



St. Mary's College (Autonomous)
Reaccredited with 'A+' Grade by NAAC (Cycle IV)
Thoothukudi



CRITERION 6 - GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.5 Internal Quality Assurance System. Year: 2018-2023

6.5 Internal Quality Assurance System

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Example I – Elevating the Academic Standards

-  Introduction of MOOC in Curriculum
-  Teaching Module based on OBE
-  RBT based Question Papers and Mapping Outcome
-  RBT Based Lesson Plan

➤ Introduction of MOOC in Curriculum

Students were encouraged to take MOOCs through SWAYAM -NPTEL portal and their credits are transferred. Out of the 96 UG students who passed the NPTEL Exams in the academic year 2021-22, 44 UG students received 'Elite' Certificate and 18 UG students received 'Elite Silver' Certificates. Out of the 105 PG students who passed the NPTEL Exams in the academic year 2021-22, 55 PG students received 'Elite' certificates and 21 PG students received 'Elite Silver' certificates and 8 students received 'Elite Gold' certificates. Ms. M. Apshan, III BA English Literature won the "Topper of Top 5%" award from SWAYAM-NPTEL for the online course "Short Fiction in Indian Literature."

Semester III

Part	Components	Course Code	Course Title	Hrs/ Week	Credits	Max.Marks		
						CIA	ESE	Total
I	Tamil /	21ULTA31/	பொதுத்தமிழ் தாள் 3 : காப்பியங்களும் சிற்றிலக்கியங்களும் (செய்யுள், இலக்கணம், இலக்கிய வரலாறு, உரைநடை, புதினம்)	6	4	40	60	100
	French	21ULFA31	Advanced French Language					
II	General English	21UGEN31	Poetry, Prose, Extensive Reading and Communicative English-III	6	4	40	60	100
III	Core III	21UBOC31	Plant Diversity II (Pteridophytes, Gymnosperms and Paleobotany)	4	4	40	60	100
	Core Practical III	21UBOCR3	Plant Diversity II (Pteridophytes, Gymnosperms and Paleobotany)	2	2	40	60	100
	Allied III	21UCHA31	Allied Chemistry – I	4	3	40	60	100
	Allied Practical II	21UCHAR2	Allied Chemistry – I	2		40	60	100
	Skill Based Elective	21UBOS31/ 21UBOS32	1.Horticulture 2.Gardening and Nursery Management	2	2	20	30	50
	NME I	21UBON31	Plant Resource Utilization	2	2	20	30	50
IV	Ability Enhancement Course - III	21UAWS31	Women's Synergy	2	2	20	30	50
	Self Study/ MOOC / Internship (Compulsory)	21UBOSS1	Ethnobotany		2		50	50
Total				30	25			

Semester III

Subject	Subject Code	Title of the Paper	Contact Hour/ Week	Credits	Max Marks		
					CIA	ESE	Total
Core XI	19PCOC31	Advanced Corporate Accounting	6	4	40	60	100
Core XII	19PCOC32	Human Resource Management	6	4	40	60	100
Core XIII	19PCOC33	E- Commerce	5	4	40	60	100
Core XIV	19PCOC34	International Business	5	4	40	60	100
Core XV	19PCOC35	Research Methodology	4	4	40	60	100
Elective II	19PCOE31	Corporate Legal Framework	4	3	40	60	100
		Total	30	23			600

Semester IV

Subject	Subject Code	Title of the Paper	Contact Hour/ Week	Credits	Max Marks		
					CIA	ESE	Total
Core XVI	19PCOC41	Advanced cost accounting	6	4	40	60	100
Core XVII	19PCOC42	Taxation & Tax Planning	6	4	40	60	100
Core XVIII	19PCOC43	Computerised Accounting Packages Tally ERP.9	5	4	40	60	100
Core XIX	19PCOC44	Computerised Accounting Packages Tally ERP.9 Practicals.	5	4	40	60	100
Core XX	19PCOP41	Project	8	8	40	60	100
		Total	30	24			500

Note: It is mandatory for the students to complete two Self Study MOOC (Massive Open Online Course) (one course each year) during the period of her study.

M.Com
Course Structure (w.e.f. 2021)
Semester I

Subject	Course Code	Title of the Course	Contact Hour/ Week	Credits	Max Marks		
					CIA	ESE	Total
Core I	21PCOC11	Advanced Management Accounting	6	4	40	60	100
Core II	21PCOC12	Modern Marketing	6	4	40	60	100
Core III	21PCOC13	Statistics for Research	6	4	40	60	100
Core IV	21PCOC14	Entrepreneurial Training and Development	6	4	40	60	100
Core V	21PCOC15	Managerial Economics	6	4	40	60	100
MOOC (Compulsory)				+2 (Extra)			
		Total	30	20			500

Semester II

Subject	Course Code	Title of the Course	Contact Hour/ Week	Credits	Max Marks		
					CIA	ESE	Total
Core VI	21PCOC21	Organisational Behaviour	5	4	40	60	100
Core VII	21PCOC22	Financial Management	5	4	40	60	100
Core VIII	21PCOC23	Business Environment	5	4	40	60	100
Core IX	21PCOC24	Operations Research	5	4	40	60	100
Core X	21PCOC25	Financial Markets and Institutions	5	4	40	60	100
Core Elective I	21PCOE21	A. Supply Chain Management/ B. Green Marketing	5	4	40	60	100
		Total	30	24+2			600

Semester III

Subject	Course Code	Title of the Course	Contact Hour/ Week	Credits	Max Marks		
					CIA	ESE	Total
Core XI	21PCOC31	Advanced Corporate Accounting	6	4	40	60	100
Core XII	21PCOC32	Human Resource Management	6	4	40	60	100
Core XIII	21PCOC33	E- Commerce	5	4	40	60	100
Core XIV	21PCOC34	International Business	5	4	40	60	100
Core XV	21PCOC35	Research Methodology	4	4	40	60	100
Core Elective II	21PCOE31	A. Corporate Legal Framework B. Tourism Management	4	4	40	60	100
Self Study Course / MOOC / Internship (Optional)	21PCOSS1	A. Stress Management B. MOOC		+2 (Extra)			
		Total	30	24+2			600

Semester IV

Subject	Course Code	Title of the Course	Contact Hour/ Week	Credits	Max Marks		
					CIA	ESE	Total
Core XVI	21PCOC41	Advanced Cost Accounting	6	4	40	60	100
Core XVII	21PCOC42	Taxation & Tax Planning	6	4	40	60	100
Core XVIII	21PCOC43	Retail Marketing	6	4	40	60	100
Core XIX	21PCOCR1	Computerised Accounting Packages Tally ERP.9 (Practicals)	6	4	40	60	100
Core XX	21PCOP41	Project	6	6	40	60	100
			30	22			500

Semester	Hours / Week	Credits	Extra Credits	Total Marks
I	30	20	-	500
II	30	24	2	600
III	30	24	2	600
IV	30	22	-	500
Total	120	90	4	2200

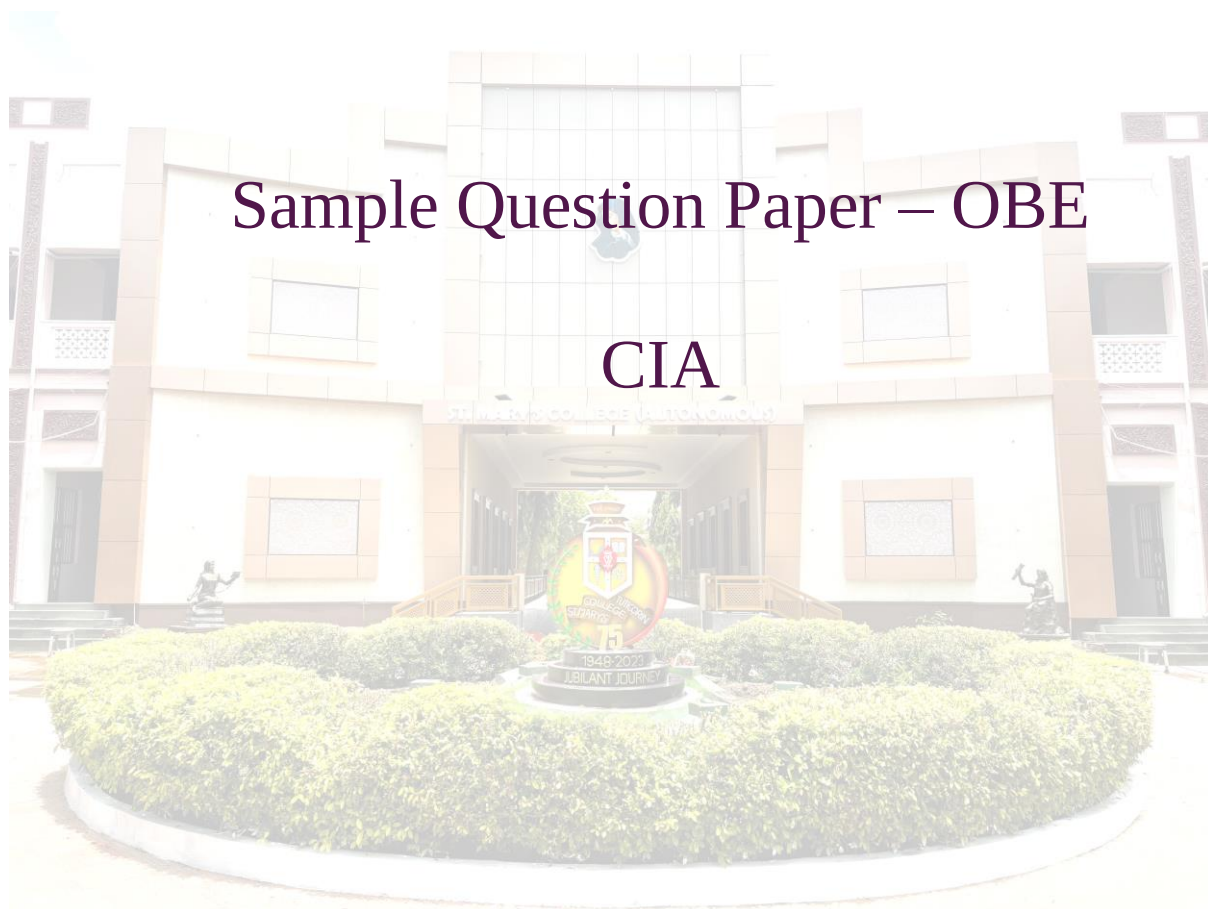
Courses	Number of Courses	Hours / week	Credits	Extra Credit
Core	20	104	76	--
Core Elective	2	8	6	--
Project	1	8	8	--
Self Study Course / MOOC	1 + 1	--	--	4
Total		120	90	4



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Criterion: II –Teaching Learning and Evolution
2.6: Student Performance and Learning Outcomes
Year: 2018-2023



Sample Question Paper – OBE

CIA

St. Mary's College (Autonomous), Thoothukudi – 628 001

III B. A. History - Semester V

Core 3 History of Europe from A.D1453 to 17789 Sub. Code:18UHIC53

Date : 24.08.2022

Max. Marks: 30

Time : 1 hour

CIA - I August 2022

SECTION - A

(2x2=4)

I. Answer any TWO questions in about 50 words each:

1. Describe the achievements of Louis XI in France. (K1)
2. Write about the origin of Renaissance. (K1)
3. Estimate the contribution of Bartholomew Diaz. (K2)

SECTION - B

(2x5=10)

II. Answer the following questions in about 150 words each:

4. (a) Discuss the importance of Period of Transition. (K2)

(or)

- (b) Explain the importance of Italian wars. (K2)

5. (a) Illustrate the contribution of Michelangelo to Renaissance paintings. (K2)

(or)

- (b) Differentiate the paintings of Leonardo Da vinci and Raphael Sanzio. (K4)

SECTION - C

(2x8=16)

III. Answer any TWO in about 300 words each:

6. Analyse the various causes and effects of Geographical Discoveries. (K4)
7. Evaluate the rebirth of Greek and Latin literature during Renaissance. (K5)
8. Estimate the progress of science during Renaissance. (K5)

ST.MARY'S COLLEGE (Autonomous) – THOOTHUKUDI- 628 001

**I B.Sc. Botany – Semester I
Core I- Plant Diversity I Algae**

Date: 03.10.2022

Course Code: 21UBOC11

Time: 9a.m. – 10a.m.

Max.Marks:30

CIA III – October 2023

Section A (2 X 2 = 4)

Answer any Two in about 50 words each

1. Differentiate fragmentation and budding (K2)
2. Write any two algae as indicators of home sewage (K1)
3. Explain algal bioinoculants (K2)

Section B (2 X 5 = 10)

Answer the following questions choosing either (a) or (b) in about 150 words each

4. (a). Outline various types of vegetative reproduction in algae.(K4)

(OR)

- (b) Present the diplohaplontic life cycle with example (K3)

5. (a). Explain the role of algae in CO₂ sequestration. (K2)

(OR)

- (b). Present bioluminescence in algae. (K3)

Section C (2 X 8=16)

Answer any TWO in about 300 words each

6. Critique on the life history of *Gracilaria*. (K5)
7. Analyze phycoremediation in algae. (K4)
8. Critique the role of algae as pollution indicators. (K5)

St. Mary's College (Autonomous), Thoothukudi – 628001

I M.A. English Literature

Semester I

Core – IV

American Literature

Sub. Code: 21PENC14

Date: 04.11.2022

Time: 1 Hour

CIA III November 2022

Marks: 30

Section - A

(2x2=4)

Answer any TWO of the following in about 50 words each:

1. Describe how Arthur Miller reveals that individuals can be defined by a single event. (K1)
2. Recall what the narrator discovers on the surface of the wall in "The Black Cat." (K1)
3. Interpret Flannery O' Connor's reference in the first paragraph of the story "A Late Encounter with the Enemy" to the River Styx in Greek mythology. (K2)

Section - B

(2x5=10)

Answer the following choosing either 'a' or 'b' in about 150 words:

4. a) Investigate how Arthur Miller presents Willy Loman's home as a metaphor for his ambitions. (K4)

(Or)

- b) Analyse Edgar Allan Poe's portrayal of the ability of the human mind to assess itself in "The Black Cat." (K4)

5. a) Analyse the depiction of slavery in Randall's plantations as described in *The Underground Railroad*. (K4)

(Or)

- b) Appraise the character of Cora in *The Underground Railroad*. (K4)

Section - C

(2x8=16)

Answer any TWO of the following in about 400 words:

6. Judge Arthur Miller's exploration of Willy Loman's desperate quest for the American Dream which resembles a religious crusade in *Death of a Salesman*. (K5)
7. Validate Flannery O'Connor's use of the concept of history in "A Late Encounter with the Enemy." (K5)
8. Examine the life of the women belonging to the three different generations as portrayed by Colson Whitehead in *The Underground Railroad*. (K4)

St. Mary's College (Autonomous), Thoothukudi – 628 001

II M. A. History - Semester III

Core Elective II A

History of Modern West

Sub. Code: 21PHIE31

Date : 27.08.2022

Max. Marks: 30

Time : 1 hour

CIA - I August 2022

SECTION - A

(2x2=4)

I. Answer any TWO questions in about 50 words each:

1. Define Feudalism. (K1)
2. Write a note on Feudal Society. (K1)
3. Describe the origin of Renaissance. (K1)

SECTION - B

(2x5=10)

II. Answer the following questions in about 150 words each:

4. (a) Analyse the causes for the decline of Feudalism. (K4)
(or)
(b) Appraise the duties of Vassals in Feudalism. (K4)
5. (a) Illustrate the contribution of Leonardo Da Vinci to Renaissance paintings. (K2)
(or)
(b) Differentiate the paintings of Michelangelo and Raphael Sanzio. (K4)

SECTION - C

(2x8=16)

III. Answer any TWO in about 300 words each:

6. Estimate merits and demerits Feudalism. (K5)
7. Evaluate the rebirth of literature during Renaissance. (K5)
8. Estimate the progress of science during Renaissance. (K5)

ST. MARY'S COLLEGE (AUTONOMOUS) THOOTHUKUDI

III B.A English Literature (SSC)

Semester VI

Date: 19.03.2022

Core II – Women's Writing

Sub Code: 21UENC62

Time: 1 1/2 hours

CIA I – March 2022

Max: 40 Marks

Section – A

(5 X 2 = 10)

Answer any FIVE of the following in about 50 words each:

1. Discuss the major themes of the short story "Interpreter of Maladies." K2 (Un)
2. Explain the significance of symbols in the short story "Interpreter of Maladies."
K2 (Un)
3. Discuss the relationship of Anne Frank and her mother. K2 (Un)
4. Restate the importance of Anne Frank's diary. K2 (Un)
5. Explain the message of Maya Angelou's "Caged Bird." K2 (Un)
6. Discuss the tone of the poem "Caged Bird." K2 (Un)
7. List the name of the children of Sujatha. K2 (Un)

Section- B

(2 x 5 = 10)

Answer the following questions by choosing either (a) or (b) in about 150 words each:

8. a) Present the relationship of Mr. Das and Mrs. Das in the short story, "Interpreter of Maladies." K3 (Ap)

(or)

b) Present the restriction of freedom in the Secret Annex with reference to Anne Frank's *The Diary of a Young Girl*. K3 (Ap)

9. a) Compare and contrast "free bird" and "caged bird." K3 (Ap)

(or)

b) Present the character of Sujatha in *Mother of 1084*. K3 (Ap)

Section C

(2 x 10 = 20)

Answer any TWO of the following in about 400 words each:

10. a) Analyze the main message of “The Prevailing Opinion of a Sexual Character Discussed”

in Mary Wollstonecraft’s *A Vindication of the Rights of Woman*. K4 (An)

(or)

b) Examine the significance of the title of *The Dairy of a Young Girl*. K4 (An)

11. a) Critically analyze the poem “caged bird.” K5 (Ev)

(or)

b) Evaluate *Mother of 1084* as a saga of a bereaved mother. K5 (Ev)

Sample Question Paper OBE
ESE Questions

ST. MARY'S COLLEGE (Autonomous) – THOOTHUKUDI.
END SEMESTER EXAMINATION

III B.Sc. Botany and Zoology
Common Core 1 - Biotechnology Sub. Code: 18UBCC51
Semester V - November 2022

Time: 3 hours

Max. Marks: 75

(for those who joined in July 2018 and after)

Section A (10 x 1 = 10)

Answer all Questions

Choose the correct answer

1. _____ are small circular double stranded extra chromosomal DNA present in bacterial cell.
a. cosmid b. plasmid c. M13 vector d. phasmid
- 2 Which among the following is used in transient expression systems?
a. Agrobacterium b. Tobamo virus c. CaMV d. Gemini virus
3. Which among the following is not a step in PCR
a. Denaturation b. Annealing c. Extension d. Sublimation
4. Which among the following is not an application of cDNA library?
a. the production of new protein b. use to study gene regulatory elements
c. the production of modified proteins d. to determine tissue-specific expression of protein
5. The method used to deliver the genes directly into the nucleus of the cell using a micropipette is _____
a. transformation b. transduction c. transfection d. microinjection
6. Which of the following is not a source of stem cells?
a. sperm and eggs b. early embryos c. umbilical cord blood d. certain adult tissues
7. Ananda Chakraborty received the first U.S. patent for a GM entity. The entity was
a. The GloFish b. a transgenic mouse expressing the growth hormone gene
c. Cloned *E.coli* d. *Pseudomonas* engineered to degrade petroleum
8. After the fermentation process, penicillin is recovered as _____
a. Penicillin b. Sodium penicillin c. Calcium penicillin d. Potassium penicillin
9. Which one of the following is an example for live virus vaccine?
a. Vaccines for newcastle disease b. Recombivax HB
c. FMD vaccine d. Polyvalent vaccine

10. The Private Company involved in human genome sequencing parallel with HGP was ____
a. Roche b. Gilead c. Celera d. Genentech

Section B (5 x 2 = 20)

Answer any FIVE in about 50 words each

11. Name any two restriction enzymes and their recognition sites. K1 (Re)
12. List the features of a plasmid vector. K1 (Re)
13. Draw the structure of Ti plasmid and label its major segments? K1 (Re)
14. Differentiate cDNA and genomic DNA library. K2 (Un)
15. Define bioaugmentation. K1(Re)
16. Explain about interferons? K2 (Un)
17. Discuss - polyvalent vaccines? K2 (Un)

Section C (5 x 6 = 30)

Answer in about 200 words each choosing either (a) or (b)

18. (a) Summarize the salient features of pBR322 with a neat illustration. K2 (Un)
(or)
(b) Demonstrate the different types of restriction enzymes. K 3 (Ap)
19. (a) Explain the steps involved in bacterial transformation. K2 (Un)
(or)
(b) Briefly explain the retroviral method of gene delivery. K2 (Un)
20. (a) Discuss on various types of animal cell cultures and culture media? K2 (Un)
(or)
(b) Outline the various steps involved in plant tissue culture and describe. K4 (An)
21. (a) Explain role of genetically engineered microbes in human health care products. K2 (Un)
(or)
(b) Demonstrate the industrial production of penicillin. K3(Ap)
22. (a) Demonstrate the ex-vivo gene therapy with an example.K3(Ap)
(or)
(b) Categorize the potential benefits of HGP. K3 (An)

Section D (3 x 10 = 30)

Answer any THREE in about 400 words each:

23. Distinguish and describe various plant viruses with reference to their importance in gene transfer. K4 (An)
24. Compare and contrast the various hybridization techniques. K4 (An)
25. Embryonic stem cells are useful in the field of medicine justify with your answer. K5 (Ev)
26. Recommend the suitable biotechnological methods for sewage and waste water treatment and discuss. K5 (Ev)
27. Design and describe the methodology of DNA fingerprinting and its applications. K6 (Cr)

ST. MARY'S COLLEGE (Autonomous)-THOOTHUKUDI
END SEMESTER EXAMINATIONS

M.Sc. Botany

Core IV

Phytochemistry and Pharmacognosy

Sub. Code: 21PBOC14

Semester I – November 2022

(for those who joined in July 2021 and after)

Time: 3 Hours

Max.Marks.75

Answer all questions
Section A (10 x 1 = 10)

Choose the correct answer:

1. Flavonoides are biosynthetically derived from K1(Re)
(a) Shikimic acid Pathway (b) Mevalonic acid Pathway
(c) Acetate Pathway (d) None of the above
2. Which of the following saponin containing drug is used as sweetener? K1(Re)
(a) Liquorice (b) Ginseng (c) Brahmi (d) Fenugreek
3. Which sentence is true about resins? K1(Re)
(a) Resins are only found in nature. (b) They are soluble in water. (c) They are usually
occur in schizogen or schizolysigenous cavities or ducts. (d) They are insoluble in
alcohol.
4. What do flavonoids (polyphenols), including isoflavones (phytoestrogens), inositol
phosphates (phytates), lignans (phytoestrogens), isothiocyanates, indoles, phenols and
sulphides and thiols, have in common? K1(Re)
(a) They are all sources of fibre (b) They are all derived from plant foods (c) They are all
vitamins (d) They are all nutrients
5. What solvents are used to extract essential oils? K1(Re)
(a) petroleum (b) Ammonia (c) water (d) Double distilled water
6. IP commercialization can be done by K1(Re)
(a) Licensing (b) Assignment (c) Entrepreneurship (d) All the above
7. The study of crude drugs of natural origin is called K1(Re)
(a) Pharmacognosy (b) Pharmacology (c) Pharmacogenetics (d) Pharmaceutical
8. Traditional system of medicine practiced in India is K1(Re)
(a) Homeopathy (b) Ayurveda (c) Allopathy (d) Siddha
9. The fruit of Coriander is K1(Re)
(a) Cremocarp (b) Mesocarp (c) Drupe (d) Legume
10. The alkaloid drug vinblastine is marketed under the trade name K1(Re)
(a) Onconvin (b) Velban (c) Ominovin (d) Pinene

Section B (5x2=10)

Answer any FIVE in about 50 words each:

11. Define Glycosides and write any two properties. K1 (Re)
12. Differentiate primary and secondary metabolites. K2 (Un)
13. Write the classification of flavonoids. K1 (Re)

14. Write the biological sources and chemical constitution of lemon grass oil. K1 (Re)
15. Write the suitable examples bring out the morphological classification of crude drug K1 (Re)
16. Define crude drugs with an example. K1 (Re)
17. Summarize the therapeutic use of Aloe and Liquorice K2 (Un)

Section C (5x6=30)

Answer in about 200 words each choosing either (a) or (b)

18. (a) Classify glycosides according to aglycone with illustration. K3 (Ap)
or
(b) Explain the pharmacological and toxicological effects of terpenoids. K2 (Un)
19. (a) Compile the therapeutic applications of flavonoids. K3 (Ap)
or
(b) Summarize the medicinal uses of resins. K2 (Un)
20. (a) Distinguish the biological source, chemical constituents, properties, extraction and utilization of Vetiver oil and Lemon grass oil. K2 (Un)
or
(b) Discuss in Detail infusion and percolation methodology for natural drug. K2 (Un)
21. (a) Analyze the scope and importance of pharmacognosy? K4 (An)
or
(b) Demonstrate the method of collection, processing and storage of crude drugs. K3 (Ap)
22. (a) Discuss the therapeutic use of Senna and Vinca. K2 (Un)
or
(c) Explain about a drug Coriander. K2(Un)

Section D (3x10=30)

Answer any THREE in about 500 words each:

23. Evaluate the preliminary phytochemical screening of plant metabolites. K5 (Ev)
24. Justify-Flavonoids are secondary metabolites. K5 (Ev)
25. Estimate the Legislative and Practical Options for Protecting Traditional Medical plants. K5 (Ev)
26. Examine the classification of crude drugs with illustration. K4 (An)
27. Compare and Contrast Aloe and Pepper. K4 (An)

ST. MARY'S COLLEGE (Autonomous)-THOOTHUKUDI
END SEMESTER EXAMINATIONS

M.Sc. Botany

Core VII

Taxonomy of Angiosperms

Sub. Code: 21PBOC32

Semester I – November 2022

(for those who joined in July 2021 and after)

Time: 3 Hours

Max.Marks.75

Answer all questions
Section A (10 x 1 = 10)

Choose the correct answer:

1. In the rules of ICBN, which section includes discussion about names of different ranks of taxa? K1(Re)
(a) Section 1, 2 (b) Section 2, 1 (c) Section 4, 1 (d) **Section 2 to 4**
2. The type of key on which choice is made only between two alternate couplet are called---
----- K1(Re)
(a) **Dichotomous** (b) numerical (c) punched-card (d) circular-diagram
3. Arrange in the correct order.
1) Class
2) Kingdom
3) Phylum
4) Order
5) Genus
6) Family
7) Species K1(Re)

(a) 6, 2, 4, 1, 5, 7, 3 . (b) 7, 1, 3, 4, 5, 6, 1 (c) 1, 2, 3, 4, 5, 6, 7 (d) **2, 3, 1, 4, 6, 5, 7**
4. Phenetic classification is based on K2 (Un)
(a) The ancestral lineage of existing organisms (b) **Observable characteristics of existing entities** (c) Dendrograms based on DNA characteristics (d) Sexual characteristics
5. Tepenoids have been extensively used in the chemotaxonomy of----- K1(Re)
(a) **Citrus plants** (b) Hordeum plants (c) Papaver plants (d) Strychnos plants
6. Primary function of Botanical Survey of India is K1(Re)
(a) Ex-situ conservation of critically threatened species in botanical gardens.
(b) Survey and documentation of traditional knowledge (ethno-botany) associated with plants.
(c) Develop National database of Indian plants, including herbarium and live specimens, botanical paintings and illustrations, etc. (d) **All the above**
7. *Zizyphus jujuba* belongs to the family
(a) Tiliaceae (b) Rhamnaceae (c) Fabaceae (d) Sapotaceae
8. Odd sepal is anterior in the family
(a) Ranunculaceae (b) Fabaceae (c) Capparidaceae (d) Sapindaceae
(c) *Vitex, Solanum, Bignonia* (d) *Millingtonia, Lantana, Striga*

9. Find out the most suitable pair

- (a) *Cyperus* – Spike (b) *Casuarina* – Verticillaster
(c) *Tradescantia* – Capitulum (d) *Calanthe* – helicoid cyme

10. Systematically *Cyperus* is placed under the class monocots what would be the series to which it belongs

- (a) Thalamiflorae (b) Unisexuales (c) Glumaceae (d) Nudiflorae

Section B (5x2=10)

Answer any FIVE in about 50 words each:

11. Define botanical nomenclature. K1 (Re)
12. Differentiate lectotype and neotype. K2 (Un)
13. List out the ranks in the hierarchical system. K1 (Re)
14. Write the importance of cytology in plant classification K1 (Re)
15. Write notes on cladistics. K1 (Re)
16. Write the Systematic position of Verbenaceae K1 (Re)
17. Explain the Androecium in Commelinaceae K2 (Un)

Section C (5x6=30)

Answer in about 200 words each choosing either (a) or (b)

18. (a) Compile the ICN principles. K3 (Ap)
or
(b) Explain the use of floras and manuals. K2 (Un)
19. (a) Demonstrate ranks in the hierarchical system. K3 (Ap)
or
(b) Compile the salient features of Linnaeus classification system. K3 (Ap)
20. (a) Distinguish the chemotaxonomy and cytotaxonomy. K2 (Un)
or
(b) Discuss in detail the role of Botanical Survey of India. K2 (Un)
21. (a) Explain the floral characters of Rhamnaceae. K2 (Un)
(or)
(b) Describe the corolla and pollination mechanism in Fabaceae. K2 (Un)
22. (a) Analyse the vegetative and floral characters of Orchidaceae. K4 (An)
(or)
(b) Differentiate the flowers of Boraginaceae and Bignoniaceae. K4 (An)

Section D (3x10=30)

Answer any THREE in about 500 words each:

23. Construct dichotomous keys by using guidelines. K4 (An)
24. Angiosperm Phylogeny Group (IV) classification reflects the new knowledge about plant relationships discovered through phylogenetic studies. Justify with your answer. K5 (Ev)
25. Evaluate the technique and steps involved in herbarium preparation. K5 (Ev)
26. Analyse the vegetative and floral characters of Asteraceae. K4 (An)
27. Compare the families Solanaceae and Scrophulariaceae. K4 (An)

➤ Teaching Module – Sample Attached

Name of the Faculty: Dr. G. Sharon Roque Corera
Designation: Assistant Professor of English

Semester: I (ODD)
Class: I B.Sc. Mathematics Year : 2022-2023

SEMESTER-I			
Part II General English	Poetry, Prose, Extensive Reading and Communicative English-I		
Course Code 21UGEN11	Hrs/Week: 6	Hrs/Semester:90	Credits:3

Objectives:

- To provide adequate exposure and opportunities for students to imbibe, develop, practise and use LSRW skills
- To help students read and comprehend contents in English

Course Outcome:

CO. No.	Upon completion of this course, students will be able to	Cognitive Level
CO- 1	improve their listening and writing skills.	Un
CO- 2	apply and incorporate basic grammar and mechanics in writing.	Ap
CO- 3	paraphrase main ideas through reading passages.	Ap
CO- 4	communicate in English with confidence.	Ap
CO- 5	appreciate literary pieces.	Ap
CO- 6	label and paraphrase main ideas through reading passages.	Ap
CO- 7	imbibe ethical and moral values through the study of the literary pieces.	Ev
CO- 8	construct simple sentences and short paragraphs in response to reading and writing.	Cr

SEMESTER-I			
Part II General English	Poetry, Prose, Extensive Reading and Communicative English –I		
Course Code 21UGEN11	Hrs/Week: 6	Hrs/Semester:90	Credits:3

Unit I –Poetry

Rabindranath Tagore – Leave This Chanting

W.W. Gibson – The Stone

Ted Hughes – Hawk Roosting

Unit II – Prose

Stephen Leacock – My Lost Dollar

J.B. Priestley – On Doing Nothing

Robin Sharma – Your Commitment to Self- Mastery: Kaizen

Unit III – Short Story

Oscar Wilde – The Model Millionaire

Leo Tolstoy – Three Questions

K.A. Abbas – The Refugee

Unit IV – Grammar

Parts of Speech – Noun, Pronoun, Adjective, Verb (Modals and Auxiliaries)

Articles- Types of Sentences - Subject -Verb Agreement

Unit V- Communication Skills

Vocabulary, Listening Comprehension – Speaking – Reading, Filling Forms (TANSCHÉ – Module I)

Text Books:

Units I-III – To be compiled by the Research Department of English

Unit IV - Joseph, K.V. *A Textbook of English Grammar and Usage*. Chennai: Vijay Nicole Imprints Private Limited,2006. Print.

Unit – V – CLIL (Content & Language Integrated Learning) – Module I by TANSCHÉ (Tamil Nadu State Council for Higher Education

Teaching Module

Unit	Section	Topic	Lecture Hours/ Semester	Learning Outcomes	Pedagogy	Assessment/ Evaluation
I	1	Rabindranath Tagore – Leave This Chanting	6	understand the thought content of the poem and the importance of abandoning superficial expressions of faith	lecture	Evaluation through CIA / Seminar / PPT Quiz
	2	W.W. Gibson – The Stone	6	imbibe ethical and moral values and the symbolism employed in the poem	lecture	
	3	Ted Hughes – Hawk Roosting	6	understand the power of words and appreciate the literary devices used	lecture	
II	1	Stephen Leacock – My Lost Dollar	6	Construct simple sentences and short paragraphs in response to reading and writing and imbibe ethical and moral values of life	Lecture, YouTube	Evaluation through CIA / Seminar / PPT Quiz
	2	J. B. Priestley – On Doing Nothing	6	Understand the disparity in the social system and imbibe ethical and moral values to improve the quality of life	Lecture	
	3	Robin Sharma Your Commitment to Self-Mastery: Kaizen –Your Commitment to Self-Mastery: Kaizen	6	Imbibe ethical and moral values and paraphrase main ideas through reading passages	Lecture	

III	1	Oscar Wilde - The Model Millionaire	6	Appreciate literary pieces and imbibe ethical and moral values through the study of the literary pieces	Lecture	Evaluation through CIA / Class test / Quiz
	2	LeoTolstoy – Three Questions	6	Appreciate literary pieces and construct simple sentences and short paragraphs in response to reading and writing	Lecture	
	3	K.A. Abbas – The Refugee	6	Appreciate literary pieces and imbibe ethical and moral values through the study of the literary pieces	Lecture	
IV	1	Parts of Speech – Noun, Pronoun	4	understanding the eight basic parts of speech & determine how words function in a sentence know and label the types of nouns and pronouns	lecture / language lab	Evaluation through CIA / Seminar / PPT Quiz
	2	Adjective	4	recognise and describe adjectives and its kinds	lecture / language lab	
	3	Verb - Modals and Auxiliaries	4	explore the functions of verbs in sentences use modal & auxiliary verbs accurately in sentences	lecture/ language lab	

	4	Types of Sentences	3	differentiate among the four types of sentences & demonstrate correct use of periods, question marks, and exclamation marks.	lecture/ language lab	
	5	Subject- Verb Agreement	3	Know the basic rules of subject-verb agreement Understand the organisation of subject and verb in a sentence pattern.	lecture/ language lab	
V	1	Vocabulary	4	Improve LSRW skills and communicate in English with confidence	Lecture / language lab	Evaluation through CIA / Seminar / PPT Quiz
	2	Listening Comprehension – Speaking – Reading	8	apply and incorporate basic grammar and mechanics in speaking label and paraphrase main ideas through reading passages	lecture / language lab	
	3	Filling Forms	6	understand the method of completing a form with the correct information	lecture	

Evaluation:

Range of Marks	CIA I	CIA II	CIA III
26-30	13	13	13
21-25	11	11	10
16-20	17	17	15
10-15	3	3	3
Below 10	-	-	-
No. of Absentees	3	3	6
Total No. of Students	47	47	47

Online Quiz Marks

Range of Marks	CIA I	CIA II	CIA III
9 & 10	39	40	41
6 - 8	5	6	4
≤ 5	nil	nil	nil
No. of Absentees	3	3	6
Total No. of Students	47	47	47
Maximum Marks Obtained	10	10	10
Minimum Marks Obtained	7	8	7

G. Sharon Roque Corera

Dr. G. Sharon Roque Corera

Course Coordinator

A. Judith Sheela Damayanthi

Dr. A. Judith Sheela Damayanthi

HoD

Head

Research Department of English
St. Mary's College (Autonomous)
Thoothukudi - 620001

Name of the Faculty: Christina A
Designation: Assistant Professor of French

Semester: I Odd
Year: 2022 - 2023

I B.A., / B.Sc Part I FRENCH

SEMESTER – I			
PART – I French Paper – I Introductory French Course			
Code : 21ULFA11	Hrs/week : 6	Hrs/ Sem : 90	Credits : 3

Vision

To initiate a beginner to the francophonic world and to train them to make their maiden efforts in spoken and written French.

Mission

To create a number of real-life situations to make the learner express herself in the target language through experiential teaching method.

Course Outcomes

CO	At the end of this course, the students will be able	CL
1.	To greet and introduce oneself and others	Kn, Ap
2.	To fill an identity form	Ap, Cr
3.	To ask, give and understand directions	Kn, Ap
4.	To frame a questionnaire	Cr
5.	To place order in a restaurant	Ap, Cr
6.	To tell and understand opening and closing time	Kn
7.	To express likes and dislikes	Ap
8.	To describe an object and to say what it serves for	Kn, Un
9.	To ask and say a price of a product	Ap
10.	To understand the French and francophonic lifestyle	Kn

Unit 1 – Bienvenue !

- 1.1 - Une introduction à la langue française
- 1.2 – Les Salutations
- 1.3 – Les pronoms
- 1.4 – Les couleurs
- 1.5 – Dans la classe

Unit 2 – Et vous ?

- 2.1 – Se présenter, demander de se présenter
- 2.2 – Donner des informations personnelles
- 2.3 – Demander et donner des coordonnées
- 2.4 – Artistes francophone
- 2.5 – Réaliser une fiche d'identité

Unit 3 – On va où ?

- 3.1 – Demander / Indiquer un chemin
- 3.2 – Comprendre un itinéraire
- 3.3 – Se déplacer en métro ou en bus
- 3.4 – Paris / Montréal : deux villes à découvrir
- 3.5 – Réaliser un questionnaire sur la vie dans un quartier

Unit 4 – Qu'est-ce qu'on mange ?

- 4.1 – Comprendre / Donner des horaires
- 4.2 – Faire des courses / Commander au restaurant
- 4.3 – Exprimer ses goûts
- 4.4 – Québec / France : qu'est-ce que vous mangez ?
- 4.5 – Créer la carte d'un bar à jus

Unit 5 – Les soldes, c'est parti !

- 5.1 – Situer un moment dans une année
- 5.2 – Parler du métro
- 5.3 – Demander / dire la taille et la pointure
- 5.4 – Décrire un objet, dire à quoi ça sert
- 5.5 – Demander / Dire un prix

Prescribed Textbook :

Céline Braud, Aurélien Calvez, Guillaume Cornuau, Anne Jacob,
Sandrine Vidal, Cécile Pinson, Marion Alcaraz, *Edito A1*, Didier, 2016.

Books, Journals and Learning Resources

- Le cahier d'activités – Edito A1
- J.Girardet & J.Pêcheur avec la collaboration de C.Gibble, *Echo A1*, CLE international, Paris, 2012.
- Carlo Catherine, Causa Mariella, *Civilisation Progressive du Français – I*, Paris : CLE International, 2003.
- Cocton Marie-Noëlle, *Génération 1 Niveau A1, Méthode de français et cahier d'exercices*, Paris : Didier, 2016.
- Dintilhac Anneline, De Oliveira Anouchka, Ripaud Delphine, Dupleix Dorothée, Cocton Marie-Noëlle, *Saison 1 Niveau 1, Méthode de français et cahier d'exercices*, Paris : Didier, 2015
- www.francaisfacile.com/exercices/
- www.bonjourdefrance.com

Teaching Module

Unit	Section	Topic	Lecture Hours	Learning Outcomes	Pedagogy	Assessment /Evaluation
I	1	Introduction a la langue	3	Get familiar with the language	Lecture	Evaluation through CIA / Seminar / PPT Quiz
	2	Les Salutations	2	Greet others in the target language	Lecture	
	3	Les pronoms	3	Understand pronouns and use it in a sentence	Lecture	
	4	Les couleurs	1	Know the colours	Lecture	
	5	Dans la classe	3	Carry out basic conversations	Lecture	
	6	Les adjectifs, les articles, les prépositions	6	Use basic grammar in sentences	Lecture	
II	1	Se présenter, demander de se présenter	3	Introduce oneself	Lecture/ Role play	Evaluation through CIA / Seminar / PPT Quiz
	2	Donner des informations personnelles	2	Exchange personal information	Lecture	
	3	Demander et donner des coordonnées	2	Understand contact details	Lecture	
	4	Artistes francophone	4	Discover the francophone artists	Lecture	
	5	Réaliser une fiche d'identité	3	Fill an identity form	Demonstration	
	6	Les articles indéfinis, les verbes -er	4	Understand grammar rules and use them	Lecture	
III	1	Demander / Indiquer un chemin	2	Give directions	Lecture	Evaluation through CIA / Seminar / PPT Quiz
	2	Comprendre un itinéraire	2	Understand a map	Lecture	
	3	Se déplacer en métro ou en bus	2	Make sentences using vocabulary	Lecture	
	4	Paris / Montréal : deux villes à découvrir	4	Discover the culture of Paris and Montreal	Audio recording	
	5	Réaliser un questionnaire sur la vie dans un quartier	3	Frame a questionnaire	Group discussion	
	6	Le pronom en, la quantité, les prépositions de lieu	5	Use grammar in sentences	Lecture	

IV	1	Comprendre / Donner des horaires	2	Ask and say time – standard and ordinary	Lecture	Evaluation through CIA / Seminar / PPT Quiz
	2	Faire des courses / Commander au restaurant	3	Order in a restaurant	Lecture	
	3	Exprimer ses goûts	2	Express one's preferences	Lecture/ Roleplay	
	4	Québec / France : qu'est-ce que vous mangez ?	3	Appreciate the French and Canadian Cuisine	Audio and video recording	
	5	Créer la carte d'un bar à jus	3	Make a menu card	Team activity	
	6	Le futur proche, l'adjectif démonstratifs	5	Frame sentences without grammatical mistakes	Lecture	
V	1	Situer un moment dans une année	3	Understand the different events in a year	Lecture	Evaluation through CIA / Seminar / PPT Quiz
	2	Parler du météo	2	Understand Weather vocabulary	Lecture	
	3	Demander / dire la taille et la pointure	3	Analyze the body parts vocabulary	Lecture/ Roleplay	
	4	Décrire un objet, dire à quoi ça sert	3	Identify and describe an object	Lecture/Educational game	
	5	Demander / Dire un prix	2	Buy and sell a product	Lecture/ Roleplay	
	6	Le pronoms COD, Le pronom y	5	Incorporate advance level grammar	Lecture	

Evaluation – 21ULFA11

Range of Marks	CIA I	CIA II	CIA III
26-30	8	4	1
21-25	3	4	8
16-20	10	5	6
10-15	4	7	7
Below 10	3	5	3
No of absentees	1	1	1
Total number of students	29	27	26
Highest mark	29.5	28.5	27
Lowest mark	2.5	5	6.5

Online Quiz

Range of Marks	CIA I	CIA II	CIA III
9 & 10	19	18	17
6 - 8	8	7	6
Below 5	1	1	1
No of absentees	1	1	1
Total number of students	29	27	26
Highest mark	10	10	10
Lowest mark	5	0	5


Course Coordinator


CHRISTINA A
HEAD AND ASSISTANT PROFESSOR OF FRENCH
ST. MARY'S COLLEGE (AUTONOMOUS)
THOOTHURUTHI

Name of the Faculty (Course Incharge): Dr.E. Daffodil D Almeida
Designation: Assistant Professor of Botany

Semester: I (ODD)
Year: 2022-2023
Class: I B.Sc Botany

SEMESTER – I			
Core I Plant Diversity I (Algae, Bryophytes, Fungi and Lichens)			
Course Code: 21UBOC11	Hrs / Week: 6	Hrs / Semester: 90	Credits:4

Objectives:

- To have comprehensive idea on primitive plants
- To understand the major groups of lower plants and their characteristics.
- To study the effective utilization of algae, fungi, lichen and bryophytes for the environment and human well being

Course Outcome:

CO.No.	Upon completion of this course, students will be able to	PSO's addressed	CL
CO-1	know the general characteristics of algae, fungi, lichen and bryophytes	1	An
CO-2	enumerate the importance of algae and bryophytes and their role in everyday life and environment.	7	Ev
CO-3	observe adaptive feature of the specified plant groups	3	An
CO-4	compare and contrast algae, fungi and bryophytes	2	Un
CO-5	identify algal, fungal and bryophytes samples	8	Re
CO-6	distinguish life cycle pattern in algae, fungi and bryophytes	7	Ap
CO-7	understand the criteria behind the classification of algae, fungi and bryophytes	1	Un
CO-8	apply the knowledge acquired for self employability	6	Ap

SEMESTER – I			
Core I Plant Diversity I (Algae, Bryophytes, Fungi and Lichens)			
Course Code: 21UBOC11	Hrs / Week:6	Hrs / Semester: 90	Credits:6

Unit - I Algae: Introduction - Brief history of Algae, Classification of algae based on Fritsch (1945), Habitat, General characteristics of algae - Range of thallus organization, Methods of reproduction-vegetative, asexual and sexual, Life cycle patterns, Alternation of generation in algae. Algal cytology – cell wall, cytoplasm (algal pigments, reserve food materials), flagella and nucleus. Economic importance of algae: algae as food, SCP, fodder, green manure, role in N₂ fixation, medicine and biofuels. Ecological benefits of algae.

Unit -II Habitat, thallus structure, reproduction and life cycle of *Oscillatoria*, *Volvox*, *Caulerpa*, *Vaucheria*, *Sargassum* and *Gracilaria*.

Unit -III Bryophytes: General characteristics of Bryophytes. Classification of Bryophytes by Rothmaler (1951). Habitat, thallus structure, reproduction and life cycle of *Marchantia* and *Polytrichum*. Economic importance of Bryophytes - biological, ecological, medicinal and as potting material. Affinities between algae and bryophytes.

Unit-IV Fungi : Classification of fungi based on Alexopoulos and Mims (1979), General characters. Habitat, somatic structure, asexual reproduction, sexual reproduction and life cycle of *Albugo*, *Aspergillus*, *Peziza*, and *Polyporous*. Role of fungi in medicine, industry, food and food products.

Unit-V Lichens: Classification of lichen based on habit, habitat, anatomy, nature of partners, different views on lichen association, organization, process of lichenization. Vegetative propagules - isidia, soredia, cyphellae, cephalodia. Thallus structure and reproduction of *Collema*, *Parmelia* and *Usnea*. Economic and ecological significance of lichens.

Text Books:

1. Pandey S.N. and Trivedi, P.S. A Text Book of Botany Vol. I and II. New Delhi: Vikas Publishing House Pvt. Ltd., 2006.
 2. Sharma O.P. Text Book of Algae. New Delhi: Tata Mc. Graw-Hall Publications, 2006.
 3. Johri, R.M., Sneh Lata and Kavitha Tyagi. 2011. A Text Book of Fungi, Dominant Publishers and Distributors Pvt. Ltd., New Delhi
 4. Singh V. Pandey P.C. and Jain D.K.. A Text Book of Botany. Meerut: Rastogi Publication, 2002
- Books for Reference:
1. Fritsch F.E. The Structure and Reproduction of Algae, London: Vol.I all II, Cambridge University Press, 1972.
 2. Kamat N.D. Topics in Algae. Aurangabad: Sai Kraipa Prakasham, 1982.
 3. Parihar N.S. Bryophyta. Allahabad: Central Book Depot Publications in Botany, 1967.
 4. Robert Edward Lee. Phycology: Cambridge University Press, 2009.
 5. Vashishta B.R, Sinha A.K. and Singh V.P. Algae. New Delhi: S. Chand and Co. Ltd. 2007.
 6. Vashishta B.R Sinha A.K. and Singh V.P. Bryophyta: New Delhi: S. Chand and Co. Ltd., 2006.

7. Ahmadjian V and Hale M.E. The lichens. London: Academic Press, 1973.
8. Alexopoulos C.J. Mims C.W. and Blackwell M. Introductory Mycology. New Delhi: Wiley Eastern Limited, 1988.
9. Dubey H.C. An introduction of fungi. New Delhi: Vikas Publishing House, 2005.
10. Pandey B.P. Plant Pathology. New Delhi: S.Chand and Co.Ltd, 2007.
11. Rangasamy G. Diseases of Crop Plants in India Prentics. New Delhi. Hall of India, 1992.
12. Singh R.S. Plant Diseases. New Delhi: Oxford IBH, 1991.

Teaching Module

Unit	Section	Topic	Lecture Hours/ Semester	Learning Outcomes	Pedagogy	Assess ment/ Evalu ation
I	1	Algae: Introduction - Brief history of Algae, Classification of algae based on Fritsch (1945), Habitat.	3	understand the criteria behind the classification of algae, fungi and bryophytes	Lecture & PPT	CIA & Quiz
	2	General characteristics of algae - Range of thallus organization,	3	know the general characteristics of algae, fungi, lichen and bryophytes	Lecture & PPT	CIA & Quiz
	3	Methods of reproduction-vegetative, asexual and sexual,	3		Lecture & PPT	CIA & Quiz
	4	Life cycle patterns, Alternation of generation in algae.	3	distinguish life cycle pattern in algae, fungi and bryophytes	Lecture & PPT	CIA & Quiz
	5	Algal cytology – cell wall, cytoplasm (algal pigments, reserve food materials), flagella and nucleus	3	know the general characteristics of algae, fungi, lichen and bryophytes	Lecture & PPT	CIA & Quiz
	6	Economic importance of algae: algae as food, SCP, fodder, green manure, role in N ₂ fixation, medicine and biofuels. Ecological benefits of algae.	3	enumerate the importance of algae and bryophytes and their role in everyday life and environment.	Lecture & PPT	CIA & Quiz
II	1	Habitat, thallus structure, reproduction and life cycle of <i>Oscillatoria</i>	3	• observe adaptive feature of the specified plant groups • identify algal, fungal and bryophytes samples • distinguish life cycle pattern in algae, fungi and bryophytes	Lecture & PPT	CIA & Quiz
	2	Habitat, thallus structure, reproduction and life cycle of <i>Folvox</i> ,	3		Lecture & PPT	CIA & Quiz
	3	Habitat, thallus structure, reproduction and life cycle of <i>Caulerpa</i>	3		Lecture & PPT	CIA & Quiz
	4	Habitat, thallus structure, reproduction and life cycle of <i>Vaucheria</i> ,	3		Lecture	CIA & Quiz
	5	Habitat, thallus structure, reproduction and life cycle of	3		Lecture & PPT	CIA & Quiz

	6	<i>Sargassum</i> Habitat, thallus structure, reproduction and life cycle of <i>Gracilaria</i> .	3		Lecture & PPT	CIA & Quiz
III	1	Bryophytes: General characteristics of Bryophytes.	3	know the general characteristics of algae, fungi, lichen and bryophytes	Lecture & PPT	CIA & Quiz
	2	Classification of Bryophytes by Rothmaler (1951).	3	understand the criteria behind the classification of algae, fungi and bryophytes	Lecture	CIA & Quiz
	3	Habitat, thallus structure, reproduction and life cycle of <i>Marchantia</i> .	3	• observe adaptive feature of the specified plant groups	Lecture	CIA & Quiz
	4	Habitat, thallus structure, reproduction and life cycle of <i>Polytrichum</i> .	3	• identify algal, fungal and bryophytes samples • distinguish life cycle pattern in algae, fungi and bryophytes	Lecture	CIA & Quiz
	5	Economic importance of Bryophytes - biological, ecological, medicinal and as potting material.	3	enumerate the importance of algae and bryophytes and their role in everyday life and environment.	Lecture	CIA & Quiz
	6	Affinities between algae and bryophytes.		compare and contrast algae, fungi and bryophytes	Lecture & PPT	CIA & Quiz
IV	1	Fungi : Classification of fungi based on Alexopoulos and Mims (1979), General characters.	3	understand the criteria behind the classification of algae, fungi and bryophytes know the general characteristics of algae, fungi, lichen and bryophytes	Lecture	CIA & Quiz
	2	Habitat, somatic structure, asexual reproduction, sexual reproduction and life cycle of <i>Albugo</i>	3	• observe adaptive feature of the specified plant groups	Lecture	CIA & Quiz
	3	Habitat, somatic structure, asexual reproduction, sexual reproduction	3	• identify algal, fungal and	Lecture	CIA & Quiz

	4	and life cycle of <i>Aspergillus</i> Habitat, somatic structure, asexual reproduction, sexual reproduction and life cycle of <i>Peziza</i>	3	bryophytes samples • distinguish life cycle pattern in algae, fungi and bryophytes	Lecture	CIA & Quiz
	5	Habitat, somatic structure, asexual reproduction, sexual reproduction and life cycle of <i>Polyporus</i> .	3		Lecture	CIA & Quiz
	6	Role of fungi in medicine, industry, food and food products.	3		Lecture	
V	1	Lichens: Classification of lichen based on habit, habitat, anatomy, nature of partners, different views on lichen association, organization,	3	know the general characteristics of algae, fungi, lichen and bryophytes	Lecture & PPT	CIA & Quiz
	2	Process of lichenization. Vegetative propagules - isidia, soredia, cyphellae, cephalodia.	3		Lecture	CIA & Quiz
	3	Thallus structure and reproduction of <i>Collema</i>	3		Lecture	CIA & Quiz
	4	Thallus structure and reproduction of <i>Parmelia</i>	3		Lecture	CIA & Quiz
	5	Thallus structure and reproduction of <i>Usnea</i> .	3		Lecture	CIA & Quiz
	6	Economic and ecological significance of lichens.	3	apply the knowledge acquired for self employability	Lecture	CIA & Quiz

Evaluation

Range of Marks	CIA I	CIA II	CIA III
26-30	-	-	-
21-25	-	-	-
16-20	1	3	3
10-15	10	15	6
Below 10	25	20	27
Max. Marks Obtained	17	19	15.5
Min. Marks Obtained	1	7.5	0.5
No. of Absentees	-	-	2
Total No. of Students	36	38	36

Online Quiz Marks

Range of Marks	CIA I	CIA II	CIA III
9 & 10	5	14	9
6 - 8	25	23	25
Below 5	3	1	-
Max. Marks Obtained	10	10	9
Min. Marks Obtained	1	2	0
No. of Absentees	3	-	2
Total No. of Students	36	38	36

Course Co Ordinators

E.D. Almeida
Dr.E. Daffodil D Almeida (2 hours)
Assistant Professor of Botany

M. Sumathi
Dr.B. Maria Sumathi (2 hours)
Assistant Professor of Botany

P. Hermalin
Dr. P. Hermalin (2 hours)
Assistant Professor of Botany

HOD

M. Glory
Name & Signature with seal
THE HEAD, DEPARTMENT OF BOTANY
St. Mary's College, Tuticorin

Name of the Faculty (Course Incharge): Dr. B. Serena Margaret Semester: I - Odd

Designation: Associate Professor of English

Year: 2022-2023

Class: I MA English Literature

SEMESTER – I			
Core IV		American Literature	
Course Code : 21PENC14	Hrs / Week: 6	Hrs / Semester: 90	Credits: 4

Objectives:

- To widen the knowledge of the students on the perceptions of the American writers about the social, cultural and the intellectual climate of the nation.
- To study primary texts of American Literature with broader investigations into the conceptual, theoretical, and cultural parameters of the literary history of the United States.

Course Outcome:

CO. No.	Upon completion of this course, students will be able to	PSO addressed	Cognitive Level
CO-1	locate the significance of the American literary tradition.	1,4,7	Re
CO-2	examine the works of the representative writers of American Literature.	1,2	Un
CO-3	articulate the historical and the socio-cultural background of American Literature.	3	Ap
CO-4	appraise the historical and literary contexts, genres, themes, and ethical dimensions of the representative works of American literature.	4	An
CO-5	distinguish a diverse group of authors and reveal the evolving American experience and character.	1,3	An
CO-6	analyse the major movements and works of American Literature.	4	An
CO-7	evaluate the strengths and limitations of the major trends in American Literature.	5,7	Ev
CO-8	review the roles of gender, race, age, class, ethnicity and geography in creating American ethnic literature.	6,8	Ev

SEMESTER – I			
Core IV		American Literature	
Course Code: 21PENC14	Hrs / Week: 6	Hrs / Semester: 90	Credits: 4

Unit I – Poetry

Walt Whitman (1819-1892)	: As I Ebb'd with the Ocean of Life
Emily Dickinson (1830-1886)	: I Measure Every Grief I Meet
Robert Frost (1874-1963)	: Directive
Langston Hughes (1902-1967)	: Afro-American Fragment
Sylvia Plath (1932-1963)	: Colossus

Unit II - Prose

Ralph Waldo Emerson (1803-1882)	: Self Reliance
Alain Locke (1886-1954)	: The New Negro

Unit III - Drama

Amiri Baraka (1934-2014)	: <i>A Black Mass</i>
Arthur Miller (1915-2005)	: <i>Death of a Salesman</i>

Unit IV - Fiction

F. Scott Fitzgerald(1896-1940)	: <i>The Great Gatsby</i>
Colson Whitehead (b.1969-)	: <i>The Underground Railroad</i>

Unit V - Short Story

Edgar Allan Poe (1809- 1849)	: The Black Cat
Herman Melville (1819-1891)	: Bartleby the Scrivener (Self Study)
Flannery O' Connor (1925-1964)	: A Late Encounter with the Enemy

Text Books:

1. Baraka, Amiri. *A Black Mass*. US: Marion Boyars, 2000.
2. Miller, Arthur. *Death of a Salesman*. London: Penguin Books, 1948.
3. Whitehead, Coleson. *The Underground Railroad*. New York: Penguin Random House LLC, 2016.
4. Fitzgerald, F. Scott. *The Great Gatsby*. London: Charles Scribner's Sons, 1925.

Books for Reference:

1. Baym, Nina, Wayne Franklin, Philip F. Gura, et al.eds. *The Norton Anthology of American Literature*. Shorter 7th ed. UK: W. W. Norton & Company, 2007.
2. Gray, Richard. *A History of American Literature*. West Sussex: Blackwell Publishing Ltd., 2012.
3. Oliver, Egbert S, ed. *American Literature: An Anthology (Vols. 1 & 2)*. Chennai: S. Chand & Company, 1967.
4. Parrington, Jr. Vernon L. *American Dreams: A Study of American Utopias*. Providence: Brown University, 1947.

E- Resources:

1. Kane, Joseph, and Joe Kane. *The Arthur Miller Journal*, vol. 4, no. 1, 2009, pp. 48–53. *JSTOR*, www.jstor.org/stable/42908974. 23. Feb. 2021.
2. Kelly, Adam. (2018). *Freedom to Struggle : The Ironies of Colson Whitehead*. *Open Library of Humanities*. 4. 10.16995/olh.332. 29 Nov. 2020.

Teaching Module

Unit	Section	Topic	Lecture Hours/ Semester	Learning Outcomes	Pedagogy	Assessment/ Evaluation
I	1	“As I Ebb’d with the Ocean of Life”	4	Locate the significance of the American literary tradition.	Lecture, E Content, PPT, Prezi Nlist E Resources E PG Pathshala	CIA I, Online Quiz Assignment Seminar – E content
	2	“I Measure Every Grief I Meet”	3	Examine the works of the representative writers of American Literature.	Lecture, E Content, PPT, Nlist E Resources E PG Pathshala	
	3	“Directive”	4	Distinguish a diverse group of authors and reveal the evolving American experience and character.	Lecture, E Content, Poet’s Reading (Library of Congress), Yale University Lecture, PPT, Prezi Nlist E Resources E PG Pathshala	CIA II, Online Quiz. Assignment Seminar – E content

	4	“Afro-American Fragment”	3	Review the roles of gender, race, age, class, ethnicity and geography in creating American ethnic literature.	Lecture, E Content, Poet’s Reading (Library of Congress), PPT, Nlist E Resources	CIA II, Online Quiz. Assignment Seminar – E Content
	5	“Colossus”	4	Appraise the historical and literary contexts, genres, themes and ethical dimensions of the representative works of American literature.	Lecture, E Content, PPT, Prezi Nlist E Resources	CIA II, Online Quiz, Assignment Seminar – E content
II	1	“Self- Reliance” Analysis of Paragraphs 1-17 - The Importance of Self-Reliance	3	Locate the significance of the American literary tradition	Lecture, E Content, PPT, Nlist E Resources E PG Pathshala	CIA I, Online Quiz. Assignment, Seminar
		“Self- Reliance” Analysis of Paragraphs 18-32 - Self-Reliance and the Individual	3	Distinguish a diverse group of authors and reveal the evolving American	Lecture, E Content, Nlist E Resources E PG Pathshala	

				experience and character.		
		“Self- Reliance” Analysis of Paragraphs 33-50 - Self-Reliance and Society	3	Evaluate the strengths and limitations of the major trends in American Literature	Lecture, E Content, Nlist E Resources E PG Pathshala	
	2	“The New Negro” - The Progressive Phases of Contemporary Negro Life	3	Articulate the historical and the socio-cultural background of American Literature.	Lecture, E Resources	
		“The New Negro” - Harlem as the Laboratory of a Great Race-welding	3	Analyse the major movements and works of American Literature.	Lecture, E Resources	
		“The New Negro” - The New Negro’s Upsurge from Social Disillusionment to Race Pride	3	Review the roles of gender, race, age, class, ethnicity, and geography in creating American ethnic literature.	Lecture, E Resources	
III	1	<i>A Black Mass</i> – Manipulation of Myth, Magic, and Legend	3	Distinguish a diverse group of authors and reveal the	Lecture, E Resources	

				evolving American experience and character.		CIA II, Online Quiz Assignment, Seminar
		<i>A Black Mass</i> – Fictional Re-enactment of the Actual History of African Americans	3	Review the roles of gender, race, age, class, ethnicity, and geography in creating American ethnic literature.	Lecture, E Resources	
	2	<i>Death of a Salesman</i> – Act I – Scene i -vi Willy Loman's Desperate Quest for the American Dream	3	Articulate the historical and the socio-cultural background of American Literature.	Lecture, PPT, Movie, N List E Resources, E PG Pathshala	
		<i>Death of a Salesman</i> – Act I - Scene vii – xii Fusing Multiple Memories	3	Appraise the historical and literary contexts, genres, themes, and ethical dimensions of the representative works of American literature.	Lecture, PPT, Movie, N List E Resources, E PG Pathshala	CIA III, Assignment Seminar – E content
		<i>Death of a Salesman</i> – Act II – Scene i – vii	3	Evaluate the strengths and limitations of	Lecture, PPT, Movie,	

		Falling into Memories of the Past to Deny the Present		the major trends in American Literature	N List E Resources, E PG Pathshala	
		<i>Death of a Salesman</i> – Act II – Scene viii – xiv & Requiem Attempts to Manipulate Reality	3	Review the roles of gender, race, age, class, ethnicity, and geography in creating American ethnic literature.	Lecture, PPT, Movie, N List E Resources, E PG Pathshala	
IV	1	<i>The Great Gatsby</i> Chapters 1-3 Nick Caraway's Encounter with Gatsby	3	Locate the significance of the American literary tradition	Lecture, PPT, Movie, N List E Resources, E PG Pathshala	CIA II, Online Quiz Assignment Seminar – E content
		<i>The Great Gatsby</i> Chapters 4-6 Gatsby's Aspirations and the Main Purpose of His Life.	3	Evaluate the strengths and limitations of the major trends in American Literature	Lecture, PPT, Movie, N List E Resources, E PG Pathshala	
		<i>The Great Gatsby</i> Chapters 7-9 Nick Caraway Reflects on Gatsby as a Person of Hope and Trust.	3	Distinguish a diverse group of authors and reveal the evolving American	Lecture, PPT, Movie, N List E Resources, E PG Pathshala	

				experience and character.		
	2	<i>The Underground Railroad</i> Chapters 1 – 4 The Facets of Cora’s Identity	3	Review the roles of gender, race, age, class, ethnicity, and geography in creating American ethnic literature.	Lecture, PPT, N List E Resources,	CIA III, Assignment Seminar
		<i>The Underground Railroad</i> Chapters 5 – 8 The Complexities of the Fugitive Slave Experience.	3	Articulate the historical and the socio-cultural background of American Literature	Lecture, N List E Resources,	
		<i>The Underground Railroad</i> Chapters 9 – 12 American Belief in Manifest Destiny.	3	Analyse the major movements and works of American Literature.	Lecture, N List E Resources,	
V	1	“The Black Cat” – The Newly Ominous Course of the Black Soul.	5	Locate the significance of the American literary tradition.	Lecture, N List E Resources,	CIA III Assignment Seminar – E content
		“The Black Cat” – Gothic Horror	4	Review the roles of gender, race, age, class, ethnicity, and geography in	Lecture, N List E Resources,	

				creating American ethnic literature.		
	2	“Bartleby the Scrivener” (Self Study)		Articulate the historical and the socio- cultural background of American Literature		Online Quiz 3
	3	“A Late Encounter with the Enemy” – Handling the Concept of History	5	Evaluate the strengths and limitations of the major trends in American Literature	Lecture, N List E Resources	CIA III Assignment Seminar – E content
		“A Late Encounter with the Enemy” - Repeated Use of Images to foreshadow the Ending.	4	Articulate the historical and the socio- cultural background of American Literature	Lecture, N List E Resources	

Evaluation

Range of Marks	CIA I	CIA II	CIA III
26-30	-	-	1
21-25	4	6	4
16-20	3	5	6
10-15	5	4	6
Below 10	4	3	1
No. of Absentees	3	1	1

Total No. of Students	19	19	19
Maximum Marks Obtained	25	24	25.5
Minimum Marks Obtained	5	6	8

Online Quiz Marks

Range of Marks	CIA I	CIA II	CIA III
9 & 10	16	15	-
6 - 8	-	2	3
≤ 5	-	-	15
No. of Absentees	3	2	1
Total No. of Students	19	19	19
Maximum Marks Obtained	10	10	8
Minimum Marks Obtained	9	8	2

A. Judit Sheela Damayanthi

Course Co Ordinator/s

HoD

B. Serena Margaret

Dr. B. Serena Margaret (4 hours/week)

Associate Professor of English

Romila

Ms. A. Patricia Romila (2 hours/week)

Assistant Professor of English

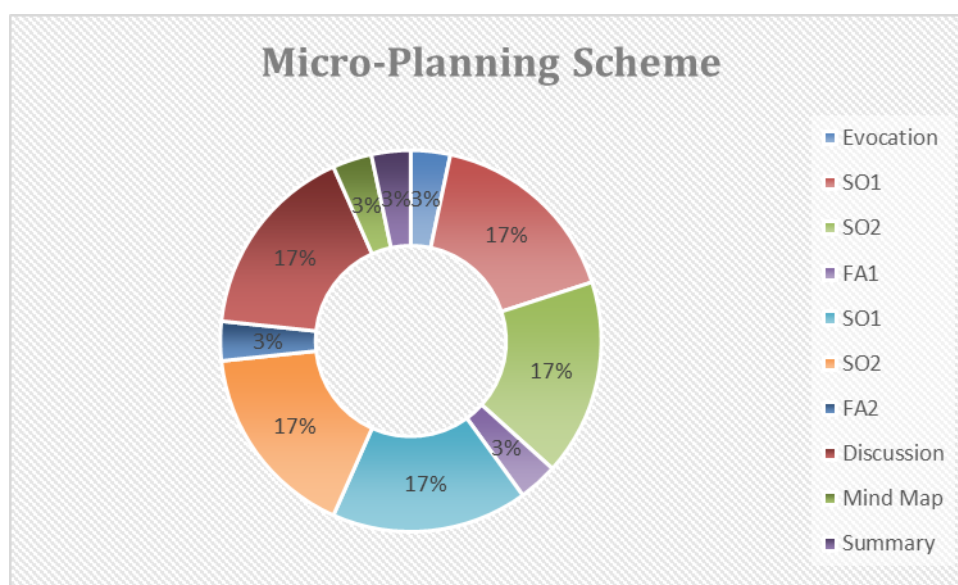
Dr. A. JUDIT SHEELA DAMAYANTHI
HEAD & ASSOCIATE PROFESSOR OF ENGLISH
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Lesson Plan

Programme	B. A. English
Semester	I
Course Title	Reading and Writing Skills- Animation Literature
Code	23UENSE1
Hours	2
Total Hours	30
Credits	2
Max Marks	50
Unit & Title	Unit I: Robert Louis Stevenson's My Shadow
Name of the Faculty	V. Dorothy Catherine
T-L tools	Mind Maps, Video, Art Project, Think-Pair- Share

Pre-requisite Knowledge : basic understanding of shadow in children's perspective, simple rhyming words and personification

Micro- Planning : 60 minutes



Evocation : 2 min

SO1 : 10 min

SO2 : 10 min

FA1 : 2 min

SO1 : 10 min

SO2 : 10 min

FA2 : 2 min

Discussion : 10 min

Mind Map : 2 min

Summary : 2 min

1. Topics for learning through Evocation:

Briefly introduce shadows in everyday life and how children perceive them. Ask students to share their personal experiences with shadows.

2. Topic Introduction:

2.1: General Objective:

- To understand the literal and figurative meaning
- To learn new poetic devices

2.2: Specific Outcomes:

- Appreciate the use of poetic devices such as rhyme and personification.
- Develop an understanding of how the poem reflects childhood themes and emotions.

First Phase:

SO1 (10 minutes): Explain the literal meaning of the poem. Highlight the playful and imaginative nature of the child's relationship with the shadow.

SO2 (10 minutes): Introduce figurative language, focusing on personification and the shadow as a metaphor for self-awareness and childhood curiosity.

Second Phase:

SO1 (10 minutes): Analyze the rhyming scheme and rhythm. Discuss how these elements contribute to the poem's playful tone.

SO2 (10 minutes): Explore other poetic devices used in the poem, such as imagery and similes.

Mind Map (2 minutes)

Create a simple mind map that illustrates the key themes and devices in My Shadow (e.g., Shadow as a companion, Personification, Rhyming).

Summary (2 minutes)

Summarize the lesson, emphasizing the dual nature of the poem (literal vs. figurative meaning) and the use of poetic devices like rhyme and personification.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge		2				
C. Procedural Knowledge						1

D. Meta Cognitive Knowledge						
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2.4: Key words:

Shadow

Personification

Rhyming scheme

Imagery

2.5: Key Diagrams (if any)

Picturebook sample

https://drive.google.com/file/d/1LImeIZGfn_-fwsmRqDNiSLSr9W1IeBYp/view?usp=sharing

Powerpoint Presentation

https://docs.google.com/presentation/d/1Cd6H6Hjx6Zz0j6SUEdCP5f88P5qqTSHt/edit?usp=drive_link&oid=108991191526999366924&rtpof=true&sd=true

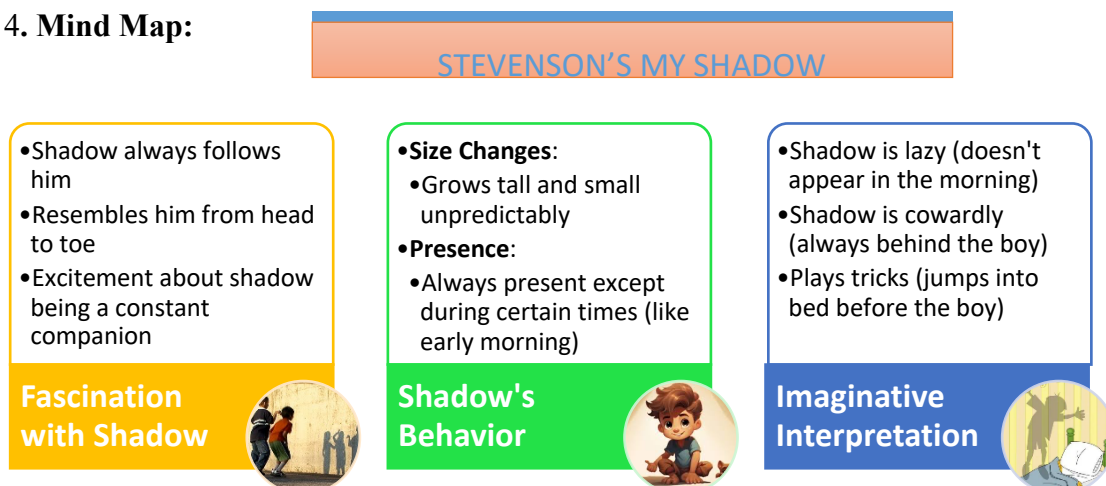
Video sample

https://drive.google.com/file/d/1xO3nY0cXTs9YLeQvZvsb0OAVIPlrl0f/view?usp=drive_link

3. Discussion:

Engage students in a conversation about the poem's deeper themes. How does the shadow represent different aspects of childhood? What can we learn from the shadow's behavior in the poem?

4. Mind Map:



5. Summary:

My Shadow captures the innocent fascination and imagination of a young child as he interacts with his shadow. The child observes how the shadow is always present, mimicking his actions

but also behaving unpredictably—changing sizes and sometimes not appearing at all. This curiosity leads to imaginative thoughts, such as the shadow being lazy or cowardly, showing how children often anthropomorphize objects around them to explain what they don't fully understand.

The poem's charm lies in its simplicity, reflecting the child's sense of wonder and the playful relationship between the boy and his shadow. Through this, Stevenson highlights the innocence of childhood and how children often view the world through the lens of fantasy. This also adds a deeper layer of exploration into self-awareness and identity, as the shadow represents a constant, yet sometimes elusive, companion. The poem is a delightful expression of how children engage with the mysterious and unknown aspects of the world around them.

In conclusion, the poem celebrates childhood innocence and the joy of discovery, inviting readers to reminisce about their own youthful imaginations.

6. Assessment through questions/analogy/new ideas:

Formative Assessment 1 (FA1) (2 minutes)

Ask students to describe in their own words how Stevenson makes the shadow seem like a real character.

Formative Assessment 2 (FA2) (2 minutes)

Short quiz or oral question on identifying personification and rhyme in specific lines.

7. FAQ's: MCQ's/ Descriptive questions:

1. Examine the relationship between the speaker and the shadow portrayed in Stevenson's poem, "My Shadow."
2. Analyze the portrayal of childhood and imagination in Stevenson's "My Shadow" and its reflection on human nature.

8. References:

Murray, John. *Victorian Children's Literature: A Reader's Guide*. Routledge, 2004.

Roscoe, Norman. *Robert Louis Stevenson: Poet and Essayist*. The Edinburgh Press, 1921.

Stevenson, Robert Louis. *A Child's Garden of Verses*. Longmans, Green & Co., 1885.

9. Verified by Subject Expert:

Course In-charge
V. Dorothy Catherine

Approved by HoD.

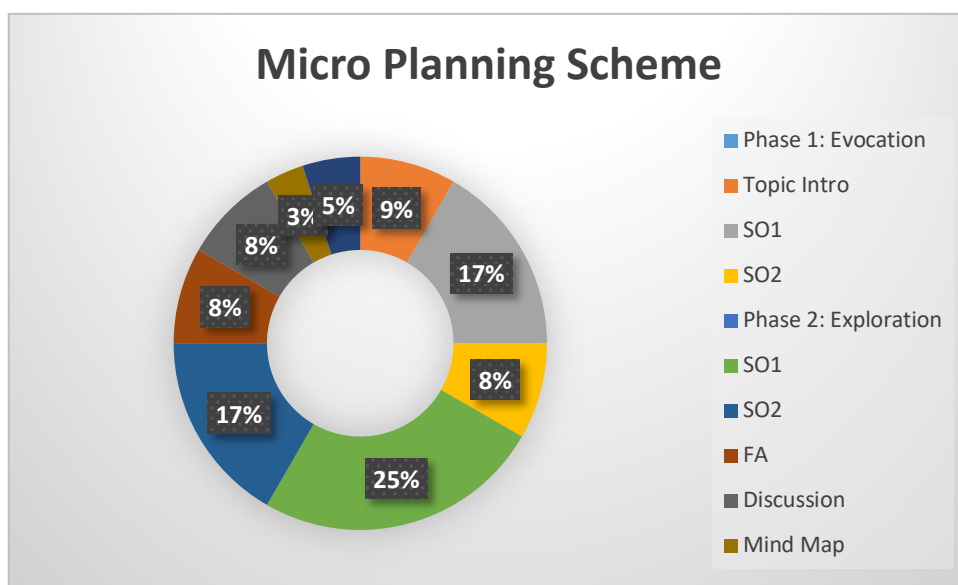
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Lesson Plan

Programme	B. A. English
Semester	I
Course Title	Reading and Writing Skills- Animation Literature
Code	23UENSE1
Hours	2
Total Hours	30
Credits	2
Max Marks	50
Unit & Title	Unit II: Brothers Grimm's Hansel and Gretel
Name of the Faculty	V. Dorothy Catherine
T-L tools	Reading Material: Excerpt from <i>Hansel and Gretel</i> . Visual Aids: Mind map, possible PowerPoint slides, or a short video summarizing the story.

Pre-requisite Knowledge : Basic understanding of fairy tales and folk stories

Micro- Planning : 60 minutes



Phase 1 Evocation

Topic Introduction : 5 min

SO1 : 10 min

SO2 : 5 min

Phase 2 Exploration

SO1 : 15 min

SO2 : 10 min

FA : 5 min

Discussion : 2 min

Mind Map : 1 min

Summary : 2 min

1. Topics for learning through Evocation: (1 minute)

Share your experience when you felt left alone in your own house.

2. Topic Introduction: (5 minutes)

- a. Provide background on the Brothers Grimm and the origins of *Hansel and Gretel*.
- b. Engage students by asking if they have heard the story before or are familiar with similar tales.

2.1: General Objective:

To introduce students to the story of Hansel and Gretel and explore its themes, characters, and moral lessons within the context of children's literature.

2.2: Specific Outcomes:

- **SO1:** Understand the structure and narrative techniques in *Hansel and Gretel*.
- **SO2:** Analyze the story's themes, such as survival, bravery, and family dynamics.

Phase 1: Evocation (20 minutes)

1. Topic Introduction: (5 minutes)

2. SO1 Activity (10 minutes)

- a. Read an excerpt from *Hansel and Gretel*.
- b. Brief discussion on initial thoughts and reactions to the setting, characters, and conflict.

2. SO2 Discussion (5 minutes)

- a. Briefly discuss the story's fairy tale elements, such as the use of magical settings, characters (witch), and moral lessons.

Phase 2: Exploration (30 minutes)

1. SO1 (15 minutes)

- Conduct a guided analysis of the key themes: overcoming adversity, familial bonds, and the triumph of good over evil.
- Encourage students to connect these themes to real-life situations or other stories they know.

2. SO2 (10 minutes)

- Develop a mind map on the board with student input to organize characters, themes, and symbols (e.g., the breadcrumbs, forest, and witch's house).

3. FA: (5 min)

Mind Map (2 minutes)

- Use the mind map as a collaborative tool for summarizing key points discussed.

Summary (3 minutes)

- Wrap up the story's moral lessons and its significance in children's literature.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge		1				
B. Conceptual Knowledge			2			
C. Procedural Knowledge						
D. Meta Cognitive Knowledge						

2.4: Key words:

- Survival: The siblings' resilience and quest for survival.
- Family: Exploration of family dynamics, especially with their stepmother.
- Witch: The antagonist representing danger and greed.
- Breadcrumbs: Symbolizing hope and the path to safety.
- Cunning: The cleverness displayed by Hansel and Gretel to outsmart the witch.

2.5: Key Diagrams (if any)

Audiobook sample:

<https://etc.usf.edu/lit2go/175/grimms-fairy-tales/3077/hansel-and-gretel/>

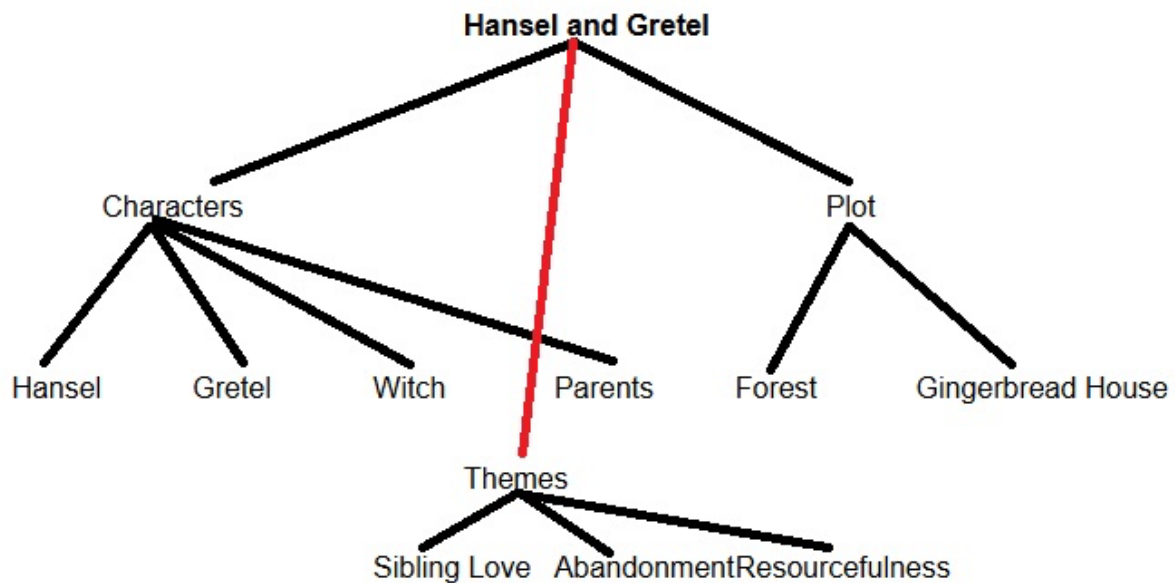
Picturebook sample

[https://drive.google.com/file/d/1rbz-rXQvoxkAAxrOvoQye6Wml9uH2zEX/view?usp=drive link](https://drive.google.com/file/d/1rbz-rXQvoxkAAxrOvoQye6Wml9uH2zEX/view?usp=drive_link)

3. Discussion:

Engage students in a Q&A on their personal takeaways and thoughts on the story's moral implications.

4. Mind Map:



5. Summary:

In Hansel and Gretel, two siblings face abandonment and danger when their stepmother convinces their father to leave them in the woods. They use breadcrumbs to try to find their way home, but their plan fails when the breadcrumbs are eaten by birds. Lost and hungry, they stumble upon a witch's house made of sweets, only to be captured. Using cleverness and bravery, the children outwit the witch and escape. This story emphasizes themes of resilience, family loyalty, and the triumph of good over evil.

6. Assessment through questions/analogy/new ideas:

- Read another fairy tale from the Brothers Grimm and identify similar themes or elements.
- Write a brief response on what they learned from "Hansel and Gretel" and how it might apply to modern storytelling.

7. FAQ's: MCQ's/ Descriptive questions:

What role does the forest play in Hansel and Gretel? How does it reflect the characters' emotional journey?

8. References:

1. Grimm, Jacob, and Wilhelm Grimm. *The Annotated Brothers Grimm*. Edited by Maria Tatar, W.W. Norton & Company, 2004.
2. Zipes, Jack. *The Complete Fairy Tales of the Brothers Grimm*. Bantam Books, 2003.
3. Darnton, Robert. *The Great Cat Massacre and Other Episodes in French Cultural History*. Basic Books, 2009. (Includes analysis of folklore and fairy tales like *Hansel and Gretel*.)

9. Verified by Subject Expert:

N.D.C.H.

Course In-charge

V. Dorothy Catherine

A. Judit Sheela Damayanthi

Approved by HoD

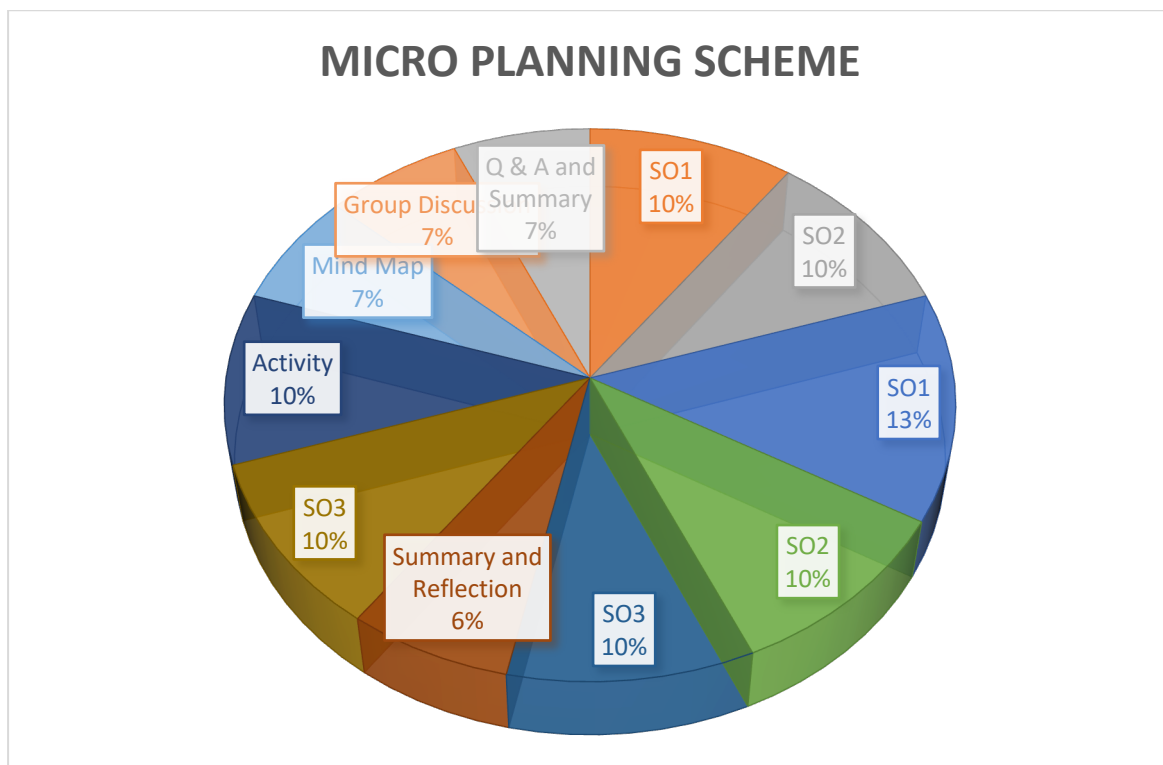
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Lesson Plan

Programme	B. A. English
Semester	I
Course Title	Reading and Writing Skills- Animation Literature
Code	23UENSE1
Hours	2
Total Hours	30
Credits	2
Max Marks	50
Unit & Title	Unit III : Lewis Carroll's Alice in Wonderland (Chapter 1-3)
Name of the Faculty	V. Dorothy Catherine
T-L tools	Reading Material: Chapters 1-3 of Alice in Wonderland. Visual Aids: Mind maps, character charts, possible PowerPoint slides, or short video clips. Creative Materials: Worksheets for rewriting activities.

Pre-requisite Knowledge : Familiarity with the fairy tale genre and introductory fantasy literature concepts.

Micro- Planning : 300 minutes (5 Hrs)



Phase 1: Evocation and Introduction

SO1 30 min

SO2 30 min

Phase 2: Exploration

SO1 40 min

SO2 30 min

SO3	30 min
Summary and Reflection	20 min
Phase 3: Analysis and Application	
SO3	30 min
Activity	30 min
Phase 4: Synthesis and Review	
Mind Map	20 min
Group Discussion	20 min
Q & A and Summary	20 min

1. Topics for learning through Evocation (1 Min):

Have you ever thought of being adventurous?

What is your curiosity level?

2. Topic Introduction: (10 min)

- a. Briefly introduce *Alice in Wonderland* and discuss its historical and cultural context.
- b. Invite students to share any prior knowledge or associations with the story.

2.1: General Objective:

To analyze Lewis Carroll's *Alice in Wonderland* as a key work in children's literature, focusing on its narrative style, themes, and whimsical language.

2.2: Specific Outcomes:

- SO1: Understand the plot, setting, and key characters introduced in Chapters 1-3.
- SO2: Examine Carroll's use of fantasy, wordplay, and logic puzzles, identifying their impact on the story's tone and meaning.
- SO3: Discuss major themes, including curiosity, exploration, and identity.

Phase 1: Evocation and Introduction (60 minutes)

1. SO1 - Initial Reading and Overview (30 minutes)

- Read aloud selected passages from Chapters 1-3 to illustrate Carroll's playful language and whimsical tone.
- Discuss students' initial reactions to the setting (the rabbit hole) and characters (Alice and the White Rabbit).

2. SO2 - Discussion of Key Themes (30 minutes)

- Introduce main themes: curiosity, identity, and exploration.
- Engage students in a discussion on how curiosity drives Alice's journey and how her character resonates with a sense of wonder.

Phase 2: Exploration (120 minutes)

1. SO1 - Deep Dive into Characters and Plot (40 minutes)

- Analyze Alice's personality traits and motivations. Discuss her interactions with other characters, such as the White Rabbit and the Dormouse.
- Develop a character map to trace Alice's evolving identity and self-reflection in her interactions.

2. SO2 - Carroll's Language and Literary Techniques (30 minutes)

- Examine Carroll's use of wordplay, puns, and nonsensical elements in dialogue and narrative structure.
- Encourage students to identify examples of linguistic play and discuss how these elements contribute to the fantasy genre.
- 3. **SO3 - Symbolism and Imagery (30 minutes)**
 - Explore the symbols in Alice's journey, such as the rabbit hole as a portal to self-discovery.
 - Use visuals or a mind map to illustrate these symbols and encourage student input.
- 4. **Summary and Reflection (20 minutes)**
 - Summarize key points discussed, encouraging students to reflect on how fantasy elements shape meaning.

Phase 3: Analysis and Application (60 minutes)

1. **SO3 - Thematic Analysis (30 minutes)**
 - Discuss with students how themes in *Alice in Wonderland* relate to real-life experiences of questioning identity, challenging norms, and exploring the unknown.
 - Allow students to share personal reflections on how curiosity has impacted their lives.
2. **Activity: Creative Exercise (30 minutes)**
 - Ask students to rewrite a short scene from Chapters 1-3, infusing it with modern language or settings.
 - This helps students understand how language impacts tone and invites them to engage creatively with the text.

Phase 4: Synthesis and Review (60 minutes)

1. **Mind Map Creation (20 minutes)**
 - Create a collaborative mind map to organize key points from the lesson: characters, themes, symbols, and language techniques.
 - Use student contributions to highlight connections between elements of the story.
2. **Group Discussion (20 minutes)**
 - Conclude with a discussion on why *Alice in Wonderland* remains relevant and popular, especially in children's literature.
3. **Q&A and Summary (20 minutes)**
 - Summarize key takeaways from the lesson and open the floor for questions.
 - Recap major themes, character insights, and Carroll's literary techniques.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge	1	1				
B. Conceptual Knowledge			3	2	2	

C. Procedural Knowledge						
D. Meta Cognitive Knowledge						

2.4: Key words:

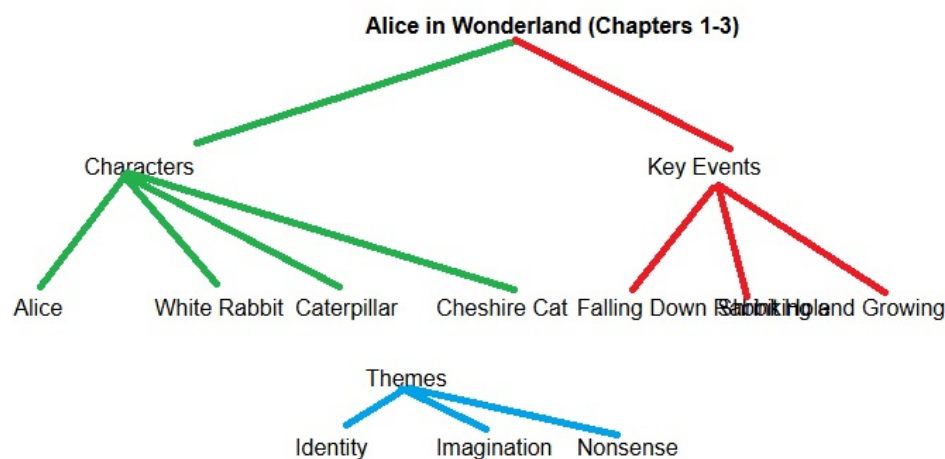
- Curiosity: Alice's insatiable curiosity leads her into Wonderland.
- Identity: Themes of self-discovery and transformation.
- Fantasy: Surreal elements that define Wonderland.
- Logic: Carroll's use of riddles, wordplay, and logic puzzles.
- Wonderland: The whimsical, unpredictable world Alice explores.

2.5: Key Diagrams (if any)

3. Discussion:

1. Examine the ways Alice struggle to adapt to the rules of the new world in Carroll's *Alice in Wonderland*.
2. Analyse "The Caucus Race" episode that parodies political process in Carroll's *Alice in Wonderland*.
3. Analyse how Carroll employs absurdity, paradox, and nonsense to introduce Wonderland's fantastical world in chapters 2 and 3 of *Alice in Wonderland*.

4. Mind Map:



5. Summary:

Alice in Wonderland begins with Alice following a peculiar White Rabbit down a rabbit hole, leading her into the fantastical world of Wonderland. In this strange realm, Alice encounters odd characters and experiences bizarre transformations. She struggles to make sense of the illogical events, questioning her identity and surroundings. Carroll's playful use of language

and logic adds humor and complexity to Alice's journey. These early chapters explore themes of curiosity, self-discovery, and the fluid nature of reality.

6. Assessment through questions/analogy/new ideas:

Write a short reflection on how curiosity shapes a person's identity.

Draw a scene from Chapters 1-3 or write an alternative ending.

7. FAQ's: MCQ's/ Descriptive questions:

What does the rabbit hole symbolize in Alice's journey?

8. References:

1. Carroll, Lewis. *The Annotated Alice: Alice's Adventures in Wonderland & Through the Looking-Glass*. Annotated by Martin Gardner, W.W. Norton & Company, 2000.
2. Rackin, Donald. *Alice's Adventures in Wonderland and Through the Looking-Glass: Nonsense, Sense, and Meaning*. Twayne Publishers, 1991.
3. Sigler, Carolyn. *Alternative Alices: Visions and Revisions of Lewis Carroll's Alice Books*. University Press of Kentucky, 1997.

9. Verified by Subject Expert:

Course In-charge

V. Dorothy Catherine

Approved by HoD

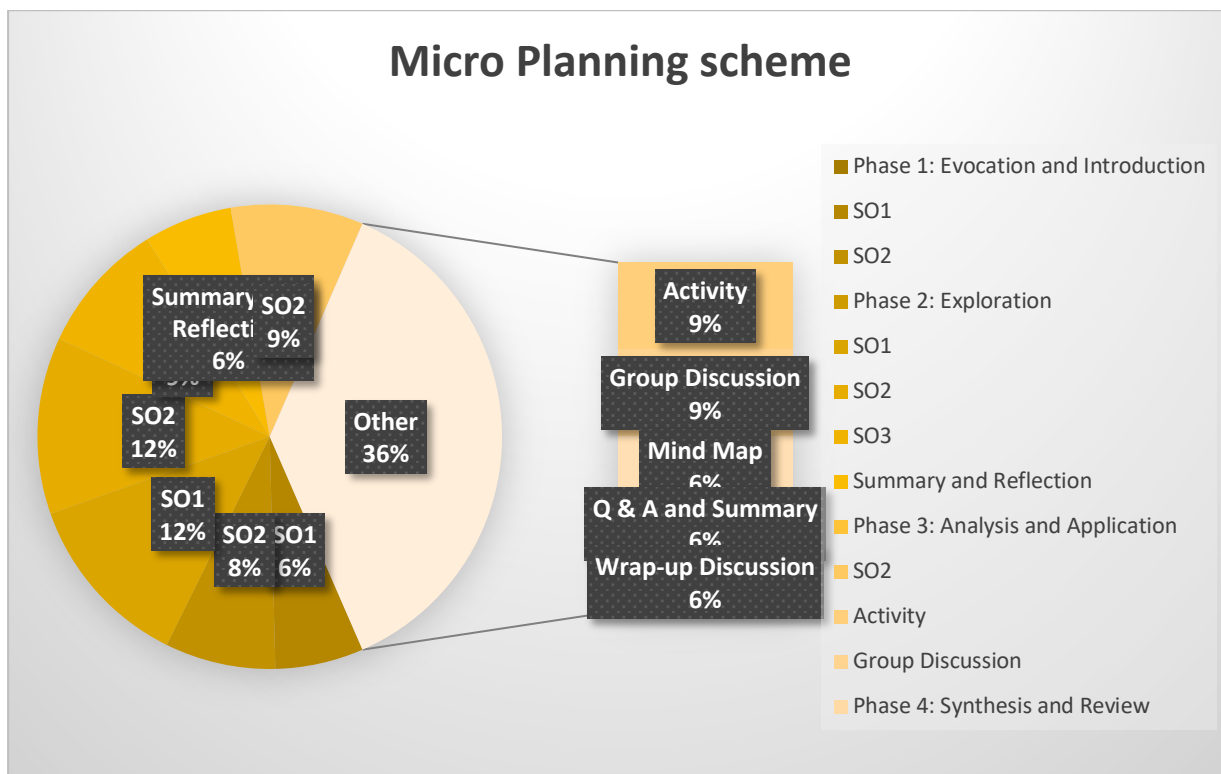
Dr. A. JUDIT SHEELA DAMAYANTHI
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THOOTHUKUDI

Lesson Plan

Programme	B. A. English
Semester	I
Course Title	Reading and Writing Skills- Animation Literature
Code	23UENSE1
Hours	2
Total Hours	30
Credits	2
Max Marks	50
Unit & Title	Unit IV : Mark Twain's The Adventure of Tom Sawyer (Chapter 1-5)
Name of the Faculty	V. Dorothy Catherine
T-L tools	Reading Material: Chapters 1-5 of The Adventures of Tom Sawyer. Visual Aids: Character charts, mind maps, PowerPoint slides. Creative Materials: Worksheets for diary entry activity, text excerpts for analysis.

Pre-requisite Knowledge : Understanding of 19th-century American society and basic familiarity with adventure literature.

Micro- Planning : 300 minutes



Phase 1: Evocation and Introduction

SO1

20 min

SO2

25 min

Phase 2: Exploration

SO1

40 min

SO2	40 min
SO3	30 min
Summary and Reflection	20 min
Phase 3: Analysis and Application	
SO2	30 min
Activity	30 min
Group Discussion	30 min
Phase 4: Synthesis and Review	
Mind Map	20 min
Q & A and Summary	20 min
Wrap-up Discussion	20 min

1. Topics for learning through Evocation (15 Min):

- a. Introduce Mark Twain and the historical and cultural setting of *The Adventures of Tom Sawyer*.
- b. Engage students by discussing childhood adventures or mischievous experiences, connecting these to Tom's character.

2. Topic Introduction:

2.1: General Objective:

To explore Mark Twain's *The Adventures of Tom Sawyer* as a foundational work in children's literature, focusing on its portrayal of childhood, friendship, and moral dilemmas.

2.2: Specific Outcomes:

SO1: Analyze the characteristics of Tom Sawyer and other main characters introduced in Chapters 1-5.

SO2: Identify and discuss major themes, including childhood freedom, moral choices, and friendship.

SO3: Examine Twain's use of humor, satire, and social commentary.

Phase 1: Evocation and Introduction (60 minutes)

1. SO1 - Character Introduction and Analysis (20 minutes)

- Read selected passages that introduce Tom Sawyer, Aunt Polly, and other key figures.
- Brief discussion on students' first impressions of Tom as a character and how he embodies youthful curiosity and rebellion.

2. SO2 - Theme Exploration (25 minutes)

- Introduce the themes of childhood freedom, mischief, and moral growth.
- Discuss how Tom's behavior reflects a sense of freedom and adventure unique to his character.

Phase 2: Exploration (150 minutes)

1. SO1 - Character Development and Relationships (40 minutes)

- Dive deeper into Tom's interactions with friends like Huck Finn, analyzing how their friendship develops and what it represents.

- Create a character chart to track traits, relationships, and growth throughout the story.
- 2. **SO2 - Theme Analysis: Moral Choices and Freedom (40 minutes)**
 - Analyze the moral choices Tom faces in these chapters, such as telling the truth or tricking others.
 - Discuss with students how Twain uses these situations to show the conflicts and growth typical of childhood.
- 3. **SO3 - Literary Techniques and Humor (30 minutes)**
 - Explore Twain's use of humor, dialect, and satire to create a vivid setting and memorable characters.
 - Discuss how Twain's humorous portrayal of childhood mischief serves as a form of social commentary.
- 4. **Summary and Reflection (20 minutes)**
 - Summarize key character insights, thematic points, and narrative techniques explored so far.
 - Encourage students to reflect on which aspects of Tom's character they can relate to and why.

Phase 3: Analysis and Application (90 minutes)

1. **SO2 - Social Commentary and Satire (30 minutes)**
 - Discuss with students how Twain uses satire to highlight societal norms and values of the time.
 - Identify examples in the text where Twain critiques aspects of society, such as education or discipline.
2. **Activity: Creative Writing (30 minutes)**
 - Ask students to write a short diary entry from Tom's perspective, describing an adventure or a conflict.
 - This exercise allows students to understand Tom's character more deeply by engaging in his perspective.
3. **Group Discussion (30 minutes)**
 - Divide students into small groups to discuss key themes and character motivations, sharing their diary entries.
 - Conclude with a brief class discussion to synthesize insights from each group.

Phase 4: Synthesis and Review (60 minutes)

1. **Mind Map Creation (20 minutes)**
 - Collaboratively create a mind map with themes, characters, and significant events from Chapters 1-5.
 - Use student input to highlight connections between Tom's character traits, his friendships, and his moral choices.
2. **Q&A and Summary (20 minutes)**
 - Review major themes, character insights, and Twain's humorous narrative style.
 - Allow students to ask questions and provide final thoughts on the lesson.
3. **Wrap-Up Discussion (20 minutes)**
 - Discuss why *The Adventures of Tom Sawyer* remains significant in children's literature and its influence on the genre.

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge				1		
B. Conceptual Knowledge		2				
C. Procedural Knowledge						
D. Meta Cognitive Knowledge					3	

2.4: Key words:

- Adventure: Tom's quest for excitement and new experiences.
- Friendship: The bond between Tom and Huck.
- Freedom: Childhood freedom and independence.
- Rebellion: Tom's mischievous acts and defiance.
- Satire: Twain's humorous critique of societal norms.

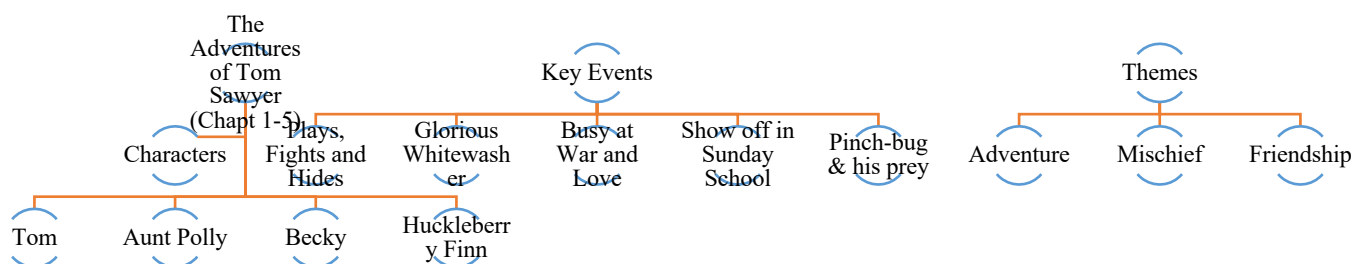
2.5: Key Diagrams (if any)

Video: <https://www.youtube.com/watch?v=iRFix4HEPis>

3. Discussion:

1. Restate how Tom acts when confronted by Aunt Polly and the ways he tries to get out of punishment in Mark Twain's *The Adventures of Tom Sawyer*.
2. Discuss Mark Twain's depiction of Tom's state of mind as he ventures into the graveyard at night and his reactions to what he experiences in the graveyard.
3. Show the dramatic nature of Aunt Polly in Mark Twain's *The Adventures of Tom Sawyer*.

4. Mind Map:



5. Summary:

In *The Adventures of Tom Sawyer*, young Tom is introduced as a mischievous, adventurous boy growing up along the Mississippi River. Tom often finds himself in trouble, as seen in his famous fence-painting trick, where he convinces other boys to do his work. His friendships with characters like Huck Finn highlight his longing for freedom and adventure. Twain uses humor and satire to depict Tom's playful rebellion against societal norms. The story explores childhood innocence, the joys of freedom, and the challenges of growing up.

6. Assessment through questions/analogy/new ideas:

1. How does Twain use humor to portray Tom's mischief? Provide examples from Chapters 1-5.
2. Assess students on their understanding of the plot, themes, and literary techniques in Twain's work.

7. FAQ's: MCQ's/ Descriptive questions:

1. Write a reflection on how the concept of freedom is portrayed in *The Adventures of Tom Sawyer*.
2. Draw a scene from Chapters 1-5 or illustrate an interaction between Tom and Huck.

8. References:

1. Twain, Mark. *The Adventures of Tom Sawyer: A Norton Critical Edition*. Edited by Beverly Lyon Clark, W.W. Norton & Company, 2007.
2. Cox, James M. *Mark Twain: The Fate of Humor*. University of Missouri Press, 2002.
3. Fisher, Walter R. *American Literature, American Culture*. Oxford University Press, 1999. (Includes sections on Twain's depiction of American life.)

9. Verified by Subject Expert:



Course In-charge

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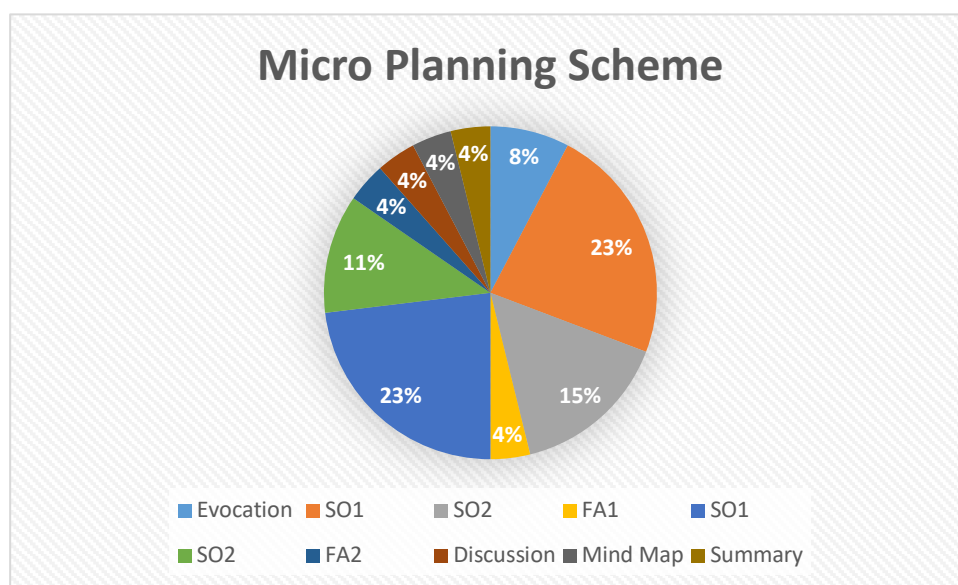
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Lesson Plan

Programme	B. A. English
Semester	I
Course Title	Reading and Writing Skills- Animation Literature
Code	23UENSE1
Hours	2
Total Hours	30
Credits	2
Max Marks	50
Unit & Title	Unit V : How to create a character profile and literary scrapbook
Name of the Faculty	V. Dorothy Catherine
T-L tools	Samples & Templates Bulletin board Digital scrapbook platforms

Pre-requisite Knowledge : Basic understanding of story elements, Familiarity with children's literature, Basic creative writing skills

Micro- Planning : 120 minutes



Evocation : 10 min

SO1 : 30 min

SO2 : 20 min

FA1 : 5 min

SO1 : 30 min

SO2 : 15 min

FA2 : 5 min

Discussion : 5 min

Mind Map : 5 min

Summary : 5 min

1. Topics for learning through Evocation (10 Min) :

Show students a well-known character from children's literature (e.g., Harry Potter) and discuss what makes the character memorable.

2. Topic Introduction:

2.1: General Objective:

To develop students' analytical and creative documentation skills through character profiling and literary scrapbook creation in children's literature

2.2: Specific Outcomes:

- SO1: Create comprehensive character profiles by analyzing physical, psychological and social aspects of literary characters
- SO2: Design organized literary scrapbooks using creative documentation and visual presentation techniques

First Phase:

SO1: Students will learn the elements of a character profile (30 minutes)

SO2: Students will understand how to analyze character traits and development (25 minutes)

FA1: Create a simple character profile for a favorite literary character

Second Phase:

SO1: Students will learn the components of a literary scrapbook (30 minutes)

SO2: Students will practice creative documentation techniques (20 minutes)

FA2: Begin creating a literary scrapbook page

Discussion: Interactive session on character analysis and creative documentation

Mind Map: Visual representation of character profile elements and scrapbook components

Summary: Review of key concepts and techniques learned

1. Topics for learning through Evocation:

- What makes a character memorable?
- How do authors develop characters?
- Why is documentation important in literary analysis?

2. Topic Introduction:

2.1: General Objective:

To enable students to create detailed character profiles and maintain organized literary scrapbooks for analyzing and appreciating children's literature.

2.2: Specific Outcomes:

- SO1: Create comprehensive character profiles by analyzing physical, psychological and social aspects of literary characters
- SO2: Design organized literary scrapbooks using creative documentation and visual presentation techniques

First Phase: SO1 (30 minutes):

- Identify essential elements of a character profile
- Learn different methods of character analysis
- Understand physical, psychological, and social aspects of characters

SO2 (25 minutes):

- Analyze character development through story progression
- Identify character motivations and conflicts
- Study character relationships and interactions

Second Phase: SO1 (30 minutes):

- Learn scrapbook organization techniques
- Understand different documentation methods
- Master creative presentation skills

SO2 (20 minutes):

- Practice visual documentation
- Learn annotation techniques
- Develop creative layout skills

Mind Map (10 minutes)

Summary (5 minutes)

2.3: Taxonomy of objectives:

Taxonomy of objectives						
Knowledge Dimension	The Cognitive Process Dimension					
	Remember	Understand	Apply	Analyse	Evaluate	Create
A. Factual Knowledge						
B. Conceptual Knowledge						
C. Procedural Knowledge						1

D. Meta Cognitive Knowledge						2
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2.4: Key words:

- Character profile
- Literary scrapbook
- Character development
- Documentation
- Analysis
- Creative presentation
- Visual documentation
- Character traits
- Story elements

2.5: Key Diagrams: (if any)

2.6: Preparation:

Creating a Character Profile

A Character Profile is a detailed description that helps students understand a character's traits, motivations, and development throughout a story.

Steps to Create a Character Profile:

1. **Character Details:** Name, age, physical appearance, family background, etc.
2. **Personality Traits:** Describe the character's primary personality traits (e.g., brave, curious, mischievous).
3. **Goals and Motivations:** What does the character want or aim to achieve? What motivates their actions?
4. **Strengths and Weaknesses:** List the character's strengths (e.g., cleverness, kindness) and weaknesses (e.g., impulsiveness).
5. **Key Relationships:** Note the character's relationships with other characters and how these shape their personality or decisions.
6. **Character Arc:** Describe how the character changes or grows over the story, including any lessons they learn.

Creating a Literary Scrapbook

A Literary Scrapbook is a creative project that combines textual and visual elements to explore themes, characters, and significant moments in a literary work.

Steps to Create a Literary Scrapbook:

1. **Select Key Themes and Scenes:** Choose meaningful quotes, events, or themes from the text to include in the scrapbook.
2. **Visuals:** Add illustrations, sketches, or collages that reflect the setting, characters, or events. These can be drawn, printed, or cut from magazines.

3. **Character Highlights:** Dedicate sections to major characters, including images, quotes, or objects that represent their personalities and journeys.
4. **Personal Reflections:** Add personal reflections or responses to each theme or character to deepen engagement with the text.
5. **Decorative Elements:** Use decorative elements (colored papers, fonts, etc.) to make the scrapbook visually appealing and thematic, reflecting the story's tone or setting.

3. Discussion:

- Interactive analysis of sample character profiles
- Group discussion on effective documentation methods
- Sharing of creative presentation ideas
- Q&A session on technical aspects

4. Mind Map:

- Central theme: Character Profile & Literary Scrapbook
- Branch 1: Character Elements (Physical, Psychological, Social)
- Branch 2: Documentation Methods (Visual, Written, Creative)
- Branch 3: Analysis Techniques
- Branch 4: Creative Presentation

5. Summary:

Character Profile

A Character Profile is a tool to analyze and understand a character deeply by outlining their personality, motivations, relationships, and development. Start by identifying basic details like the character's name, age, and background, then describe their main traits, goals, and any unique quirks. Consider how the character interacts with others and how these relationships influence their growth. Reflect on the character's strengths and weaknesses, exploring how they shape their choices. Finally, track any changes in the character over time, noting key moments that define their journey.

Literary Scrapbook

A Literary Scrapbook is a creative project that combines art and analysis to capture key elements of a story. To begin, select memorable quotes, scenes, or themes from the text to highlight. Enhance each selection with visuals, such as drawings, images, or collages, that bring the story's world to life. Include sections dedicated to main characters, featuring images, symbols, and brief descriptions or quotes that reflect their personalities. Add personal reflections or creative touches that express your own responses to the story, making the scrapbook both an analytical and artistic project.

6. Assessment through questions/analogy/new ideas:

- Create a character profile for an original character- Alice or Tom Sawyer
- Design a sample scrapbook page- Jaguar Poem
- Analyze a character from assigned reading- Huck
- Present creative documentation methods

7. FAQ's: MCQ's/ Descriptive questions:

1. What are the essential elements of a character profile?
2. How do you document character development effectively?
3. What makes a literary scrapbook successful?
4. How can visual elements enhance character analysis?
5. What are different methods of creative documentation?

8. References:

- Kirby, Dawn Latta, and Dan Kirby. Inside Out: Strategies for Teaching Writing. Heinemann, 2012. (Offers guidance on character analysis and creative projects like literary scrapbooks.)
- Leland, Christine, et al. Teaching Children's Literature: It's Critical!. Routledge, 2012. (Contains methods for engaging with characters and themes creatively.)
- Wilhelm, Jeffrey D. Engaging Readers & Writers with Inquiry: Promoting Deep Understandings in Language Arts and the Content Areas with Guiding Questions. Scholastic, 2007. (Provides strategies for creating character profiles and analytical projects.)

9. Verified by Subject Expert:



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