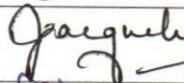







Minutes of the Meeting

20-7-2021

Agenda:

1. Changes in the first year syllabus of ELC & ELCS

Name of the Faculty	Present/Absent	Remarks	Signature
1. Dr. Jacqueline Amaral (HoD)	Present		
2. G. Meena	Present		
3. M. Jyothi	Absent	In Class	
4. K.Jhansi Rani	Present		
5. B.Sheela Rani Simon	Present		
6. T. Sunand Emmanuel	Present		
7. Dr. Ruby Lois	Present		
8. Dr. Arpita Panda	Absent	-	Absent

Details

A series of staff meetings were held in the department in the month of July-2021, to discuss what changes can be made in the first year ELC & ELCS syllabus so as to make it relevant to the gaps identified during the teaching learning process.

Dr. Jacqueline Amaral, HoD felt that the ELC & ELCS syllabus for B.E. first year should be changed from the academic year 2021 -22 to include topics that would help the students communicate well. This was needed as we all identified the problems in communication that students exhibited in their course of study.

- Dr. Jacqueline Amaral proposed 'Politeness theory' to be incorporated in the theory syllabus as she felt that the students need to be trained in the nuances of polite forms while conversing and expressing their thoughts and ideas, which was found missing in their practice and use of language. She felt that in a heterogeneous class it is the need of the hour to be conscious of others feelings and emotions while conversing, hence Politeness theory by Penelope Brown and Steven Levinson is included in the First unit of the ELC syllabus.
- G. Meena was of the opinion that a new poem should be incorporated in the syllabus to bring in the touch of aesthetic appreciation. She felt that the students need to be taught poems such as "What life should be" by Patricia A Flemming, to change their perception of life and instill a sense of positivity in them. Therefore this poem which talks about just that was suggested and strongly recommended by her.
- To bring in the element of creativity in the students, which is one of the levels of blooms taxonomy to be achieved and incorporated in the syllabus, script writing and tag line writing were proposed by Ms Sheela. She felt that students have a lot of ideas and creativity in them which when tapped could enhance their skills and creativity. Script writing and creating tag lines is not only interesting for the students but also adds to their language competencies.
- Dr. Sunand proposed 'word origin and etymology' as a component to be incorporated in the syllabus. He was of the opinion that this topic would help the students in being more informed and interested in enriching their active vocabulary since vocabulary is

an area that students are weak in, he is of the opinion that students have very less vocabulary to speak exactly what they feel. Incorporating this component in the syllabus would greatly help converse better and make them curious learners as well.

- Ms. Jhansi has proposed a change in the prose component of the previous syllabus. She felt that the proposed prose lesson 'On shaking hands' by A.G. Gardner is a good lesson that will help students appreciate life and make them dwell on the happiness that little things in life can bring. She is also of the opinion that students could be taught language beautifully through a good piece of literature. Prose lesson such as this one could definitely bring out the sensitive and emotional bent of mind of the students, which is so essential for a holistic development of an individual.
- With regard to reading, everyone was of the opinion that a change in the approach of teaching reading comprehension should be brought about. The student must be helped to enhance their global and local comprehension of the passage which the teacher must emphasize. Further the staff deliberated on other aspects of grammar and vocabulary which all have agreed upon unanimously to be incorporated in the syllabus.

Dr Jacqueline Amaral emphasized the need to dedicate more hours in the syllabus (lesson plan) towards developing the productive skills of the students. The syllabus of the Theory and the Lab now include the following topics with the approval of the BoS.

UNIT-1 1.0 Effective communication and Interpersonal skills

1.2 Politeness theory.

UNIT-3 3.0 Reading and Writing skills (18 hours)

3.1 Sub-skills of Reading; Understanding the functions of different texts, Reading Comprehension-Global and Local. 3 classes

3.2 Features of Writing:-

Organizing principles of writing paragraphs-Coherence, Cohesion & Unity; Use of appropriate linkers. Paraphrasing and Summarizing skills. 5 classes

3.3 Written Communication:

- Email etiquette
- Request letters
- Creative writing- Pictionary, Taglines, Script Writing 8 classes

UNIT-4 4.0 Vocabulary Building and Grammar

Word origin-Etymology

UNIT-5 5.0 Reading skills and Comprehension

5.1 Prose text- On Shaking Hands- A G Gardiner.

5.2 Poem- What life should be-Particia A Fleming.

ELCS LAB

3.0 READING SKILLS LAB

Poster Reading- Analysing data, specific vocabulary items & pictorial forms and convert the same to a reading text and vice versa.

Dr Jacqueline Amaral, as part of the academic plan, suggested that we write out own Lab manual for our students.

She also emphasized the need to build online resources for students to have access to whenever they require. To begin with she felt we could start preparing Worksheets in

1. Grammar.
2. Vocabulary.
3. Reading passages.
4. Listening tasks.

Signature of HoD

Dr. Jacqueline Amaral