

Holy Cross College (Autonomous), Nagercoil
Kanyakumari District, Tamil Nadu.
Accredited with A⁺ by NAAC - IV cycle – CGPA 3.35

Affiliated to

Manonmaniam Sundaranar University, Tirunelveli



DEPARTMENT OF ENGLISH
UNDERGRADUATE PROGRAMME



TEACHING PLAN
EVEN SEMESTER 2024 - 2025



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. Degree Programme, the graduates will be able to:	Mapping with PEOs
PO1	obtain efficiently the knowledge and skills to face life challenges.	PEO1
PO2	implement the contributions of great thinkers/ writer/ activist and transform the society in accordance with local, national and global needs.	PEO1

PO3	enhance leadership qualities, team spirit and communication skills for a better developmental career.	PEO2
PO4	apply the comprehensive learning to attain self-confidence and self-reliance in their chosen career and higher education.	PEO2
PO5	communicate effectively and collaborate successfully with peers to become competent professionals.	PEO2 & PEO3
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

Department : English
Class : I B.A., B.Sc., B.Com.
Title of the Course : Part II – English A Stream
Semester : II
Course Code : EU242EL1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU241EL1	5	1	-	-	3	6	90	25	75	100

Learning Objectives

1. To assist them in developing reading habits, silently, extensively and intensively
2. To provide them with an ability to build and enrich their communication skills

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	identify the key themes and recognize important details in literary texts	K1
2.	express confidence in reading, organizing, comprehending and writing assignments	K2
3.	demonstrate a significant acquisition of vocabulary and improved oral fluency	K3
4.	develop the communication skill for basic interaction and for securing jobs	K4
5.	evaluate and interpret to connect with real life situations	K5

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Prose					
	1.	Bernard Shaw: How I Became a Public Speaker?	5	K1(R), K2(U)	Introductory session, Lecture using AV aid, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays
	2.	M.K. Gandhi: Shyness My Shield	5	K1(R), K2(U)	Introductory session, Lecture using AV aid, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
	3.	R.K. Narayan: Sweets for Angels	4	K1(R), K2(U)	Introductory session, Lecture using AV aid, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
	4.	Rabindranath Tagore: The Postmaster	4	K1(R), K2(U)	Introductory session, Lecture using AV aid, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
II	Poetry					
	1.	Langston Hughes: The Negro Speaks of Rivers	4	K1(R), K2(U)	Introductory session, Lecture using AV aid , Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
	2.	A.K. Ramanujam: A River	4	K1(R), K2(U)	Introductory session, Lecture using AV aid , Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
	3.	Sarojini Naidu: Indian Weavers	5	K1(R), K2(U)	Introductory session, Lecture using AV aid , Discussion, Mind mapping,	Evaluation through short test, MCQ, True/False,

					Peer tutoring	Short essays or overview
	4	Robert Frost: Stopping by the Woods on a Snowy Evening	5	K1(R), K2(U)	Introductory session, Lecture using AV aid, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
III	One-Act Play					
	1.	K. Xavier Amalraj: The Bridge	9	K1(R), K2(U)	Introductory session, Lecture using AV aid, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
	2.	Ronald Gow: The Sheriff's Kitchen	9	K1(R), K2(U)	Introductory session, Lecture using AV aid , Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
IV	Language Competency					
	1.	Active and Passive Voice	5	K3(AP)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises
	2.	Direct and Indirect Speech	5	K3(Ap)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises
	3.	Prefix and Suffix	3	K3 (Ap)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises
	4.	Stress and Intonation (Word and Sentence Stress)	3	K3(Ap)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises

	5	Sentence Making	2	K3(Ap)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises
V	Communication Skill					
	1.	Precise Writing	3	K3(Ap), K4 (An), K5 (E)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through oral test, MCQ, True/False, Exercises
	2.	Expansion of Proverbs	3	K3(Ap), K4 (An), K5 (E)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through oral test, MCQ, True/False, Exercises
	3	Self-introduction/ making a short formal speech	3	K3(Ap), K4 (An), K5 (E)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises
	4.	Describing people, places, events, and things	3	K3(Ap), K4 (An), K5 (E)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through oral test, MCQ, True/False, Exercises
	5	Letter writing (notices, complaints and appreciation)	3	K3(Ap), K4 (An), K5 (E)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises
	6	Job Application and curriculum vitae	3	K3(Ap), K4 (An), K5 (E)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises

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

Activities (Em/ En/SD): Exhibition

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

Activities related to Cross Cutting Issues: Role play

Assignment: from Unit V

Sample Questions

Part A

1. How did Shaw's initial shyness contribute to his growth?
 - a) It made him more observant and reflective.
 - b) It prevented him from facing audiences early in his career.
 - c) It forced him to avoid public engagements.
 - d) It had no impact on his development.
2. What tone does Ramanujan primarily use in the poem?
 - a) Nostalgic
 - b) Satirical
 - c) Optimistic.
 - d) Melancholic
3. How does Molly handle the conflicts she faces?
 - a) With assertiveness and wit
 - b) Through passive acceptance
 - c) By seeking external help
 - d) By leaving the Sheriff's household
4. Write the prefix for the following words: a. graph b. violence
5. Write two suitable phrases to be used in formal self-introduction.

Part B

1. Discuss the key strategies Bernard Shaw used to overcome his fear of public speaking.
2. Critically analyze how A.K. Ramanujan uses the river as a metaphor in the poem *A River*.
3. Discuss the role of the kitchen as a central motif in Ronald Gow's *The Sheriff's Kitchen*.
4. Make sentences for the following words: a. solemn b. dormant c. pertinent d. cultivate e. modern f. humility
5. Expand the proverb: Birds of a feather flock together

Part C

1. Analyze how Bernard Shaw's journey to becoming a public speaker reflects the broader themes of resilience and self-improvement.
2. Explore the themes of tradition and modernity in A.K. Ramanujan's *A River*.
3. Analyze the portrayal of gender and power dynamics in Ronald Gow's *The Sheriff's Kitchen*.
4. i. Write the following sentences in passive voice:

- a. The sheriff commands the kitchen staff with authority.
 - b. The playwright critiques societal hierarchies through the characters.
 - c. The audience applauds the powerful dialogue in the play.
 - d. The actors deliver their lines with passion and precision.
 - e. The chef prepared a delicious meal.
 - f. Sarah painted a beautiful landscape.
- ii. Write the following sentences in direct speech or indirect speech, whichever is suitable:
- a. She said, "I am feeling tired."
 - b. He asked if I could help him with that.
 - c. The teacher reminded us not to forget to submit our homework.
 - d. They said, "We will visit you tomorrow."
 - e. John said, "I have finished the project."
 - f. She asked why I was late.
 5. Describe the favourite place you visited recently highlighting the people and the important things of it.

Head of the Department

Dr. Alby Grace

Course Instructors

Dr. V. Virgin Nithya Veena
Dr. Abilasha

Department : English (Aided)
Class : I BA., B. Sc., B. Com
Title of the Course : Part II English B Stream
Semester : II
Course Code : EU242EL2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU241EL2	5	1	-	-	3	6	90	25	75	100

Learning Objectives

1. To assist them in developing reading habits, silently, extensively and intensively
2. To provide them with an ability to build and enrich their communication skills

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	identify the key themes and recognize important details in literary texts	K1
2.	express confidence in reading, organizing, comprehending and writing assignments	K2
3.	demonstrate a significant acquisition of vocabulary and improved oral fluency	K3
4.	develop the writing skill for basic interaction and for securing jobs	K4
5.	evaluate, interpret and apply all that they have studied to real life situations	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	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	M.K. Gandhi: Shyness My Shield	6	K1-R	Introductory session, Mind mapping, Peer tutoring, Review	Evaluation through Short summary or overview
	2.	R.K. Narayan: Sweets for Angels	6	K3-Ap	Lecture using Chalk and talk, Mind mapping, Peer tutoring, Review	Simple definitions, MCQ
	3.	Rabindranath Tagore: The Postmaster	6	K1-R	Lecture using Chalk and talk, Mind mapping, Review	Objective type questions, short essays
II						
	1.	A.K. Ramanujan: A River	6	K3-Ap	Lecture, Mind mapping, Peer tutoring	Evaluation through Short summary or overview
	2.	Sarojini Naidu: Indian Weavers	6	K5- E	Lecture using Chalk and talk	Simple definitions, MCQ
	3.	Robert Frost: Stopping by the Woods on a Snowy Evening	6	K4- An	Mind mapping, Lecture using Chalk and talk	Objective type questions, short essays
III						
	1.	K. Xavier Amalraj: The Bridge	6	K4-An	Lecture using Chalk and talk, Group Discussion, Mind mapping	Evaluation through Short summary or overview
	2.	Ronald Gow: The Sheriff's Kitchen	6	K5- E	Lecture using Chalk and talk, Group	MCQ, True/False, Short essays

					Discussion, Mind mapping	
IV	1.	Articles	6	K1-R	Lecture using Chalk and talk, Group Discussion, Mind mapping	MCQ, True/False, Short essays
	2.	Conjunctions & Interjection	4	K3-Ap	Lecture using Chalk and talk, Group Discussion, Mind mapping	Objective type questions or overview
	3.	One-word Substitutes	5	K2- U	Lecture using Chalk and talk, Group Discussion, Mind mapping	Simple definitions, MCQ
	4.	Prefix and suffix	5	K1-R	Lecture using Chalk and talk, Group Discussion, Mind mapping	Objective type questions
	5.	Precis writing	4	K1-R	Lecture using Chalk and talk, Group Discussion, Mind mapping	MCQ, True/False
	6.	Paragraph Writing (Importance of Water, Impact of Technology on Society, Importance of Education and Need of Healthy Diet)	4	K2- U	Lecture using Chalk and talk, Group Discussion	Evaluation through overview Objective type questions
V	1.	Self-Introduction/ Making a short formal speech	4	K4-An	Lecture using Chalk and talk, Group Discussion	Simple definitions, MCQ

2.	Describing People, Places, Events and Things	3	K4- An	Lecture using Chalk and talk, Group Discussion	Simple definitions, MCQ
4	Letter Writing, (notices, complaints and appreciation)	3	K3-Ap	Lecture using Chalk and talk, Group Discussion	Simple definitions, MCQ
5	Job Application and Curriculum Vitae	4	K3- Ap	Lecture using Chalk and talk, Group Discussion	Objective type questions

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Drafting a letter

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

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

Assignment: Mind Map on Sarojini Naidu's "Indian Weavers"

Sample Questions

Part A

1. Which country's events are described in the essay "Shyness my Shield"?
2. Who is the protagonist of R.K. Narayan's story "Sweet for Angels"?
3. What feeling dominates the postmaster's state of mind at the beginning of the story?
4. What does the river symbolize in the poem "Indian Weavers"?
5. What are the weavers weaving at each stage of the day?
6. How does the speaker describe the woods in "Stopping by the Woods on a Snowy Evening"?
7. What emotions does the speaker associate with the bridge in "The Bridge"?
8. What is the setting of the play "The Sherrif's Kitchen"?
9. What does the imagery of the "frozen lake" and the "snow" symbolize in the poem "Stopping by the Woods on a Snowy Evening"?
- 10) Who is the author of "Indian Weavers"?

Part B

1. Comment on Gandhiji's views on shyness with evidence from the essay "Shyness my Shield".
2. Describe the setting of R.K. Narayan's story "Sweets for Angels".
3. Describe the relationship between the postmaster and Ratan.

4. What is the significance of the setting in “The Sherrif’s Kitchen”?
5. What do the weavers symbolize in the poem “The Indian Weavers”?
6. Describe the setting of the poem “Stopping by the wood on a Snowy evening”.
7. Fill in the blanks with appropriate articles.
 - a) Mumbai is _____ Manchester of India.
 - b) He reads _____ Bible every day.
 - c) He is _____ real Hitler.
 - d) Mussolini was _____ Hitler of Italy.
8. Fill in the blanks with correct interjections from the brackets.
 - a) _____! Our forces have defeated the enemy (Hello, Hurrah)
 - b) _____! It pains a lot. (Ouch, Hello)
 - c) _____! My grandma is no more (Oh, Alas)
 - d) _____! The patient is resting. (Hush, Hurrah)

Part C

1. Summarize the main ideas in Gandhiji’s “Shyness my Shield”.
2. Explore the significance of food in the R.K. Narayan’s “Sweets for Angels”.
3. Discuss the significance of the postmaster’s decision to leave the village in “Sweets for Angels”.
4. How does Gow portray the relationship between the characters in “The Sherrif’s Kitchen”?
5. Write an appreciation letter to a colleague for his/her contribution to a project.
6. Summarize the key components of Job Application and Curriculam Vitae.

Head of the Department

Dr. Alby Grace

Course Instructors

Ms. A.R. Jemi

Ms. Anishya Dani

Dr. Bhavani

Ms. Fransta Darshana

Dr. Annie Divya Mahisha

Department : **English**
Title of the Course : **PART II ENGLISH – C STREAM**
Semester : **II**
Course Code : **EU242EL3**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU242EL3	5	1	-	-	3	6	90	25	75	100

Learning Objectives

1. To assist them in developing reading habits, silently, extensively and intensively
2. To provide them with an ability to build and enrich their communication skills

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	identify the key themes and recognize important details in literary texts	K1
2.	express confidence in reading, organizing, comprehending and writing assignments	K2
3.	demonstrate a significant acquisition of vocabulary and improved oral fluency	K3
4.	develop the communication skill for basic interaction and for securing jobs	K4
5.	evaluate and interpret to connect with real life situations	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	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	R.K. Narayan – Sweets for Angels	7	K1	Blended learning	Open book test Multiple choice questions
	2	Rabindranath Tagore – The Postmaster	8	K1	Inquiry based approach	Open book test Online Quiz

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
II	1	A.K. Ramanujan – A River	8	K1, K2	Integrative Learning	Open book test
	2	Robert Frost – Stopping by Woods on a Snowy Evening	7	K2, K3	Inquiry-based approach	Album Preparation

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment / Evaluation
III	1	Ronald Gow – The Sheriff's Kitchen	15	K1	Integrative Teaching Play Reading	Role play Exhibition

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
IV	1	Articles	3	K1, K2	Inquiry-based approach	Oral test
	2	Sentences	2	K1, K2	Inquiry-based approach	Slip test
	3	One Word Substitutes	3	K1, K2	Cooperative learning	Online Quiz
	4	Prefix and Suffix	2	K1, K2	Cooperative learning	Slip test

	5	Precise Writing	2	K1, K2	Cooperative learning	Exercise
	6	Paragraph Writing	3	K1, K2	Integrative teaching	Class Test

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/Evaluation
V	1	Self-Introduction/ Making a short formal speech	3	K5	Integrative teaching	Oral Test
	2	Describing People and places	6	K5	Integrative teaching	Conversation
	3	Letter Writing - Complaint	3	K5	Inquiry-based approach	Class Test
	4	Job Application and Curriculum Vitae	3	K5	Inquiry-based approach	Class Test

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

Activities (Em/ En/SD): Exhibition, Online Assignment, Listening exercise

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

Activities related to Cross Cutting Issues: Class test

Assignment: Exhibition, Album preparation

Sample Questions

Part A

- Which literary device is predominantly used by R.K. Narayan in “Sweets for Angels”?
- What are the two key seasons depicted in “A River”?
- What role does humor play in the narrative of *The Sheriff’s Kitchen*?
- _____ apple _____ day, keeps _____ doctor away. Fill in with articles.
- Give one expression for self-introduction.

Part B

- Examine the rural setting in *The Postmaster* and its impact on the story.
- Discuss the significance of the woods in Frost’s poem.
- How do the characters in *The Sheriff’s Kitchen* reflect societal roles?

4. **i. Identify the type of sentences (declarative, interrogative, imperative, exclamatory): 2 marks**

- a. Please close the door.
- b. What a beautiful painting this is!
- c. She is reading a novel.
- d. Do you know where he lives?

ii. Match the phrases with their one-word substitutes: 2 marks

Phrase	One-Word Substitute
a. Someone who studies the stars	Astronomer
b. A person who writes dictionaries	_____
c. A life story written by oneself	_____
d. Someone who travels to space	Astronaut

iii. Add prefixes or suffixes to form new words: 2 marks

- a. ___happy
 - b. Care___
 - c. ___understand
 - d. Child___
5. Describe a place you have visited that left a strong impression on you.

Part C

- 1. Examine the significance of forgiveness in Sweets for Angels.
- 2. Discuss the use of symbolism in A River.
- 3. Explore the relevance of The Sheriff's Kitchen to contemporary society.
- 4. **Read the following passage carefully and condense it into a precise of about one-third of its length.**

The internet has revolutionized the way we live, work, and communicate. It has made the world a smaller place by providing instant access to information and connecting people across the globe. Online platforms have transformed businesses, allowing even small enterprises to reach international markets. Education has also benefited, with e-learning tools enabling students to learn from the comfort of their homes. However, the internet has its downsides. Cybersecurity threats, misinformation, and the addictive nature of social media have raised concerns. Additionally, the digital divide continues to exclude those without access to technology, further widening the gap between the privileged and the underprivileged. Despite its challenges, the internet remains a powerful tool for progress, provided it is used responsibly.

- 5. Imagine that you are applying for the position of a Marketing Executive at ABC Pvt. Ltd., a reputed company in your city. Write a job application letter in response to their advertisement, mentioning your qualifications, skills, and experience that make you suitable for the position. Also, include a curriculum vitae (CV) to support your application.

Head of the Department

Dr. Alby Grace

Course Instructors

Dr. Annie Feril

Dr. Sathya

Dr. Snow J Sharmilla

Department : English
Class : II Year
Title of the Course : Part II English
Semester : IV
Course Code : EU234EL1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233EL1	5	1	-	-	3	6	90	25	75	100

Learning Objectives

1. To assist them in developing correct reading habits, silently, extensively and intensively
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Course Outcomes

On the successful completion of the course, students will be able to:		
1.	identify the key themes and recognize important details in literary texts	K1
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4.	develop the communication skill for basic interaction and for securing jobs	K4
5.	evaluate, interpret and apply all that they have studied to real life situations	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	Cognitive Level	Pedagogy	Assessment
Unit I	1.	Life Writing Malala Yousafzai: I am Malala Part 1 (Pg. 1-15)	5	K1(R)& K4(An)	Ice breaking, Analytical lecture with PPT	Questioning, Quizzes
	2.	Life Writing Malala Yousafzai: I am Malala Chapter 1 Pg. (16 -36)	4	K1(R), K2(U)& K4(A)	Analytical lecture with YouTube Video	Questioning, Online Quiz
	3	Nikola Tesla: My Inventions (Chapter 2-1)	4	K2(U)& K3(Ap)	Lecture with	MCQ – Google Forms
	4	Nikola Tesla: My Inventions (Chapter 2 – II)	5	K2 (U)& K3(Ap)	Lecture with Gamma	Quiz - Quizzes
Unit II		One - Act Plays				
	1	Edward Albee: The Zoo Story	9	K2(U), K4(An) & K5	Reading of the text with YouTube Video	Online Quiz, Role Play
	2	Anton Chekhov: The Proposal	9	K2(U), K4(An) & K5	Reading and discussion with YouTube Video	MCQ, Class Test, Role Play
Unit III		Interviews				
	1	Nelson Mandela's Interview with Larry King.	6	K2(U) & K4(An)	Lecture, Textual analysis, discussion,	MCQ, oral quiz, Q&A
	2	Rakesh Sharma's Interview with Indira	6	K2(U) & K4(An)	Lecture, Textual analysis, discussion,	MCQ, Oral quiz, Class Test

		Gandhi from Space			group discussion	
	3	Lionel Messi with Sid Lowe (Print)	6	K2(U) & K4(An)	Lecture, Textual analysis, discussion,	MCQ, oral quiz, class test
Unit IV		Language Competency				
	1	Making Suggestions & Responding to Suggestions	5	K2(U) & K3(Ap)	Lecture with examples	Exercise Writing, Assignment
	2	Asking for and Giving Advice or Help	7	K2(U)& K4 (An)	Lecture examples	Blog writing, Assignment
	3	Interviews (face to face, telephone and video conferencing)	6	K2(U)& K4(An)	Interactive Lecture With work sheets	Simulation, Oral Quiz, Class Test
Unit V		English for Workplace				
	1	Job Applications: Applications: Covering letters, CV and Resume	6	K2(U) & K3(Ap)	Interactive work sheets and online samples	Assignment
	2	Job Creating a Digital Profile - LinkedIn	4	K2(U) & K3(Ap)	Interactive Lecture with demonstration	Quiz, Assignments
	3	Body Language - Practical Skills for Interviews	4	K2(U) & K3(Ap)	Interactive discussion with demonstration	Oral Test
	4	Workplace Agenda and Minutes Writing	4	K2(U) & K3(Ap)	Demonstration with examples	Assignment

Course Focussing on Employability/ Entrepreneurship/ Skill Development:

Activities (Em/ En/SD): Skill Development, Employability

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

Activities related to Cross Cutting Issues: Preparing digital profile.

Assignment: Role Play, Preparing a profile for LinkedIn.

Seminar Topic: Interview Techniques.

Sample Questions

Part A

1. Who was a rival of Nikola Tesla in the "War of Currents" over electricity transmission?
2. Who is neither handsome or homely?
3. What is Larry King famous for?
4. Why is a person's body language important?

Part B

1. What does Malala Share about her childhood?
2. What is the cause of humour in "The Proposal?"
3. How to write an impressive CV?
4. What are the points to be noted while writing a minute?

Part C

1. Analyse Edward Albee's play "The Zoo Story" as an Absurd play.
2. Explain the different types of interviews with examples?

Head of the Department

Dr. Alby Grace

Course Instructors

Dr. Jimsy Asha
Ms. Judes Jalaja
Ms. Fransta Darshana
Ms. Steffi
Dr. Selva Mary Gokila
Ms. Nesavathy
Dr. snow J Sharmilla
Dr. Anne Divya Mahisha

Department : English (Aided)
Class : I BA English Literature
Title of the Course : Core Course III: British Literature- I
Semester : II
Course Code : EU232CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU232CC1	4	1	-	-	5	5	75	25	75	100

Learning Objectives:

1. To increase the ability of the students to intellectually assess the world through literature.
2. To enable learners to analyze British literature and the culture of the English-speaking people.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	demonstrate knowledge of the major social, political, philosophical, and scientific events forming the backdrop for the development of early British Literature.	K1
2	understand the historical and cultural contexts in which British literary works were written, allowing for a deeper appreciation of the texts.	K2
3	read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth century	K3
4	distinguish between the characteristics of British literary movements in discussing and writing about British literature.	K2
5	write about literature using standard literary terminology and other literary conventions.	K3

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Francis Bacon: Of Truth, Of Adversity	5	K2	Lecture	Slip test
	2.	Oliver Goldsmith: A City Night-Piece	4	K3	Lecture	Slip test
	3.	Joseph Addison and Sir Richard Steele: Sir Roger at Church, On Giving Advice	6	K2	Blended Learning	MCQ
II	1.	William Blake: The Chimney Sweeper	2	K3	Flipped Classroom	Slip test
	2.	Robert Edgar Burns: The Potter	2	K3	Blended Learning	MCQ
	3.	William Wordsworth: Ode: Intimations of Immortality	3	K3	Lecture	Slip test
	4.	Lord Byron: She Walks in Beauty	2	K3	Lecture	Slip test
	5.	P.B. Shelley: Hymn to Intellectual Beauty.	4	K3	Blended Learning	MCQ
	6.	John Keats: <i>Endymion</i> Book-I (Lines 1-23)	2	K3	Lecture	Slip test
III	1	John Milton: Paradise Lost (Book 4)	15	K3	Lecture with	Open Book Test

					Interactive PPT	
IV	1	Christopher Marlowe: Dr. Faustus	15	K3	Lecture & Video	Open Book Test
	1	Jonathan Swift: “Voyage to Lilliput” from Gulliver’s Travels	8	K3	Lecture with Interactive PPT	Unit Test
V	2	Charles Dickens: “Recalled to Life” from A Tale of Two Cities.	7	K3	Lecture with PPT	MCQ

Course Focussing on Employability/ Entrepreneurship/ Skill Development :
Employability Activities (Em/ En/SD): Poem Recitation

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

Activities related to Cross Cutting Issues : Human Relationships Across Literature-
Essay Writing

Assignment : Dramatic Depiction- Unit IV

Sample Questions

Part A

1. According to Addison and Steele, we receive _____ with much reluctance.
2. Blake’s “Chimney Sweepers” brings out the pathetic plight of the ___ involved in chimney-sweeping.
3. Mount _____ is located on the north of The Garden of Eden.
4. Doctor Faustus signs an agreement with _____.

5. Gulliver lands in the country of tiny humans called _____.

Part B

1. Write a short note on the aphoristic style of Bacon with reference to the prescribed essays.
2. How does the poet describe the lady's beauty in "She Walks in Beauty"?
3. Why is Satan cast out of heaven?
4. Why does Faustus sell his soul?
5. Bring out the significance of the title "Recalled to Life."

Part C

1. Summarise the ideas presented by Oliver Goldsmith in the essay "A City Night Piece"
2. Critically appreciate William Wordsworth's "Ode on the Intimations of Immortality."
3. What does Adam tell Eve about her creation?
4. Can *She Stoops to Conquer* be regarded as a comedy of manners?
5. Bring out the satirical elements present in *Gulliver's Travels: A Voyage to Lilliput*.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. A. Anishya Dani

Department : English
Class : I B.A English
Title of the Course : Core Course II: American Literature I
Semester : II
Course Code : EU232CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU232CC2	4	1	-	-	5	5	75	25	75	100

Course Objectives

1. To examine the growth and development of various genres of American literature.
2. To create a critical aptitude of probing through the famous works in American literature

Course Outcomes

On the successful completion of the course, student will be able to:		
1	understand the distinct features of American Literature by reading different texts.	K1, K2
2	analyze and discuss works of American literature from a range of genres.	K2
3	identify relationships between history, culture and their representation in American literature.	K3
4	explore distinct literary characteristics of American literature and analyze literary works of eminent American writers.	K2, K3
5	analyze and describe about American literature using standard literary terminology and other literary conventions.	K3

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Prose					
	1.	Introduction to American Lit., The Philosophy of Composition	4	K2(U)&K3(Ap)	Lecture with Interactive Video	MCQ Questioning
	2.	Mark Twain: Advice to Youth	3	K2(U))&K3(Ap)	Brain Storming, Interactive lecture, Group Discussion, Debate	Oral tests, Quiz
	3.	Martin Luther King Jr.: I Have a Dream	3	K2(U))&K3(Ap)	Interactive Lecture with video	Questioning
II	Poetry					
	1.	Edgar Allan Poe: The Raven	5	K1(U)&K4(Ap)	Interactive analytical Lecture with PPT, Discussion	Quiz, Slip test
	2.	Emily Dickinson: Because I Could not Stop for Death	3	K2(U)&K3(Ap)	Interactive Video	Oral Quiz, Class test
	3.	Walt Whitman: O! Captain! My Captain!	4	K2(U)&K3(Ap)	Interactive Video with PPT	Class test
	4.	Let America be America Again: Langston Hughes	2	K2(U)&K3(Ap)	Reflective Thinking	Oral Quiz
	5.	Elizabeth Bishop: Questions of Travel	3	K2(U)&K3(Ap)	Lecture, analysis, group discussion	Quiz, assignment
	6.	Louise Glück: Vespers	3	K2(U)&K3(Ap)	Textual analysis with PPT.	Class Test
III	Short Story					

	1	James Thurber: The Night the Ghost Got In	3	K1(U) & K3(A)	Textual analysis, discussion	Oral quiz, Q&A
	2	John Steinbeck: The Chrysanthemum	3	K1(U) & K3(A)	Textual analysis, discussion	Quiz, Story Writing
	3	Shirley Jackson: The Lottery	3	K1(U) & K3(Ap)	Analysis of the Plot and characters	Quiz, Story Writing
	4	Sarah Orne Jewett: The White Heron	3	K2(U) & K3(Ap)	Analytical lecture	Group work
	Fiction					
IV		Earnest Hemmingway: <i>A Farewell to Arms</i>	8	K2(U) & K3(Ap)	KWL, Textual analysis, Movie Screening	Essay writing
	Drama					
V		Eugene O'Neill: <i>Emperor Jones</i>	7	K1(R), K2(U)	Interactive video	Quiz, Role Play
		Niel Simon: <i>The Odd Couple</i>	7	K1(R), K2(U)	YouTube Video, Role Play	MCQ, Role Play

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

Activities (Em/ En/SD): Role Play

Course Focussing on Cross Cutting Issues: Human Values

Activities related to Cross Cutting Issues : Prepare a chart of American Literary History

Assignment: Life and works of major writers

Seminar Topic: Analysis of the fictional characters in drama and.

Sample Questions

Part A

1. Who is Martin Luther King Jr.?
2. "I am the Negro bearing slavery's scars." – Identify the speaker.
3. Who is Herman?

4. When did Henry meet Catherine first?
5. Where does most of Niel Simon's plays take place?
6. Who are the two major characters in "The Raven?"
8. Who lives in a ghetto?

Part B

1. Will the youth accept the advice of Mark Twain?
2. Why couldn't the poet stop for death?
3. Discuss the structure and the poetic techniques used by the poet in "Questions of Travel."
4. How well does Hemingway portray war in *Farewell to Arms*?
5. Discuss the title of *The Odd Couple*?
6. Discuss the theme of "Let America be America Again."

Part C

1. Discuss the effectiveness of the speech made by Martin Luther King Jr.
2. Analyse poetic elements in "O Captain, My Captain."
3. Elaborate on the theme and characterisation in "The White Heron."
4. What are the chief causes of the success of *Farewell to Arms*? Discuss.
5. Bring out the comic elements in *The Odd Couple*.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Judes Jalaja

Department : **English**
Class : **I BA English**
Title of the Course : **Elective Course II: History of English Literature**
Semester : **II**
Course Code : **EU231EC1**

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EU231EC1	3	1	-	3	4	60	25	75	100

Objectives

1. To help students with a survey of the history of English literature from Old English times to the Modern period.
2. To provide them with a look at certain linguistic processes that have contributed to the development of the English language.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	K1 & K2
2	develop a nuanced appreciation of the literary stalwarts of those times.	K2 & K3
3	evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	K3
4	familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	K3
5	gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	K3

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	Introduction to the History of British Literature - British Poetry	3	K1, K2	Lecture using Chalk and talk, Lecture using videos	Evaluation through short test, MCQ, True/False, Short essays
	2	British Prose	3	K1, K2	PPT with Alyana AI	Slido, Oral Presentation
	3	British Drama	3	K1, K2	Google Slide, Interactive method	MCQ, brief answers.
	4	British Fiction	3	K1, K2	Gamma	True/False, MCQ.

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment / Evaluation
II	1	An Introduction to Bible Translation: William Tyndale, Myles Coverdale	3	K3	Group Discussion	Surprise Test, Short essay.
	2	The University Wits: Christopher Marlowe, Robert Greene, Thomas Nashe, John Lyly, Thomas Lodge, George Peele, Thomas Kyd	3	K3	Flipgrid	Critical Essay, MCQ
	3	Elizabethan and Jacobean Drama: William Shakespeare, Ben Jonson, John Webster	3	K3	Lecture method, Near pod	Quiziz, Slip test
	4	Comedy of Humours: Thomas Dekker, George Chapman	3	K3	Group Discussion	MCQ, short essay

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment / Evaluation
III	1	Comedy of Manners: Richard Brinsley Sheridan, George Etherege, Oliver Goldsmith	3	K3	Kreado AI	Formative test: Critical essay
	2	Neo-Classicism: Alexander Pope, John Dryden, Jonathan Swift, Daniel Defoe, Samuel Johnson	3	K3	Pika AI	Quiz
	3	Sentimental and Anti-sentimental Comedies: Richard Steele and Henry Fielding	3	K3	Flipgrid	MCQ, short essay
	4	Pre-Romantics: William Blake, Samuel Taylor Coleridge, William Wordsworth and John Milton	3	K3	Gamma, Lecture method	Slido

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
IV	1	Pre-Raphaelite Movement: D.G. Rossetti, Christina Rossetti	3	K2, K3	Flipgrid	Class Test, Assignment, mentimeter
	2	Victorian Poets: Alfred Lord Tennyson, Robert Browning	3	K2, K3	Video/ Debate	Quiz, Assignment, Oral Presentation
	3	Victorian Novelists: Charles	3	K2, K3	Group Discussion	MCQ, short essay,

		Dickens, Thackeray				Surprise Test
	4	Impressionistic Writers: Virginia Woolf, James Joyce	3	K2, K3	Nearpod, Lecture	Class Test, Assignment

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
V	1	Well-made Play: Bernard Shaw and Henrik Ibsen i) Existential Drama: Samuel Beckett, Arthur Miller	3	K3	PPT, Interactive method	MCQ, brief answers.
	2	Comedy of Menace: Harold Pinter, Edward Albee	3	K3	Nearpod, Debate	Surprise Test, True/False, MCQ.
	3	Kitchen-sink Drama: John Osborne, Arnold Wesker	3	K3	Wepik AI	Slido
	4	One-act play: Eugene O'Neill, Tennessee Williams	3	K3	Alayana AI	Evaluation through short test, MCQ, True/False, Short essays

Course Focusing on Employability/ Entrepreneurship/ Skill Development:
Employability

Activities (Em/ En/SD): Exhibition and Presentation

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

Activities related to Cross Cutting Issues: Oral & PPT presentations

Assignment: Exhibition, Chart Display, Role Play

Sample Questions

Part A

1. Britain is comprised of which five countries?
2. When was Beowulf written?
3. When did William the Conqueror land in England?
4. Beowulf is _____
 - a) Romantic Poetry b) Victorian Poetry c) Dramatic Poetry d) Epic Poetry.
5. Who are the University Wits?
6. Name the famous play of Thomas Dekker.
7. Name the famous One-act play of Tennessee Williams.
8. Who are the Victorian Poets?
9. What is Sentimental Comedies?
10. Name any two works of Oliver Goldsmith.

Part B

1. Write a short note on the Early British Fiction.
2. Give short notes on the Medieval British Literature.
3. Write an essay on the Shakespearean Actors.
4. Give short notes on The Comedy of Manners.
5. Give short notes on Comedy of Humours.
6. Write an essay on the Impressionistic Writers.
7. Explain Existential Drama with reference to the works of Samuel Beckett.

Part C

1. Discuss the origin of Early British Literature prose, fiction and drama.
2. Describe an essay on the Elizabethan dramas.
3. Give the life and works of
 - a) Thomas Dekker b) John Webster c) George Chapman d) John Lyly
4. Give a detailed account on Kitchen- Sink Drama.

5. Describe Comedy of Menace.
6. Describe Pre-Raphaelite Movement.
7. Give the life and works of Charles Dickens and Thackeray.

Head of the Department
Dr. Alby Grace

Course Instructors
Ms. Fransta Darshana
Ms. Nesavathy

Department : English
Class : I UG
Title of the Course : Non Major Elective NME II: Public Speaking Skills
Semester : II
Course Code : EU232NM1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU232NM1	1	1			2	2	2	25	75	100

Objectives:

- i) To help them identify and utilize voice aspects of speaking
- ii) To make them recognize the barriers of listening and speaking and teach the ways to reduce them

Course Outcomes

On the successful completion of the course, student will be able to:		
1	demonstrate an understanding of the principles of public speaking.	K2
2	recognize barriers to public speaking and identify how to avoid them.	K1
3	understand how to give effective verbal and non-verbal feedback.	K2, K3
4	communicate effectively on issues and ideas with a reasonable degree of fluency and accuracy in different social settings.	K3
5	practice effective group delivery and speech in formal context.	K3

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

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Public Speaking- Introduction and Definition	2	K2	Lecture using Chalk and Talk	Slip Test
	2.	Need for Public Speaking	3	K1	Lecture using Gamma	MCQ
II	1.	Significance of Public Speaking	3	K2	Demonstration	Assessment via Slido
	2.	Essentials of Public Speaking	3	K2	Lecture through Nearpod	Factuals
III	1.	Tips to improve public speaking	2	K3	PPT	Class Test
	2.	Concepts of public speaking	3	K2	Virtual ppt	Open Book Test
IV	1.	The seven P's of public speaking	3	K1	Lecture Capture	Assessment via Mentimeter
	2.	Principles of public speaking	3	K2	Demonstration through Videos	Assessment through Nearpod
V	1.	Public Speaking on Common topics	3	K3	Role Play	Creative Speaking

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

Activities (Em/ En/SD): Album Making, Role Play, Group Activity

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

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

Assignment: Write the tips to improve public speaking skills.

Sample Questions

Part A

1. Define public speaking.
2. Write an important trait of effective public speaking.
3. Mention a tip to improve public speaking.
4. _____ is crucial when it comes to public speaking.
5. How do you address the audience in an official meeting?

Part B

1. What is the need for public speaking?
2. Sketch the essentials of public speaking.
3. Explain the concepts of public speaking.
4. Elucidate the principles of public speaking.
5. Write a model speech on the topic “Covid pandemic”.

Part C

1. Define public speaking and elaborate its needs.
2. Demonstrate the significance of public speaking.
3. How can one improve the public speaking skills?
4. Explain the seven P’s of public speaking.
5. Write a model speech on the topic “Education in today’s world”.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. A. R. Jemi

Department : English
Class : I Year
Title of the Course : SEC I: ENGLISH FOR BUSINESS
Semester : SEMESTER II
Course Code : EU232SE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU232SE1	1	1			2	2	30	25	75	100

Objectives

1. To help students learn strategies and practical language to deal with real life situations.
2. To enable them to use language flexibly and express it in the social, professional and academic contexts.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	strengthen their language skills: listening, Speaking, Reading and Writing.	K3
2	understand real speech patterns and learn pronunciation technique influential speech	K2
3	improve their confidence and learn how to connect with people in English	K1
4	develop comprehensive vocabulary in order to improve their way of doing business in English and ultimately, to move towards English proficiency	K2
5	learn how to run meetings, deliver presentations, deal with clients and interact with colleagues	K3

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

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Business Communication - Types and Importance	2	K2(U) & K3 (Ap)	Lecture using videos - Nearpod, Group Discussion	Class test, assignments
	2.	Fundamental of Business writing, Types of Business letter,	2	K2(U) & K3 (Ap)	Interactive lecture with Gamma, Videos,	Evaluation through short test,
	3.	Proposal, Report Writing	2	K2(U) & K3 (Ap)	group discussion	Assignment
II	1.	Employment Messages Writing Resume Application letter	3	K2(U) & K3 (Ap)	Demonstration, Creative Writing	Drafting a model resume
	2.	Writing the opening paragraph, Writing the closing paragraph	3	K1 (R) K2(U) & K3 (Ap)	Interactive lecture, group discussion	Class Test and CIA
III	1.	Spoken skills Conducting Presentation, Oral presentation, Debates, Speeches Interview, Group Discussion	4	K2(U) & K3 (Ap)	Lecture , YouTube videos, debate	Oral Presentation Debate Group Discussion
	2.	English Pronunciation, Building Vocabulary.	3	K2(U) & K3 (Ap)	Lecture, video and web resources	group discussion, vocabulary test pronunciation test
IV	1.	Receiving and responding to customer feedback Business presentation	3	K2(U) & K3 (Ap)	Lecture	CIA
	2.	Interaction between employees and management Video clip for a new product	3	K2(U) & K3 (Ap)	Lecture, group discussion, Participative learning	Video clip
V	1.	Writing a Business Memo	3	K2(U) & K3 (Ap)	Group Work	Creating a newsletter

		Mass Marketing Communication (Newsletter)				
	2.	Online Survey on Company Culture Business Meetings	3	K2(U) & K3 (Ap)	Lecture, Gamma Video	Newspaper reading, short essays

Course Focussing on Employability/ Entrepreneurship/ Skill Development :
Employability

Activities (Em/ En/SD): Learning to write a resume, draft a memo, oral presentations, business communication drafting

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

Activities related to Cross Cutting Issues : Measuring market survey, Making a video clip for a new product

Assignment : Create a video clip for a new vacuum cleaner

Sample Questions

Part A

1. Mention any two types of business letters
2. What is a resume?
3. How many vowel sounds are there in English language?
4. What is the purpose of a memo?
5. What are speech patterns

Part B

1. Write a report on the office meeting and action to be taken
2. Prepare an application letter for the position of communication officer in a company
3. Draft an argument as part of a debate on Gender Equality is a reality in modern India
4. How can you gather online feedback from customers? What tools would you use?
5. Prepare a newsletter about the company's activities in the past year.

Part C

1. What are the different types of letter writing?
2. What are the important features of a closing and an opening paragraphs ?
3. Discuss the importance of good pronunciation and the means to achieve it .

4. Write a script for a video regarding a new coconut scraper your company is launching and its special features
5. Draft a memo on behalf of the HR manager of the company

Head of the Department

Dr. Alby Grace

Course Instructors

Ms. K. B. Steffi

Department : English
Class : II B.A English
Title of the Course : Core Course VII: World Literature in Translation
Semester : III
Course Code : EU234CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU234CC1	4	1	-	-	5	5	75	25	75	100

Learning Objectives

1. To gain an understanding of human experience from different parts of the world.
2. To analyse and interpret works of literature from various cultures, recognising the unique stylistic, thematic and cultural elements.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	know the importance of world literature	K2
2	work in various fields of translation studies, comparative literature and world literature	K3
3	challenge the hegemony of English in world literature	K3
4	acquire historical and cultural knowledge of the past	K4
5	develop critical thinking by being exposed to original ideas and philosophies	K6

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Introduction					
	1	What is World Literature?	4	K2(U)&K3(Ap)	Lecture with Interactive Video	MCQ Questioning
	2	The Influence of World Literature	3	K2(U))&K3(Ap)	Brain Storming, Interactive lecture, Group Discussion, Debate	Oral tests, Quiz
	3	Nature and Scope of Translation	3	K2(U))&K3(Ap)	Interactive Lecture with video	Questioning
	4	Problems in Translation	2	K2(U)&K3(Ap)	Lecture with Interactive Video	MCQ Questioning
	5	Translation Theories	3	K2(U))&K3(Ap)	Brain Storming, Interactive lecture, Group Discussion, Debate	Oral tests, Quiz
II	Poetry					
	1	Pablo Neruda: If You Forget me	4	K1(U)&K4(Ap)	Interactive analytical Lecture with PPT, Discussion	Quiz, Slip test
	2	Johann Wolfgang Von Goethe: The Reunion	4	K2(U)&K3(Ap)	Interactive Video	Oral Quiz, Class test
	3	Tao Yuanming: Returning to Live in the Country	4	K2(U)&K3(Ap)	Interactive Video with PPT	Class test
	4	Bertolt Brecht: The Burning of the Book	3	K2(U)&K3(Ap)	Reflective Thinking	Oral Quiz
III	Short Story					
	1	Fyodor Dostoyevsky: A Christmas Tree and a Wedding	5	K1(U) & K3(A)	Textual analysis, discussion	Oral quiz, Q&A
	2	Gabriel Garcia Marquez: A Very	5	K1(U) & K3(A)	Textual analysis, discussion	Quiz, Story Writing

		Old Man with Enormous Wings				
	3	Alexander Pushkin: The Blizzard	5	K1(U) & K3(A)	Analysis of the Plot and characters	Quiz, Story Writing
IV	Drama					
		Ngugiwa Thiong'o: <i>I Will Marry When I Want</i>	15	K2(U) & K3(Ap)	KWL, Textual analysis, Movie Screening	Essay writing
V	Fiction					
		Liu Xinwu: <i>The Wedding Party</i>	15	K1(R), K2(U)	YouTube Video, Role Play	MCQ, Role Play

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

Activities (Em/ En/SD): Role Play

Course Focussing on Cross Cutting Issues: Human Values

Activities related to Cross Cutting Issues : Prepare a chart of World Literature in English

Assignment: Life and works of major world writers

Seminar Topic: Analysis of the fictional characters in drama and fiction.

Sample Questions

Part A

1. What is world literature?
2. Name some famous works of world literature and their authors.
3. What are the main themes of "If You Forget Me"?
4. What emotions does the speaker convey throughout the poem?
5. Describe the imagery Tao Yuanming uses to depict the countryside
6. Who are the main characters in *I Will Marry When I Want*?
8. What role does Gĩcaamba play in the story?
9. How does the play address the concept of neocolonialism?
10. Who are the main characters in *The Wedding Party*?

Part B

3. How can the study of world literature enhance cross-cultural understanding?
4. Analyze the role of translation in making world literature accessible to a global audience.
5. Analyze how the tone of the poem shifts from longing to conditional love.
6. What does the poem reveal about the poet's views on love and separation?
7. How do Kĩgũũnda and Wangeci represent the struggles of the working class?
8. Analyze the symbolism of the title *I Will Marry When I Want*. What does it signify in the context of the play?
9. How does the play critique the effects of religion on Kenyan society?

10. How does Liu Xinwu use the wedding as a microcosm to reflect larger societal issues?
11. Analyze how the interactions between characters reveal their social status and relationships.
12. What does the story suggest about the blending of tradition and modernity in Chinese society?

Part C

1. Evaluate the impact of world literature on shaping global perspectives.
2. Critically assess how world literature can act as a bridge between different cultures.
3. Critically assess the role of materialism and its impact on relationships as depicted in the story.
4. What universal themes can be identified in *The Wedding Party* that resonate beyond Chinese culture?
5. Evaluate how effectively the play addresses issues of social inequality.
6. Critically assess how Ngũgĩ uses humor and satire to highlight serious societal problems.
7. Rewrite a scene from the play to reflect modern social or economic challenges in a different country.

Head of the Department

Dr. Alby Grace

Course Instructor

Dr. Alby Grace

Department : **English**
Class : **II BA English**
Title of the Course : **Core Course VIII : Partition Literature**
Semester : **IV**
Course Code : **EU234CC2**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU234CC2	4	1	-	-	5	5	75	25	75	100

Learning Objectives

1. To impart the learners with the knowledge of the historical, cultural, and political contexts surrounding partition literature
2. To gain insights into the complexities of identity, belonging, and displacement that are associated with partition.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	understand the historical, social, and cultural contexts surrounding the partition.	K1, K2
2	apply comparative analysis of partition literature written across the borders.	K3
3	analyze and interpret literary texts related to the partition.	K4
4	discuss the representation of gender, religion, and ethnicity in partition literature.	K4
5	evaluate the relevance and significance of partition literature in the contemporary society.	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	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Rituparna Roy: Theories of Partition : Why/ When/ ironies; Historiography of Partition.	8	K2(U)	Lecture using Chalk and talk, videos, PPT.	Open Book Test
	2.	Ritu Menon and Kamla Bhasin : speaking for themselves: Partition Histories , women's Histories.	7	K1(R)	Inquiry- based approach	Blogs, Multiple choice questions

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
II	1	Faiz Ahmad Faiz : The Dawn of Freedom	4	K3 (Ap)	Lecture, PPT	Class Test
	2	Amrita Pritam : Ode to Waris Shah	4	K2 (U)	Interactive method, PPT	Peer Review
	3	Agha Shahid Ali : By the Waters of Sind	4	K4(An)	PPT , Group discussion	Album preparation
	4	W.H.Auden : Partition	3	K4(E)	Group discussion	Album Preparation

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
III	1	Lalithambika Antharjanam : A leaf in the Storm.	4	K1 (R)	KWL	Formative test: Critical Essay
	2	Dibyendu Palit : Alam's Own Home.	4	K2 (U)	Context based, Interactive method.	Online assignment
	3	Toba Tek Singh: Saadat Hasan Manto	4	K2 (U)	Context based, Skit	Class test
	4	Rajinder Singh Bedi : Lajwanti	3	K1(R)	Mind Map, Lecture	Oral Presentation

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
IV	1	Khushwant Singh : Train to Pakistan	15	K3 (Ap)	Skit, Arranging Exhibitions	Slip Test

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
V	1	Asif Currimbhoy: Goa	15	K1, K3	Lecture, Interactive classroom games, Movie	Formative test: Critical Essay

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 that arises from the division of states , communities, and societies such as the Partition of India in 1947 or the creation of new nations.

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

Assignment: Enacting scenes from Train to Pakistan & Goa

Sample Questions

Part A

1. What is the key focus on Rituparna dep's work on partition.
2. Who wrote the poem “ The Dawn of Freedom”.
3. Where is the story “ Lajwanti” set?
4. What year was Train to Pakistan published?
5. Goa is an _____ story?
a)tragic b) comedy c) Allegorical d) international

Part B

1. Explain the major argument presented by Rituparna Roy Historiography of partition.
2. How does W.H. Auden portray the impact of partition in his poem?
3. Dibyendu Palit presents a complex relationship between Alam and his family. How does _____ the story explore the generational differences in attitudes toward home and migration?
4. What role does the theme of innocence and guilt play in Train to Pakistan?
5. Explain the significance of the play “ Goa”?

Part C

1. Analyze Rituparna Roy's critique of the traditional Historiography of partition. How does she challenge the mainstream narratives and what alternative perspectives does she offer on the social, political, and emotional dimensions of partition.
2. "By the Waters of sind" evokes a sense of loss, not only of land but of cultural identity. Analyze how Agha Shahid Ali portrays the disintegration of a cultural and linguistic identity in the poem.
3. Examine the theme of insanity and its relationship to partitioning Toba Tek Singh. How does Manto use the characters' madness to comment on the absurdity and the Partition of India?
4. Discuss the role of women in Train to Pakistan. How are women like Nooran and the unnamed woman who is attacked represented in the narrative, and what does this reveal about the gendered experiences of partition?
5. Analyze how Asif Currimbhoy addresses the theme of colonialism, identity, political struggle, and cultural transformation in the context of Goa.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Fransta Darshana

Department : English
Class : II BA English
Title of the Course : Elective course IV: JOURNALISM IN THE DIGITAL AGE
Semester : IV
Course Code : EU234EC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU234EC1	3	1	-	-	3	4	60	25	75	100

Learning Objectives

1. To provide the basic knowledge of journalism and mass media and to cultivate the skills of writing for the print and electronic media.
2. To develop competency in the students to pursue a career in the Media Industry.

Course Outcomes

Upon completion of this course, the students will be able to:		
1	know the ethics of journalism	K1
2	understand the stages of work involved in gathering and editing news	K2
3	get familiar with the art of interviewing	K2
4	develop the language skills necessary for print and digital media	K3
5	get the opportunity to work in the print or media	K3

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

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment
I	Mass Communication in Digital Age					
	1	Online Media and Journalism	5	K1(R), K2(U)	Web-based Learning	Online Quiz
	2	Online Newspapers	5	K2(U), K3(Ap)	Lecture with Project-based Learning	Article writing, Report Writing
	3	Online Television, Weblogs	5	K2 (U), K3(Ap)	Lecture with Web-based video content	Digital portfolio
II	Basic News Stories					
	1	Determining what is News, Print New Stories, Writing an Inverted Pyramid Story, Observing Style and Other Technicalities,	5	K2(U), K3(Ap)	Lecture with Multi-media interaction	News reporting
	2	Writing for Online Newspapers, Three Basic Hard News Stories	5	K1(R), K2(U) & K3(Ap)	Lecture with online references	Real-time reporting with Peer Review
	3	Including a Chronological Narrative, A worthwhile effort	5	K2(U), K3(Ap)	Simulation	Essay Writing, Newspaper exhibition
III	Basics of Writing and Editing					
	1	Writing Effectively	4	K2(U), K3(Ap)	Simulation	Wring Exercise
	2	Principles of Standard Usage, Principle of Simple Language, Principles of	6	K1(R), K2(U) & K4(Ap)	Interactive Lecture	MCQ, Oral quiz, Class Test

		Meaningful Language				
	3	Principle of Inclusive Language, Professional Writing Style	5	K2(U), K4(Ap)	Lecture with group discussion	Assignment
IV	Mobile Journalism					
	1	What is Mobile Journalism?	3	K2(U), K3(Ap)	Lecture with online resources	Class Test, online quiz
	2	Tools and Accessories	4	K2(U), K3(Ap)	Hands-on learning with mobile phones	MCQ, Assignment
	3	Production Aspects of Mobile Journalism, Challenges of Mobile Journalism	4	K2(U), K3 (Ap)	Hands-on learning with mobile phones, Group Discussion	Fact-checking Exercise, News Content Writing
	4	Ethical Issues in Mobile Journalism	4	K2(U), K3 (Ap)	Lecture with analysis of controversial news	Field Assignment
V	Ethical Issues of Modern Journalism					
	1	Changing Media Ethics	3	K2(U), K3(Ap)	Inquiry-based learning and case studies	Group discussion
	2	Impact of Modern Technology, Impact of Commercialization	4	K2(U), K3(Ap)	Simulation, Interactive Lecture on real life scenario	Questioning, Assignments
	3	Digital Divide	4	K2(U), K3(Ap)	Interactive discussion with examples from websites	Reort writing
	4	Freedom of Press, Self-Governance	4	K2(U), K3(Ap)	Interactive lecture with real world examples, Socratic Seminar	Debate

Course Focusing on Employability/ Skill Development

Activities (Em/ En/SD): Skill Development, Employability

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

Activities related to Cross Cutting Issues: Fact-Checking, Report Writing

Assignment: Newspaper Exhibition, News Writing

Seminar Topic: News Ethics (Print / Online)

Sample Questions

Part A

1. Give the major difference between print and digital media.
2. Objectivity crucial in hard news reporting. (True/False)
3. What are weblogs?
4. Name 2 online newspapers.

Part B

1. Give a short account on the impact of online journalism on the print media.
2. Discuss the importance chronological narratives in hard news.
3. Explain the concept of inverted pyramid.

Part C

1. How has online media transformed the world of Journalism?
2. Elaborate on freedom of press.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Judes Jalaja

Department : English
Class : III B.A English Literature
Title of the Course : Major Core IX: Fiction
Semester : VI
Course Code : EC2061

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EC2061	5	1			6	6	90	40	60	100

Objectives

- 1.To give an overview of fictional writing.
- 2.To aid in the analytical reading of novels.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	think critically as well as creatively about the artistic technique used by the various authors.	PSO-2	An
CO-2	demonstrate close reading skill in terms of both literal and inferential reading.	PSO-2	Ap
CO-3	apply literary theories to the prescribed texts.	PSO-2	Ap
CO-4	write fiction to appreciate form and process.	PSO-2	C

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	<i>Pride and Prejudice</i> -Jane Austen	6	K1, K2	Lecture PPT	Evaluation through short test, MCQ, True/False, Short essays
	2		6	K1,K2	Short Videos	Role Play, Enactment
	3		6	K1,K2	Screening of Movie	Presentation
II	1	<i>Oliver Twist</i> -Charles Dickens	6	K3	Group Discussion	MCQ, True/False, Short essay.
	2		6	K3	PPT, Student Centric	Critical Essay, MCQ
	3		6	K3	Lecture method, Interactive method, PPT	Quiz, Slip test, Enactment
III	1	<i>The Old Man and the Sea</i> -Ernest Hemingway	5	K3	PPT	Formative test: Critical essay
	2		5	K3	Lecture method, Interactive method.	Quiz, Open Book Test
IV	1	<i>Things Fall Apart</i> -Chinua Achebe	6	K2, K3	Lecture, PPT	Class Test, Assignment
	2		6	K2, K3	Lecture method, Interactive method, Student Centric	Quiz, Assignment, Oral Presentation
	3		5	K2, K3	Group Discussion	MCQ, short essay, Slip Test
	4					

V	1	<i>God of Small Things</i> -Arundhati Roy	7	K3	PPT, Interactive method	MCQ, True/False, brief answers.
	2		7	K3	PPT	True/False, MCQ.
	3		6	K3	PPT, Group Discussion	MCQ, True/False, Short essay.

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

Activities (Em/ En/SD): Employability and Skill Development- Exhibition and Presentation

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

Activities related to Cross-Cutting Issues: Oral & PPT presentations, Screening of Movies and Videos

Assignment: Exhibition, Chart Display, Role Play

Sample Questions

Part- A

- 1) Why is Lizzy Mr. Bennet's favourite daughter?
- 2) Who is Lady Catherine de Bourgh?
- 3) Why does Sikes kill Nancy
- 4) What is the name of Oliver Twist's mother?
a) Agnes Fleming b) Mrs. Bedwin c) Mrs. Sowerberry d) Mrs. Rose.
- 5) Who is Marlin?
a) a fish b) a wizard c) a merchant d) a captain of a ship.
- 6) What are Santiago's three dreams?
- 7) What is the name of Okonkwo's motherland?
a) Mbaino b) Mbutu c) Mbanta d) Mbantra
- 8) Name the first missionary who came to Umuofia?
a) Mr. Brown b) Reverend Smith c) Mr. Jones d) Missionary Man.
- 9) What is the message conveyed in the novel *God of Small Things*?
- 10) How many years are Rahel and Estha apart?
a) fifteen b) twenty- three c) thirty- one d) twelve.

Part- B

1. Summarize the after-effects of Mr. Bennet's meeting with Mr. Bingley.
2. Discuss the reaction of Mr. Bingley and Darcy to the assembly at Meryton.
3. Elaborate on the living conditions of the London streets.
4. Portray the criminal justice system presented in the novel *Oliver Twist*.
5. Analyze your views on Santiago as a successful fisherman.
6. Deduce your views on Santiago as a Christ-like figure.
7. Discuss the importance of Igbo culture concerning the novel *Things Fall Apart*.
8. Elaborate an essay on the intrusion of Christianity as a downfall of the Igbo society.
9. Interpret the title of the novel *God of Small Things*.
10. Construct an essay on Roy's views on caste.

Part-C

1. Summarize the character of Mrs. Bennet.
2. Discuss the novel *Pride and Prejudice* novel as a domestic novel.
3. Analyse your thoughts on the character Oliver Twist.
4. Appraise your ideas on Dickens's views on marriage regarding the novel *Oliver Twist*.
5. Explain in detail the relationship of Santiago with the sea.
6. Outline the message conveyed by the author through the novella *The Old Man and the Sea*.
7. Describe the character of Okonkwo.
8. Interpret an essay on the religion and ideology present in Igbo society.
9. Discuss the novel *God of Small Things* as a Social Novel.
10. Bring the relationship between the siblings Rahel and Estha.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. A.R. Jemi

Department : English (Aided)
Class : III BA English Literature
Title of the Course : Major Core X: Marginal Writings
Semester : VI
Course Code : EC2062

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EC2062	5	1	-	-	6	6	90	40	60	100

Objectives

1. To familiarize the students on issues pertaining to the marginalized.
2. To introduce to the students the literary texts on marginality.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	understand the types of discrimination prevailing all over the world	K1
2	identify issues related to women, refugees, blacks, aborigines, etc.	K2
3	comprehend the sufferings of the marginalized	K3
4	analyze how the author deals with marginalization	K2

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	PROSE					
	1	Toni Morrison: Black Matters	8	K2	Lecture	Slip test
	2	Sharankumar Limbale: Dalit Literature and Aesthetics	8	K1	Lecture	Slip test
	3	Dominique Lapierre and Larry Collins : A Lament for A Generation	14	K2	Blended Learning- Nearpod	MCQ Formative assessment- Slido
II	POETRY					
	1	Maya Angelou: Still I Rise	2	K3	Flipped Classroom	Slip test
	2	Meena Kandasamy : Mascara	2	K3	Blended Learning- ChatGPT	MCQ
	3	Oodgeroo Noonuccal: The Dawn is at Hand	2	K3	Lecture	Slip test
	4	Gloria Anzaldua: To Live in the Borderlands	2	K3	Lecture	Slip test
	5	Tenzin Tsundue: The Tibetan in Mumbai	2	K3	Blended Learning	MCQ
III	SHORT STORIES					
	1	Mahesweta Devi : Draupadi	3	K3	Lecture	Formative assessment- Slido

	2	Kapil Krishna Thakur : The Other Jew	3	K3	Lecture with Interactive PPT- Nearpod	Open Book Test
	3	Basil Fernando : We Shall Win Some Day	3	K3	Lecture with PPT- Gamma AI	MCQ Formative assessment- Slido
	4	Archie Weller : Going Home	3	K3	Lecture & Video	Open Book Test
IV	FICTION					
	1	Michael Ondaatje : <i>In the Skin of a Lion</i>	18	K3	Lecture & Video- Nerapod	MCQ Formative assessment- Slido
V	DRAMA					
	1	Wole Soyinka : <i>The Strong Breed</i>	22	K3	Lecture with Interactive PPT	Unit Test

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

Activities (Em/ En/SD): Video Preparation

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

Activities related to Cross Cutting Issues : Human Values Through Literature- Essay Writing

Assignment : Dramatic Depiction- Unit III

Sample Questions

Part A

1. Toni Morrison's "Black Matters" begins with a quote by _____ .
2. Dalit literature is a revolutionary form of literature- Say true or False.
3. The poet addresses the aboriginal Australians as _____ brothers.
4. "_____ you wear this too..." Who is the female goddess referred to in the poem "Mascara"?
5. The story "We Shall Win Some Day" is set in _____
6. _____ belongs to the Santhal tribe of West Bengal.
7. What historical figure is Caravaggio named after in the novel *In the Skin of a Lion*?
8. The bridge in the novel *In the Skin of a Lion* flowed over the
 - a) The Don River
 - b) Lake Ontario
 - c) The Bloor River
 - d) Danforth River
9. _____ is the protagonist of *The Strong Breed*.
(a) Sunma (b) Eman (c) Jaguna (d) Oroge
10. _____ is chosen as the scapegoat in the play *The Strong Breed*.

Part B

1. How does the Limbale deal with marginalisation in "Dalit Literature and Aesthetics"?
2. Discuss a few writers mentioned by Toni Morrison in "Black Matters".
3. Analyse the narrative style of the poem "The Dawn is at Hand" by Oodgeroo Noonucaal.
4. "The Other Jew" by Kapil Krishna Thakur is a searing comment on the helplessness of the disadvantaged- Do you agree?
5. Comment on the aboriginal experience brought forth by Archie Weller in "Going Home".
6. Why does Ondaatje include historical people, places and things in the novel *In the Skin of a Lion*?
7. What is the symbolic significance of Patrick becoming a 'searcher'?
8. Comment on the symbolism in *The Strong Breed*.
9. Elaborate on the depiction of Yoruba culture in *The Strong Breed*.

Part C

1. What do you think is the essence of Toni Morrison's "Black Matters"?
2. Comment on the central idea of "A Lament for a Generation".

3. Attempt a thematic analysis of Tenzin Tsundue's "The Tibetan in Mumbai".
4. Analyse Meena Kandasamy's "Mascara" from a subaltern perspective.
5. Critically analyse the characterisation of Dopdi Mehjen in Mahasweta Devi's "Draupadi."
6. How does Fernando express his disturbance at certain unsavoury aspects of social life in his country through the short story "We Shall Win Someday"?
7. Elaborate on the major themes of the novel *In the Skin of a Lion*.
8. Wole Soyinka's play *The Strong Breed* is all about the rituals and superstitious beliefs prevailing in the African Society- Do you agree?
9. Attempt a thematic analysis of the play *The Strong Breed*.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. A. Anishya Dani

Department : **English**
Class : **III BA English**

Title of the Course : **Major Core XI: Introduction to English Language and Phonetics**

Semester : **VI**
Course Code : **EC2063**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EC2063	4	-	-	-	5	90	90	25	75	100

Objectives

1. To introduce the students the concepts of the origin of English language.
2. To familiarize the learners with English Phonology and train them in transcription.

Course Outcomes

CO	Upon completin of this course the students will be able to:	PSOs Addressed	CL
CO-1	Understand the origins and development of English language	PSO –1	U
CO-2	Distinguish the different periods of language development	PSO – 2	An
CO-3	Perceive the major contribution in terms of writers and language	PSO – 2	R
CO-4	Appraise the technical aspects of language production and phonology	PSO –3	E
CO-5	Recognize the various phonetic symbols and relate them to transcription.	PSO - 1	Ap

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
I	1.	Origin of language	2	K2 & K6	Lecture sing Chalk and talk, Discussion, Interactive	Slido, Oral Presentation
	2.	The Indo-European Language	2	K2 & K5	Lecture using Chalk and talk, Discussion	Slido and Discussion
	3.	Grimms' and Verner's Law	2	K5& K6	Presentation	Quiz, Questioning, Slido and Discussion

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
II	1.	Old English	6	K2 & K5	PPT (Gamma)	Slip test, Quiz, Questioning, Slido and Discussion
	2.	Middle English	6	K2 & K6	Flipgrid	Surprise Test
	3.	Modern English	6	K2 & K5	Lecture sing Chalk and talk, Discussion	Quiziz
	4.	Varieties of language	4	K5 & K6	Nearpod	Short essays

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
III	1.	Shakespeare	2	K2 & K5	Lecture, Video, Tome, Interactive PPT& Discussion	Critical Analysis, Movie Review
	2.	Milton	2	K2 & K6	Wave Video AI	Critical Analysis, Movie Review

	3.	Dr. Samuel Johnson's Dictionary	2	K2 & K5	Lecture, YouTube Videos	Critical Analysis, Movie Review
	4.	Foreign influence	4	K5 & K6	Interactive PPT & Discussion	Critical Analysis, Movie Review

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/Evaluation
IV	1.	Organs of speech	3	K2 & K5	Lecture, Nearpod, Interactive PPT & Discussion	Quiz, Questioning and Discussion
	2.	Classification and Description of Speech Sounds: Vowels	5	K2 & K6	PPT, Language Lab, Lecture	Slido, MCQ
	3.	Diphthongs	4	K2 & K5	PPT, Language Lab, Lecture	MCQ, Match the following
	4.	Consonants	6	K5 & K6	PPT, Language Lab, Lecture	MCQ, Essay
	5.	Organs of speech	3	K2 & K5	Wepik AI	Formative Test

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/Evaluation
V	1.	Phonetic Transcription: Phonetic Symbols	6	K2 & K5	Kreado AI	Surprise test, Slido
	2.	Method of transcription	2	K5 & K6	Kreado AI	Surprise test, Slido
	3.	Transcribing words	2	K2 & K5	Interactive, Google Slides	Surprise test, Slido
	4.	Syllable	2	K2 & K5	Videos and Exercises	Short Test, MCQ
	5.	Stress and Intonation	1	K5 & K6	Videos and Exercises, Language	Short Test, MCQ, Slido

					Lab	
	6.	Transcribing sentences	3	K2 & K5	Exercises	Short Test, MCQ

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

Activities (Em/ En/SD): Peer teaching, transcription practice, phonetic exercises

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

Activities related to Cross Cutting Issues: Album Making

Assignment: Presentation, Chart Work

Sample Questions

Part A

1. _____ was the court language in the early days in England.
2. Renaissance started in _____ .
3. What is back formation?
4. How many diphthongs are there in English language?
5. Transcribe " photography".

Part B

1. Write four speech theories.
2. write a note on middle English period.
3. Write a note on growth of vocabulary from Shakespeare .
4. Elaborate organs of speech .
5. Transcribe the following: i) Coast ii) grow, iii) most, iv) bide, v) boy

Part C

1. Explain the indo European family of languages.
2. Write a note on Anglo Saxon period.
3. Elaborate growth of vocabulary from different age writers.
4. Elaborate monothongs and diphthongs.
5. Transcribe the following i) Wolf, ii) knit, iii) author, iv) lord, v) wart

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Nesavathy

Department : English (Aided)
Class : III BA English
Title of the Course : Major Core XII: Eco Literature
Semester : VI
Course Code : EC2064

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EC2066	6	-	-	-	5	90	90	25	75	100

Objectives:

1. To instil eco consciousness in the students through literature.
2. To familiarize with major environmental issues and eco-critical approaches.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	comprehend the interrelatedness of nature and humanity	PSO – 4	U
CO-2	analyse texts from an ecological perspective	PSO – 4	An
CO-3	reflect how writers deal with environmental issues in creative writing	PSO – 4	E
CO-4	understand the concepts of eco criticism	PSO – 4	U
CO-5	make eco critical reading of literary texts	PSO – 2	Ap

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Prose					
	1.	Cheryll Glotfelty: Introduction: Literary Studies in an Age of Environmental Crisis	7	K2 & K5	Lecture, PPT with Gamma	Formative Assessment I Quiz with Quizizz, Class Test
	2.	Edward Abbey: Polemic: Industrial Tourism and the National Parks	8	K2 & K5	Lecture, YouTube Videos on national parks in US	Formative Assessment II, Class Test, Quiz (Slido)
II	Poetry					
	1.	William Wordsworth: On the Projected Kendel and Windermere Railway	3	K2 & K4	Lecture method, Group Discussion, Peer Tutoring & Review, you tube video	Short essays, class test & Formative Assessment I
	2.	A.D.Hope: Australia	3	K2 & K4	Lecture method, Group Discussion, you tube video	Short essays, class test & Formative Assessment I
	3.	Carl Dennis: The Green House Effect	3	K2 & K4	Lecture method, interaction & group discussion, you tube video	Short essays, class test & Formative Assessment I
	4.	Gulzar : Manali	3	K2 & K4	Lecture method, you tube video	Short essays, class test & Formative Assessment II
	5.	Alice Oswald : A Short Story of Falling	3	K2 & K4	Lecture method, role play	Short essays, class test & Formative Assessment II
III	Short Story					

	1.	Ruskin Bond: Dust on the Mountain	3	K2 & K5	Lecture method, role play, interaction & you tube video	Short essays, class test (Near Pod) & Formative Assessment I
	2.	Sarah Orne Jewett:A White Heron	3	K2 & K5	Lecture method, interaction & you tube video	Short essays, class test & Formative Assessment I
	3.	Hassan Blasim: Don't Kill Me, I Beg You. This is my Tree	3	K2 & K5	Lecture method, PPT with Tombe	Short essays, class test & Formative Assessment II
	4.	Alice Walker: Am I Blue?	3	K2 & K5	Lecture method, role play	Short essays, class test & Formative Assessment II
IV	Fiction					
	1.	Barbara Kingsolver: <i>Prodigal Summer</i>	15	K2 & K3	Lecture method, role play, interaction & group discussion, you tube video	Short essays, Quiz (Slido), class test & Formative Assessment II
V	Drama					
	1.	Steve Waters: <i>The Contingency Plan (Part - I) On the Beach</i>	15	K2 & K3	Lecture method, role play, interaction & you tube video	Short essays, class test, Quiz (Quizizz) & Formative Assessment I

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

Activities (Em/ En/SD): Role Play, Exhibition, Album Making

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

Activities related to Cross Cutting Issues : Role Play, Group Discussion

Sample Questions

Part A

1) is a Mormon town with funny ways. (U)

- 2) Which country is called as ‘young country’ by people according to A D Hope? (U)
- 3) Who is Chitru? (U)
- 4) How old is Nannie? (U)
- 5) When was *The Contingency Plan* first performed? (U)

Part- B

1. Give a brief recollection of the various national parks that are mentioned in “Polemic: Industrial Tourism and the National Parks”. (U)
2. Analyze Wordsworth’s “On the Projected Kendal and Windermere Railway”? (An)
3. Summarize Sarah Orne Jewett’s “A White Heron”. (U)
4. Trouble seems to be written all over Barbara Kingsolver’s *Prodigal Summer*. Support this statement. (An)
5. Comment on the conflict in the play *The Contingency Plan*. (Ap)

Part-C

1. Elucidate the ideas presented by Glotfelty in his essay “Introduction: Literary Studies in an Age of Environmental Crisis”. (E)
2. Analyse A.D. Hope’s “Australia”. (An)
3. Bring out the ecocritical aspects dealt with in Alice Walker’s “Am I Blue?”. (Ap)
4. Elucidate the allegorical aspects employed in *Prodigal Summer*. (Ap)
5. Evaluate *The Contingency Plan* as a play focusing on global warming. (E)

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Steffi K.B

Department : English (Aided)
Class : III BA English
Title of the Course : Elective III: English for Entrepreneurship
Semester : VI
Course Code : EC2067

Objectives:

1. To develop communicative skills for entrepreneurship.
2. To become proficient in business presentations

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	master the etiquettes of business communication	PSO-1	U
CO-2	understand the components of business communication	PSO- 1	Ap
CO-3	become proficient in business writing	PSO-1	Ap
CO-4	make good business presentations	PSO-4	Ap

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Etiquette: Introduction, Greetings, Farewells, Invitations	6	K2-U	Introductory session, Mind mapping, Peer tutoring, Review	Evaluation through short scenarios and Q&A
	2.	Requests, Advice, Recommendations, Offers, Instructions, Orders, Apologies, Regret, Gratitude	4	K2 - U	Chalk and talk, Role-play	Short summary, MCQs
	3.	Rules for Pedestrians and Drivers, Hotel Accommodations, Table Manners, Telephoning	4	K3- Ap	Lecture, Role-play, Group discussions	Scenario-based questions, practical role-play
II						
	1.	Office Regulations and Procedures: Starting a Job, Company Organization	4	K2 - U	Chalk and talk, Case study, Group discussions	Short answers, definitions
	2.	Role of Receptionist, Visitor Handling, Telephonic Customer Interactions, Summarising Telephone Messages	4	K3 - Ap	Peer interaction, Role-play, Mind mapping	Scenario-based Q&
	3.	Planning, Advertising, Interviewing, Work with a Client of a Bank	4	K3 - Ap	Presentation practice, Lecture, Peer feedback	Evaluated through presentation assessments
	4.	Business Letter Format and Conventions and International Meeting				
III						
	1.	Office Writing: Letter and Memo Format, Business Letter Conventions	6	K3 - Ap	Lecture, Writing exercises, Peer review	Assessment through sample letters and memos

	2.	Memo Writing: Structure, Tone, Formal and Informal Memos	4	K3 - Ap	Chalk and talk, Writing exercises	Writing tasks, peer feedback
	3.	Recommendations on letter Writing	4	K2 - U	Group discussions, Case studies	Evaluative Q&A, report writing exercises
IV						
	1.	Sentence and Paragraph Construction, Clarity in Business Communication	4	K3 - Ap	Chalk and talk, Group discussions	Objective questions, paragraph building tasks
	2.	Tone, Choice of Words, Business Communication Style	4	K2 - U	Lecture, Writing exercises	Written assessment, analysis of examples
	3.	Polishing Presentation and Communication Style	4	K2 - U	Practice presentations, Peer feedback	Presentation review, peer assessment
V						
	1.	Introduction to Business Concepts: Management, Marketing, and Careers	4	K2 - U	Lecture, Group discussions, Case studies	Definitions, MCQs
	2.	Marketing Concepts: Market, Marketing Mix, Target Audience, and Marketing Strategies	4	K3 - Ap	Case studies, Interactive lectures	Scenario-based Q&A, marketing strategy tasks
	3.	Introduction to Career Skills and Business Etiquette	4	K2 - U	Case studies, Group discussions	Case analysis, role-play scenarios

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Entrepreneurship, Communication Skills

Activities (Em/ En/SD): Drafting professional letters, report writing

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

Activities related to Cross Cutting Issues: Role-Playing Scenarios

Assignment: The Role of Ethical Practices in Long-Term Business Success

Seminar Topic: Green Entrepreneurship and Sustainable Innovation

Sample Questions

Part A

1. What is the appropriate greeting when introducing yourself in a business setting?
 - a) Hey, what's up?
 - b) Good morning, I'm [Your Name]
 - c) Yo, how's it going?
 - d) Hi, buddy!
2. Who is typically responsible for handling client inquiries in an office?
 - a) Manager
 - b) Receptionist
 - c) Marketing Executive
 - d) Security Guard
3. Identify the correct closing phrase in a formal business letter.
 - a) See you later
 - b) Cheers
 - c) Sincerely
 - d) Yours truly
4. What is the role of a manager in a business setting?
 - a) To complete administrative tasks
 - b) To monitor and coordinate team activities
 - c) To manage office supplies
 - d) To handle security operations
5. Which of the following is an example of a key component of business communication?
 - a) Clear organization of ideas
 - b) Casual tone

c) Personal anecdotes

d) Use of jargon

6. Which of the following is a primary role of a receptionist?

a) Drafting reports

b) Managing client inquiries

c) Conducting meetings

d) Supervising staff

7. Which of the following is a key step in preparing a successful business presentation?

a) Skipping the rehearsal

b) Creating detailed handouts

c) Developing clear and concise slides

d) Avoiding eye contact with the audience

8. What is the function of a memorandum in a business setting?

a) To advertise products

b) To communicate internal messages

c) To address customer complaints

d) To introduce new employees

9. Which of the following best defines "marketing mix"?

a) Targeting multiple audiences

b) A blend of product, price, place, and promotion

c) Increasing customer loyalty

d) Choosing marketing channels

10. Which of the following is appropriate vocabulary for telephoning and making appointments?

a) "I'll catch you soon."

b) "May I schedule a meeting?"

c) "I'll drop by sometime."

d) "Let's hang out soon."

11. The correct phrase for closing a formal business letter is _____.
12. Good table manners during a business lunch include not _____ while speaking.
13. The four main elements of the marketing mix are _____, price, place, and promotion.
14. Two basic etiquette rules when introducing oneself are maintaining _____ contact and offering a firm handshake.

Part B

1. Explain the importance of cultural etiquette in international business.
2. Outline the steps for writing a business report.
3. Discuss the importance of setting an agenda before a meeting.
4. Describe how effective management can impact business success.
5. Explain how proper business etiquette contributes to successful entrepreneurship.
6. Describe the main responsibilities of a manager in a business organization.
7. Discuss the steps involved in organizing a formal business meeting.
8. How do you ensure effective tone and clarity when writing a business letter?
9. Analyse the role of client interactions in building business relationships.
10. Describe the key points of managing international meetings.
11. Explain the importance of constructing clear and concise sentences for business communication.
12. How do telephoning skills contribute to client satisfaction and professional relationships?
13. Discuss how a presentation's preparation impacts its success.
14. What is the significance of the "marketing mix" for entrepreneurs?

Part C

1. Describe a scenario where proper etiquette made a difference in business communication.
2. Create a meeting plan for a product introduction with a client.
3. Rewrite a given paragraph to improve clarity and conciseness.
4. Discuss how tone affects professional emails.

5. Evaluate how mastering business communication can impact career success in entrepreneurship.
6. Write a business memo summarizing a fictional meeting outcome.
7. Create a sample email inviting colleagues to a business presentation.
8. Draft a paragraph explaining a new product's target market and marketing strategy.
9. Analyse how effective meeting control techniques can improve team collaboration.
10. Provide a critique of a business letter you have written, focusing on tone and clarity.
11. Construct an opening speech for an international business meeting.
12. Assess how marketing strategies can be adapted for different target audiences.
13. Explain how to handle a client's request politely yet assertively.
14. Summarize a telephone conversation with a client, highlighting the key points discussed.

Head of the Department

Dr. Alby Grace

Course Instructor

Dr. Selva Mary Gokila

Department : English
Class : III BA English
Title of the Course : SEC: Translation: Basic Concepts and Practice
Semester : VI
Course Code : ESK206

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
ESK206	1	1			2	2	30	25	75	100

Objectives

1. To expose students to the principles and theories of translation.
2. To develop the skill of translation through practice in translation

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand and appreciate the literary merits of great works not only in English but also in other regional languages	PSO - 1	U
CO-2	understand the multi-lingual heritage of India and the challenges of rendering them in translation	PSO -3	U
CO-3	have an increased awareness of the nuances of the regional languages	PSO - 1	E
CO-4	act as a translator who recreates literary works with aesthetic use of languages	PSO -1	Ap

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Introduction to Translation, History of Translation in Europe and India	3	K2	Lecture using Chalk and Talk	Slip Test
	2.	Translation- Science or Art?	3	K2	Lecture using Gamma	MCQ
II	1.	Translator's Responsibilities	3	K3	Demonstration	Assessment via Slido
	2.	Kinds of Translation	3	K3	Lecture through Nearpod	Factuals
III	1.	Equivalence	2	K3	PPT	Class Test
	2.	Machine Translation	2	K3	Virtual ppt	Open Book Test
IV	1.	Translation of the Bible	1	K3	Lecture Capture	Assessment via Mentimeter
	2.	Translation of Prose Texts	1	K3	Demonstration through Videos	Assessment through Slido
V	1.	Translating Scientific Texts, Court translations, Folkloristic literature	3	K3	Role Play	Debate
	2.	Translation of poems and plays	3	K3	Gamma	Group Discussion
	3.	Concepts of translation, Evaluating a translation, Experts' views on translation	3	K3	Slido	Translation from Tamil to English
	4.	Model Translated Text and A Note on translation	3	K6	Nearpod	Translating a literary piece

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

Activities (Em/ En/SD): Album Making, Role Play, Group Activity

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

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

Assignment: What are the responsibilities of a translator?

Sample questions

Part A

1. When did translation begin in Europe?
2. How is translation considered as an art?
3. Mention any two kinds of translation.
4. What is the first translated version of the bible?
5. What is the limitation of machine translation?

Part B

1. What are the responsibilities of a translator?
2. Give a brief account of the translation in India.
3. Explain the different kinds of translation.
4. How do you evaluate a translation?
5. Translate the following:
 - a) Birds of the same feather flock together.
 - b) Diamond cuts diamond.
 - c) Brevity is wit.
 - d) Appearances are deceptive.
 - e) Honesty is the best policy.

Part C

1. Translation is an art- Explain.
2. Write the do's and do not's of translation.
3. Explain the term Equivalence in translation.
4. What are the challenges in translating a prose work.

5. Translate the following passage:

Public speaking, or the act of performing a speech in front of a live audience, is an integral part of scientific communication. Your reason for giving a talk may vary—whether you want to share your latest results with a broader audience, impress potential employers, or educate children about science. However, in all of these cases, it's necessary to engage your audience and communicate your message.

The articles on public speaking will focus on the delivery aspect of your talk. From maintaining eye contact and speaking loudly and clearly, to incorporating movements that enhance your message and keep your audience engaged, many elements go into being a great public speaker. Fortunately, these skills can be learned and honed and with enough practice will become second nature. In turn, improving your presentation skills will help you feel more confident standing in front of an audience and help you present your ideas and results to your audience more clearly.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. A.R. Jemi