

Holy Cross College (Autonomous), Nagercoil - 629004
Kanyakumari District, Tamil Nadu.
Nationally Accredited with A⁺⁺ by NAAC V cycle – CGPA 3.53

Affiliated to

Manonmaniam Sundaranar University, Tirunelveli



PG & RESEARCH DEPARTMENT OF ENGLISH
SYLLABUS FOR UNDERGRADUATE PROGRAMME



TEACHING PLAN
ODD SEMESTER 2025 – 2026

Vision

Sculpting integrated individuals for a better future.

Mission

To develop globally competent professionals and to ensure self-actualization harnessed with socio-ethical responsibility.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEOs	Upon completion of B.A/B.Sc. Degree Programme, the graduates will be able to	Mapping with Mission
PEO 1	apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.	M1& M2
PEO 2	use practical knowledge for developing professional empowerment and entrepreneurship and societal services.	M2, M3, M4 & M5
PEO 3	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	M3, M4, M5 & M6

PROGRAMME OUTCOMES (POs)

PO	Upon completion of B.A. English the graduates will be able to:	POs Addressed
PO1	obtain efficiently the knowledge and skills to face life challenges.	PEO1

PO 2	implement the contributions of great thinkers/ writer/ activist and transform the society in accordance with local, national and global needs.	PEO1
PO 3	enhance leadership qualities, team spirit and communication skills for a better developmental career.	PEO2
PO4	apply the comprehensive learning to attain self-confidence and selfreliance in their chosen career and higher education.	PEO2
PO5	communicate effectively and collaborate successfully with peers to become competent professionals.	
PO6	prioritize cultural, ethical and moral values through learning experiences for a sustainable development.	PEO2 & PEO3
PO7	participate in learning activities throughout life, through self-paced and self-directed learning to improve knowledge and skills.	PEO1 & PEO3

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO	Upon completion of B.A. English the graduates will be able to:	Mapping with POs
PSO1	acquire good knowledge and understand the specific discipline of study.	PO2
PSO2	understand, formulate, develop arguments logically to address issues arising in social sciences, business and other context/fields.	PO1, PO2

PSO3	create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that facilitate startups and high potential organizations.	PO3, PO7
PSO4	develop a research framework and present independent ideas effectively.	PO4
PSO5	equip their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.	PO5, PO3
PSO6	enable a holistic perspective towards the socio-political inequalities and environmental issues.	PO6

Teaching Plan

Department : English
Class : I B.A English
Title of the Course : Introduction to Literature
Semester : I
Course Code : EU241CC1

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EU241CC1	6	-	-	5	6	90	30	70	100

Objectives

1. To introduce the different forms of literature
2. To provide learners with the background knowledge of literature

Course Outcome

On the successful completion of the course, student will be able to:		
1	appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.	K3
2	gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	K1
3	explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	K2
4	use library resources to research and develop arguments about literary works.	K3
5	work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	K3

K1 -Remember, K2- Understand, Apply- K4, K5- Evaluate

Teaching Plan
Total Contact Hour: 90 (Including Lectures, Assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation
I									
	1.	Introduction	2	3	K1(R) & K2(U)& K4(An)	Introductory lecture with PPt	Brainstorming	Websites	Oral Quiz
	2.	Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad.	4		K1(R)& K2(U)	Interactive lecture with ppt, e-resources	Reflective Approach	PPt, YouTube	Slip Test
		Prose-Short Story, Novella, Novel.	4		K1(R)& K2(U)	Lecture with ppt,	Story Telling (Activity-Based learning)	Gamma AI	MCQ
		Drama-Comedy, Tragedy, Tragi-Comedy	5		K1(R)& K2(U)	Inquiry-based Approach	Collaborative Learning	PPt	Class Test
II		Poetry							
	3.	Michael Drayton: "The Parting"	2	3	K2(U)& K4(An)	Analytical Reading	Creative Writing	PPt	Slip Test
		William	3		K2(U)&	Close Reading	Simulation	YouTube,	Poetry

		Shakespeare: Sonnet 18			K4(An)			Gamma	Recitation
		John Milton: “When I Consider How My Light is Spent”	4		K2(U)& K4(An)	Interactive analytical Lecture with PPT, Discussion	Personal reflection	Gemmini	Class test
			3		K2(U) & K4(An)	Interactive analytical Lecture with PPT, videos, Discussion		PPt	Quiz, questions, Analysis, assignment
		John Keats: Ode to Nightingale "	3		K2(U) & K4(An)	Contextual reading	Group discussion	YouTube Video	Group Work
		Robert Frost: "Mending Wall”	3		K2(U) & K4(An)	Contextual approach		YouTube videos	Slip Tesy
III		Short Stories		3					
		Manohar	5		K2(U) &	Textual Analysis	Story Telling	Videos	Seminar

		Malgonkar: Upper Division Love <i>Quixote</i>)			K4(An)				
		Katherine Mansfield: Bliss	4		K2(U) & K4(An)	Textual analysis, group discussion	Discussion	Ppt	Oral quiz, class test
		Jerome K. Jerome: Packing (excerpt from <i>Three Men in a Boat</i>)	6		K2(U) & K4(An)	Simulation	Flipped Classroom	Videos	Slip Test
IV		Drama		3					
		J.M. Barrie - <i>The Admirable Crichton</i>	7		K2(U) & K4(An)	Role Play	Dramatization	Movie	MCQ, oral quiz, Short Essay
		Lady Gregory - <i>The Rising of the Moon</i>	8		K1(R), K2(U) & K3(An)	Role Play	Peer Teaching	Video	Slip Test, Quiz
V		Fiction							
		<i>The Lord of the Flies</i>	15	3	K1(R), K2(U) & K3(An)	Skimming nad scanning	Group Learning	Movie	Seminar, assignment

Course Focussing on Employability/ Entrepreneurship/ Skill Development :

Activities (Em/ En/SD): Employability

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human

Values/Environment Sustainability/ Gender Equity): Human Value

Activities related to Cross Cutting Issues : Enacting Scenes from the play.

Assignment: Stylistic analysis of poems.

Seminar Topic: Themes and techniques in the prescribed Dramas and One-Act Plays.

Sample questions

Part A

1. Name two types of sonnets?
2. What is the tone of Milton's poem?
3. Who is Sunderbala?
4. Where is the first act of *The Admirable Crichton* set?

Part -B

1. Sketch the characteristics of a **Ode**.
2. Who throws a dinner party in "Bliss?"
3. Explain Tragi-comedy.

Part- C

1. Write in detail of the characteristics of ballads and elegies.
2. Write a summative analysis of "Ode to the Nightingale."
3. Analyse "Bliss" as a modernist work.

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Ms. Judes Jalaja

Teaching Plan

Department: English
Class: I BA English
Title of the Course: Core II: Indian Writing in English
Semester: I
Course Code: EU241CC2

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EU231CC2	4	1	-	5	5	75	25	75	100

Objectives

1. To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
2. To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts.

Course outcomes

CO	Upon completion of this course, the students will be able to:	PSO addressed	Cognitive level
CO – 1	remember the contributions of major Indian English poets and dramatists.	PSO – 1	K1(R)
CO – 2	understand the historical trajectory of various genres of Indian Writing in English from colonial times to till the present.	PSO – 2	K2(U)
CO – 3	understand the techniques employed by short story writers.	PSO – 3	K2(U)
CO - 4	understand the role of English as a medium for political awakening and the use of English in India for creative writing.	PSO – 4	K2 (U)
CO – 5	apply the poetic techniques and the nuances while writing poetry.	PSO – 3	K3(Ap)

Teaching plan

Total Contact hours: 75 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student Centric Method	E- Resources	Assessment/ Evaluation Methods
I	1.	Introduction to Indian Writing in English, Biography of Toru Dutt, Summary and Critical Appreciation of “The Lotus” by Toru Dutt.	4	1	K2(U)	Lecture Method	Concept Mapping	Videos, PPT	Open Book Test
	2.	Biography of Sri Aurobindo, Summary and Critical Appreciation of “The Tiger and the Deer” by Sri Aurobindo.	3	1	K1(R)	Inquiry-based approach	Group Discussion	Animation Videos, Meme	Blogs, Multiple choice questions
	3.	Biography of Sarojini Naidu, Summary and Critical Appreciation of “The Village Song” by Sarojini Naidu.	4		K3(Ap)	Context based Learning	Brainstorming	Gamma	Creative Writing
	4.	Biography of Shiv K Kumar, Summary and Critical Appreciation of	3	1	K3(Ap)	Group Discussion	Collaborative Learning	Nearpod	Album Preparation

		“Indian Women” by Shiv K Kumar.							
	5.	Biography of Mirza Ghalib, Summary and Critical Appreciation of “It is not Love, It is Madness” by Mirza Ghalib.	3		K3(Ap)	Flipped Classroom	Peer Learning	Video Lectures	Extempore
II	1	Biography of the author, Summary of “The Beginning of the Indian Novel” by Meenakshi Mukherjee, Postcolonial aspects and cultural identity of the prose.	4	2	K3 (Ap)	Lecture, Project Based Learning	Group work	PPT, DOC.	Class Test
	2	Biography of the author, Summary and critical analysis of “Gandhi and Nehru: The Uses of English” by Sunil Khilnani.	5	1	K2 (U)	Interactive method	Group Discussion	Gamma, PDF	Peer Review
III	1	Author Introduction, story explanation and Critical appreciation of <i>Hanchi</i> by A.K. Ramanujan.	4	1	K1 (R)	KWL	Role Play	Videos	Formative test: Critical Essay
	2	Author Introduction,	3	1	K2 (U)	Context	Role Play	Movies	Online

		Summary of Rabindranath Tagore's <i>Kabuliwalla</i>				based, Interactive method.			assignment
	3	Author Introduction, Munshi Premchand's <i>The Resignation</i> summary and critical appreciation	2	1	K2 (U)	Context based	Skit	Meme, Gamma	Debate
	4	Author Introduction, Summary and critical analysis of <i>The Night Train at Deoli</i> by Ruskin Bond.	4		K1(R)	Lecture	Mind Map	PPT	Oral Presentation
IV	1	Author Introduction, Drama reading, explanation and Literary techniques of <i>Sleepwalkers</i> by Jogindar Pal,	6	3	K3 (Ap)	KWL	Skit, Arranging Exhibitions	PPT, DOC. PDF	Slip Test
	2	Author Introduction, Drama reading, explanation and Literary techniques of <i>Hayavadana</i> by Girish Karnad.	5		K2 (U)	Lecture method	Group Discussion	Movie	Preparation of Question Bank by the students
V	1	Author Introduction, Summary, Critical Analysis and Narrative technique and style of Chetan	13	3	K1, K3	Lecture and context-based method	Interactive classroom approach, Gamification	Movie	MEME, Creative writing

		Bhagat's <i>The 3 Mistakes of My Life</i> ,							
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Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development

Activities (Em/ En/SD): Writing poetry, Short Stories, Role-Play

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Human Values, Environment Sustainability, Gender Equity

Activities related to Cross Cutting Issues: Model Making, Album Preparation, Exhibition

Assignment: Enacting scenes from *Sleepwalkers* and *Hayavadana*.

Sample Questions

Part A

- Which is the queenliest of all flowers?
a) Lotus b) Lily c) Rose d) Jasmine
- Gandhi describes *Hind swaraj* as a severe condemnation of _____
- Who arranged a banquet in the orchard?
- Who does Devadatta vow to sacrifice his head to in exchange for marrying Padmini?
a) Shiva b) Rudra c) Vishnu d) Kali
- Who is the protagonist of the novel *The 3 Mistakes of My Life*?

Part B

- Give an account of the suffering of Indian women with reference to the poem *Indian Women* by Shiv K Kumar.
- How did Gandhi and Nehru use English language as a tool to get freedom?
- Critically analyse *The Night Train at Deoli* by Ruskin Bond.
- Analyze how Joginder Paul's *Sleepwalkers* uses the metaphor of sleepwalking to explore themes of displacement and identity among the survivors of the Partition of India.
- Write a note on the themes of the novel *The 3 Mistakes of My Life*.

Part C

- Critically analyse the poem *The Tiger and the Deer* by Sri Aurobindo.
- Analyze the cultural and socio-political factors that influenced the emergence of the Indian novel in the 19th century.

3. Explain the theme of Family in the story *Kabuliwala*.
4. Discuss the theme of identity in Girish Karnad's *Hayavadana*.
5. Write a note on communal violence depicted in the novel *The 3 Mistakes of My Life*.

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Ms. Nesavathy

Teaching Plan

Department : English
Class : I BA English Literature
Title of the Course : Generic Elective I: Social History of England
Semester : I
Course Code : EU231EC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231EC1	3	1	-	-	3	4	4	25	75	100

Learning Objectives:

1. To understand the major social, cultural, and political changes that have taken place in England from the medieval period to the present day.
2. To analyze the impact of major historical events and movements on English society, such as the Industrial Revolution, the World Wars, etc

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	recall the significance of major historical events and social movements in shaping English society	K1
2.	understand the intersections of class, gender, race, religion, and political power in English society	K2
3.	comprehend and evaluate the social, economic, and cultural factors that have shaped English society	K2
4.	demonstrate and articulate complex historical concepts to non-specialist audiences	K2
5.	apply historical knowledge and critical analysis to contemporary issues and debates in English society, including debates about identity, nationalism, and social justice.	K3

K1 - Remember; **K2** - Understand; **K3**- Apply; **K4** - Analyse; **K5**- Evaluate

Teaching Plan
Total Contact hours: 60 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I									
	1.	Hundred Years' War	2	1	K1-R	Introductory session, Lecture using PPT	Case Study Group Discussion	Videos on Hundred Years' War	Evaluation through Short summary or overview
	2.	The War of the Roses	1			Lecture using PPT	Mind mapping		
	3.	The Renaissance	1	1	K3-Ap	Lecture using PPT	Think – Pair-Share Mind mapping	Interactive PPTs	Simple definitions, MCQ
	4.	The Renaissance - Impact on England	2			Lecture using PPT,	Peer tutoring Review	Interactive PPTs	
	5	The Reformation - Causes and Effects	3	1	K1-R	Lecture using PPT	Mind mapping, Peer tutoring, Review		Objective type questions, short essays
II									
	1.	Puritanism	2	1	K3-Ap	Lecture using PPT	Brainstorming Preparing Exhibits		Evaluation through summary or overview
	2.	The Restoration	2	1	K1-R	Lecture Blended Learning	Mind mapping, Peer tutoring		Simple definitions, MCQ
	3.	Impact of Restoration	1		K1-R	Lecture	Preparing Exhibits		
	4.	Coffee-houses in England	2	1	K2- U	Lecture using PPT	Mind mapping, Review	YouTube videos	Objective type questions, short essays

	5.	Social Relevance of Coffee-houses	2		K2- U	Mind mapping, Lecture using PPT	Brainstorming		
III									
	1.	The War of American Independence	2	1	K2- U	Lecture using PPT,	Jigsaw Method	YouTube Videos	Evaluation through Short summary or overview
	2.	Impact of the Industrial Revolution on the English Society	2	1	K3-Ap	Lecture using PPT Collaborative Learning	Think – Pair-Share		MCQ, True/False, Short essays
	3.	Impact of the Agrarian Revolution	2		K1-R	Lecture using PPT	Group Discussion, Mind mapping		MCQ, True/False, Short essays
	4.	Impact of the French Revolution on the English Society	3	1	K1-R	Lecture using PPT Blended Learning	Group Discussion, Mind mapping		Quiz through Socrative
IV									
	1.	Humanitarian Movements in England	3	1	K3-Ap	Lecture using PPT, Group Discussion, Mind mapping	Jigsaw Method		Summary
	2.	The Reform Bills	3	1	K2- U	Blended Learning Lecture using PPT	Group Discussion,		Simple definitions, MCQ
	3.	Social Impact of the	3	1	K1-R	Lecture using PPT, Group Discussion,	Mindmapping	YouTube Videos	Objective type question

		Two World Wars				Mind mapping			
V									
	1.	Trade Unionism	3	1	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Debates		Short summary
	2.	The Welfare State	3	1	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Jigsaw Method		Simple definitions, MCQ
	3.	England in the 21 st Century	3	1	K3-Ap	Lecture using PPT, Group Discussion, Mind mapping	Think – Pair-Share	Videos	Quiz Exhibition

Course Focussing on Employability/ Entrepreneurship/ Skill Development : Employability

Activities (Em/ En/SD): Drafting a Mind Map recording all the Major Movements

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues : Exhibition

Assignment : Preparation of Objective Type Questions

Sample Questions

Part A

1. Who are the Yorkists? (K1)
2. The term ‘renaissance’ actually means _____. (K1)
3. The Stamp Act was repealed in the year _____. (K1)
4. The first reform bill was passed in the year 1828. True or False. (K2)
5. Trade Unionism was the natural outcome of _____. (K2)
 - a) Industrialism
 - b) Reform bills
 - c) Royal Commission
 - d) Humanitarianism

Part B

6. Who are the Cavaliers? (K2)
7. Write a short note on the War of the Roses. (K2)
8. Who are the Puritans? (K1)
9. Give a brief account of the impact of the Agrarian Revolution. (K3)
10. Enumerate the important features of the various Reform Bills passed in England. (K2)
11. Define Welfare State. (K1)

Part C

12. Write an essay on the Hundred Years' War. (K2)
13. Explain the role played by the coffee houses in the social life of England? (K3)
14. Explain the effects of the French Revolution. (K3)
15. Analyse in detail the social impact of the Two World Wars. (K3)
16. Give a detailed account of England in the 21st Century. (K3)

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Ms. Anishya Dani

Teaching Plan

Department: English

Class: I YEAR

Title of the Course: NON- MAJOR ELECTIVE I: ENGLISH FOR COMMUNICATION

Semester: I

Course Code: EU231NM1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231NM1	1	1	-	-	2	2	30	25	75	100

Objectives

3. To enhance the level of literary and aesthetic experience of students and to help them respond immediately.
4. To provide the students with an ability to build and enrich their communication skills.

Course outcomes

CO	Upon completion of this course, the students will be able to:	PSO addressed	Cognitive level
CO - 1	identify the basic principles of communication.	PSO - 1	K2(U)
CO - 2	analyze the various types of communication	PSO - 5	K3(A)
CO - 3	make use of the essential principles of communication.	PSO - 5	K1(R)
CO - 4	identify the prominent methods and models of communication.	PSO – 1	K3(A)
CO - 5	learn about the four skills of language and get familiarized with them.	PSO – 3	K3(A)

Teaching plan
Total Contact hours: 30 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E- Resources	Assessment/ Evaluation Method
I									
	1.	Introduction – Communication and Basic Communication Skills	1	1	K2	Lecture using Chalk and talk	Peer Teaching	Videos, PPT	Preparation of Question
	2.	Basic Communication Skills : Passive, Aggressive and Assertive	1	1	K2	Lecture Method	Group Discussion	Nearpod	Quiz
	3.	Significance of Communication	1	1	K2	Flipped Classroom	Group Work	Gamma	Suggest idea with examples, Short Essays.
II	1	Speaking Skills	1	1	K2	Context based approach	Gamification	PPT, Videos	Class Test
	2	Reading Skills	1	1	K2	Interactive method	Poster Presentation	PPT	Assignment, Dictation
	3	Writing and Listening Skills	2	1	K2	Lecture method	Brainstorming	Videos	Oral Test, Quiz
III	1	Types of Communication	1	1	K2	Inquiry- based approach	Group Discussion	Videos, PPT	Open Book Test
	2	Verbal Communication, Non-Verbal Communication	1	2	K2	Brainstorming, Group work	Vocabulary Skills, Mime	Videos	Slip Test, MCQ, Short essay
IV	1	Effective Communication Skills	2	3	K2	KWL	Think- Pair-Share	Flipgrid	Group Discussion
	2	Public Speaking	1		K3	Demonstration	Oral	Videos	JAM

							Presentation		
V	1	Speaking Skills – Practice	1	1	K3	Lecture	Presentation	PPT, Videos	Class Test
	2	Presentations	1	1	K3	Lecture	Group Work	Gamma	Presentation
	3	Writing Blog	1	1	K3	Demonstration	Project Based Learning	Blogs	Assignment

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development and Employability.

Activities (Em/ En/SD): Debate, Group Discussion, Presentation

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues: Album preparation, Extempore

Assignment: Making Presentations, Writing Blogs and Public Speech.

Sample Questions

Part A

1. What is Communication?
2. What is Evaluative Listening?
3. _____ is the interpretation of body language.
4. Strength, Shortness, Sincerity and _____ are the 4 S's of Communication.
b) Simplicity b) Speed c) Specific d) Stability
5. _____ is a speech that is usually given in a formal setup.

Part B

6. Give an account on the significance of communication.
7. Explain the six types of listening.
8. Write the components of Non- Verbal Communication.
9. Enumerate the 7 C's of Communication.
10. Write down the steps to deliver an effective presentation.

Part C

11. Explain the four functions of Communication.

12. Write the steps to develop the reading skills.
13. Explain the merits of verbal communication.
14. Write an essay on the characteristics of effective communication.
15. Write a note on the Dos and Don'ts of Presentation.

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Ms. Nesavathy

Teaching Plan

Department : English
Class : I BA
Title of the Course : FOUNDATION COURSE: MAJOR LITERARY MOVEMENTS
Semester : I
Course Code : EU231FC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231FC1	1	1	-	-	2	2	30	25	75	100

Pre-requisite: The basic knowledge of the classical English society.

Learning Objectives:

1. To provide students with a comprehensive idea about the development of Major Literary Movements in England
2. To make them read and understand the literary developments that coincided with the major movements

Course Outcomes

On the successful completion of the course, student will be able to:		
1	gain extensive insight into the major literary movements that was witnessed by England	K2
2	evaluate the way in which socio-cultural phenomena influence the literary production of a particular period	K3
3	familiarize themselves with major literary works of the movements	K1
4	develop a nuanced appreciation of the literary stalwarts of those times.	K2
5	gain in-depth understanding on the growth of the English language under the influence of the literary movements.	K2

K1 - Remember; **K2** - Understand; **K3** – Apply

Teaching Plan

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student-centric Methods	E-Resources	Assessment/ Evaluation
I									
	1.	Introduction to Medieval Period	2	1	K2	Lecture using Chalk and talk	Blended Learning	Slides	Class test
	2.	Importance of the Medieval Period	3		K2	Lecture using PPT	Reflective Thinking	YouTube Lecture	MCQ
II									
	1.	Renaissance-Introduction	2	1	K1	Lecture Capture, PPT	Inquiry-based	YouTube Videos	Discussion
	2.	Aesthetics of Renaissance	3		K3	Demonstration	Concept Mapping	Online Tutorials	Slip Test
III									
	1.	Introduction to Restoration	2	1	K2	Lecture	Peer Learning	YouTube EDU	Open Book Test
	2.	Restoration Period-Explanation	3		K2	PPT	Blended Learning	Udemy	MCQ
IV									
	1.	Romanticism-Introduction	2	1	K2	Lecture	Reflective Thinking	Poetry Foundation	Class Test

	2.	Elements of Romanticism	3		K3	PPT	Think- Pair- Share	YouTube lecture	Slip Test
V									
	1.	Introduction to Modernism	2	1	K2	Lecture	Blended Learning	Slides	MCQ
	2.	Significance of Modernist Writers	3		K3	PPT	Flipped Classroom	YouTube Videos	Factuals

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development

Activities (Em/ En/SD): Exhibition displaying literary movements, Album Making

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Human Values

Activities related to Cross Cutting Issues: Model Making, Mind mapping

Assignment: Bring out the changes happened during the Restoration Period.

Sample questions

Part A

1. _____ is an epic poem written in Germanic Heroic tradition whose author is unknown.
2. Renaissance means _____.
3. The period without any reigning king is known as _____.
4. Who wrote *Ozymandias*?
5. When was T.S. Eliot's *The Wasteland* published?

Part B

1. Write the nuances of the medieval period with reference to *Beowulf*.
2. Characterize the prosperities during the Renaissance.
3. Bring out the elements of Restoration writings.
4. Write the contribution of Romantic poets to literature.
5. Bring out the significance of modernist drama.

Part C

1. Explain how the change in the medieval period affected literature.
2. Renaissance means *rebirth*- Explain.
3. Bring out the significance of restoration writings.
4. Write a detailed note on Romanticism.
5. How does modernist writing differ from Romantic Writing?

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Ms. A. R. Jemi

Teaching Plan

Department : English
Class : II BA
Title of the Course : Core Course V: SAARC Literature
Semester : III
Course Code : EU233CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233CC1	4	1	-	-	5	5	75	25	75	100

Learning Objectives

1. To help the students get acquainted with the literatures of the SAARC countries.
2. To enable students to understand and appreciate the cultures, and traditions of the neighbouring countries of India.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	gain knowledge of the historical contexts and events that have shaped the literary landscape within the SAARC nations.	K1
2	acquire an understanding of prevalent themes and literary genres found in Literature of the SAARC countries.	K2
3	appreciate the writings of the lesser-known writers of the SAARC region.	K3
4	develop the ability to critically analyse literary texts of the SAARC countries.	K4

II	1	Syed Ali Ahsan: My East Bengal	3	1	K2(U)& K4 (Ap)	Flipped Class room	Collaborative problem-solving sessions	YouTube	Oral Quiz, Vocabulary Tests
	2	Ballav Ishwar: The Hymn of Fire	4		K2(U)& K4(An)	Interactive analytical Lecture with Gamma	Peer instruction, brainstorming	YouTube, Articles on Google Scholar	Class Test
	3	Yasmine Gooneratne: There was a country	4	1	K2(U)& K3(Ap)	Collaborative Learning	Simulation	Model Reading, Appreciation of the Poem	Quiz, questions, Analysis, assignment
	4	Kishwar Naheed: I Am Not That Woman	4	1	K2(U) & K4(An)	Flipped Class room	Collaborative problem-solving sessions	Interactive analytical Lecture with PPt, videos	Quiz, Assignment
	Short Stories								
	1	Moshin Hameed: Of Windows and Doors	5	1	K2(U) & K4(An)	Inquiry-Based Learning	Formulating questions	Lecture, Textual analysis	MCQ, oral quiz, Q&A
	2	Basil Fernando: The Wonderful World of	5	1	K2(U) &	Active Learning	Peer instruction, brainstorming	Interactive analytical Lecture	Quiz, Assignment

III		Grandpass Mendis			K4(An)		ng	with PPt, videos	
	3	Chitra Banerjee Divakaruni: Clothes	5	1	K2(U) & K4(An)	Inquiry-Based Learning	Formulating questions	Interactive analytical Lecture with PPt, videos	Quiz, Assignment
IV	Drama								
	1	Mahesh Dattani: <i>Seven Steps Around the Fire</i>	15	3	K2(U) & K4(An)	Collaborative Learning	Peer Feedback	Role Play, textual analysis	MCQ, oral quiz, Short Essay on theme and characterisation
V	Fiction								
		Nadia Hashimi: <i>The Pearl that Broke its Shell</i>	15	3	K1(R), K2(U) & K3(An)	Inquiry-Based Learning	Formulating questions	Textual analysis, Video Lectures	MCQ, oral quiz, Short Essay

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Exhibition displaying literary movements, Album Making

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Human Values

Activities related to Cross Cutting Issues: Model Making, Mind mapping

Assignment: Research the real-life practice of bacha posh in Afghanistan and compare it to how it's represented in the novel.

Sample Questions

Part A

1. What is the name of the organization Malala co-founded to advocate for girls' education?
2. Syed Ali Ahsan was born in East Bengal, which is now part of Bangladesh. (True/False)
3. Who is the author of "There was a country"?
4. Which two characters' relationship is central to "Of Windows and Doors"?
5. How does Mohsin Hamid's essay reflect on the political climate of the time it was written?

Part B

1. Describe Syed Ali Ahsan's contributions to Bangladeshi literature.
2. How does Hamid's essay challenge conventional notions of home and belonging?
3. Analyze the themes of oppression and resistance in Kishwar Naheed's poem "I Am Not That Woman."
4. Discuss the significance of the title "I Am Not That Woman."
5. Discuss the historical and social context of "I Am Not That Woman."

Part C

1. Analyze the representation of the hijra community in Mahesh Dattani's "Seven Steps Around the Fire."
2. What role does technology play in Tharoor's argument in "I Plead that You Read"?
3. Discuss the use of fire as a symbol in "The Hymn of Fire."
4. Discuss the theme of female empowerment in "The Pearl That Broke Its Shell."
5. How does Nadia Hashimi portray the social and cultural constraints placed on women in Afghanistan?

Head of the Department

Dr. H. Jimsy Asha

Course Instructors

Dr. Alby Grace

Dr. H. Jimsy Asha

Teaching Plan

Department : English
Class : II B.A. English
Title of the Course : CORE COURSE VI - ENGLISH GRAMMAR AND USAGE
Semester : III
Course Code : EU233CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233CC2	4	1	-	-	5	5	75	25	75	100

Learning Objectives

1. To learn grammar structures and understand their meaning and usage.
2. To upgrade their ability for functional utilization of the language through the practical application of grammar rules.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	gain proficiency in correct usage of English grammar in writing and speaking	K1, K2
2	use different grammatical structures in sentences and paragraphs	K3
3	enhance their creative ability and professional competency	K3
4	develop linguistic competency	K3
5	improve their speaking skill in English both in terms of fluency and comprehensibility	K3, K4
6	demonstrate proficiency in recognising and correcting common grammatical errors	K5

K1 - Remember; K2 - Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate

Teaching plan
Total Contact hours: 75 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student-Centric Method	E- Resources	Assessment/ Evaluation Method
I	1.	Nouns - Class and Gender & Number and Case	2	1	K1(R) & K2 (U)	Lecture & Demonstration	Think-pair-share	YouTube	Formative Assessment Class test
	2.	Adjectives, Comparison of Adjectives	2		K2(U) & K3(Ap)	Flipped Class room	Collaborative problem-solving sessions	Videos	MCQ
	3.	Articles	2	2	K1(R) & K2 (U)	Active Learning	peer instruction, brainstorming	PPT	Fill-in-the-Blanks
	4.	Pronouns – Personal, Reflexive and Emphatic	2		K2 (U)& K3(Ap)	Lecture & Demonstration	Demonstration of concepts	YouTube	Fill-in-the-Blanks
	5.	Pronouns – Demonstrative, Indefinite, Interrogative, Distributive and Reciprocal & Relative	4		K2 (U)& K3(Ap)	Lecture & Demonstration	Think-pair-share	PPT	Class Test
II	1.	Verbs – Transitive and Intransitive	2		K2 (U)& K3(Ap)	Active Learning	Peer instruction, brainstorming	Gamma	Error Correction

	2.	Active and Passive Voice	2	1	K2 (U)& K3(Ap)	Collaborative Learning	Simulation	Nearpod	Class Test
	3.	Verbs – Mood and Tense	2	1	K2 (U)& K3(Ap)	Flipped Class room	Collaborative problem-solving sessions	PPT	Class Test
	4.	Concord or Agreement of the Verb with the Subject	2		K2 (U)& K3(Ap)	Lecture & Demonstration Peer Teaching	Think-pair-share	Video Lectures	Error Correction
	5.	Non-Finite Verbs Strong and Weak Verbs	1		K2 (U)& K3(Ap)	Lecture & Demonstration	Demonstration of concepts	YouTube	Fill-in-the-Blanks
	6.	The Auxiliaries Modal Auxiliaries	2	1	K2 (U)& K3(Ap)	Flipped Class room	Collaborative problem-solving sessions	PPT	MCQ
	7.	Adverbs	1		K2 (U)& K3(Ap)	Collaborative Learning	Simulation	YouTube	Class Test
III	1.	Prepositions	2	1	K2 (U)& K3(Ap)	Inquiry-Based Learning	Formulating questions	YouTube	MCQ
	2.	Conjunctions	1		K2 (U)& K3(Ap)	Flipped Class room	Collaborative problem-solving sessions	Nearpod	MCQ
	3.	Interjections	1		K2 (U)& K3(Ap)	Lecture & Demonstration	Think-pair-share	PPT	MCQ

	4.	Sentence Structure Simple, Compound, Complex and Compound- Complex Sentences	5	1	K2 (U)& K3(Ap)	Lecture & Demonstration	Demonstration of concepts	Video Lectures	Assignment
	5.	Analysis of Simple Sentences	3	1	K3 (Ap)& K4(An)	Lecture & Demonstration	Think-pair-share	PPT	Class Test
IV	1.	Clauses Analysis of Complex Sentences	4	1	K2 (U)& K3(Ap)& K4(An)	Active Learning	peer instruction, brainstorming	Videos	Assignment
	2.	Analysis of Compound and Compound- Complex Sentences Synthesis of Sentences	8	2	K2 (U)& K3(Ap)& K4(An)	Lecture & Demonstration	Demonstration of concepts	PPT	Error Correction
V	1.	Transformation of Sentences	5	1	K2 (U)& K3(Ap)	Inquiry-Based Learning	Formulating questions	PPT	Class Test
	2.	Sequence of Tenses and	5	1	K3 (Ap)& K4(An)	Lecture & Demonstration	Demonstration of concepts	Video Lectures	Assignment

		Direct and Indirect Speech							
	3.	Punctuation and Capitals	3	1	K4 (An)& K5(Ev)	Collaborative Learning	Peer Feedback	YouTube	Error Correction

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Skill Development

Activities (Em/ En/SD): Peer Teaching

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): (Mention)

Activities related to Cross Cutting Issues :

Assignment : Analysis of Compound and Compound-Complex Sentences

Sample Questions

Part A

1. What are abstract nouns? Give examples.
2. Give an example of simple past tense.
3. Define prepositions.
4. What is a compound sentence?
5. Where do you use capital letters in a sentence?

Part B

6. What are the different kinds of adverbs? Explain with examples.
7. Write notes on Concord or Agreement of the Verb with the Subject?
8. Write a short note on interjections with examples.
9. Explain Simple and Compound Sentences.
10. Punctuate the following passage:

Despite the rain the game continued the players wet and muddy were determined to finish Let's keep going shouted the captain As the ball slid across the field everyone held their breath It was tense however no one gave up The coach who was usually calm was now pacing nervously By the end of the first half the score was tied 1-1. Could they win

Part C

1. Write notes on the Comparison of Adjectives.
2. Write notes on non-finite verbs.
3. Explain Simple, Compound, Complex and Compound-Complex sentences with examples.
4. Write on the types of clauses.
5. Rewrite the following passage with necessary punctuation marks:

During halftime the sun finally broke through the clouds It was a welcome sight for the tired players The coach gathered everyone around and said Youve done great so far, now lets give it our all With renewed energy the team ran back onto the field In the second half things changed quickly The opposing team known for their strong defence started to falter Our team seized the opportunity scoring two quick goals The crowd cheered loudly Victory seemed certain Just as the final whistle blew the rain started again but it didn't matter The team had won

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Ms. Steffi K.B

Teaching Plan

Department : English
Class : II B.A English Literature
Title of the Course : Literary Practices in Academic Writing
Semester : III
Course Code : EU233EC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233EC1	3	1	-	-	3	4	60	25	75	100

Pre-requisite: Basic reading skills and an interest in academic and creative writing

Learning Objectives:

3. To enable the learners to exercise their textual scholarship in academic writing
4. To help the learners to prepare effective academic presentations

Course Outcomes

On the successful completion of the course, students will be able to:		
1	identify and define various forms of academic writing	K1
2	demonstrate a comprehensive understanding of academic skills,	K2
3	apply the ability to critically read and write academic English through various reading and writing assignments.	K3
4	apply the learnings from this course in the creation of various assignments across courses	K3
5	to communicate their interpretations of literary texts effectively	K4

K1 - Remember; **K2** - Understand; **K3** – Apply **K4**- Analyse

Teaching plan

Total Contact hours: 60 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation
I	1	The Writing Process- Basics of Writing	3	1	K1, K2	Lecture, PPT	Inquiry-Based	Videos, Slides	Evaluation through Short test, MCQ, Match the following, Open Book Test
	2	Reading: Developing Critical Approaches, Avoiding Plagiarism	3	1	K1, K2	Videos, Gamma	Reflective Thinking	YouTube Videos	Comprehension exercises
	3	Planning Essays, References and Quotations, Combining Sources, Rewriting and Proof reading	3	1	K1, K2	Chalk and Talk, PPT	Writing in Groups	YouTube Lectures	Writing essays on different topics
II	1	Elements of Writing- Argument and Discussion	3	1	K2, K3, K4	Lecture Capture	Flipped Classroom	Videos on the elements of writing	Short Test, MCQ, Practice Questions, Essays
	2	Cause and Effect, Comparison, Definitions,	3	1	K2, K3, K4	PPT, Videos	Reflective Thinking	YouTube Lectures	Practice questions
	3	Generalisations, Problems and Solutions	3	1	K2, K3, K4	Concept Map	Blended Learning	Slides/E-Notes	Slip Tset
III	1	Language Issues- Cohesion	4	1	K2, K3	Lecture, PPT,	Think-Pair-Share	YouTube Videos	MCQ, True or False, Essays, Practice

						Videos, Discussion, Concept Map			Questions
	2	Articles, Numbers, Passive and Active	3	1	K2, K3	Concept Map	Peer Teaching, Inquiry-based learning	YouTube Lectures	True or False, Slip Test
	3	Punctuation, Style, Time Markers	2	1	K2, K3	PPT using Gamma	Problem solving	Online Mock grammar tests	Open Book Test
IV	1	Vocabulary for Writing- Approaches to Vocabulary	3	1	K1, K3	Lecture, PPT	Vocabulary Building Games	YouTube Vocabulary Lectures	Short Test, MCQ, True or False, Essays, Practice Questions
	2	Abbreviations	3	1	K1, K3	Lecture Capture	Group Work on Abbreviations	Online Mock Test	Practice questions and factual test
	3	Academic Vocabulary, Synonyms	3	1	K1, K3	Chalk and Talk	Peer Teaching	Slides	Slip Test
V	1	Writing Models- Literature Reviews and Book Reviews	2	2	K3, K4	Lecture Capture, PPT	Blended Learning	YouTube Videos	Assignment, Practice Questions
	2	Writing Longer Papers, Reports	2	2	K3, K4	Practical Teaching- Writing and Learning, Play and Learn	Flipped Classroom	YouTube Lecture	Assignment, Slip Test
	3	Writing in Groups	2	2	K3, K4	Writing in Groups	Reflective Thinking	Slides/ Notes	Writing Exercises

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Skill Development

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues: Oral & PPT presentations, Videos.

Assignment: Literary Reviews, Book Reviews

Seminar: Oral Presentation, Seminar Presentation, Review, Presenting Reports

Sample Questions:

Part-A

1. What is an index?
2. Name the two ways in which discussions can be organised.
3. Change the following sentence into Active Voice:
Jupiter's moons were discovered by Galileo in 1610.
4. Fill in the blanks with the correct word from the bracket.
Sun spots have been known to _____ radio communication. (affect/effect)
5. Define Literature Reviews.

Part-B

6. What is the purpose of academic writing and mention its types.
7. Rewrite the following sentences with impersonal phrases.
 - a. In my opinion, working from home saves commuting time.
 - b. We suggest that you leave the building after 8pm.
 - c. I would like to note a number of things here.
 - d. I think it will rain tomorrow.
 - e. Take things slowly.
8. Fill in the blanks with appropriate time markers given in the brackets.
(by, for, ago, until, during, on)
 - a. The report must be finished _____ June 12th.
 - b. The library was opened two days _____.
 - c. The schools are usually closed _____ summer.
 - d. He worked there _____ he passed away.

- e. She stayed in Mumbai _____ six years.
9. What are Abbreviations? Explain its types with examples.
10. Elaborate the features of report writing.

Part C

11. Why do you think Plagiarism is known as academic theft? Suggest some counter measures to avoid Plagiarism.
12. Write generalisations on the following topics.
- a) child/noise
 - b) flowers/presents
 - c) city/pollution
 - d) fresh fruit/health
 - e) television/important
 - f) regular training/sporting success
 - g) adequate sleep/academic success
 - h) creativity and skill/great art
 - i) honest judges/respect for law

13. Complete the following text by inserting a/an/the (or nothing) in each gap.

Giorio Stabile, a). professor of b). history at La Sapienza university in Rome, has demonstrated that c). @ sign, now used in email addresses, was actually invented 500 years ago. Professor Stabile has shown that d). @, now e). symbol of f). internet, was first used by Italian merchants during g). sixteenth century. He claims that it originally represented h). unit of volume, based on i). large jars used to carry liquids in j). ancient Mediterranean world. He has found k). first example of its use in l). letter written in 1546 by m). merchant from Florence. n). letter, which was sent to Rome, announces o). arrival in p). Spain of ships carrying gold from South America. q). professor argues that r). @ sign derives from s). special script used by these merchants, which was developed in t). sixteenth century. According to him, u). loop around v). 'a' is typical of that style. He found w). evidence while researching x). visual history of y). twentieth century.

14. Define the following:

- i) Ambiguity
- ii) Cliché
- iii) Anecdote
- iv) Paradox
- v) Slogan
- vi) Statement
- vii) Proverb
- viii) Euphemism
- ix) Metaphor
- x) Simile

15. Write a letter in accordance to the following scenario:

You are writing a letter in reply to Mr. Bramble saying that you will attend the interview, and would like to have the interview one hour later, due to train times.

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Ms. A.R. Jemi

Teaching Plan

Department : English
Class : II BA
Title of the Course : Indian Aesthetics
Semester : III
Course Code : EU233SE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233SE1	1	1	-	-	2	2	60	25	75	100

Learning Objectives

1. To get familiar with Indian Aesthetics and its theories.
2. To comprehend the theories associated with Indian Aesthetics

Course Outcomes

COs	Upon completion of this course, students will be able to:	
CO-1	get introduced to Indian aesthetics	K1
CO-2	understand how beauty is perceived in the ancient Indian context	K2
CO-3	gain insight into the basic Indian Aesthetic theories	K2
CO-4	apply the theories to art and literature	K3
CO-5	compare Indian Aesthetics with Western Aesthetic	K4

K1 - Remember; **K2** - Understand; **K3**- Apply; **K4** - Analyse; **K5**- Evaluate

Teaching plan

Total Contact hours*: 60 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
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I									
	1	Introduction to Indian Aesthetics: Definitions and Scope	3	1	K1(R)	Active Learning	Brain Storming, Peer Instruction	E books, PDF, PPT	Formative Quiz Concept explanations, ptest, Questioning, A I
	2	Historical Development of Indian Aesthetics	6		(U)	Active Learning	Brain Storming	Video Lectures	Short summary or overview Slip test, Questioning, Seminar CIA I,
II									
	1	Concept of Saundarya (Beauty) in Indian Thought	5		(R)	Blended Learning	Case Study Method	Video Lectures	Formative Assessment, CIA I
	2	Saundarya Sastra: The Science of Beauty	4		(U)	Blended Learning	In class discussions	Videos	Formative Assessment, CIA I
III									
	1	Beauty in Vedic and Upanishadic Literature	6		(R) & K3 (Ap)	Flipped Classroom	Participative Learning	Videos	Creative Writing
	2	Beauty in Classical Sanskrit Literature	3		(Ap)	Blended Learning	Participative Learning	Videos	Creative Writing

IV									
	1	Introduction to Rasa Theory	6		(R) & K3 (Ap)	Reflective Pedagogical Approach	Roleplay on Various formations of Rasa	Videos	Creating a Video
	2	Dhvani Theory: Meaning and Significance	4		(U)	Reflective Pedagogical Approach	Brain Storming	PPT	Creating Models and Exhibits
V									
	1	Concept of Art in Indian Philosophy	6		(R)	Active Learning	Brain Storming, Participative learning	PDF Documents, PPT	Formative Assesment, CIA II
	2	Indian Art and Its Relation to Religion and Society	4		(U)	Blended Learning	Brain Storming, Peer Instruction, Participative Learning	PPT, Videos	Formative Assesment, CIA II

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability, Skill Development**

Activities (Em / En /SD): **Exhibitions on Indian Aestheticism**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): - Professional Ethics

Assignment: Skill Development: 1. Analyze excerpts from Vedic, Upanishadic and Classical Sanskrit literature for their depiction of beauty.

Last date for submission: 19.08.2025

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity):

Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity

1. Create projects exploring the relationship between Indian art, religion, and society, including interviews with local artists or art historians.

Sample Questions

Part A

1. How is beauty perceived in Indian culture? **(K1-R, CO-1)**
 - As a holistic approach to aesthetics
 - As a materialistic concept
 - As a temporary phenomenon
 - As solely physical appearance
2. In what art forms did Indian aesthetics find expression besides performance arts? **(K1-R, CO-1)**
 - Drama and poetry
 - Dance and music
 - Music and literature
 - Sculpture, painting, and architecture

Part B

1. How does the concept of rasa in Indian aesthetics influence the emotional experience of the audience? **(K1-R, CO-1)**
2. In what ways does Rasa contribute to the idea of beauty in Indian aesthetics? **(K4-An, CO-4)**

Part C

1. How does Classical Sanskrit Literature emphasize inner beauty as true beauty? **(K4-An, CO-4)**

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Ms. Fransta Darshana

Teaching Plan

Department : English (Aided)
Class : III BA English
Title of the Course : Core Course IX: Authors in Focus
Semester : V
Course Code : EU235CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU235CC1	4	1	-	-	4	5	75	25	75	100

Pre-requisite: Students should have a foundational understanding of literary genres, key literary movements and historical and cultural contexts influencing contemporary literature.

Learning Objectives

1. To explore the contributions of key literary authors across genres and time periods.
2. To understand how social, cultural, and political factors influenced their writing and critically analyze the selected works and evaluate their impact on literature.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	Identify key themes, styles, and techniques used by major literary authors.	K1, K2
2	Analyze the socio-historical background that shaped their works.	K3
3	Apply critical theories to interpret and evaluate texts.	K4
4	Compare different authors' perspectives and contributions to literature.	K4
5	Develop independent critical arguments through writing and discussion.	K5

K1 – Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

TEACHING PLAN
Total Contact hours: 75 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I									
	1.	Amitav Ghosh- The Ghosts of Mrs. Gandhi"	3	1	K1-R K4- An	Lecture	Case Study Group Discussion	Videos on Hundred Years' War	Short summary
	2.	Arundhati Roy- "Come September"	4	1	K2- U K4- An	Lecture Collaborative Learning	Think – Pair- Share		Quiz- Socratic
	3.	Zadie Smith – "Speaking in Tongues"	5	1	K3-Ap K4- An	Lecture Blended Learning	Think – Pair- Share Mind mapping	Interactive PPTs	Simple definitions, MCQ
II									
	17.	Derek Walcott- "Love After Love"	2	1	K3-Ap K4- An	Lecture	Brainstorming		Evaluation through summary or overview
	18.	Seamus Heaney – "Digging"	2	1	K1-R K4- An	Lecture Blended Learning	Preparing Exhibits		Simple definitions, MCQ
	19.	Jayanta Mahapatra – "Hunger"	3		K1-R K4- An	Lecture	Preparing Exhibits		
	20.	Tracy K Smith- "The Good Life"	2	1	K2- U	Lecture using PPT	Review	YouTube video	Objective type questions, short essays
	21.	Meena Kandasamy –	3		K5- E	Lecture using PPT	Brainstorming		

		“Touch”					Debate		
III									
	1.	Alice Munro – "Runaway"	4	1	K2- U K4- An	Lecture	Jigsaw Method Mind mapping	YouTube Videos	Evaluation through Short summary or overview
	2.	Haruki Murakami – "Barn Burning"	3	1	K3-Ap K5- E	Lecture Collaborative Learning	Think – Pair- Share		MCQ, True/False, Short essays
	3.	Jhumpa Lahiri – "A Temporary Matter"	2		K1-R	Lecture using PPT	Group Discussion, Mind mapping		MCQ, True/False, Short essays
	4.	Chimamanda Ngozi Adichie – "The Thing Around Your Neck"	3	1	K1-R	Lecture using PPT Blended Learning	Group Discussion, Mind mapping		Quiz through Socratic
IV									
	1.	Kazuo Ishiguro – <i>Never Let Me Go</i>	15	3	K3-Ap K4- An K5- E	Blended Learning Collaborative Learning	Peer Teaching	Movie Version of the novel	Summary Simple definitions, MCQ Objective type question
V									
	1.	Lynn Nottage - <i>Ruined</i>	15	3	K3-Ap K4- An K5- E	Lecture using PPT, Blended Learning Collaborative Learning	Role Play Jigsaw Method Group Discussion, Think - Pair- Share	YouTube Videos- Dramatic Presentation of the Play	Summary Simple definitions, MCQ Quiz Exhibition

Course Focussing on Employability/ Entrepreneurship/ Skill Development : Employability & Skill Development

Activities (Em/ En/SD): Enacting parts of the play

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Human Values

Activities related to Cross Cutting Issues : Exhibition

Assignment : Preparation of Objective Type Questions

Seminar Topic: Unit IV- Debate

Sample Questions

Part A

1. “The Ghosts of Mrs. Gandhi” reflects on which major historical event? K1
2. Arundhati Roy delivered 'Come September' at which event? K1
3. Zadie Smith compares her linguistic versatility to which famous actor? K2
4. “Hunger” deals with which kind of relationship? K2
5. “The Good Life” reflects on wealth and _____. K2
6. Meena Kandasamy’s “Touch” focuses on which theme? K2
7. Heaney uses the image of a _____ as a symbol. K3
8. True/ False: “Love After Love” advocates self-acceptance. K3
9. What does the power cut symbolize in Lahiri’s story? K3
10. Is the female protagonist empowered in “Runaway”? K4
11. Adichie’s story explores race and _____. K2
12. True/ False: Madame is sympathetic to the clones? K2
13. What is “completion” in the novel’s context? K3
14. Is *Ruined* based on real testimonies? K1
15. What is Christian’s role in the play? K2

Part B

1. Discuss Amitav Ghosh’s portrayal of communal violence. K3
2. How does Roy connect politics with culture in “Come September”? K4
3. Examine the metaphor of voice in “Speaking in Tongues.” K4
4. Analyze the theme of personal responsibility in Ghosh’s essay. K4
5. How does Walcott portray emotional healing in “Love After Love”? K3
6. Explore the use of imagery in “Hunger.” K4
7. What is the central theme of “The Good Life”? K3

8. How does Meena Kandasamy explore gender and caste in “Touch”? K4
9. Analyze the character of Carla in “Runaway.” K4
10. How does Murakami build tension in “Barn Burning”? K3
11. What does “the thing around your neck” symbolize? K4
12. Discuss the role of art in Hailsham’s philosophy. K3
13. What is the significance of “carers” and “donors”? K3
14. Describe how Ishiguro builds suspense through memory. K4
15. How does *Ruined* portray women’s resilience? K4
16. Comment on the use of music and setting in *Ruined*. K3
17. What role does war play in shaping character identities? K3
18. Discuss the significance of the title *Ruined*. K4

Part C

1. Critically analyze how personal identity and language intersect in Zadie Smith’s “Speaking in Tongues.” K5
2. Discuss how Amitav Ghosh and Arundhati Roy use personal narrative to critique systemic violence. K4
3. Compare and contrast the themes of personal struggle in the poems “Touch” and “Hunger.” K5
4. How does the poem “Touch” reflect cultural, social, and political realities? K3
5. Compare the portrayal of isolation in Lahiri’s and Adichie’s stories. K5
6. How does the short story “Runaway” reflect the emotional consequences of societal expectations? K4
7. Discuss the role of memory and identity in *Never Let Me Go*. K5
8. How does Ishiguro critique scientific advancement and morality? K4
9. Analyze how *Ruined* critiques war, gender violence, and survival. K3
10. Explore the complexity of female representation in Lynn Nottage’s *Ruined*. K5

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Ms. Anishya Dani

Teaching Plan

Department: English

Class: III B.A English

Title of the Course: Voices of Women Writers

Semester: IV

Course Code: EU235CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU235CC2	4	1	-	-	4	5	75	25	75	100

Pre-requisite: A foundational understanding of the key feminist concepts such as gender roles, the social construction of identity, intersectionality, and the historical contexts that have influenced women's writing.

Learning Objectives

On the successful completion of the course, students will be able to:		
1	identify key themes, literary techniques, and historical influences in the works of women writers	K1
2	explain how gender, culture, and social structures shape the narratives of women writers	K2
3	apply feminist theories to analyze and interpret selected literary texts	K3
4	compare and critique the representation of women's voices across different genres, periods and cultural contexts	K4
5	develop the skills to evaluate the literary merits of women writers	K5

Teaching plan

Total Contact hours: 90 (Including lectures, assignments and tests)

[illegible]

	1	Margaret Laurence: “A Gourdful of Glory	5	3	K3 (Ap) & K4 (An)	Experiential Learning	Role Play	Movie	Story Telling
	2	Flannery O’Connor: “A Good Man is Hard to Find”	5		K3 (Ap) & K4 (An)	Close Reading	Story Telling	PPT, Videos	Class Test
	3	Bama: “The Verdict”	5		K3 (Ap) & K4 (An)	Collaborative Learning	Group activities	YouTube	Creative Writing
IV		Fiction							
	1	Alice Walker: <i>The Color Purple</i>	15	3		Contextual & TheoriticalApp roach	Role Play	Website(ali cewalker.c om), Movie	MCQ, Group Presentation
V		Drama							
	1	Manjula Padmanabhan: <i>Harvest</i>	15	3		Postcolonial & Feminist Approach	Dramatic Reading	PPt	Quiz, Class Test

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Role Play, Seminar

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Human Values, Gender Equity

Activities related to Cross Cutting Issues: Debate, Group Discussion & Paper Presentation

Assignment: Analytical essays on Eline Showalter, Virginia Woolf

Sample questions:

Part A

1. Who asked Virginia Woolf to get off the turf?
2. Name the protagonist of *Color Purple*?
3. What kind of a poem is “Lady Lazarus?”
4. Where does the story of *Harvest* happen?
5. What is the theme of the story “The Verdict?”

Part B

1. Analyse the major metaphor used by Virginia Woolf in “A Room of One’s Own.”
2. Discuss the confessional element in Kamala Das’ poem.
3. Discuss the central theme of “On the Pulse of Morning” by Maya Angelou.
4. Examine the portrayal of gender discrimination in Bama’s *The Verdict*.

Part C

1. Differentiate between the feminist approaches of Woolf and Showalter.
2. Elaborate on the confessional elements in “Lady Lazarus.”
3. Analyse how African women are subjugated with reference to *Color Purple*.

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Ms. Judes Jalaja

Teaching Plan

Department : English
Class : II B.A. English
Title of the Course : Core Course -XI: Indian Writing In Translation
Semester : V
Course Code : EU235CC3

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EU235CC3	5	1	-	4	5	75	25	75	100

Objectives

1. To introduce students to the richness and diversity of Indian literature through translated works.
2. To explore themes of identity, culture, tradition, and modernity in Indian regional literature

Course outcomes

	Upon completion of this course the students will be able to	PSO addressed	Cognitive level
1.	understand the complexities of Indian Writing in translation, examining themes, cultural nuances, and translation challenges	PSO – 1	K2 (U)
2.	appreciate regional diversity by exploring works from various Indian languages and their contributions to the Indian literary tradition	PSO – 2	K3 (Ap)
3.	analyze key themes in Indian literature, including caste, gender, tradition vs. modernity, social justice, and human rights as depicted in translations	PSO – 3	K4 (An)
4.	analyze literary techniques used by Indian writers across genres and evaluate their contribution to thematic depth	PSO – 4	K4 (An)
5.	evaluate cross-cultural sensitivity by exploring diverse Indian sociocultural landscapes, ethics, and values in regional literature	PSO - 3	K3 (Ap)

Teaching plan
Total Contact hours: 75 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Prose								
	1.	Tejaswini Niranjana: Representing Texts and Cultures: Translation Studies and Ethnography	7	3	K2(U)	Inquiry-based approach Blended Classroom	Brain Storming	Animation Videos, PPT	Filling the Gap Activity
II	Poetry								
	1.	Thiruvalluvar (G.U. Pope): Tirukkural (Chapter 22)	3		K2(U) & K4(An)	Context based Learning	Peer teaching	YouTube	Quiz, Analysis, assignment
	2.	Subramania Bharati: Panchali Sabatham (The Vow)	2		K2(U) & K4(An)	Inquiry-based approach	Collaborative Learning	YouTube, Movie	Analysis, assignment

		of Panchali)		3					
	3.	Faiz Ahmed Faiz: Don't Ask Me for That Love Again	3		K2(U) & K4(An)	Lecture Method	Simulation	Videos, PPT	Quiz, Class test
	4.	Amrita Pritam: Not Today	2		K2(U) & K4(An)	Flipped Classroom	Group Activity	PDF Gamma	Analysis
	5.	K. S. Nanadhita : Prisoner	2		K2(U) & K4(An)	Analysis, Group discussion	Role Play	Video	Class test, analysis, quiz
	6.	Da Ra Bendre: Dissolution – Creation	2		K2(U) & K4(An)	Interactive method	Recitation	PPT	Slip Test
	7.	Shiva Reddy: Dream	2		K2(U) & K4(An)	Lecture and context-based method	Collaborative Learning	YouTube	Oral Presentation
	8.	Sabyasachi Guha: The Final Question	2		K2(U) & K4(An)	Active Learning	Peer Teaching	Videos	Critical Essay
III	Short stories								

[illegible]

	1.	Thakazhi Sivasankara Pillai: Chemmeen	10	3		Flipped Classroom, Group Discussion	Collaborative Learning, Role play	Movie Youtube	Infograph, Mind Mapping, Text Transition
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Course Focussing on Employability/ Entrepreneurship/ Skill Development: (Skill Development)

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Human Values

Activities related to Cross Cutting Issues: Model Making, Album Preparation

Assignment: Translation Poetry: An Overview

Sample Questions

Part A

1. According to Niranjana, translation in colonial contexts often served as:

- a) A bridge for cultural understanding
- b) A neutral academic exercise
- c) A tool for colonial domination
- d) A method of preserving native culture

2. What kind of poetry is Tirukkural?

3. How does Premchand's writing style contribute to the themes in 'Thakur's Well'?

- a) It focuses on humor to lighten serious topics.
- b) It employs simple language to convey deep messages.
- c) It uses complex language to confuse readers.
- d) It avoids discussing social issues.

4. How many vows does Charandas take from his Guru?

5. What is the significance of the title 'Chemmeen'?

- a) It refers to a type of fish.
- b) It symbolizes the wealth of the fishermen.
- c) It represents the main character's name.
- d) It translates to 'Shrimp', reflecting the fishing community's life.

Part B

4. How did gendered and racialized images get reinforced through colonial translation practices?

5. Analyse Shiva Reddy's "Dream".

6. What does the emphasis on giving to the "worthy" imply about the nature of benevolence in Thiruvalluvar's ethics?

7. Describe the role of the Guru in Charandas's life.

8. Describe the relationship between religion, caste, and love as portrayed in the novel.

Part C

4. How does Niranjana problematize the Western conception of history and representation in translation?

5. Explain Bharati's ideas portrayed in "Panchali Sabatham".

6. Explore the poem's distinction between the act of "knowing about" the world and the challenge of achieving a deeper, transformative "understanding" of one's self.

7. Discuss how *Charandas Chor* critiques hypocrisy and corruption in society through the character of Charandas.
8. Analyze the role and representation of women in *Chemmeen*, with a focus on Karuthamma.

Head of the Department

Dr. H. Jimsy Asha

Course Instructors

Dr. R. Abilasha

Ms. Steffi K.B

Teaching Plan

Department : English
Class : B.A English Literature
Title of the Course : Discipline Specific Elective I: a) English for Competitive Examination
Semester : V
Course Code : EU235DE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
	6	–	–	–	5	6	90	25	75	100

Learning Objectives:

- 1.prepare students for competitive exams with a focus on English language skills.
2. To enhance vocabulary and idiomatic expressions of the English Language.

Course Outcomes

COs	Upon completion of this course, students will be able to:	
CO-1	recognize communication challenges and understand effective communication parameters.	K1
CO-2	improve vocabulary knowledge.	K2
CO-3	identify types of communication, aiding awareness of communicative purpose.	K2 & K3
CO-4	build confidence for national and global competitive exams.	K4
CO-5	gain proficiency in English grammar, essential for speaking and writing.	K5

Teaching plan
Total Contact hours: 90 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I									
	1	Basics of English	3	1	K1(R)	Active Learning	Brain Storming, Peer Instruction	Test Book, Word Wall, Google Forms	Formative Quiz Concept explanations, ptest, Questioning, A I
	2	Errors and How to Avoid Them	9		(U)	Active Learning	Brain Storming	Word Wall	Formative Quiz , CIA I,
	3	Spotting Errors	3		(Ap)	Active Learning	Gamification	Error Hunt	Slip Test, Quiz, CIA I
II									
	1	Sentence Completion	3		(R)	Inquiry Based Learning	Case Study Method	Video Lectures	Formative Assessment, CIA I
	2	Reconstructing Passages	3		(U)	Blended Learning	In class discussions	Videos	Formative Assessment, CIA I
	3	How to write a Precis	3		(Ap)	Reflective Pedagogical Approach	Self Paced Learning	Videos	Creative Writing

III									
	1	Reading Comprehension	6		(R) & K3 (Ap)	Flipped Classroom	Problem Solving,	Videos	Creative Writing
	2	Composition	3		(Ap)	Differentiated Instruction	Participative Learning	Videos	Creative Writing
	5	Letter Writing	6		(An)	Reflective Pedagogical Approach	Problem Solving, writing problem solving narratives	Videos	Creative Writing
IV									
	1	Report Writing	6		(R) & K3 (Ap)	Reflective Pedagogical Approach	Problem Solving, Writing problem solving narratives	Videos	Creative Writing
	2	Spellings	4		(U)	Reflective Pedagogical Approach	Brain Storming	Word Wall	Formative Assessment, CIA II
	3	Vocabulary	5		(Ap)	Reflective Pedagogical Approach	Brain Storming	Word Wall	Formative Assessment , CIA II
V									

	1	Some Notions, Conventional and Idiomatic Expressions	6		(R)	Active Learning	Brain Storming, Participative learning	Test Book, Word Wall, Google Forms	Formative Assesment, CIA II
	2	Phrasal verbs	4		(U)	Blended Learning	Brain Storming, Peer Instruction, Participative Learning	Test Book, Word Wall, Google Forms	Formative Assesment, CIA II
	3	Spoken English	5		(Ap)	Reflective Pedagogical Approach	Participative Learning, Group Discussion, Sharing reflections	Test Book, Word Wall,	Formative Assesment, CIA II

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability, Skill Development**

Activities (Em / En /SD): **Hands on Training on Problem solving Methods like Writing passages**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): - Professional Ethics

Activities related to Cross Cutting Issues: Creation of working models on Grammar and its Usage, Basics of Grammar.

Assignment: Relativity of simultaneity (Last date to submit: 19-08-2025)

Sample Question

Part- A

1. We shall teach everyone present a lesson, isn't it? No error. (spot the error) (K1-U, CO-1)
a b c d
2. A large sleeping-room with many beds. (one-word substitute) (K2- R, CO-2)
3. Write the meaning of the foreign word: Carpe diem. (K2- R,CO-2)
4. Proposals are being for public comment. (K1-U, CO-1)
a) laid b) up c) drawn out

5) Each of the boys in the class / have submitted / his homework / to the teacher. (K1-U, CO-1)

a) Each of the boys in the class b) has submitted c) his homework d) to the teacher

Part-B

II. Answer the following questions:

5. a) Spot the errors (K4-Ap, CO-4)

i) As we see it, she appears to be unreasonable anxious about pleasing her
a b

husband. No error.

ii) Many a man has realised that real happiness lies in making sacrifices and not
a b

in personal aggrandisement. No error.

iii) The visitors complained at the poor accommodation they were given.
a b

No error.

iv) When asked a question he rose his hand to catch the teacher's attention.
a b

No error.

c

6. a) Choose from the four alternatives the words which best complete the sentence: (K1-U, CO-1)

i) is he in Bombay than he calls his uncle Charles.

a) While b) As soon as c) No sooner d) Whenever

ii) Her hopes of settling in America were when she lost her jewellery box.

a) dashed b) defeated c) frustrated d) beaten

iii) It is true that the new baker has a Bread.

a) plenty b) few c) little d) large

iv) Having been born in a good family he is rich to beg.

a) very b) greatly c) too d) plenty

7. a) Rearrange the jumbled sentences in the following passages. The first sentence (S1) and the sixth sentence (S6) are in their proper places.

The middle sentences have been jumbled and named P, Q, R and S. Find the proper sequence of these sentences. (K4-Ap, CO-4)

S1. Gregory King's statistical study of England made in 1688 deals with two main subjects: population and income.

S6. But the income of the average Englishman was probably less than £ 10 a year.

P. Another hundred thousand were common soldiers and vagrants

Q. His study of population shows that there were five million Englishmen alive at that time.

R. Some people, mainly the nobility and great land-owners, were very wealthy, they had incomes of as much as £3000 a year.

S. Of these more than one million were paupers and beggars.

OR

Part- C (3x8= 24 marks)

III. Answer the following questions:

8. a) Read the passage and answer the questions given below: (K4-Ap, CO-4)

From the very beginning man has attempted what has seemed impossible. Man is different from the rest of the creation in this respect. He has an eternal thirst for adventure. This has led to countless new discoveries and inventions. Human curiosity is limitless. It is responsible for space flights and moon landings. The desire to know what lies beyond the visible world takes many forms. The Everest hero Tenzing and the hero of the Seven Seas, Mihir Sen, were inspired by the same restless spirit. Astronauts Armstrong, Collins and Aldrin, who were the first humans to set foot on the sod of the moon, have proved beyond doubt that man shall not rest until he has conquered the entire universe. Now the question arises: Is it enough to know and master nature? To answer it one should first answer more basic question: which is more important-knowing and understanding the world around you or knowing and understanding yourself? Everyone will agree that in the absence of self-knowledge even the most advanced knowledge of the universe will be not only useless but also dangerous.

1. "Man is different from the rest of the creation" in this respect here man stands for

(a) a particular man

(b) Tenzing and Mihir Sen

(c) Armstrong, Collins and Aldrin

(d) all mankind

2 "He has an eternal thirst for adventure." Here eternal means

(a) great

- (b) old
- (c) without beginning or end
- (d) that which cannot be satisfied

3. "It is responsible for space flights and moon landings." Here it stands for

- (a) man's attempting the impossible
 - (b) the difference between man and the rest of the creation
 - (c) human curiosity
 - (d) man's eternal thirst for adventure
4. "To answer it one should first answer a more basic question." Here basic means
- (a) having to do with the foundation upon which other things are built up
 - (b) urgent
 - (c) important
 - (d) difficult

5. "Which is more important-knowing and understanding the world around you or knowing and understanding yourself?" Here you stands for

- (a) one particular person
- (b) an imaginary reader
- (c) only those who read this passage
- (d) one, anyone

6. "Everyone will agree that in the absence of self-knowledge even most advanced knowledge of the universe will be not only useless but also dangerous." The above sentence implies that

- (a) one should have only self-knowledge
- (b) a knowledge of the universe is in all cases useless and dangerous
- (c) the author does not want anyone to know and understand the universe
- (d) first one should know and understand oneself, and only afterwards try to know and understand the universe

7. Give a suitable title to the passage.

9. a) Rearrange the jumbled sentences in the following passages. The first sentence (S1) and the sixth sentence (S6) are in their proper places. The middle sentences have been jumbled and named P, Q, R and S. Find the proper sequence of these sentences. **(K4-Ap, CO-4)**

S1. Art is the resonance of in seeing joy, but that resonance is only the beginning.

S6. May heaven defend those people who live no lives but their own.

P. Art is the best memory of race.

Q. It is not a thing said about an experience, it is the experience itself, not only re-enacted but given form and, therefore, value.

R. Art stores up in everlasting form the most meaningful experiences of the most perceptive minds of the past, and because there is such a thing as vicarious experience any man is free to relive those experiences, which is to say, he is free to take those lives into his life.

S. Every work of art is a piece of life one may have for the taking.

10. a) Write the one word substitutes for the following. (K4-Ap, CO-4)

i) An assembly of worshippers

ii) Art of writing for newspapers and magazines.

iii) Animals that live in water

iv) Amount of money demanded by kidnappers

v) Chanting of magic spells

vi) Deep in thought

vii) Animals without backbone

viii) Art of deceiving somebody in order to make money.

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Ms.Fransta Darshana

Teaching Plan

Department : English (Aided)
Class : III B.A English
Title of the Course : Australian Literature
Semester : V
Course Code : EU235DE4

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU235DE4	3	1	-	-	3	4	90	25	75	100

Pre-requisite:

1. Foundational skills in analyzing themes, symbolism, and narrative structure.
2. Familiarity with postcolonial themes can help you draw connections between Australian and global narratives.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	understand themes such as identity, place, landscape, and postcolonialism, recognizing how these themes shape and are shaped by the historical and cultural context of Australia.	K1
2.	develop an understanding of Indigenous Australian narratives, Dreamtime stories, and contemporary Indigenous voices in literature, fostering an appreciation for diverse cultural perspectives and ethical storytelling practices.	K2
3.	trace the evolution of Australian national identity as reflected in literature, examining shifts in representation and ideology from colonial times through to contemporary Australia.	K2

4.	interpret the distinct forms, styles, and linguistic characteristics of Australian literature, including its use of vernacular language, humour, and local colour, and the significance of these elements in building a sense of place.	K3
5.	engage critically with contemporary issues such as environmentalism, immigration, and social justice that are prominent in modern Australian literature, developing insights into the ways literature reflects and critiques society.	K4 & K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Teaching plan

Total Contact hours: 90 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student-centric Methods	E-Resources	Assessment/ Evaluation
I									
	1.	Banjo Paterson: The Man from Snowy River	2	1	K3	Chalk and Talk, Flipped Classroom	Simulation	Slides	Evaluation through summary or overview
	2.	River Judith Wright: South of My Days	2	1	K3	Contextual Teaching	Simulation	YouTube Lecture	Critical Analysis, MCQ
	3.	Kenneth Slessor: Five Bells	2	1	K3	Lecture Capture Method	Peer Learning	YouTube Videos	Objective-type questions, short essays
	4.	Oodgeroo Noonuccal: No More Boomerang	3		K3	Blended Learning	Think-Pair-Share	Online Tutorials	Critical Overview, Open book Test
II									
	1.	Beverly Farmer: A Woman with Black Hair	2	1	K4	Lecture Capture Method, Peer tutoring	Peer Learning	YouTube EDU	Evaluation through summary or overview, Mind mapping,
	2.	A. B. Facey: The First Days	2	1	K4	Lecture using Chalk and talk	Simulation	Udemy	Simple definitions, MCQ
	3.	Sally Morgan: The Hospital	2	1	K4	Contextual Teaching, Lecture using	Peer Learning	Poetry Foundation	Objective-type questions, short essays

						Chalk and talk			
	4.	Marcus Clarke: Breaking a Man's Spirit	2	1	K4	Lecture Capture Method	Flipped Classroom	YouTube lecture	Open Book Test
III									
	1.	Henry Lawson: The Drover's Wife	3	3	K4	Lecture using Chalk and talk	Brainstorming	Slides	Evaluation through Short summary or overview
	2.	Tim Winton: Neighbours	3		K5	Lecture Capture Method	Simulation	YouTube Videos	MCQ, True/False, Short essays
	3.	Barbara Baynton: A Dreamer	3		K5	Lecture Capture, Peer Tutoring	Inquiry-based	Udemy	Slip Test
IV									
	1.	David Williamson: <i>The Removalists</i> - Author Introduction and Overview	3	1	K4	Lecture using Chalk and talk, Blended Learning	Flipped Classroom	YouTube Lecture	MCQ, True/False, Short essays
	2.	Power and Authority in David Williamson's <i>The Removalists</i>	3	1	K4	Contextual Teaching, Inquiry-based teaching	Simulation	Online Mock Quiz	Mind mapping, Role Play
	3.	Violence and Masculinity in David Williamson's <i>The Removalists</i>	3	1	K4	Blended learning, Dialogic teaching	Peer Learning	YouTube Video	Role Play, Open Book Test
V									

1.	Kate Grenville: <i>The Secret River</i> - Author Introduction and Plot Overview	2	1	K3	Lecture using Chalk and talk, Blended Learning	Blended Learning	Slides	Objective type questions or overview, Group Discussion, Mind mapping
2.	Moral Conflict and Identity in Kate Grenville: <i>The Secret River</i>	2	1	K4	Contextual Method	Role Play	LitCharts	Simple definitions, MCQ
3.	Colonialism and Displacement in Kate Grenville: <i>The Secret River</i>	2	1	K4	Lecture Capture	Role Play and Simulations	YouTube Lecture	Objective type questions
4.	Land, Ownership and Belonging in Kate Grenville: <i>The Secret River</i>	2	1	K4	Lecture Capture	Role Play	YouTube Video	MCQ, True/False

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Role Play and Mind Mapping

Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics

Activities related to Cross Cutting Issues: Album Preparation on Certain Topics

Assignment: Mind Map on Beverly Farmer's "A Woman with Black Hair"

Seminar Topic: NIL

Sample questions

Part A

- 1) Who does the poem celebrate as a symbol of courage and resilience in "A Man from Snowy River"?
- 2) What place holds deep emotional and historical memory for the speaker in "South of My Days"?
- 3) What feeling drives the poet's reflection on his friend's death and the passage of time in "Five Bells"?

- 4) What is the central impact of colonization highlighted in the poem “No More Boomerang”?
- 5) *What quality allows the young rider to succeed where others fail in “A Man from Snowy River”?*
- 6) *What emotion is stirred in the poet as she recalls the past and the land she knew in “South of My Days”?*
- 7) *What element in the poem “Five Bells” symbolizes the unstoppable flow of time and memory?*
- 8) *What does the poem “No More Boomerang” criticize as replacing traditional Aboriginal culture?*

Part B

1. What action proves the young rider’s exceptional skill in the mountains in “The Man from Snowy River”?
2. What does the speaker remember about the harshness and strength of old settlers in “South of My Days”?
3. How does the poet describe the sound of the bells and their connection to memory in “Five Bells”?
4. What traditional aspects of Aboriginal life are shown to be lost or mocked in the poem in “No More Boomerang”?
5. What landscape features challenge the riders during the pursuit in “The Man from Snowy River”?
6. How does Judith Wright link personal memory with Australia’s changing identity?
7. What mood is created by the imagery of water in relation to the poet’s grief in “Five Bells”?
8. How does Oodgeroo use irony to show the effects of Western influence?

Part C

1. How does Banjo Paterson use language and rhythm to celebrate the Australian bush hero?
2. In what ways does Judith Wright explore the relationship between memory, land, and identity?
3. Discuss how Kenneth Slessor uses imagery and structure to convey grief and the passage of time.

4. How does Oodgeroo Noonuccal challenge the idea of progress by contrasting traditional and modern life?
5. Examine the role of the Australian landscape in shaping character and identity in the poem “The Man from Snowy River”.
6. How does Wright express a sense of cultural and environmental change in rural Australia?
7. Explore the symbolic significance of water and bells in Slessor’s meditation on death and memory.
8. Analyze how Oodgeroo uses tone, irony, and contrast to critique colonization and its effects on Aboriginal culture.

Head of the Department
Dr. H. Jimsy Asha

Course Instructor
Ms. A.R. Jemi

Teaching Plan

Department : English
Class : III B A English
Title of the Course : Professional Competency
Semester : V
Course Code : UG235PS1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG235PS1	1	1	-	-	2	2	30	25	75	100

Learning Objectives

- 1.To develop effective communication and interpersonal skills to enhance workplace interactions and teamwork
- 2.To build job readiness skills such as resume writing, interview techniques, and professional ethics

Course Outcomes

On the successful completion of the course, students will be able to:		
1	outline key career skills such as communication, teamwork, and problem-solving	K1
2	explain the importance of professional ethics, workplace etiquette, and time management	K2
3	demonstrate effective resume writing, interview techniques, and job application strategies	K3
4	assess different workplace scenarios to determine appropriate communication and conflict resolution strategies	K4
5	develop a personal career plan with clear goals, skills assessment, and strategies for professional growth	K5

K1- Remember; **K2-** Understand; **K3-** Apply; **K4-** Analyse; **K5-** Evaluate

Teaching plan
Total Contact hours: 30 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	Linguistic Skills								
	1	Vocabulary,	2	1	K1(R)	Active Learning	Brain Storming, Peer Instruction	Test Book, Word Wall, Google Forms	Formative Quiz Concept explanations, ptest, Questioning, A I
	2	Resume Writing,	2	1	K3(Ap)	Project Based Learning	Brain Storming, Peer Instruction, Group Activities	Videos	Discussion
	3	Report Writing,	1	-	K3(Ap)	Project Based Learning	Brain Storming, Peer Instruction, Group Activities	Videos	Discussion
	4	Technical Writing,	1	-	K3(Ap)	Project Based	Brain	Videos	Discussion

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[illegible]

	1	Goal Setting, Emotional Intelligence, Team Management, Stress Management,	6		(R)	Active Learning, Reflective Pedagogical Approach	Brain Storming, Participative learning Sharing reflections	Test Book, Word Wall, Google Forms	Formative Assesment, CIA II
		Time Management, Leadership Skills, Problem solving Skills, Decision Making.	3		(U)	Blended Learning	Brain Storming, Peer Instruction, Participative Learning	Test Book, Word Wall, Google Forms	Formative Assesment, CIA II

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability, Skill Development**

Activities (Em / En /SD): Activities related to Skill Development,

Group Discussion Activities ,Sharing reflections on their internship training.

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): - Human Values related to Cross Cutting Issues:- **Enacting situations involving corruption, workplace harassment, dowry harassment etc**

Assignment: **Creating a content for an online product** (Last date to submit – example: 20-08-2025)

Sample Questions

Part A (1Mark)

1) Define resume writing. **(K1-R, CO-1)**

2)What is the importance of telephone etiquette in professional settings? **(K2-U,CO-2)**

Part – B (3 Marks)

2) Describe the importance of goal setting in professional and personal life. **(K2-U,CO-2)**

3) Discuss the role of emotional intelligence in workplace performance. **(K3-Ap, CO-3)**

Part-C (7 Marks)

- 4) Evaluate the effectiveness of mock interviews in enhancing interview skills. **(K5-An, CO-5)**
- 5) Compare and contrast the various components of non-verbal communication like oculesics, haptics, and chronemics. **(K4-Ap, CO-4)**

Head of the Department

Dr. H.Jimsy Asha

Course Instructor

Dr. Bhavani