

**Holy Cross College (Autonomous), Nagercoil**  
**Kanyakumari District, Tamil Nadu.**  
**Accredited with A<sup>++</sup> by NAAC - V cycle – CGPA 3.53**

Affiliated to  
**Manonmaniam Sundaranar University, Tirunelveli**



**Department of English SF**

**Part II English Teaching Plan (Odd Semester)**

**2025-2026**



**Vision**

Sculpting integrated individuals for a better future

**Mission**

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

**Programme Educational Objectives (PEOs)**

<b>PEOs</b>	<b>Upon completion of B.A/B.Sc. Degree Programme, the graduates will be able to</b>	<b>Mapping with Mission</b>
<b>PEO 1</b>	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.	<b>M1&amp; M2</b>
<b>PEO 2</b>	use practical knowledge for developing professional empowerment and entrepreneurship and societal services.	<b>M2, M3, M4 &amp; M5</b>
<b>PEO 3</b>	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	<b>M3, M4, M5 &amp; M6</b>

### Programme Outcomes (POs)

<b>PO</b>	<b>Upon completion of B.A. Degree Programme, the graduates will be able to:</b>	<b>Mapping with PEOs</b>
<b>PO1</b>	obtain efficiently the knowledge and skills to face life challenges.	<b>PEO1</b>
<b>PO2</b>	implement the contributions of great thinkers/ writer/ activist and transform the society in accordance with local, national and global needs.	<b>PEO1</b>
<b>PO3</b>	enhance leadership qualities, team spirit and communication skills for a better developmental career.	<b>PEO2</b>
<b>PO4</b>	apply the comprehensive learning to attain self-confidence and self-reliance in their chosen career and higher education.	<b>PEO2</b>
<b>PO5</b>	communicate effectively and collaborate successfully with peers to become competent professionals.	<b>PEO2 &amp; PEO3</b>
<b>PO6</b>	prioritize cultural, ethical and moral values through learning experiences for a sustainable development.	<b>PEO2 &amp; PEO3</b>
<b>PO7</b>	participate in learning activities throughout life, through self-paced and self-directed learning to improve knowledge and skills.	<b>PEO1 &amp; PEO3</b>

### Programme Specific Outcomes (PSOs)

<b>PSO</b>	<b>Upon completion of B.A. English Programme, the graduates will be able to:</b>	<b>Mapping with Pos</b>
<b>PSO1</b>	acquire good knowledge and understand the specific discipline of study.	<b>PO5</b>
<b>PSO2</b>	understand, formulate, develop arguments logically to address issues arising in social sciences, business and other context / fields.	<b>PO2</b>
<b>PSO3</b>	create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that facilitate startups and high potential organisations.	<b>PO6</b>
<b>PSO4</b>	develop a research framework and presenting their independent ideas effectively.	<b>PO2, PO1</b>
<b>PSO5</b>	equip their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.	<b>PO6</b>
<b>PSO6</b>	enable a holistic perspective towards the socio-political inequalities and environmental issues.	<b>PO3, PO7</b>

## SEMESTER I

### PART II ENGLISH: A STREAM

**Department** : SF  
**Class** : I B.A  
**Title of the Course** : PART II ENGLISH: A STREAM  
**Semester** : I  
**Course Code** : EU241EL1

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

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

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation Methods
<b>I</b>									
	<b>1.</b>	L. A. G. Strong – Reading for Pleasure	4	1	K1-R	Read-along + reflection	Silent reading journal	PDF of text	Paragraph writing
	<b>2.</b>	G.B. Shaw – Spoken English and Broken English	5	1	K2 -U	Lecture + listening	Voice modulation game	Shaw's speech audio	Listening quiz
	<b>3.</b>	R.K. Narayan – A Snake in the Grass	4	0.5	K2 - U	Narrative walkthrough	Theme-based role play	Animated story clip	MCQs
	<b>4.</b>	Ruskin Bond – The Tiger in the Tunnel	5	0.5	K3 - Ap	Character analysis	Poster making on setting	Bond's audiobook	Visual presentation
<b>II</b>									
	<b>1.</b>	Toru Dutt – The Lotus	4	1	K1-R	Metaphor mapping	Flower-symbol drawing	Slide decks	Symbol-based Q&A
	<b>2.</b>	Kamala Das – My	4	1	K2 -U	Theme discussion	Emotional memory web	Video narration	Short response

		Grandmother's House							
	3.	William Shakespeare – The Seven Ages of Man	5	0.5	K3 - Ap	Dramatic monologue	Role performance	YouTube dramatization	Performance rubric
	4.	S.T. Coleridge – The Suicide's Argument	5	0.5	K3 - Ap	Mood analysis	Poem to image collage	Audio with visuals	Visual poem interpretation
<b>III</b>									
	1.	Donald Barthelme – The School	4	0.5	K2 - U	Humor decoding	Micro-theatre	Audio story	Comic panel strip
	2.	Jerome. K. Jerome – Uncle Podger Hangs a Picture	4	1	K2 - U	Humor & satire	Skit or dramatization	Reading podcast	Performance test
	3.	Oscar Wilde – The Devoted Friend	5	0.5	K3 - Ap	Moral vs irony	Chart: Real friend vs false	Story animation	Compare-contrast essay
	4.	Khushwant Singh – The Mark of Vishnu	5	1	K3 - Ap	Cultural symbolism	Value clarification circle	Reading video	Reflective journal
<b>IV</b>									
	1.	Verbs and Tenses	5	0.5	K3 - Ap	Rule explanation + drill	Verb bingo	Grammar game site	Grammar test

	2.	Subject–Verb Agreement	4	1	K3 - Ap	Example-based learning	Sentence correction relay	Interactive grammar tool	Sentence quiz
	3.	Synonyms & Antonyms	4	1	K3 - Ap	Vocabulary workshop	Word trees	Thesaurus tools	Vocabulary match-up
	4.	Reorganizing Sentences	5	0.5	K4 - An	Jumbled sentence games	Story sequencing task	Slide decks	Coherence test
V									
	1.	Listening & Retelling	6	1	K3 - Ap	Story-based audio tasks	Retell in own words	Listening apps, story videos	Oral check
	2.	Speaking: Greetings, Requests, Permissions	6	1	K3 - Ap	Dialogues + drill	Pair work dialogues	ESL conversation videos	Conversation rubric
	3.	Reading Comprehension & Note Making	6	1	K4 - An	Skim and scan training	Note template practice	Newspaper & article clippings	Comprehension test

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

Activities (Em/ En/SD):

#### **Radio Drama**

Students turn one short story into a short audio drama with sound effects and narration

#### **Ethical Advertisement (Story- Theme Based)**

#### **Letter to the Character/Author**

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

Activities related to Cross Cutting Issues: Poster Making, Mind Map, Role Play



## Assignment: Letter to the Authors

Seminar Topic: Short Stories

Donald Barthelme: The School

Jerome. K. Jerome: Uncle Podger Hangs a Picture

Oscar Wilde: The Devoted Friend

Khushwant Singh: The Mark of Vishnu

### Sample questions (minimum one question from each unit)

#### Part A – (Answer in one or two sentences)

1. Who is the author of *Reading for Pleasure*? (K1 – R, CO1)
2. What does the tiger symbolize in *The Tiger in the Tunnel*? (K2 – U, CO1)
3. Define "Metaphor" with an example from *The Lotus*. (K1 – R, CO3)
4. Mention one theme in *My Grandmother's House*. (K2 – U, CO1)
5. What is the tone of Jerome's *Uncle Podger Hangs a Picture*? (K2 – U, CO1)
6. What is meant by "Subject-Verb Agreement"? (K1 – R, CO3)
7. Define "Listening comprehension." (K1 – R, CO4)
8. Mention one communicative sub-skill practiced in Unit V. (K1 – R, CO4)

#### Part B – (Answer in about 150 words)

1. Compare the speaking styles of G.B. Shaw in *Spoken English and Broken English*. (K3 – Ap, CO2)
2. How does Kamala Das reflect emotional longing in *My Grandmother's House*? (K3 – Ap, CO1)
3. Discuss the humor technique used in *Uncle Podger Hangs a Picture*. (K4 – An, CO1)
4. Write a paragraph on the function of verbs and tenses in clear communication. (K3 – Ap, CO3)
5. How does the poem *The Suicide's Argument* reflect philosophical depth? (K4 – An, CO1)

#### Part C – (Answer in about 300 words)

1. Analyze the major themes and characters in *A Snake in the Grass*. (K4 – An, CO1)
2. "The Seven Ages of Man" portrays life as a performance. Discuss with examples. (K5 – E, CO1)
3. Explore the contrast between traditional beliefs and scientific understanding in *The Mark of Vishnu*. (K5 – E, CO5)
4. Write a detailed note on the relevance of communication skills for employability, based on Unit V. (K5 – E, CO4)
5. Evaluate the narrative structure and moral ambiguity in *The Devoted Friend*. (K5 – E, CO1)

Head of the Department

Ms. J. Maria Prabina Sackaria

Couse Instructor

Ms. Monika JS

**SEMESTER I**  
**PART II ENGLISH: B STREAM**

**Department** : English SF  
**Class** : I B.A, B.SC., B.Com English  
**Title of the Course** : Part II English: B Stream  
**Semester** : I  
**Course Code** : EU241EL2

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	<b>K1</b>
2.	express confidence in reading, organizing, comprehending and writing assignments	<b>K2</b>
3.	demonstrate a significant acquisition of vocabulary and improved oral fluency	<b>K3</b>
4.	develop the communication skill for basic interaction and for securing jobs	<b>K4</b>
5.	evaluate, interpret and apply all that they have studied to real life situation.	<b>K5</b>

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

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
	1	G.B. Shaw	3	1	K2(U)	Conceptual Approach, Application-Based Teaching, Blended Learning	Socratic Questioning	YouTube Lectures, NPTEL Lectures, Interactive PPT	Written exam(G.B.Shaw), Quiz, Slip Test, CIA I
	2	G.B. Shaw: Spoken English and Broken English	3		K4(An)	KWL, Integrative Teaching, Embodied Learning, Flipped Classroom	Inquiry-Based Learning, Flipped Classroom, Peer Teaching	Video Lectures, Interactive PPT	Quiz, MCQs, Written Test, CIA I
	3	R.K. Narayan: A Snake in the Grass	3	1	K4(An)	Conceptual Approach, Application-Based Teaching	Socratic Questioning	YouTube Lectures, NPTEL Lectures, Interactive PPT	Oral Test, Seminar, Quiz, CIA I

	4	Ruskin Bond	3		K1(R)	Inquiry-based approach, Context based, Flipped Classroom, Constructivist Learning	Peer Learning, Group Discussion, Assignments, Blended Learning	Video Lectures, YouTube Lectures, Interactive PPT	Surprise Test, Quiz, Debates, Open Book Text, CIA II
	5	Ruskin Bond: The Tiger in the Tunnel	3	1	K4(An)	KWL, Integrative Teaching, Embodied Learning	Peer Learning, Mind Map, Debates, Brainstorming	Video Lectures, Interactive PPT	Slip Test, Peer Review Open Book Exam Questions, CIA II
<b>II</b>									
	1	Toru Dutt: The Lotus	3	1	K4(An)	Inquiry-based approach, Context based, Flipped Classroom, Constructivist Learning	Peer Instruction, Blended Learning	NPTEL Lectures, Simulations, YouTube Lectures, Interactive PPT	Poster Presentation, Oral Presentation, Quiz, CIA I
	2	Kamala Das	3		K2(U)	Simulations, Concept Mapping, Flipped Classroom	Peer Learning, Mind Map, Debates, Brainstorming	NPTEL Lectures, Simulations, YouTube Lectures, Interactive PPT	Oral Presentation, Quiz, Group Discussion, CIA I

	3	Kamala Das: My Grandmother's House	3	1	K5(C)	KWL, Integrative Teaching, Embodied Learning	Inquiry-Based Learning, Flipped Classroom, Peer Teaching	Video Lectures, Interactive PPT	Assignments on May Grandmother's House, CIA II
	4	William Shakespeare	3	1	K2(U)	Constructivism, integrative teaching, Simulation, Concept Mapping	Flipped Classroom, Peer Teaching	Video Lectures, Interactive PPT	Slip Test, Quiz, Conceptual MCQs, CIA II
	5	William Shakespeare: The Seven Ages of Man	3						
<b>III</b>									
	1	Jerome. K. Jerome: Uncle Podger Hangs a Picture	3	1	K4(An)	Constructivism, integrative teaching, Concept Mapping	Flipped Classroom, Peer Teaching	Video Lectures, Interactive PPT	Assessment, Conceptual MCQs, CIA I
	2	Oscar Wilde	3	1	K4(An)	Conceptual Approach, Application-Based Teaching	Socratic Questioning	YouTube Lectures, NPTEL Lectures, Interactive PPT	Written exam, Quiz, CIA I

	3	Oscar Wilde: The Devoted Friend	3	1	K5(C)	KWL, Integrative Teaching, Embodied Learning	Inquiry-Based Learning, Flipped Classroom, Peer Teaching	NPTEL Lectures, Simulations, YouTube Lectures, Interactive PPT	Slip Test, Seminar, Online Assessment, Quiz, CIA I
	4	Khushwant Singh	3		K2(U)	Simulations, Concept Mapping, Flipped Classroom	Peer Instruction, Blended Learning	Video Lectures, Interactive PPT	Seminar, Oral Presentation, Homework, Quiz, Class Test, CIA II
	5	Khushwant Singh: The Mark of Vishnu	3		K4(An)	Constructivism, integrative teaching, Simulation, Concept Mapping	Concept Mapping, Flipped Classroom, Peer Teaching	Video Lectures, Interactive PPT	Oral/Viva Test, Quiz, Slido, Discussion, CIA II
<b>IV</b>									
	1	Noun	3	1	K2(U)	Inquiry-based approach, Context based, Flipped Classroom, Constructivist Learning, Gamification	Constructivism, integrative teaching, Simulation, Concept Mapping	NPTEL Lectures, Simulations, YouTube Lectures, Interactive PPT	Oral Presentation, Quiz, Slip Test, CIA I

	2	Adverbs	3		K1(R)	Constructivism, integrative teaching, Simulation, Concept Mapping, Gamification	Demonstrating Concepts, Peer Learning, Group Discussion, Assignments, Blended Learning, Role Play	NPTEL Lectures, Simulations, YouTube Lectures, Interactive PPT	Poster Presentation, Oral Presentation, Quiz, CIA I
	3	Adjectives	3	1	K2(U)	KWL, Integrative Teaching, Embodied Learning, Gamification	Simulations, Concept Mapping, Flipped Classroom	Simulations, YouTube Lectures, Interactive PPT	Oral/Viva Test CIA II
	4	Synonyms	3		K1(R)	KWL, Integrative Teaching, Embodied Learning, Gamification	Peer Learning, Group Discussion, Assignments, Blended Learning	Video Lectures, Interactive PPT	Seminar, Oral Presentation, Homework, Quiz, Class Test, CIA II
	5	Antonyms	3	1	K2(U)	KWL, Integrative Teaching, Embodied Learning, Gamification	Peer Learning, Group Discussion, Assignments, Blended Learning	Video Lectures, Interactive PPT	Written Test,(Antonyms), Slido, Quiz, CIA II
<b>V</b>									
	1	Listening Comprehension (Listening to stories	2	1	K3(Ap)	Constructivism, integrative teaching,	Demonstrating Concepts,	YouTube Lectures, NPTEL	Oral Presentation,

		& Retelling / Rephrasing)				Simulation, Concept Mapping	Peer Learning, Group Discussion, Assignments, Blended Learning, Role Play	Lectures, Interactive PPT	Quiz, Open Book Test, CIA I
	2	Greeting and introducing, making requests, asking for and giving permission	3		K3(Ap)	Inquiry-based approach, Context based, Flipped Classroom, Constructivist Learning	Demonstrating Concepts, Peer Learning, Group Discussion, Assignments, Blended Learning, Role Play	Video Lectures, Interactive PPT	Oral Presentation, Quiz, Slip Test, CIA I
	3	Reading Comprehension (Note Making)	3		K3(Ap)	Constructivism, integrative teaching, Simulation, Concept Mapping	Demonstrating Concepts, Peer Learning, Group Discussion, Assignments, Blended Learning, Role Play	NPTEL Lectures, Simulations, YouTube Lectures, Interactive PPT	Seminar, Oral Presentation, Homework, Quiz, Class Test, CIA II



	4	Giving and Asking Instructions	3	1	K3(Ap)	Inquiry-based approach, Context based, Flipped Classroom, Constructivist Learning	Peer Learning, Group Discussion, Assignments, Blended Learning, Think Pair Share, Discussion	Video Lectures, Interactive PPT	Slip Test, Peer Review Open Book Exam Questions, CIA II
	5	Technical Writing- Formal Letter (Requisition for leave)	2		K3(Ap)	Inquiry-based approach, Context based, Flipped Classroom, Constructivist Learning	Peer Learning, Group Discussion, Assignments, Blended Learning	NPTEL Lectures, Simulations, YouTube Lectures, Interactive PPT	Slip Test, Peer Review Open Book Exam Questions, CIA II
	6	Informal Letter (Requesting friend/ relatives for accompaniment)	2	1	K3(Ap)	Peer Learning, Assignments, Blended Learning,	Demonstrating Concepts, Peer Learning, Assignments,	YouTube Lectures, Interactive PPT	Homework, Quiz, Class Test, CIA II

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

Activities (Em/ En/SD): Dialogue Delivery, Literary Masquerade, Drawing,

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

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

Assignment: (Last date to submit – 01-09-2025)

Assignment: Poster Presentation, Story Writing

### **Part A**

1. What does Shaw mean by broken English? (K2-U, Co-2)
2. Which two flowers are conflict in the poem “The Lotus? (K1-R, CO-1)
3. Uncle Podger falls and slides on \_\_\_\_\_(K1-R, CO-1)
4. Who is the author of "The Seven Ages of Man"?( K1-R, CO-1)
5. What is the significance of the title "The Devoted Friend" by Oscar Wilde? (K1-R, CO-1))

### **Part B**

1. Summarize R.K Narayan’s “A Snake in the Grass”? (K4-An, CO-4)
2. What is the significance of grandmother’s house in Kamala Das’s poem. (K4-An, CO-4)
3. Analyse humour in Uncle Podger story by Jerome (K5-C, CO-5)
4. Describe the main theme explored in G.B. Shaw's "Spoken English and Broken English." (K5-C, CO-5)
5. Explore the theme of cultural identity in Toru Dutt's poem "The Lotus." How does Dutt reflect her own cultural background in this poem? (K5-C, CO-5)

### **Part C**

1. How does Shaw critique the notion of ‘correct’ English in his lecture? (K4-An, CO-4)
2. What is the significance of the cyclical structure in *The Seven Stages of Man* in monologues (K4-An, CO-4)
3. Elaborate the role of irony in “Devoted Friend” (K5-C, CO-5)
4. Write an interpretive essay on the themes of identity and belonging in Khushwant Singh's "The Mark of Vishnu." How does Singh explore these themes through his characters and plot? (K4-An, CO-4)
5. Discuss the symbolic significance of "My Grandmother’s House" in Kamala Das's poem. (K4-An, CO-4)

Head of the Department

Ms. J. Maria Prabina Sackaria

Course Instructors

Ms. M. Maria Helen Janoba

**SEMESTER I**  
**PART II ENGLISH: C STREAM**

**Department** : English SF  
**Class** : I B.A, B.SC., B.Com English  
**Title of the Course** : Part II English: B Stream  
**Semester** : I  
**Course Code** : EU241EL3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU241EL3	5	1	-	-	3	6	90	25	75	100

**Learning Objectives:**

3. To assist them in developing 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	<b>K1</b>
2.	express confidence in reading, organizing, comprehending and writing assignments	<b>K2</b>
3.	demonstrate a significant acquisition of vocabulary and improved oral fluency	<b>K3</b>
4.	develop the communication skill for basic interaction and for securing jobs	<b>K4</b>
5.	evaluate, interpret and apply all that they have studied to real life situation.	<b>K5</b>

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

## Teaching plan

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

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	1	G.B. Shaw	3	1	K2(U)	Conceptual Approach, Application-Based Teaching, Blended Learning	Socratic Questioning	YouTube Lectures, Interactive PPT	Written exam(G.B.Shaw), Quiz, Slip Test, CIA I
	2	G.B. Shaw: Spoken English and Broken English	3		K4(An)	KWL, Integrative Teaching, Embodied Learning, Flipped Classroom	Inquiry-Based Learning, Flipped Classroom, Peer Teaching	Video Lectures, Interactive PPT	Quiz, MCQs, Written Test, CIA I
	3	R.K. Narayan: Author Introduction	3	1	K4(An)	Conceptual Approach, Application-Based Teaching	Socratic Questioning	YouTube Lectures, Interactive PPT	Oral Test, Seminar, Quiz, CIA I

	4	R.K. Narayan: A Snake in the Grass	3		K1(R)	Inquiry-based approach, Context based, Flipped Classroom, Constructivist Learning	Peer Learning, Group Discussion, Assignments, Blended Learning	Video Lectures, YouTube Lectures, Interactive PPT	Surprise Test, Quiz, Debates, Open Book Text, CIA II
	5	Review and Practice Activities	3	1	K4(An)	KWL, Integrative Teaching, Embodied Learning	Peer Learning, Mind Map, Debates, Brainstorming	Video Lectures, Interactive PPT	Slip Test, Peer Review Open Book Exam Questions, CIA II
<b>II</b>									
	1	Toru Dutt: The Lotus	3	1	K4(An)	Inquiry-based approach, Context based, Flipped Classroom, Constructivist Learning	Peer Instruction, Blended Learning	Simulations, YouTube Lectures, Interactive PPT	Poster Presentation, Oral Presentation, Quiz, CIA I
	2	Toru Dutt: Cultural Identity and Poetic Voice	3		K2(U)	Simulations, Concept Mapping, Flipped Classroom	Peer Learning, Mind Map, Debates, Brainstorming	YouTube Lectures, Interactive PPT	Oral Presentation, Quiz, Group Discussion, CIA I
	3	Kamala Das: Introduction to the Poet	3	1	K5(C)	KWL, Integrative Teaching,	Inquiry-Based Learning, Flipped	Video Lectures,	Assignments on May Grandmother

						Embodied Learning	Classroom, Peer Teaching	Interactive PPT	's House, Written Test, CIA II	
	4	Kamala Das: My Grandmother's House – Themes	3		1	K2(U)	Constructivism, integrative teaching, Simulation, Concept Mapping	Flipped Classroom, Peer Teaching	Video Lectures, Interactive PPT	Slip Test, Quiz, Conceptual MCQs, CIA II
	5	Comparative Analysis: Dutt & Das	3							
III										
	1	Jerome. K. Jerome: Uncle Podger Hangs a Picture	3	1	K4(An)	Concept Mapping	Flipped Classroom, Peer Teaching	Video Lectures, Interactive PPT	Assessment, Conceptual MCQs, CIA I	
	2	Jerome: Language and Comic Timing	3	1	K4(An)	Embodied Learning	Think pare share	Interactive PPT	Written exam, Quiz, CIA I	
	3	Khushwant Singh: Introduction and Style	3		K5(C)	KWL, Integrative Teaching, Embodied Learning	Inquiry-Based Learning, Flipped Classroom, Peer Teaching	YouTube Lectures, Interactive PPT	Slip Test, Seminar, Online Assessment, Quiz, CIA I	

	4	The Mark of Vishnu – Symbolism and Irony	3		K2(U)	Flipped Classroom	Peer Instruction, Blended Learning	Video Lectures, Interactive PPT	Seminar, Oral Presentation, Homework, Quiz, Class Test, CIA II
	5	Thematic Comparison: Jerome vs. Singh	3	1	K4(An)	Constructivism, integrative teaching,	Peer Teaching	Video Lectures, Interactive PPT	Oral/Viva Test, Quiz, Slido, Discussion, CIA II
<b>IV</b>									
	1	Noun	3	1	K2(U)	Inquiry-based approach, Context based, Constructivist Learning, Gamification	Constructivism, integrative teaching, Concept Mapping	YouTube Lectures, Interactive PPT	Quiz, Slip Test, CIA I
	2	Pronouns – Classification	3		K1(R)	integrative teaching, Simulation, Concept Mapping, Gamification	Demonstrating Concepts, Peer Learning	YouTube Lectures, Interactive PPT	Poster Presentation, Quiz, CIA I
	3	Grammar Drills and Reinforcement	3	1	K2(U)	KWL, Integrative Teaching, Embodied Learning, Gamification	Simulations, Concept Mapping, Flipped Classroom	Simulations, YouTube Lectures, Interactive PPT	Slip Test CIA II

	4	Synonyms	3		K1(R)	KWL, Integrative Teaching, Embodied Learning, Gamification	Peer Learning, Group Discussion, Assignments, Blended Learning	Video Lectures, Interactive PPT	Seminar, Oral Presentation, Homework, Quiz, Class Test, CIA II
	5	Antonyms	3	1	K2(U)	KWL, Integrative Teaching, Embodied Learning, Gamification	Peer Learning, Group Discussion, Assignments, Blended Learning	Video Lectures, Interactive PPT	Written Test,(Antony ms), Slido, Quiz, CIA II
V									
	1	Listening Comprehension (Listening to stories & Retelling / Rephrasing)	2	1	K3(Ap)	Constructivis m, integrative teaching, Simulation, Concept Mapping	Demonstrating Concepts, Peer Learning, Blended Learning	YouTube Lectures, Interactive PPT	Oral Presentation, Quiz, Open Book Test, CIA I
	2	Greeting and introducing, making requests, asking for and giving permission	3		K3(Ap)	Inquiry-based approach, Context based, Flipped Classroom, Constructivis t Learning	Demonstrating Concepts, Peer Learning, Blended Learning, Role Play	Video Lectures, Interactive PPT	Oral Presentation, Quiz, Slip Test, CIA I
	3	Reading Comprehension (Note Making)	3		K3(Ap)	Constructivis m, integrative teaching, Simulation,	Demonstrating Concepts, Peer Learning,	NPTEL Lectures,	Seminar, Oral Presentation,



						Concept Mapping	Assignments, Blended Learning,	Simulations, YouTube Lectures, Interactive PPT	Homework, Quiz, Class Test, CIA II
	4	Giving and Asking Instructions	3	1	K3(Ap)	Inquiry-based approach, Context based, Flipped Classroom, Constructivist Learning	Peer Learning, Assignments, Blended Learning, Think Pair Share,	Video Lectures, Interactive PPT	Slip Test, Peer Review Open Book Exam Questions, CIA II
	5	Technical Writing- Formal Letter (Requisition for leave)	2		K3(Ap)	Inquiry-based approach, Context based, Flipped Classroom, Constructivist Learning	Peer Learning, Group Discussion, Assignments, Blended Learning	YouTube Lectures, Interactive PPT	Slip Test, Open Book Exam Questions, CIA II

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

Activities (Em/ En/SD): Dialogue Delivery, Literary Masquerade, Drawing,

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

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

Assignment: (Last date to submit – 01-09-2025)

Assignment: Poster Presentation, Story Writing

### **Part A**

1. What does Shaw mean by broken English? (K2-U, Co-2)
2. Which two flowers are conflict in the poem “The Lotus? (K1-R, CO-1)
3. Uncle Podger falls and slides on \_\_\_\_\_(K1-R, CO-1)
4. Who is the author of "The Seven Ages of Man"?( K1-R, CO-1)
5. What is the significance of the title "The Devoted Friend" by Oscar Wilde? (K1-R, CO-1))

### **Part B**

1. Summarize R.K Narayan’s “A Snake in the Grass”? (K4-An, CO-4)
2. What is the significance of grandmother’s house in Kamala Das’s poem. (K4-An, CO-4)
3. Analyse humour in Uncle Podger story by Jerome (K5-C, CO-5)
4. Describe the main theme explored in G.B. Shaw's "Spoken English and Broken English." (K5-C, CO-5)
5. Explore the theme of cultural identity in Toru Dutt's poem "The Lotus." How does Dutt reflect her own cultural background in this poem? (K5-C, CO-5)

### **Part C**

1. How does Shaw critique the notion of ‘correct’ English in his lecture? (K4-An, CO-4)
2. What is the significance of the cyclical structure in *The Seven Stages of Man* in monologues (K4-An, CO-4)
3. Elaborate the role of irony in “Devoted Friend” (K5-C, CO-5)
4. Write an interpretive essay on the themes of identity and belonging in Khushwant Singh's "The Mark of Vishnu." How does Singh explore these themes through his characters and plot? (K4-An, CO-4)
5. Discuss the symbolic significance of "My Grandmother’s House" in Kamala Das's poem. (K4-An, CO-4)

Head of the Department

Ms. J. Maria Prabina Sackaria

Course Instructors

Ms. J. Maria Prabina Sackaria

**SEMESTER III**  
**PART II ENGLISH: A STREAM**

**Department** : SF  
**Class** : II B.A  
**Title of the Course** : PART II ENGLISH: A STREAM  
**Semester** : III  
**Course Code** : EU243EL1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU243EL1	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, student will be able to:		
1.	identify the key themes and recognize important details in literary texts	<b>K1</b>
2.	express confidence in reading, organizing, comprehending and writing assignments	<b>K2</b>
3.	demonstrate a significant acquisition of vocabulary and improved oral fluency	<b>K3</b>
4.	develop the communication skill for basic interaction and for securing jobs	<b>K4</b>
5.	evaluate and interpret to connect with real life situations	<b>K5</b>

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

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation Methods
I									
	1.	A.J. Cronin – <i>The Best Investment I Ever Made</i>	5	0.5	K2 - U	Story narration + moral decoding	Reflective writing	Audio reading	Short essay
	2.	George Orwell – <i>Shooting an Elephant</i>	5	1	K3 - Ap	Ethical dilemma analysis	Group debate	Video adaptation	Response paragraph
	3.	A.G. Gardiner – <i>On Saying Please</i>	4	1	K1- R	Value-based discussion	chart	Essay PDF	Moral reasoning task
	4.	Max Beerbohm – <i>Seeing People Off</i>	4	0.5	K2 - U	Irony and humor decoding	Comic strip creation	Audiobook	Group reflection
II									
	1.	Wole Soyinka – <i>Telephone Conversation</i>	5	1	K3 -Ap	Satire and tone analysis	Role play / voice modulation	Audio reading	Performance + Q&A
	2.	David Roth – <i>Nine Gold Medals</i>	4	1	K2 - U	Narrative poem breakdown	Medal moments mind map	YouTube videos	Visual representation

	<b>3.</b>	Nissim Ezekiel – <i>Night of the Scorpion</i>	5	0.5	K3- Ap	Cultural lens and imagery	Symbol search activity	Animated recitation	Symbol poster
	<b>4.</b>	Meena Kandasamy – <i>Returning Home</i>	4	0.5	K4 - An	Identity & resistance poetry	Personal response writing	Author reading (YouTube)	Reflective paragraph
<b>III</b>									
	<b>1.</b>	<i>Balcony Scene</i> – <i>Romeo and Juliet</i>	6 hrs	1	K3- Ap	Scene acting & emotion decoding	Enactment in pairs	Play performance clips	Dialogue delivery rubric
	<b>2.</b>	<i>Trial Scene</i> – <i>The Merchant of Venice</i>	6 hrs	1	K4 - An	Justice & conflict analysis	Courtroom simulation	Scene audio & video	Argument mapping
	<b>3.</b>	<i>Prison Scene</i> – <i>Measure for Measure</i>	6 hrs	1	K4 - An	Mercy vs authority analysis	Character diary entries	Recorded performances	Reflective note
<b>IV</b>									
	<b>1.</b>	Degrees of Comparison	4	0.5	K3 - Ap	Grammar table drill	Comparison chart game	Grammar PPT	Transformation exercise
	<b>2.</b>	Question Tags	4	0.5	K3 - Ap	Rule-based examples	Tag-swap challenge	Grammar quiz tool	Fill-in-the-tag
	<b>3.</b>	Homophones, Homographs, Homonyms	4	1	K3- Ap	Differentiation with visuals	Word sketch and sound pairing	YouTube grammar shorts	Word-type match
	<b>4.</b>	Relative Pronouns & Confusing Words	6	1	K4 - An	Sentence correction practice	Sorting task in groups	Grammar portal (e.g., Grammarly)	Error correction task
<b>V</b>									
	<b>1.</b>	Report Writing	4	1	K4 - An	Sample-based learning	Report creation in groups	Templates & model reports	Draft submission

	<b>2.</b>	Writing Review – Book / Movie	4	0.5	K5 - E	Guided review writing	Watch-analyze-review activity	YouTube trailers, book blurbs	Review sheet
	<b>3.</b>	Email Writing – Invitation, Enquiry, Clarification	5	0.5	K4 - An	Functional writing workshop	Email simulation tasks	Google email templates	Email evaluation rubric
	<b>4.</b>	Presentation Skills & Speech Drafting	5	1	K5 - E	Video-led speaking tasks	Mini-presentations & peer feedback	TED Talks, welcome speech clips	Speech script & oral check

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

Activities (Em/ En/SD):

#### **Radio Drama**

Students turn one short story into a short audio drama with sound effects and narration

#### **Ethical Advertisement (Story- Theme Based)**

##### **Letter to the Character/Author**

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

Activities related to Cross Cutting Issues: Poster Making, Mind Map, Role Play

Assignment: Letter to the Authors

Seminar Topic: A.J.Cronin: The Best Investment I Ever Made

George Orwell: Shooting an Elephant

A.G.Gardiner: On Saying Please

Sir. Max Beerbohm: Seeing People off

### **Sample questions (minimum one question from each unit)**

#### **Part A – (Answer in one or two sentences)**

1. Who is the narrator in *The Best Investment I Ever Made*? (K1 – R, CO1)
2. What is the central metaphor in *Telephone Conversation*? (K2 – U, CO1)
3. Name the characters involved in the Balcony Scene from *Romeo and Juliet*. (K1 – R, CO1)
4. Define “Homonyms” with an example. (K1 – R, CO3)
5. What is the purpose of a book review? (K2 – U, CO4)

**Part B – (Answer in about 150 words)**

1. How does George Orwell portray inner conflict in *Shooting an Elephant*? (K3 – Ap, CO1)
2. Describe the imagery in *Night of the Scorpion*. (K3 – Ap, CO1)
3. What values are conveyed through the Trial Scene in *The Merchant of Venice*? (K4 – An, CO1)
4. Explain the use of “Degrees of Comparison” in enhancing writing clarity. (K3 – Ap, CO3)
5. Write a short review of a recent movie or book you read. (K3 – Ap, CO4)

**Part C – (Answer in about 300 words)**

1. Discuss how moral redemption is presented in *The Best Investment I Ever Made*. (K5 – E, CO1)
2. Analyze how *Returning Home* by Meena Kandasamy blends personal and political themes. (K5 – E, CO1 & CO5)
3. Evaluate the moral conflict in the Prison Scene from *Measure for Measure*. (K5 – E, CO2)
4. How do homophones and homonyms affect the clarity of communication? (K5 – E, CO3)
5. “Communication skills are essential for employability.” Discuss with examples from Unit V. (K5 – E, CO4 & CO5)

Head of the Department  
Ms. J. Maria Prabina Sackaria

Couse Instructors  
Ms. Monika JS, Dr. J Sharmila

## SEMESTER I

### PART II ENGLISH: B STREAM

Department : SF

Class : I B.A

Title of the Course : PART II ENGLISH: B STREAM

Semester : I

Course Code : EU241EL2

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

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



## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation Methods
I	Prose								
	1	G.B. Shaw – Spoken English and Broken English	5	1	K2 -U	Lecture + listening	Voice modulation game	Shaw’s speech audio	Listening quiz Paragraph writing
	2	R.K. Narayan – A Snake in the Grass	4	0.5	K2 - U	Narrative walkthrough	Theme-based role play	Animated story clip	MCQs
	3	Ruskin Bond – The Tiger in the Tunnel	5	0.5	K3 - Ap	Character analysis	Poster making on setting	Bond's audiobook	Visual presentation
II	Poetry								
	1.	Toru Dutt – The Lotus	4	1	K1-R	Metaphor mapping	Flower-symbol drawing	Slide decks	Symbol-based Q&A
	2.	Kamala Das – My Grandmother’s House	4	1	K2 -U	Theme discussion	Emotional memory web	Video narration	Short response

	<b>3.</b>	William Shakespeare – The Seven Ages of Man	5	0.5	K3 - Ap	Dramatic monologue	Role performance	YouTube dramatization	Performance rubric
<b>III</b>	<b>Short Story</b>								
	<b>1</b>	Jerome. K. Jerome – Uncle Podger Hangs a Picture	4	1	K2 - U	Humour & satire	Skit or dramatization	Reading podcast	Performance test
	<b>2</b>	Oscar Wilde – The Devoted Friend	5	0.5	K3 - Ap	Moral vs irony	Chart: Real friend vs false	Story animation	Compare-contrast essay
	<b>3</b>	Khushwant Singh – The Mark of Vishnu	5	1	K3 - Ap	Cultural symbolism	Value clarification circle	Reading video	Reflective journal
<b>IV</b>	<b>Language Competency</b>								
	<b>1.</b>	Noun; Adverbs	5	0.5	K3 - Ap	Rule explanation + drill	Verb bingo	Grammar game site	Grammar test
	<b>2.</b>	Adjectives	4	1	K3 - Ap	Example-based learning	Sentence correction relay	Interactive grammar tool	Sentence quiz
	<b>3.</b>	Synonyms	4	1	K3 - Ap	Vocabulary workshop	Word trees	Thesaurus tools	Vocabulary match-up
	<b>4.</b>	Antonyms	5	0.5	K4 - An	Jumbled sentence games	Story sequencing task	Slide decks	Coherence test

<b>v</b>	<b>Communication Skill</b>								
	<b>1.</b>	Listening & Retelling	6	1	K3 - Ap	Story-based audio tasks	Retell in own words	Listening apps, story videos	Oral check
	<b>2.</b>	Speaking: Greetings, Requests, Permissions	6	1	K3 - Ap	Dialogues + drill	Pair work dialogues	ESL conversation videos	Conversation rubric
	<b>3.</b>	Reading Comprehension & Note Making  Formal Writing & Informal Letter	6	1	K4 - An	Skim and scan training	Note template practice	Newspaper & article clippings & Udemmy Lecture	Comprehension test

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

Activities (Em/ En/SD):

#### **Radio Drama**

Students turn one short story into a short audio drama with sound effects and narration

#### **Ethical Advertisement (Story- Theme Based)**

##### **Letter to the Character/Author**

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

Activities related to Cross Cutting Issues: Poster Making, Mind Map, Role Play

Assignment: Letter to the Authors

Seminar Topic: Short Stories

Jerome. K. Jerome: Uncle Podger Hangs a Picture  
Oscar Wilde: The Devoted Friend  
Khushwant Singh: The Mark of Vishnu

**Sample questions (minimum one question from each unit)**

**Part A – (Answer in one or two sentences)**

1. What does the tiger symbolize in *The Tiger in the Tunnel*? (K2 – U, CO1)
2. Define "Metaphor" with an example from *The Lotus*. (K1 – R, CO3)
3. Mention one theme in *My Grandmother's House*. (K2 – U, CO1)
4. What is the tone of Jerome's *Uncle Podger Hangs a Picture*? (K2 – U, CO1)
5. Define "Reading comprehension." (K1 – R, CO4)
6. Mention one communicative sub-skill. (K1 – R, CO4)

**Part B – (Answer in about 150 words)**

1. Compare the speaking styles of G.B. Shaw in *Spoken English and Broken English*. (K3 – Ap, CO2)
2. How does Kamala Das reflect emotional longing in *My Grandmother's House*? (K3 – Ap, CO1)
3. Discuss the humor technique used in *Uncle Podger Hangs a Picture*. (K4 – An, CO1)
4. Write a paragraph on the function of verbs and tenses in clear communication. (K3 – Ap, CO3)
5. Draft an informal letter to your friend requesting a monetary favour at time of crisis. (K-2, CO5)

**Part C – (Answer in about 300 words)**

1. Analyze the major themes and characters in *A Snake in the Grass*. (K4 – An, CO1)
2. "The Seven Ages of Man" portrays life as a performance. Discuss with examples. (K5 – E, CO1)
3. Explore the contrast between traditional beliefs and scientific understanding in *The Mark of Vishnu*. (K5 – E, CO5)
4. Draft a formal letter requesting for leave from your superior. (K2, CO5)
5. Evaluate the narrative structure and moral ambiguity in *The Devoted Friend*. (K5 – E, CO1)

Head of the Department  
Ms. J. Maria Prabina Sackaria

Couse Instructor  
Ms. Jershitha Queen & Ms. Jebamalar. E

**SEMESTER III**  
**PART II ENGLISH : C STREAM**

**Department** : English Literature with Media Communication  
**Class** : II UG  
**Title of the Course** : PART II ENGLISH : C STREAM  
**Semester** : III  
**Course Code** : GU243CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU243EL3	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, student will be able to:		
1	identify the key themes and recognize important details in literary texts.	<b>K1</b>
2	express confidence in reading, organizing, comprehending and writing assignments	<b>K2</b>
3	demonstrate a significant acquisition of vocabulary and improved oral fluency	<b>K3 (AP) CO3</b>
4	develop the communication skill for basic interaction and for securing jobs	<b>K4 (AN) CO4</b>
5	evaluate and interpret to connect with real life situations	<b>K5 (E) CO5</b>

**K1** - Remember; **K2** - Understand; **K3 (AP) CO3** – Apply; **K4 (AN) CO4** - Analyze; **K5 (E) CO5** - Evaluate

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
<b>I</b>									
	1	Introduction to Prose and Authors	3	3	K1(R), K2(U)	Inquiry-Based Approach, Flipped Classroom	Peer Learning Think-Pair-Share	YouTube Author Biographies, NPTEL – British Prose History	Quiz Oral Q&A, CIA I
	2	A.J. Cronin – The Best Investment I Ever Made (Part I)	3		K2 (U)	Narrative Method, Constructivist Learning	Character Sketching, Group Reading	Speedy Notes YouTube Animated Story	Short Answer Test Character Chart, CIA I
	3	A.J. Cronin – The Best Investment I Ever Made (Part II)	3		K3 (AP) CO3(Ap), K4 (AN) CO4(An)	Case-Based Learning, Theme Mapping	Group Discussion Real-Life Moral Comparison	PPT – Theme Mapping Moral Story Videos	One-Page Reflection Group Presentation, CIA I
	4	George Orwell – Shooting an Elephant (Part I)	3		K2 (U), K3 (AP) CO3(Ap),	Contextual Learning,	Timeline Creation, Peer Dialogue	Orwell Foundation,	Timeline Quiz Short

						Socratic Questioning		Essay Essay	Summary Writing, CIA II
	5	George Orwell – Shooting an Elephant (Part II)	3		K4 (AN) CO4(An), K5 (E) CO5(E)	Critical Thinking Approach	Debate Role Play Critical Writing	TED-Ed – Conscience in Action YouTube – Essay Analysis	Critical Essay Role Play Peer Review, CIA II
<b>II</b>									
	1	Introduction to Poetry and Poets, Poetic devices and genres	3	3	K1(R) K2 (U)	Lecture Method Flipped Classroom	Poetry Mapping Peer Sharing	YouTube – Poet Interviews NPTEL Lectures on Poetry	Quiz on Poetic Devices Oral Q&A, CIA I
	2	Nine Gold Medals – Part I	3		K2 (U)	Contextual Teaching Theme-Based Approach	Group Reading Mind Mapping	Poem Audio Recording Animated Recitation	Short Answer Test Group Presentation, CIA I
	3	Nine Gold Medals – Part II	3		K3 (AP) CO3 (Ap), K4 (AN) CO4 (An)	Value-Based Teaching Discussion Method	Real-Life Application, Moral Charting	PPT YouTube Interpretation	Reflective Paragraph Critical Analysis Worksheet, CIA I
	4	Night of the Scorpion Part I	3		K2 (U) K3 (AP) CO3 (Ap)	Cultural Analysis	Group Role Play	AllPoetry.com	MCQs on Poem Summary

						Interpretive Reading	Timeline Creation	YouTube Analysis	Writing, CIA II
	5	Night of the Scorpion –Part II	3		K4 (AN) CO4(An) K5 (E) CO5 (E)	Critical Thinking Socratic Questioning	Debate Pair Discussion Comparative Essay	YouTube: Visual Interpretation Poem PDFs with Annotations	Essay Writing Classroom Debate Evaluation, CIA II
<b>III</b>									
	1	Introduction to William Shakespeare	3	3	K1 (R) K2 (U)	Lecture Method Contextual Teaching	Timeline Activity Peer Sharing	YouTube – Shakespeare Biography Virtual Globe Theatre Tour	Quiz on Shakespeare Short Notes, CIA I
	2	Plot Summary	3		K2(U)	Storytelling Theme-Based Teaching	Plot Charting Group Reading	PPT – Plot Breakdown YouTube – Animated Summary	Short Answer Test Group Work Presentation, CIA I
	3	Balcony Scene (Act 2, Scene 2) – Language, Imagery, and Emotions	3		K3 (AP) CO3 (Ap), K4 (AN) CO4 (An)	Textual Analysis Constructivist Reading	Scene Enactment Line Annotation	YouTube – Scene Performance Annotated Scripts	Performance Rubric Line-by-Line Analysis, CIA I
	4	Themes	3		K4 (AN) CO4 (An)	Conflict-Based Teaching Socratic Questioning	Role Play Group Debate	Film Clips	Scene Analysis Worksheet Debate Evaluation, CIA II



	5	Love, Violence, and Youth in Today's World	3		K5 (E) CO5 (E)	Critical Thinking Comparative Approach	Debate Video Review Essay	TED-Ed – Shakespeare Videos in Modern Times Youth Forum	Discussion Feedback, CIA II
<b>IV</b>									
	1	Introduction to Language Competency – Importance of Functional Grammar in Communication	3	3	K1 (R) K2 (U)	Lecture Method Interactive Grammar Teaching	Think-Pair-Share Worksheets	British Council Grammar Videos NPTEL – English Grammar	Grammar Quiz Oral Questions, CIA I
	2	Question Tags	3		K2(U), K3 (AP) CO3 (Ap)	Inductive Teaching Drill Method	Pair Practice Dialogue Framing	YouTube – Spoken English Practice Interactive Grammar Sites	Worksheet Completion Mini Dialogue Test, CIA I
	3	Homophones, Homographs and Homonyms – Usage in Different Contexts	3		K2 (U) K3 (AP) CO3 (Ap)	Concept-Based Teaching Contextual Examples	Picture Cards Word Match Game	EnglishClub.com – Homophone Lists YouTube – Vocabulary Songs	Matching Exercise Word Usage Quiz, CIA I
	4	Words Often Confused – Differentiation	3		K3 (AP) CO3 (Ap)	Comparative Teaching	Error Spotting Activity	Cambridge Dictionary Resources	MCQs Peer Review

		and Practical Application			K4 (AN) CO4 (An)	Peer Explanation	Group Correction	Worksheet PDFs	Correction Sheet, CIA II
	5	Consolidation and Practice – Integrated Exercises from All Topics	3		K4 (AN) CO4 (An) K5 (E) CO5 (E)	Activity-Based Review Constructivist Learning	Role Play Language Games Team Quiz	Grammarly Exercises Live Worksheets.com	Mock Test Group Task Presentation, CIA II
V									
	1	Report Writing	3		K2 (U), K3 (AP) CO3 (Ap)	Lecture, Structural Approach	Real-World Scenario, Peer Editing	YouTube: Report Writing Tutorials, Sample Templates	Write a report on an event, Peer Review, CIA I
	2	Email Writing – Invitation	3		K2 (U), K3 (AP) CO3 (Ap)	Functional Writing Approach	Role Play, Model Drafts	YouTube: Formal Email Format, Grammarly Email Guide	Email drafting exercise, Scenario-Based Writing, CIA I
	3	Email Writing – Enquiry & Seeking Clarification	3		K3 (AP) CO3 (Ap), K4 (AN) CO4 (An)	Inquiry-Based, Contextual Teaching	Email Simulation, Group Correction	Interactive Writing Tools, Google Docs Templates	Compose email based on given enquiry, Peer Evaluation, CIA I
	4	Drafting Speech – Welcome Address	3		K3 (AP) CO3 (Ap),	Demonstration Method,	Public Speaking	TED Talks, Sample Welcome	Speech Delivery Rubric, Feedback

					K4 (AN) CO4 (An)	Speech Modeling	Practice, Group Activity	Speeches on YouTube	Session, CIA II
	5	Drafting Speech – Vote of Thanks	3		K4 (AN) CO4 (An), K5 (E) CO5 (E)	Value-Based, Constructivis t Learning	Speech Competition, Feedback Loop	YouTube: Vote of Thanks Examples, Class Blog	Written Speech & Oral Delivery, Peer Voting, CIA II

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

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

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

Activities related to Cross Cutting Issues:

Assignment: Analyze the relevance of the *Balcony Scene* from *Romeo and Juliet* in portraying youthful love and emotional conflict

Assignment: (Last date to submit – 01-09-2025)

Seminar Topic: The Importance of the Balcony Scene in Romeo and Juliet

**Part A**

1. Who is the author of Shooting an Elephant? K1 (R) CO1
2. Name the poet of Night of the Scorpion? K1 (R) CO1
3. Which Shakespearean play contains the Balcony Scene? K2 (U) CO2
4. Give an example of a homophone for “pair”? K2 (U) CO2
5. Which type of writing is used for inviting people formally? K2 (U) CO2

## **Part B**

1. Analyze the narrator's inner conflict and moral struggle in George Orwell's Shooting an Elephant. K4 (AN) CO4
2. Explain how the poet uses imagery and language to convey the mother's love in Nissim Ezekiel's Night of the Scorpion. K4 (AN) CO4
3. Describe the importance of the Balcony Scene in developing the theme of love in Romeo and Juliet. K4 (AN) CO4
4. Compare and contrast homophones and homonyms with suitable examples. K3 (AP) CO3
5. Draft a formal invitation email inviting a resource person for a college workshop. K3 (AP) CO3

## **Part C**

1. Critically evaluate the theme of imperialism and its psychological impact on the narrator in George Orwell's Shooting an Elephant. K5 (E) CO5
2. Discuss the use of poetic devices such as imagery, symbolism, and tone in Nissim Ezekiel's Night of the Scorpion to bring out the theme of sacrifice and human suffering. K5 (E) CO5
3. Explore the dramatic significance of the Balcony Scene in Romeo and Juliet, highlighting character development, emotional intensity, and the use of language. K5 (E) CO5
4. Analyze common errors made by learners in the use of homophones and homonyms. Suggest corrective strategies for each with examples. K5 (E) CO5
5. Draft both a Welcome Address and a Vote of Thanks suitable for an inter-collegiate seminar organized by your English Department. K5 (E) CO5

Head of the Department

Ms. J. Maria Prabina Sackaria

Course Instructor

Dr.R.Eveline Shindya