigration documents
2. Feedback questionnaires and replying to emails of enquiry
3. Online reviews of tourist destinations, hotels and food.
4. Filling in an online travel search form; an email about holiday description

### Unit – V

(6 HRS)

1. Activity on devising an area of tourist destination.
2. Create blogs, logs and brochures promoting the destination areas.
3. An advertisement marketing holidays, a postcard describing accommodation and facilities
4. Key Information from a radio promotion

#### TEXTBOOKS:

- Morris, Catrin. E. *Flash On English For Tourism*. 2 ed. PDF file.
- Tarjana Sri Samiati and Budi Purnomo. *English for Tourism Services*. 2002. PDF file.
- Strut, Peter. *English for International Tourism*. Pearson Education Limited, 2008.

#### REFERENCES:

- *Teaching English for Tourism Bridging Research and Praxis*. edited by [Michael Ennis](#) and [Gina Petrie](#). 2020
- Harding, K., and R. Walker. *Oxford English for Careers: Tourism 1: Student's Book*, 2010.

**COURSE CONTENTS & LECTURE SCHEDULE:**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
<b>UNIT -I LISTENING</b>				
1.1	Exchanging information in a travel agency	2	Chalk & Talk	LCD
1.2	Key information at the ticket office, airport check-in and passport control and booking train and coach tickets	1	Chalk & Talk	LCD
1.3	Selecting different services on the phone, checking in at accommodation; requesting services on the phone	2	Lecture	PPT & White board
1.4	Advice and recommendation of tourist destinations through videos.	1	Lecture	LCD
<b>UNIT – II SPEAKING</b>				
2.1	A radio interview about new holiday destinations and planning sports tourism itineraries; helping clients make choices	2	Lecture	LCD
2.2	Media promotion strategies through group discussion	1	Chalk & Talk	Smart Board
2.3	Role play at travel agencies and ticket office.	1	Lecture	Black Board
2.4	Telephone Etiquettes	2	Lecture	PPT & White board
<b>Unit – III READING</b>				

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
3.1	Comprehension passages on tourism industry related jobs	2	Chalk & Talk	LCD
3.2	Information signs, logos and security check lists and timetables	1	Chalk & Talk	PPT & White board
3.3	Evaluation of surveys, online travel search information and brochures	1	Lecture	LCD
3.4	Travel advertisements, brochures and requirements.	2	Lecture	Smart Board
<b>Unit – IV WRITING</b>				
4.1	Creating hotel registration, immigration documents	2	Chalk & Talk	Black Board
4.2	Feedback questionnaires and replying to emails of enquiry	1	Chalk & Talk	LCD
4.3	Online reviews of tourist destinations, hotels and food.	2	Lecture	LCD
4.4	Filling in an online travel search form; an email about holiday description	1	Lecture	Smart Board
<b>Unit – V</b>				
5.1	Activity on devising an area of tourist destination.	1	Chalk & Talk	Black Board

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>	<b>Teaching Pedagogy</b>	<b>Teaching Aids</b>
5.2	Create blogs, logs and brochures promoting the destination areas.	2	Chalk & Talk	LCD
5.3	An advertisement marketing holidays, a postcard describing accommodation and facilities	2	Chalk & Talk	PPT & White board
5.4	Key Information from a radio promotion	1	Chalk & Talk	LCD

## EVALUATION PATTERN

Levels	C 1	C2	C 3	C 4	C5	Total Scho lastic Marks	Non Scholastic Marks C6	CI A Tot al	% of Asses sment
	T 1 1 1 0 M ks	T2 10Mks.	Q 5 M ks	A 5 M ks	OBT /PPT 5 Mks	35 Mks	5 Mks.	40 Mk s.	
K1	2	2	-	-	-	4	-	4	10 %
K2	2	2	5	-	-	9	-	9	22.5 %
K3	3	3	-	-	5	11	-	11	27.5 %

<b>K4</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>5</b>	<b>-</b>	<b>11</b>	<b>-</b>	<b>11</b>	<b>27.5 %</b>
<b>Non Scholastic</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		<b>5</b>	<b>5</b>	<b>12.5 %</b>
<b>Total</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>35</b>	<b>5</b>	<b>40</b>	<b>100 %</b>

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

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES	KNOWLEDGE LEVEL (ACCORDING TO REVISED BLOOM'S TAXONOMY)	PSOs ADDRESSED
CO 1	use English in four skills (LSRW) fluently	K1	PSO5
CO 2	be skilful on English use for career	K1& K3	PSO4
CO 3	communicate in given situation accurately	K1, K2 & K3	PSO2 & PSO4
CO 4	understand both verbal and non-verbal communication	K3	PSO2 & PSO5
CO 5	create tour itinerary, travel blogs and brochures and pamphlets.	K4	PSO1

### Mapping COs Consistency with PSOs

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

### Mapping of COs with POs

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

**Note:** ♦ Strongly Correlated – 3      ♦ Moderately Correlated – 2

♦ Weakly Correlated -1

**COURSE DESIGNER:**

*M. Sahil*

*P. Sumedha*

**Forwarded By**

**P.Sumedha**

**HOD'S Signature & Name**