

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

Affiliated to

Manonmaniam Sundaranar University, Tirunelveli



PG & RESEARCH DEPARTMENT OF ENGLISH
SYLLABUS FOR POSTGRADUATE PROGRAMME



TEACHING PLAN
ODD SEMESTER 2025 – 2026

Vision

Sculpting integrated individuals for a better future.

Mission

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

PG PROGRAMME**PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

PEOs	Upon completion of M.A./ M. Sc. /MSW Degree Programme, the graduates will be able to:	Mapping with Mission
PEO 1	apply scientific and computational technology to solve social and ecological issues and pursue research.	M1& M2
PEO 2	continue to learn and advance their career in industry both in private and public sectors.	M2, M3, M4 & M5
PEO 3	develop leadership, teamwork, and professional abilities to become a more cultured and civilized person and to tackle the challenges in serving the country.	M3, M4, M5 & M6

PROGRAMME OUTCOMES (POs)

PO	Upon completion of M.A./MSW Degree Programme, the graduates will be able to:	PEOs Addressed
PO1	enhance in-depth learning by using innovative technological sources.	PEO1

PO 2	design and undertake individual research which will contribute to the future ideological and societal development	PEO1, PEO2 & PEO3
PO 3	integrate various theories and methodologies relating to social and environmental contexts.	PEO2
PO4	excel in competitive examinations, face interviews and handle real life situations.	PEO2 & PEO3
PO5	articulate critically to address the emerging national and global challenges with an ethical outlook.	PEO1, PEO2 & PEO3
PO6	perform with professionalism and team spirit and exhibit leadership, communication and managerial skills.	PEO2 & PEO3
PO7	learn independently for lifelong executing professional, social and ethical responsibilities leading to sustainable development.	PEO3

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO	Upon completion of M.A. English Programme, the graduates will be able to:	POs Addressed
PSO1	acquire good knowledge and understand the specific discipline of study.	PO5
PSO2	understand, formulate, develop arguments logically to address issues arising in social sciences, business and other context/fields.	PO2
PSO3	create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that facilitate startups and high potential organizations.	PO6

PSO4	develop a research framework and present independent ideas effectively.	PO2, PO1
PSO5	equip their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.	PO6
PSO6	enable a holistic perspective towards the socio-political inequalities and environmental issues.	PO3, PO7

Teaching Plan

Department : English
Class : I M.A.
Title of the Course : Core Course I: English Poetry
Semester : I
Course Code : EP231CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP231CC1	5	1	-	1	5	7	105	25	75	100

Learning Objectives:

1. To familiarize students with English Poetry starting from Medieval England to 21st Century.
2. To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	gain ideas about the old English writing style.	K1 & K2
2.	acquire knowledge about various forms of poetry during different centuries.	K2 & K4
3.	evaluate various poets as representatives of their periods	K3 & K5
4.	trace the evolution of various literary movements	K4 & K5
5.	justify British Poetry as an aesthetic record of the societies concerned	K5 & K6

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

Teaching Plan
Total Contact hours: 105 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation
I									
	1	Geoffery Chaucer	1	1	KI (R) K2(U)	Lecture with Visual Aids such as PPT, Flipped Classroom.	Historical Contextualization, Peer Teaching, Mind Mapping.	<i>Video Lectures, Notes/Slides-</i> https://www.english.org.uk/chauchttps://www.youtube.com/watch?v=dmri1Buq86U&utm_source=chatgpt.com/r/htm	Formative Quiz using Quizziz, CIA II, Evaluation through Q & A Oral
	2	The General Prologue	3		K2 (U) K4 (An)	Brainstorming, Lecture using AV aid, Flipped Classroom.	Gamified Quiz, Mind Mapping.	YouTube Lectures on Chaucer https://archive.nptel.ac.in/courses/109/106/109106176/?utm_source=chatgpt.com	Formative Quiz using Quizziz, CIA II, Evaluation through Q & A Oral
	3	Pardoner	4	1	K2 (U) K4 (An)	Lecture using PPT, Discussion	Role Play, Mind Mapping, Creative Character Profile	Chaucer resource archives https://archive.nptel.ac.in/courses/109/106/109106176/?utm_source=chatgpt.com	Formative Quiz using Quizziz, CIA II, (Nearpod),
	4	The Nun	3		K2 (U) K4 (An)	Lecture using PPT,	Role Play, Mind Mapping, Creative	Blogs on Middle English satire	Formative Quiz using Quizziz,

						Discussion	Character Profile		CIA II, Mentimeter Poll
	5	Doctor	4	1	K2 (U) K4 (An)	Lecture using PPT, Discussion	Role Play, Mind Mapping, Creative Character Profile	YouTube Lectures on Chaucer	Formative Quiz using Quizziz, CIA II, Evaluation through Q & A Oral
	6	Friar	3		K2 (U) K4 (An)	Lecture using PPT, Discussion	Role Play, Mind Mapping, Creative Character Profile	<i>Video Lectures, Notes/Slides</i> https://archive.nptel.ac.in/courses/109/106/109106176/?utm_source=chatgpt.com	Formative Quiz using Quizziz, CIA II, Padlet Reflection
II	Elizabethan Poetry								
	1	Edmund Spenser	1	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using AV aid	Mind Mapping, Historical Contextualization	https://elearn.psgcas.ac.in/nptel/courses/video/109106176/lec13.pdf?utm_source=chatgpt.com	Formative Quiz using Quizziz, CIA II, Evaluation through Q & A Oral
	2	Epithalamion	10		K2 (U) K4 (An)	Poetic Analysis Workshop	Thematic Breakdown	OUP Epithalamion PDF https://www.youtube.com/playlist?list=PLv1KkZ0eVxVWT3pJ6iiNhAQJzcgHF-ZSw&utm_source=chatgpt.com	Formative Quiz using Quizziz, CIA II,
	3	John Donne	1	1	KI (R) K2(U)	Introductory session, Brainstorming	Mind Map, Historical Contextualization	Donne critical essays online	Formative Quiz using Quizziz, CIA II,

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	1	John Dryden	1	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using AV aid	Mind Map, Historical Contextualization	https://archive.nptel.ac.in/courses/109/106/109106176/https://www.youtube.com/watch?v=MjqyicR3MXs	Internal Test 1, Quiz I, Evaluation through Q & A Oral
	2	Absalom and Achitophel (Lines 150 – 476)	7		K4(An) K5 (E)	Satire Deconstruction	Case Study Method	https://www.britannica.com/topic/Absalom-and-Achitophel	CIA I, Quiz (Quizizz), Class Test
	3	Thomas Gray	1	1	KI (R) K2(U)	Mood Exploration via AV tools	Mind Map, Historical Contextualization	https://www.youtube.com/watch?v=2S5SDMc9I_w	Quiz I (Google Forms), CIA II
	4	Elegy Written in a Country Churchyard	2		K4(An) K5 (E)	Nature and Memory Analysis	Emotional Response Journaling	OUP Anthologies	CIA I, Quiz I (Mentimeter)
	5	William Wordsworth	1	1	KI (R) K2(U)	Cultural Analysis Lecture	Mind Map, Historical Contextualization	https://www.youtube.com/watch?v=8w65F3NdrTs	Quiz I (Kahoot), CIA I
	6	Tintern Abbey	3		K4(An) K5 (E)	Interactive Reading	Reflection Essays	Romantic Poetry archives	CIA I, Quiz I, Lyric Analysis (Padlet)
	7	Robert Burns	1		KI (R) K2(U)	Lecture using PPT, Discussion		https://www.youtube.com/watch?v=HcGoscWxVjI	Internal Test I, Quiz I, Evaluation through Q & A Oral
	8	Holy Willie's Prayer	2		K4(An) K5 (E)	Introductory session, Brainstorming, Lecture	Poem Recreation	Poetry Archive https://www.youtube.com/watch?v=RL0rUle_d4k	Internal Test I, Quiz I, Evaluation through Q & A Oral

						using PPT			
	9	Auld Lang Syne	2		K4(An) K5 (E)	Lecture using PPT, Discussion	Lyric Poster	Scottish Poetry Resources https://www.youtube.com/watch?v=KJ_jsN8hsCo	Internal Test I, Quiz I, Evaluation through Q & A Oral
V	Modern Poetry								
	1	Rupert Brooke	1	1	KI (R) K2(U)	Brainstorming, Lecture using PPT	Mind Map, Historical Contextualization	WWI Poetry Archives	Internal Test I, Quiz I, Evaluation through Q & A Oral
	2	The Soldier	1		K2, K4	War Poetry Lecture	Perspective Writing	https://www.youtube.com/watch?v=1AcZbFR9omw	Quiz I, CIA I
	3	W.B. Yeats	1		K4, K5	Emotion-Focused Discussion	Visual Response	Poets.org	CIA I, Quiz I, (Nearpod)
	4	Anthem for Doomed Youth	1		K4, K5	Analytical Reading	Student-Led Reading, Thematic Pairing,	Modernist poetry database	CIA I, Quiz I
	5	W. H. Auden	1		K4, K5	Analytical Reading	Thematic Pairing	Modernist poetry database	CIA I, Quiz I, Peer Feedback
	6	Elegy on the Death of W. B. Yeats	1		K4, K5	Oral Reading + Discussion	Voice Recording Task	Poetry Foundation	CIA I, Quiz I, Oral Test (Flipgrid)
	7	Musee des Beaux Arts	1		K4, K5	Oral Reading + Discussion	Voice Recording Task	Poetry Foundation	CIA I, Quiz I, Oral Test (Flipgrid)
	8	Dylan Thomas	1	1	K4, K5	Lecture using PPT	Mind Map, Historical Contextualization	https://www.youtube.com/watch?v=2wXxU38flpM	CIA I,, Quiz I,

	9	Do Not Go Gentle into That Good Night	1		K4, K5	Dramatic Recitation	Theme Mapping	Modern Poetry Hub	CIA I, Quiz I, Presentation (Google Slides)
	10	Poem in October	1		K4, K5	Close Reading	Group Analysis	YouTube + Poet Analysis Essays	CIA III, Quiz I, (Mentimeter)
	11	Philip Larkin	1		K4, K5	Lecture using PPT	Mind Map, Historical Contextualization	https://www.youtube.com/watch?v=2wXxU38flpM	CIA I, Quiz I, Class Task (Google Docs)
	12	Whitsun Weddings	1		K4, K5	Image-Centered Discussion	Performance Based Activity	Poetry Archive	CIA I, Quiz I, Creative Assignment (Padlet/Blog)
	13	Ted Huges	1			Lecture using PPT	Mind Map, Historical Contextualization	https://www.youtube.com/watch?v=2wXxU38flpM	
	14	Hawk Roosting	1		KI (R) K2(U)	Brainstorming, Lecture using PPT Poem Dissection	Performance Based Activity	Poetry Archive	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	15	Life after Death	1		K4(An) K5 (E)	Lecture using PPT, Discussion	Visual-Thematic Presentation	https://www.youtube.com/watch?v=tW88v45YaP4	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	16	Seamus Heaney	1	1	KI (R) K2(U)	Brainstorming, Lecture using PPT	Mind Map, Historical Contextualization	https://www.youtube.com/watch?v=TEPhQvq3OLM	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	17	Digging	1		K4(An) K5 (E)	Lecture using AV aid, Discussion	Poem Sketching	YouTube Heaney Readings	Internal Test 1, Quiz 1, Evaluation through Q & A

									Oral
	18	Carol Ann Duffy	1		KI (R) K2(U)	Brainstormin g, Lecture using PPT	Mind Map	https://www.youtu be.com/watch?v= Lh-AAL9ouUc	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	19	Standing Female Nude	1		K4(An) K5 (E)	Lecture using AV aid, Discussion	Performance Based Activity	Poetry Archive	Internal Test 1, Quiz 1, Seminar
	20	Eavan Boland	1		KI (R) K2(U) K4(An) K5 (E)	Brainstormin g, Lecture using AV aid, Discussion	Mind Map	Eavan Boland Author Pages https://www.youtu be.com/watch?v= TIEMgX2seQg	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
V	21	Achilles Woman	1		K3, K4, K5	Feminist Reading, Contemporar y Themes Analysis	Visual-Thematic Presentation	https://www.youtu be.com/watch?v= XFPe_Wr9Osc	CIA I, Quiz 1 Reflection (LMS or Google Forms)

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Assignment - Literary Exhibits in the prescribed text.

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

Professional Ethics/ Human Values – role play.

Activities related to Cross Cutting Issues: Role Play highlighting the human values or chart work on literary devices in the prescribed Texts.

Assignment: Literary Exhibition.

Seminar Topic: Grand Style in Milton's *Paradise Lost*.

Sample Questions

Part A

1. Name the four orders of Friars in England at the time of Chaucer.
2. In "A Valediction: Forbidding Mourning," separation between the lovers is compared to a _____.
a) dying fire b) sunset fading c) gold expanding d) singing lark

3. Say True or false: The serpent in *Paradise Lost* book IX is a literal serpent, not a metaphor for Satan.

4. The plowman homeward plods his weary way. The figure of speech in the above line is ..

(a) Oxymoron (b) Antithesis (c) Transferred Epithet (d) Pun

5. Who is the speaker in the poem "The Soldier"?

(A) The speaker is a soldier who is about to die in battle.

(B) The speaker is a soldier who is reflecting on his life and his death.

(C) The speaker is a soldier who is trying to come to terms with his own mortality.

(D) The speaker is a soldier who is trying to find meaning in his own death.

Part B

1. Chaucer's comments on the characters from the religious society are true to life - Elucidate.

2. Explain how Spenser uses imagery of nature in *Epithalamion* to celebrate the union of Elizabeth Boyle and Edmund Spenser.

3. What are some of the ways that you can apply the message in "To His Coy Mistress" to your own life?

4. What are some of the themes that are explored in *Elegy Written in a Country Churchyard*?

5. Discuss the poem "Hawk Roosting" as a comment on human society.

Part C

1. Evaluate the level of detail and subtlety with which Chaucer characterizes the Nun in the Prologue. What does this reveal about Chaucer's writing style and his approach to character development?

2. In Spenser's *Epithalamion*, the speaker uses a variety of poetic devices to celebrate the union of Elizabeth Boyle and Edmund Spenser. Write an essay in which you analyze the use of these poetic devices and discuss their effect on the poem.

3. Satan's soliloquy in Milton's *Paradise Lost* Book IX contributes to the understanding of the conflict between good and evil - Elucidate.

4. Discuss *Absalom and Achitophel* by John Dryden as a political allegory.

5. Analyse Auden's "In Memory of W.B. Yeats" as an elegy.

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Dr. Virgin Nithya Veena

Teaching Plan

Department : English
Class : I M.A English Literature
Title of the Course : Core II: English Drama
Semester : I
Course Code : EP231CC2

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EP231CC2	6	1	-	5	7	105	25	75	100

Objectives

- To understand the different stages of British drama and its evolution in the context of theatre can be understood by the students.
- To evaluate the different forms of drama from the historical background could be learnt.

Course outcomes

CO	Upon completion of this course, the students will be able to:	PSO addressed	Cognitive level
CO - 1	Appraise various aspects of drama and theatre.	PSO – 1	K5
CO - 2	Identify drama and performance as a cultural process and an artistic discourse.	PSO – 2	K4
CO - 3	Evaluate plot structure, characterization and dialogue.	PSO – 1	K5
CO - 4	Interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages.	PSO – 1	K4
CO - 5	Examine the features of Modern and Postmodern British Drama.	PSO – 2	K4

Teaching plan
Total Contact hours: 105 (Including lectures, assignments and tests)

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	1.	John Webster's <i>The White Devil</i>	9	3	K2(U) & K4(An)	Dramaturgical Mapping	Review writing	Canva, YouTube	Quiz – class test, seminar, Formative Assessment I
	2.	Thomas Middleton's <i>A Game at Chess</i>	9		K2(U) & K4(An)	Lecture method, Allegorical method	Group discussion and creative task	Canva, YouTube	Class test / short essay & Formative Assessment II
IV	Restoration and Irish Dramatic Movement:								
	1.	William Congreve's <i>The Way of the World</i>	9	3	K2(U) & K4(An)	Lecture method, Comedy of manners approach	Group role play	Gamma	Seminar, Assignment and Formative Assessment II
	2.	J.M. Synge's <i>The Playboy of the Western World</i>	9		K2(U) & K4(An)	Lecture method, Folk drama and social realism approach	Role play, Story circle	YouTube	Assignment, class test & Formative Assessment II
V	Epic Theatre, Comedy of Menace and Post-Modern Drama:								
	1.	Bertolt Brecht's <i>Mother Courage and her Children</i>	9	3	K2(U) & K4(An)	Interactive Lecture	Debate, Peer Tutoring	Video	Quiz - Class test, Formative Assessment II
	2.	Samuel Beckett's <i>Waiting for Godot</i>	9		K2(U) & K4(An)	Inquiry based approach	Table Reading	YouTube	Quiz - Class test, Assignment, Formative Assessment II

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Skill Development
Activities (Em/ SD): Debate Exhibition and Role Play

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

Professional Ethics and Human Values

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

Assignment:

1. Retell *The Jew of Malta* in a modern setting (e.g., corporate, political, or crime world). How would Barabas function today? How would religious and racial tensions play out?
2. Discuss the characters in *The Way of the World*.

Seminar Topics:

1. The Beginnings of English Drama: From Miracle and Morality Plays to the Rise of Revenge Tragedy
2. *Elizabethan Theatre: Stages, Styles, and Masters of Drama*
3. Jacobean Drama and the World of John Webster's *The White Devil*
4. Wit, Satire, and Social Critique: A Study of William Congreve's *The Way of the World*
5. Existentialism and the Theatre of the Absurd: A Study of *Waiting for Godot* Act I

Sample Questions

Part A

1. Miracle plays are also known as _____.
 - a. satires
 - b. historical plays
 - c. comic plays
 - d. melodrama
2. In *The Jew of Malta*, analyze Barabas' motivations for his actions throughout the play. Which of the following options best characterizes his primary motivation?
 - a. Personal greed and desire for wealth
 - b. Love and loyalty to his family
 - c. Religious devotion and piety
 - d. Pursuit of justice and equality
3. How does Webster use symbolism to represent corruption in *The White Devil*? (An)
 - a. Through the use of a cursed object
 - b. By describing a decaying city
 - c. Through the portrayal of a poisoned relationship

- d. By depicting a bloodstained garment
- 4. Which character is known for her witty and sarcastic remarks in *The Way of the World*?
 - a. Mrs. Fainall
 - b. Lady Wishfort
 - c. Mrs. Marwood
 - d. Mrs. Millamant
- 5. What is the significance of the tree in *Waiting for Godot*?
 - a. A symbol of hope
 - b. A representation of stagnation
 - c. A reminder of nature's beauty
 - d. An allegory for time's passage

Part B

- 1. What is the main message or moral lesson conveyed in the play *Everyman*?
- 2. What are some key characteristics of Elizabethan comedy?
- 3. What is the title of the play by Thomas Middleton that became infamous for its political allegory?
- 4. Describe the central themes explored in William Congreve's *The Way of the World*.
- 5. Explore how the characters' motivations drive the events in *The Birthday Party*. Consider how Stanley's fear and anxiety, Goldberg's manipulation, and McCann's aggression shape the unfolding of the plot.

Part C

- 6. Explore the themes of revenge, justice, and madness in Thomas Kyd's *The Spanish Tragedy*, and discuss its influence on later revenge tragedies.
- 7. Analyze the distinctive features of Ben Jonson's comedy *Volpone*, including its satirical elements and portrayal of greed and deception
- 8. Analyze the themes of corruption, revenge, and moral ambiguity in John Webster's *The White Devil*, and discuss its impact on Jacobean audiences.
- 9. Explore the Irish Dramatic Movement and its influence on the development of Irish theatre, focusing on J.M. Synge's *The Playboy of the Western World*.
- 10. Critique the portrayal of family and survival in the play. Evaluate how *Mother Courage and Her Children* presents the challenges of maintaining family bonds amidst adversity.

Head of the Department
(Dr. H. Jimsy Asha)

Course Instructors
Dr. Snow J. Sharmilla
Dr. J. Bhavani

Teaching Plan

Department: English
Class: I MA English
Title of the Course: Core III: English Fiction
Semester: I
Course Code: EP241CC3

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EP241CC3	5	1	-	4	6	90	25	75	100

Objectives

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

Course Outcomes

CO	Upon completion of this course, the students will be able to:	PSO addressed	Cognitive level
CO - 1	infer themes relating to the turn of the century events through close reading of text.	PSO – 1	K2(U)
CO - 2	gain wide knowledge about different types of novels.	PSO – 2	K3(An)
CO - 3	learn the art of writing different forms of novel with the learned notions.	PSO – 2	K5(E)
CO - 4	assess philosophical and political underpinnings of Victorian morality, anti -Victorian realities and the aesthetic Movement	PSO – 6	K5(E)
CO - 5	explore Social, domestic and gothic novels.	PSO – 3	K6(C)

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	1.	Introducing the Course and Course Outcomes	1	1	K2(U)	Lecture Method	Interactive Class	PDF	Recall
	2.	Overview of the study of novels, including its form, concepts, and theories.	2		K1(R)	Constructivist Pedagogy	Concept Mapping	PPT	Reflective Method
	3.	John Bunyan's "The Pilgrim's Progress"-its historical context, theological analysis and its allegorical elements.	3	1	K3(Ap)	Context based Learning	Brainstorming	Videos, PPT	Recall Quiz
	4.	John Bunyan's "The Pilgrim's Progress- Analysis	3	1	K4(An)	Participative Method- Visual Aids to visualize the allegorical journey of the protagonist.	Collaborative Learning	-	Maps, illustrations, Model Making, diagram or presentations be evaluated
	5.	John Bunyan's "The Pilgrim's Progress – Symbols, Imagery	3		K6(C)	Flipped Classroom - Journaling from Character's Perspective	Peer Learning	-	Nearpod
II	1	Introducing The New World	2		K(U)	Lecture	Interactive	PPT	Mentimeter

		Novel				Method	Method		
	2	Daniel Defoe's "Robinson Crusoe": Analysing the themes, motifs, and literary significance of the novel.	3	1	K3(Ap)	Participative Method - Reflection exercise	Project-Based Learning	PPT	Presentation Skill
	3	Daniel Defoe's "Robinson Crusoe": in-depth discussions on the novel's portrayal of colonization, survival, philosophy and human nature.	5	1	K6(C)	Reflective Journal	Write journal entries from Crusoe's or Friday's perspective.	PDF, PPT	Presentation Skill
	4	To introduce Laurence Sterne and provide an overview of "Tristram Shandy."	2	1	K1(U)	Lecture and Interactive Method	Reflective Discussion	Video	Q&A Quiz
	5	Impact of the novel and its influence on the development of the modern novel.	2		K3(An)	Flipped Classroom	Creative discussions, and critical analysis	-	Discussion Class test
	6	Novel's influence on literary traditions- Different types of Humour	2		K4(Ap)	Reflective Method	Reflective Journaling		Oral Presentation
III	1	Middle Class Novel of Manners- Introduction	2	1	K1(U)	Lecture Method	Interactive method	Video	Q&A
	2	Jane Austen's "Emma" – Social Context & Philosophical Dimensions	3	1	K1(U)	Critical analysis	Role Play	Movie	Slido
	3	Social themes and dynamics in "Emma."	2		K6(C)	Flipped Classroom	kinesthetics learning activities	Multimodal Learning - film adaptations	Reviews
		Emile Bronte's "Wuthering	2		K1(U)	Peer learning	Character	-	Q&A

		Heights"		1			Web: Interpersonal Map		
		Bronte's exploration of passion and obsession.	3		K1(U)	Jigsaw method	Literary Analysis	Video	Oral presentation
		Emile Bronte's "Wuthering Heights"	1		K1(U)	-			Open book test
		Emile Bronte's "Wuthering Heights"- Familial Representations	2		K1(U)	Multimedia presentations	Designing visual displays	PPTs, Cartoons	Presentation Skills
IV	1	Women's Issues	2	1	K1(U)	Collaborative Learning	Literary Exhibition	-	Presentation
	2	Charlotte Bronte's "Jane Eyre" Introduction	2	1	K1(U)	Blended Learning	Group Discussion	Movie	Preparation of Question Bank by the students
		Jane Eyre's character development, her experiences at different settings, and the exploration of gender roles	3		K3(An)	Reflective Method	Lecture	PPT, Video	Slido
		Historical and Contextual Exploration of Women	2		K4(Ap)	Seminar Presentation	Timeline Walk- Jane's Emotional Growth	PPT, Video	Presentation Skill
		Thomas Hardy's "Tess of the D'Urbervilles" – Introduction	3	1	K1(U)	Lecture Method	Interactive Method	PPT, Video	Q&A
		Author's portrayal of gender roles, societal expectations, and the challenges faced by female characters.	2		K2(U)	Peer Learning	Symbolism Gallery	Exhibits	Poster Display
		Character analysis	2		K6(C)	Experiential Learning	writing letter from a character's	Podcasts	Reviews

							perspective		
V	1	Liberal Humanism, Individual Environment, and Class Issues	2	1	K2(U)	Lecture Method	Interactive classroom approach,	Movie	One minute presentation
		overview of liberal humanism and its influence on literature.	3		K3(An)	Interactive Method	Gamification	-	Discussion
		D. H. Lawrence: The Rainbow - Introduction & symbolism	3	1	K2(U)	Blended Learning	Digital Character Scrapbook	Video making	
		D. H. Lawrence: The Rainbow- Liberal Humanism	3		K3 (An)	Interactive Method	“Tess Talks” – Podcast Episode	Record at home and present in class	Content Delivery
		James Joyce: Portrait of the Artist as a Young Man- Introduction - Political and Social	3	1	K2(U)	Lecture Method	Interactive Class	PPT	Q&A
		James Joyce: Portrait of the Artist as a Young Man- symbolism, narrative techniques, or the portrayal of social class.	3		K4(Ap)	Blended Learning	Family Tree Mapping - Digital/ Digital Character Scrapbook	Video	Discussion

Course Focussing on Cross Cutting Issues : Professional Ethics

Course Focussing on Skill Development

Assignment Group 1

John Bunyan's *The Pilgrim's Progress*

Activity

Creating Visual Aids to visualize the allegorical journey of the protagonist.

Assignment Group 2

Daniel Defoe's *Robinson Crusoe*: in-depth discussions on the novel's portrayal of colonization, survival, and human nature

Activity

Reflective Journal - Write journal entries from Crusoe's or Friday's perspective. (Entries imagining their emotions and thoughts)

Assignment Group 3

Emile Bronte's *Wuthering Heights* and Thomas Hardy's *Tess of the D'Urbervilles* - Familial Representations and Role of Women
Activity

Multimedia presentations / Designing visual displays (PPTs, Cartoons)

Assignment Group 4

Jane Eyre - Historical and Contextual Exploration of Women
Activity

Timeline Walk- Jane's Emotional Growth Video, Podcast

Assignment Group 5

James Joyce: *Portrait of the Artist as a Young Man*-Topic: symbolism, narrative techniques, or the portrayal of social class.
Activity

Family Tree Mapping - Digital/ Digital Character Scrapbook

Sample Questions

Part A

1. What does the celestial city symbolize in "Pilgrims Progress"?
 - a) Earth
 - b) Heaven
 - c) C) City of Destruction
 - d) None
2. In which country does Crusoe serve as a slave?
 - a) North Africa
 - b) India
 - c) Spain
 - d) Brazil
3. Who is the protagonist of Jane Austen's novel "Emma"?
 - a) Emma Woodhouse
 - b) Mr. Knightley
 - c) Harriet Smith

- d) Frank Churchill
- 4. Who is the author of the novel "Jane Eyre"?
 - a) Charlotte Bronte
 - b) Emily Bronte
 - c) Jane Austen
 - d) George Eliot
- 5. What is the name of the protagonist in "A Portrait of the Artist as a Young Man"?
 - a) Stephen Dedalus
 - b) Leopold Bloom
 - c) Gabriel Conroy
 - d) Molly Bloom
- 5. Joyce was the pioneer in using the technique called -----
 - a) Stream of Consciousness
 - b) Stream of Tension
 - c) Monologue
 - d) all the above

Part B

1. What is the main goal of the protagonist, Christian, in the novel?
2. What makes "Tristram Shandy" to be regarded as an anti-novel?
3. What is the social class of Emma Woodhouse in the novel "Emma"?
4. What is the central conflict in "Jane Eyre"?
5. What is the narrative style used in "A Portrait of the Artist as a Young Man"?

Part C

1. Explore the theme of spiritual journey and personal growth in "The Pilgrim's Progress." How does the protagonist, Christian, evolve and learn throughout his pilgrimage?
2. Analyse the function of irony in "Tristram Shandy." How does Sterne use irony to critique contemporary society and its values?

3. Explore the theme of social class in Jane Austen's "Emma." How does Austen depict and comment on the social hierarchy of the time through the characters and events in the novel?
4. Discuss the theme of independence and individuality in "Jane Eyre." How does Jane's quest for autonomy and identity shape the narrative and her character development throughout the novel?
5. Analyze the theme of identity and self-discovery in "A Portrait of the Artist as a Young Man." How does Stephen Dedalus navigate his artistic and personal journey in search of his true self?

Head of the Department

Dr.H.Jimsy Asha

Course Instructor

Dr.H.Jimsy Asha

Teaching Plan

Department : English
Class : I M.A English Literature
Title of the Course : Elective I (b): Disability Theory and Literature
Semester : I
Course Code : EP231EC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP231EC2	4	1			3	5	75	25	75	100

Learning Objectives:

1. To make the students understand the social and cultural implications of disability
2. To inspire and motivate the students to face challenges

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand disability with a positive perspective	K2
2.	gain insight into the key ideas of disability theory	K2
3.	recognise disability as a social and cultural construct	K4
4.	analyse societal representations of disability at moral, social, and medical levels	K4
5.	recognize contributions of disabled persons in literary world	K1, K3

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6**– Create

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student Centric Method	E-resources	Assessment/ Evaluation Methods
I	Disability Theory								
	1	Tobin Siebers:	8	2	K1(R) &	Introductory	Think-pair-	YouTube	Questionin

		Disability Theory			K2(U)&K3(A)	lecture	share		g, Oral Presentation
	2	Nancy Maris: On Being a Cripple	7	1	K1(R)&K2 (U)	Interactive lecture	Collaborative problem-solving sessions	YouTube	Oral Q & A, Group self-assessment sheet
II	Life Writing								
	1	Joni Erickson Tada: <i>Joni: An Unforgettable Story</i>	7	1	K2(U)&K4 (Ap)	Flipped Class room	Collaborative problem-solving sessions	YouTube	Oral Quiz, Vocabulary Tests
	2	Jean Dominique Bauby: <i>The Diving Bell and the Butterfly: A Memoir of Life in Death</i>	8	2	K2(U)&K4(An)	Interactive analytical Lecture with Gamma	Peer instruction, brainstorming	YouTube, Articles on Google Scholar	Class Test
III	Describing Disability								
	1	William Faulkner: <i>The Sound and the Fury</i>	8	2	K2(U) & K4(An)	Inquiry-Based Learning	Formulating questions	Lecture, Textual analysis	MCQ, oral quiz, Q&A
	2	Lucy Grealy: <i>Autobiography of a Face</i>	7	1	K2(U) & K4(An)	Active Learning	Peer instruction, brainstorming	Interactive analytical Lecture with PPT, videos	Quiz, Assignment
IV	Socio-cultural Crippling								
	1	Rohinton Mistry: <i>A Fine Balance</i>	8	1	K2(U) & K4(An)	Collaborative Learning	Peer Feedback	Role Play, textual	MCQ, oral quiz, Short

								analysis	Essay on theme and characterisation
	2	Bapsi Sidhwa: <i>Ice Candy Man</i>	7	2	K2(U) & K4(An)	Inquiry-Based Learning	Formulating questions	Lecture, Textual analysis	MCQ, oral quiz, Q&A
V	Dramatic Representation								
		Susan Sontag: <i>Alice in Bed</i>	8	1	K1(R), K2(U) & K3(An)	Inquiry-Based Learning	Formulating questions	Textual analysis, Video Lectures	MCQ, oral quiz, Short Essay
		Mahesh Dattani: <i>Tara</i>	7	2	K2(U) & K4(An)	Interactive lecture	Collaborative problem-solving sessions	YouTube	Oral Q & A, Group self-assessment sheet

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities: Exhibition and Role Play

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

Professional Ethics and Human Values

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

Assignment: Enumerate the themes in Mahesh Dattani's *Tara*.

Sample Questions

Part A

1. What is the main theme of Nancy Mairs' essay "On Being a Cripple"?

A. The physical symptoms of multiple sclerosis

B. Coping strategies for disabled people

C. Embracing disability with honesty and personal agency

D. The medical treatment for chronic illness

2. What is the central event in Joni Eareckson Tada's life that the book revolves around?

A. Winning a sports championship

B. Surviving a car crash

C. Becoming a missionary

D. A diving accident that left her paralyzed

3. During which historical period is *A Fine Balance* set?

A. Post-Independence India, 1950s

C. British Colonial Rule

4. Who is the central character in *Alice in Bed*?

A. Alice Walker

C. Alice James

5. Who is the narrator of *Ice-Candy-Man*?

A. Ayah

B. Lenny

C. The Ice-Candy-Man

D. Ranna

B. The Emergency in India (1975–1977)

D. Post-Liberalization India, 1990s

B. Alice Liddell

D. Alice Sontag

Part B

1. Analyze the concept of the "ideology of ability" as presented by Siebers.

2. Discuss how Joni Eareckson Tada's faith evolves throughout the memoir and how it contributes to her personal resilience and sense of purpose.

3. Examine how Lucy Grealy's diagnosis and treatment for cancer shape her identity.

4. Discuss the theme of control—political, personal, and social—in *A Fine Balance*.

5. Discuss the function of fantasy, hallucination, and dream sequences in *Alice in Bed*.

Part C

1. Critically examine Tobin Siebers' contribution to disability studies in *Disability Theory*,

2. Explore the emotional trajectory of Joni's journey from anger and depression to acceptance and hope.

3. Explore how Lucy's interactions with others—peers, doctors, strangers—inform her understanding of herself. What role does social perception play in the shaping of her emotional and psychological journey?

4. Analyze Mistry's portrayal of the city as both a place of opportunity and suffering.

5. "In *Alice in Bed*, illness is not just physical—it is deeply social and psychological." Examine how Susan Sontag uses the character of Alice James to critique the social constraints placed on women, especially those with intellectual ambitions.

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Dr. Alby Grace

Teaching Plan

Department : **English**
Class : **I MA English**
Title of the Course : **ELECTIVE COURSE II: LIFE WRITINGS**
Semester : **I**
Course Code : **EP231EC6**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP231EC6	4	1	-	-	3	5	75	25	75	100

Pre-requisite: Being familiar with the life of famous personalities.

Learning Objectives:

1. To make students realize the literary significance of life writings.
2. To familiarize the students with life writings of success stories to conflict zone testimonies and literary works.

Course Outcomes

On the successful completion of the course, student will be able to:		PSO Addressed	Cognitive Levels
1	become familiar with various subgenres of life writings	PSO -1	K2
2	sensitize themselves to the predicament of various marginalized sections	PSO -2	K4
3	comprehend the significance of life writing as a literary genre	PSO -1	K3
4	get acquainted with the role of personal narrative in writing history	PSO -1	K6
5	comprehend the different socio, cultural and political dimensions	PSO -2	K2

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

[illegible]

III	Memoirs and Testimonials								
	1	Victor Frankl: <i>Man's Search for Meaning</i>	7	3	K4	Lecturing	Literature analysis	PowerPoint	Online assignment
	2	Urvashi Butalia: <i>The Other Side of Silence: Voices from the Partition of India</i>	7		K4	Reflective Pedagogical Approach & Lecturing	Sharing reflections & Think-pair-share	You tube & PowerPoint	Oral presentation & Oral test
IV	Drama								
	1	Eugene O' Neil: <i>Long Day's Journey into Night</i>	8	3	K2, K3	Blended learning & Inquiry based approach	Collaborative documents & Group discussion	You tube video & PowerPoint	Oral test & Slip test
V	Autofiction and Short Life Narratives								
	1	Christopher Isherwood: Goodbye to Berlin	8	3	K6	Lecturing & Collaborative learning	Literature analysis & Group discussion	Blogger Google forms	Preparation of question bank & Formative test

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Exhibition, Album preparation, Oral Presentation

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

Professional Ethics,

Gender Equity, Environment sustainability

Activities related to Cross Cutting Issues: Oral test & Seminar presentation

Assignment: Enactment, Role Play, Group Discussion

Sample Questions

Part A

1. What is the main difference between a biography and an autobiography?
 - A. A biography includes personal reflections, while an autobiography does not.
 - B. A biography is a detailed description of someone else's life, while an autobiography is the story of a person's life written by that person.
 - C. A biography focuses on specific events, while an autobiography covers the entire life.
 - D. A biography is written by the subject, while an autobiography is written by someone else
2. What condition does Malini Chib have that affects her movement?
 - A. Multiple sclerosis
 - B. Muscular dystrophy
 - C. Cerebral palsy
 - D. Spinal bifida
3. What significant event does Urvashi Butalia's book focus on?
 - A. The economic reforms in India
 - B. The Partition of India in 1947
 - C. The formation of Pakistan
 - D. The independence of India from British rule
4. In what way does the setting of the play influence the Tyrone family's interactions?

- A. It allows for frequent visitors.
 - B. It creates a festive atmosphere.
 - C. It encourages family gatherings.
 - D. It provides a sense of isolation.
5. Which of the following best describes the political climate in Berlin during the time 'Goodbye to Berlin' is set?
- A. Isolated and stagnant
 - B. Stable and prosperous
 - C. Uniform and unchanging
 - D. Chaotic and politically charged

Part B

1. How is memory framed as a creative resource rather than a mere obstacle in life writing?
2. Discuss the theme of self-creation in the memoir, examining how Manobi reclaims her narrative and forges her identity in defiance of the name, gender, and destiny assigned to her at birth.
3. How does Butalia contrast the "official" history of Partition, focused on high politics, with the "people's history" constructed from fragmented, personal, and often contradictory memories?
4. How does the past haunt every conversation in the play, with each character perpetually reliving and re-litigating old grievances that prevent any possibility of present-day forgiveness or connection?
5. How is the rise of Nazism depicted in the novel?

Part C

1. Analyze how the book's three-part structure (reflection, contributor voices, exercises) facilitates holistic learning
2. Explain the significance of the title, "A Gift of Goddess Lakshmi," in capturing the duality of reverence and rejection faced by the transgender community in India.

3. Analyze the intricate relationship between freedom and responsibility in Frankl's philosophy, exploring his assertion that freedom is in danger of degenerating into mere arbitrariness unless it is lived in terms of responsibility.
4. Explain the symbolic significance of the ever-present fog as it rolls in, reflecting the family's descent into illusion, recrimination, and Mary's morphine-induced haze.
5. Examine the theme of decadence and decline in *Goodbye to Berlin*.

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Dr.R.Abilasha

Teaching Plan

Department: English
Class: II MA English
Title of the Course: CORE COURSE VII: LITERARY THEORY
Semester: III
Course Code: EP233CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233CC1	5	1	-	-	5	6	90	25	75	100

Pre-requisite: Foundational understanding of Literature and critical thinking

Learning Objectives

1. To introduce students to literary theories and criticism
2. To critically and logically think about literary theories

Course Outcomes

CO	Upon completion of this course, the students will be able to:	Cognitive level
1.	understand the evolution of literary criticism	K2
2.	apply literary theories to diverse literary texts	K3
3.	identify and interpret underlying theoretical frameworks within literary works	K1 & K4
4.	critically evaluate the strengths and limitations of different literary theories	K5
5.	articulate well-reasoned arguments regarding the relevance and significance of various literary theories	K6

K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyse; K5 – Evaluate; K6 - Create

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/Evaluation Methods
I									

	1	New Criticism	3	1	K1, K2	Blended learning	Collaborative documents	PowerPoint	Album Preparation
	2	Moral Formalism	3		K1, K2	Inquiry based approach	Formulating questions	PowerPoint	Open book test
	3	Russian Formalism and Bakhtin School	3	1	K1, K2	Flipped Classroom	In-class discussion	Slido	Multiple choice questions using Slido
	4	Reader oriented Theories	3		K1, K2	Project based learning	Group discussion	Blogger	Oral Presentation
	5	Structuralist Theories	3	1	K1, K2	Lecturing	Think-pair share	Video lecture	Online Quiz
II									
	1	Marxist Theories	5	1	K2, K3	Lecturing	Think-pair share	Video lecture	Preparation of question bank
	2	Poststructuralist Theories	5	1	K2, K3	Reflective Pedagogical Approach	Sharing reflections	Adobe Acrobat document	Seminar presentation
	3	Postmodernist Theories	5	1	K2, K3	Inquiry-based approach	Formulating questions	PowerPoint	Open book test
III									
	1	Jacques Lacan – The Insistence of the Letter in the Unconscious	5	1	K1, K4	Lecturing	Literature analysis	PowerPoint	Online assignment
	2	Jacques Derrida – Structure, Sign and Play in the Discourse of the Human Sciences	5	1	K1, K4	Reflective Pedagogical Approach	Sharing reflections	quizlet	Oral presentation

	3	Mikhail Bakhtin – From the Prehistory of Novelistic Discourse	5	1	K1, K4	Lecturing	Think-pair-share	PowerPoint	Oral test
IV									
	1	Jean Baudrillard – Simulacra and Simulations	5	1	K2, K3	Blended learning	Collaborative documents	You tube video	Oral test
	2	Roland Barthes – The Death of the Author	5	1	K2, K3	Cooperative learning	Group discussion	PowerPoint	Slip test
	3	Michel Foucault – What is an Author?	5	1	K2, K3	Inquiry based approach	Formulating questions	Slido	Exhibition
V									
	1	Stephen Greenblatt – The Circulation of Social Energy	8	1	K5	Lecturing	Literature analysis	Blogger	Preparation of question bank
	2	Peter Stockwell – Introduction to Cognitive Poetics: An Introduction	8	1	K5	Collaborative learning	Group discussion	Google forms	Surprise test

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Exhibition, Album preparation, Oral Presentation

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

Professional Ethics, Gender Equity, Environment sustainability

Activities related to Cross Cutting Issues: Oral test & Seminar presentation

Assignment: Exhibition, Role Play, Album preparation

Sample Questions

Part A

1. What is New Criticism?
2. Who denied the theory of natural harmony?
3. What does the term 'epistēmē' mean?
4. Who is considered as the 'modern scriptor'?
5. What is "Social Energy" according to Greenblat?

Part B

1. Write a short note on Reader oriented Theories.
2. Explain Postmodernist Theories.
3. What were Bhaktin's main views and treatment of language?
4. Explain Foucault's concept of agency and author function.
5. What is Cognitive Poetics? Explain the concept of body, mind and literature.

Part C

1. Explain the concept of Structuralist Theories.
2. Write in detail about Marxist Theories.
3. Highlight the idea of deconstruction in "Structure, Sign and Play in the Discourse of Human Sciences.
4. Comment on Roland Barthes "The Death of the Author".
5. "Stephen Greenblatt's essay "The Circulation of Social Energy" questions the effectiveness of literary culture as social energy through his examinations of Shakespeare, the Renaissance literary canon, and theatrical representation." – Elucidate.

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Dr. F. Anne Feril

Teaching Plan

Department : English
Class : II MA
Title of the Course : Major Core VIII: CARIBBEAN LITERATURE
Semester : III
Course Code : EP233CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233CC2	5	1	-		5	6	90	25	75	100

Learning Objectives:

1. To analyse the representation of colonial legacies and postcolonial struggles in Caribbean literature.
2. To trace the evolution of Caribbean literature over time and its influence on broader cultural and political movements

Course Outcomes

1.	Analyze and interpret a variety of literary texts from the Caribbean region.	K4
2.	Identify key themes, motifs, and stylistic features in Caribbean literature.	K2
3.	Explore the diversity of voices and perspectives within Caribbean literary traditions	K4
4.	Examine the role of language in Caribbean literature	K5
5.	Apply critical analysis skills to deconstruct and interpret literary texts,	K2

K2 - Understand; K4 – Analyse ; K5 - Evaluate

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hour	Cognitive level	Pedagogy	Student Centric Methods	E-Resources	Assessment/Evaluation
I	1	Elizabeth M. DeLoughrey: Introduction	6	2	K2 (U)	Flipped Classroom, Group Discussion, exhibition, Interactive PPT	Discussion	https://www.youtube.com/watch?v=WVUEowLi_90	Concept explanations, Short summary or overview, Questioning, Seminar
	2	Julia Udofia: The History and Shaping of Caribbean Literature	6	1	K2 (U)	Interactive Lecture	Brainstorming	Interactive PPT	Concept Explanation Slip test, Questioning, Seminar, Quiz
II	1	Mervyn Morris: Judas	3	1	K4(An)	Interactive Lecture	Context based teaching	Interactive PPT	Slip test, Questioning, Seminar
	2	Kamau Brathwaite:	3	1	K2(U)	Active Learning	Discussion	Interactive	Slip test, Assignment

		Bread						PPT	Questioning, Seminar
	3	Merle Collins: Quality Time	2		K2(U)	Interactive Lecture	Context based teaching	Interac tive PPT	Slip test, Quiz, Questioning, Seminar
	4	John Agard: Flag	2	1	K4(An)	Active Learning	Brain Storming	Interac tive PPT	Slip test, Quiz, Questioning, Seminar
	5	Edward Baugh: Country Dance	2		K2(U)	Interactive Lecture	Discussion	Interac tive PPT	Slip test, Assignment
III	1	Olive Senior: The Country Cousin	3	1	K5(E)	Interactive Lecture	Think – Pair - share	Interac tive PPT	Slip test, Quiz, Questioning, Seminar
	2	Jamaica Kincaid: In the Night	3	1	K2(U)	Active Learning	Discussion	Interac tive PPT	Slip test, Assignment, Quiz
	3	Tiphonie Yanique: The Saving Work	3	1	K2(U)	Interactive Lecture	Brain Storming	Interac tive PPT	Slip test, Quiz, Assignment
	4	Alexia Arthurs: Shirley from a Small Place	3		K4(An)	Collaborative Learning	Discussion	Interac tive PPT	Slip test, Assignment, Quiz
IV	1	Erna Brodber: The Rainmaker's Mistake	6	2	K2 (U)	Interactive Lecture	Brainstormi ng	Interac tive PPT	Quiz, Seminar
	2	Kei Miller: The Last Warner Woman	6	1	K2 (U)	Collaborative Learning	Discussion	Interac tive PPT	Quiz, Seminar
V	1	Derek Walcott: Dream on Monkey	6	2	K2 (U)	Interactive PPT	Discussion	<u>Interac tive</u> PPT	Assignment, E-quiz, Seminar

		Mountain							
	2	Ian McDonald: The Hummingbird Tree	6	1	K2 (U)	Active Learning	Cooperative learning	https:// www. youtub e.com/ watch? v=w- Br19N FNg0	Quiz, Seminar, Assignment,

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

Activities (Em/SD):

Exhibition and Seminar

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

Activities related to Human Values:

Assignment:

1. Caribbean writers' exploration regarding the identity and cultural heritage in their works? Choose at least two authors and analyse their approaches to depicting the search for identity and the preservation of cultural traditions.
2. **Last date for submission: 12.09.2025**

Seminar Topic:

1. Discuss the theme of resistance and rebellion against colonial power in Caribbean literature.
2. Examine the use of folklore and myth in Caribbean literature. How do authors incorporate traditional stories and beliefs into their works.

Seminar begins from 12.08.2025 to 24.08.2025

**Sample Questions
Part A**

1. What does a gesture of destruction against land represent in Elizabeth M. DeLoughrey: Introduction?
2. What does Glissant suggest about the land in "Discours antillais"?

3. "The first European country to establish a significant presence in the Caribbean was _____."
a) France b) Spain c) England d) Portugal
4. "My Lord, I knew you would be _____."
a) happy b) silent c) disappointed d) crucified
5. "And the smell of the _____ rising"
a) flour b) bread c) kitchen d) yeast

Part B

1. Analyze DeLoughrey's exploration of transnational environmentalism and its representation in literature.
2. Explain the impact of Caribbean history, culture, and identity on the themes and styles found in Caribbean literature.
3. Discuss the portrayal of Judas in Mervyn Morris's poem "Judas".
4. Examine Kamau Brathwaite's "Bread" as a celebration of resilience and resistance in Caribbean culture.
5. How does the poem explore the tension between tradition and modernity in Caribbean society in Edward Baugh's "Country Dance".

Part C

1. Assess DeLoughrey's discussion of the relationship between literature and activism in the context of environmental justice movements.
2. Evaluate the contributions of Caribbean women writers to the literary canon.
3. Critically analyze the relevance of Mervyn Morris's "Judas" in contemporary discussions of morality and forgiveness.
4. Explain the role of community and solidarity in Kamau Brathwaite's "Bread".
5. Discuss the relationship between nature and human experience in Edward Baugh's "Country Dance".

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Dr. Selva Mary Gokila

Teaching Plan

Department : English
Class : II MA
Title of the Course : Research Methodology
Semester : III
Course Code : EP233CC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233CC3	6	-	-	-	5	5	90	25	75	100

Objectives:

1. To master the rudiments of research writings.
2. To help the students write quality research papers.

Course Outcomes

On the successful completion of the course the students will be able to:		
1.	understand the formal aspects of research	K2
2.	select the research topic and formulate hypothesis	K4
3.	equip themselves in research methodology and ethics	K3
4.	develop the ability to organize ideas in their scholarly research writing	K3
5.	meticulously draft the work cited list	K3

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hour	Cognitive level	Pedagogy	Student Centric Methods	E- Resources	Assessment / Evaluation
I	1	Research Paper as a Form of Exploration	3	2	K1 (R)	Lecture	Think – Pair - share	https://www.youtube.com/watch?v=nJza2kfl8GU	Concept explanations, Short summary or

		and Communicatio n							overview
	2	Conducting Research, Evaluating Sources, Taking Notes	2		K2 (U)	Active Learning	Discussion	Interactive PPT	Slip test, Questioning , Seminar
	3	Outlining, Writing Drafts, Language and Style	2		K2 (U)	Interactive Lecture	Brainstorming	Interactive PPT	Slip test, Questioning , Seminar
	4	Plagiarism and Academic Integrity: Definition and Consequences	3		K2 (U)	Inquiry based Learning	Case Study	https://www.youtube.com/watch ?v=jxsnVvMlk1Y	Slip test, Questioning , Seminar
	5	Information Sharing Today, Unintentional Plagiarism, Forms of Plagiarism	2	1	K2 (U)	Inquiry based Learning	Case Study	https://www.youtube.com/watch ?v=C-VTPpcPjDI	Slip test, Questioning , Seminar
	6	Bibliographic Notes, Content Notes, Styling of Notes	3		K3 (Ap)	Active Learning	Discussion	Interactive PPT	Short test, MCQ, True/False, Short essays, Concept explanation s, Short

									summary or overview
II	1	Margins, Text Formatting, Title, Running Head and Page Numbers	1	1	K2 (U)	Interactive Lecture	Context based teaching	Interactive PPT	Slip test, Questioning , Seminar
	2	Internal Headings and Sub Headings, Placement of the Works Cited	1		K2 (U)	Simulation	Context based teaching	Interactive PPT	Slip test, Questioning , Seminar
	3	Tables and Illustrations, Lists, Paper and Printing	2		K2 (U)	Simulation	Context based teaching	Interactive PPT	Slip test, Questioning , Seminar
	4	Proof Reading and Spell Checkers, Capitalization of Terms	3	2	K2 (U)	Inquiry based Learning	Case discussion	Case study	Case study discussion
	5	Punctuation and Styling of Titles, In-Quoting and Paraphrasing Sources	1		K3 (Ap)	Project based Learning	Discussion	Case study	Case study discussion
	6	Principles of Inclusive Language	3		K4 (A)	Inquiry – based learning	Contextual inquiry	Case study	Case study discussion
III	1	Creating and Formatting	3		K2 (U)	Interactive Lecture	Think – Pair - share	Interactive PPT	Slip test, Assignment

		Entries: An Overview							
	2	The MLA Core Elements: Author, Title of Source, Title of Container	3	2.5	K2 (U)	Active Learning	Case study	Case study	Slip test, Assignment
	3	Version, Number, Publisher, Publication date, Location	3		K2 (U)	Interactive Lecture	Think – Pair - share	Interactive PPT	Slip test, Assignment
	4	Ordering the List of Works Cited, Alphabetizing: An Overview	3		K2 (U)	Project-Based Learning	Project based learning	Interactive PPT	Slip test, Assignment
	5	Cross-Reference, Annotated Bibliographies	3		K3 (Ap)	Interactive Lecture	Think – Pair - share	Interactive PPT	Slip test, Assignment
	6	In-Text Citations: An Overview (What to Include and How to Style It)	3	0.5	K4 (A)	Active Learning	Peer instruction	Interactive PPT	Slip test, Assignment
IV	1	Census and Sample Survey,	3	2.5	K2 (U)	Interactive Lecture	Brainstorming	https://www.youtube.com/watch?v=pTuj57uXWlk	Quiz, Seminar

		Implications of a Sample Design							
	2	Steps in Sampling Design, Criteria of Selecting a Sampling Procedure	2		K2 (U)	Collaborative Learning	Discussion	Interactive PPT	Quiz, Seminar
	3	Characteristics of a Good Sample Design, Different Types of Sample Designs	2		K2 (U)	Interactive Lecture	Think – pair-share	Interactive PPT	Quiz, Seminar
	4	How to Select a Random Sample?	3		K3 (Ap)	KWL	Contextual inquiry	https://www.youtube.com/watch?v=fSmedyVv-Us	E-quiz, Seminar
	5	Random Sample from an Infinite Universe	3	0.5	K4 (A)	KWL	Discussion	Interactive PPT	E-quiz, Seminar
	6	Complex Random Sampling Designs	3		K4 (A)	KWL	Discussion	Interactive PPT	E-quiz, Seminar
V	1	Methods of Data Collection,	3	3	K2 (U)	Simulation	Discussion	https://www.youtube.com/watch?v=q17s84ADGfA	E-quiz, Seminar

		Collection of Primary Data							
	2	Observation Method, Interview Method	3		K2 (U)	Inquiry-Based Learning	Cooperative learning	https://www.youtube.com/watch?v=RJLqVy8qdSM	E-quiz, Seminar
	3	Collection of Data through Questionnaires, Collection of Data through Schedules	3		K2 (U)	Inquiry-Based Learning	Discussion	Interactive PPT	E-quiz, Seminar
	4	Schedules, Some Other Methods of Data Collection	3		K3 (Ap)	Differentiated Instruction	Self-paced learning	Interactive PPT	E-quiz, Seminar
	5	Collection of Secondary Data	3		K4 (A)	Flipped Classroom	Discussion	Interactive PPT	E-quiz, Seminar

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

Activities (Em/SD):

Employability – Research paper presentation by critically evaluating the research methodology, employing the research tools

Skill Development – Poster presentation which develops communication skills, information visualization (infographics)

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

Activities related to Professional Ethics:

Assignment:

1. **Research paper analysis:** Analyze a research paper and present it in the class
2. **Paper Publication:** Students have to prepare a research paper based on a topic of their choice.

Last date for submission: 12.08.2025

Seminar Topic: Paper or poster Presentation on a topic chosen by the students.

Seminar begins from 20.07.2025 to 30.07.2025

Sample Questions

Part A

1. What is the primary purpose of a research paper?
 - a) To summarize existing knowledge
 - b) To explore and communicate new insights**
 - c) To critique others' work
 - d) To compile bibliographic notes
2. What is the primary function of bibliographic notes?
 - a) To summarize research findings
 - b) To provide additional information
 - c) To list sources used in the research**
 - d) To outline the paper

Part B

1. Explain the process of evaluating sources in research.
2. Describe the different forms of plagiarism.

Part C

Analyze the process of evaluating sources for research, focusing on the criteria used to determine the credibility and relevance of sources.

Head of the Department
Dr. H. Jimsy Asha

Course Instructor
Dr. P. Sathya

Teaching Plan

Department : English
Class : II M.A. English
Title of the Course : Elective Course V: (b) Film and Media Studies
Semester : III
Course Code : EP233EC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233EC2	3	1	–	–	3	4	60	25	75	100

Learning Objectives:

1. To enhance the learner's perception of the film studies
2. To help the learners comprehend the modern communication systems

Course Outcomes

COs	Upon completion of this course, students will be able to:	PSO addressed	CL
CO-1	recall the major theories and theorists in film and media studies.	PSO - 1	K1
CO-2	explain the influence of film genres on audience expectations and interpretations.	PSO - 2	K2
CO-3	apply media production techniques to create short film projects.	PSO - 4	K3
CO-4	analyze the relationship between form and	PSO - 3	K4

	content in film and media texts.		
CO-5	evaluate the ethical implications of media production and consumption.	PSO - 5	K5

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	GLOSSARY OF TERMS:								
	1	Glossary of terms: Film and media Media Studies: Advertising, Augmented Reality, BARB, Censorship, Conglomerate, Convergence, Codes, Cybernetics, Denotation, Dramaturgy	2	1	K2 (Un)	Lecture-Based, Concept Mapping, Case Study Method	Peer Teaching, Seminars, Mind- Mapping	<i>Video Lectures,</i> Interactive PPT, Canva, Online Journals	atching Glossary, MCQ, e Minute Paper, CIA I
	2	Glossary of terms: Film and media Media Studies: Foley Sounds, Fourth Estate, Intertext/ intertextual, Infotainment, Mass media, Oligopoly, Propaganda, Prosumers, Public sphere, RAJAR	1		(Un)	Lecture with Visualization, Concept-Based Discussion	Term-of-the- Day Presentation, Role playing, Simulation	Video Lecture, Simulation Tool, Interactive Notes	Formative Worksheet, Visualization Task, CIA I

	3	Glossary of terms: Film and media Media Studies: Reception studies, Regulation, Rhetorics, SFX, Synergy, Signposting, Socio- psychological, Transmission, Typography, Users and Gratification.	2	1	(Un)	Lecture-based, Concept mapping, Case study method	Peer Teaching, Think-Pair- Share, Simulation	TED Talk, Google Docs, PPT	Open Book Test, Online Quiz, CIA I
	4	Glossary of terms: Film and media Film Studies: Avant- Garde, B-Movie, Back Lot, Billing, Biopic, Black Comedy, Blaxploitation, Bumper, Cameo	1		K2 (Un)	Lecture with visualization, Concept-based discussion, Multimedia integration	Brainstorming, Case Study Analysis, Debate	YouTube Videos, Kahoot, PPT	Online Quiz, Glossary Puzzle, CIA I.
	5	Glossary of terms: Film and media Film Studies: Caricature, Cliffhanger, Deus Ex Machina, Dogme 95, Dolly shot, Fish-eye lens, Flash-editing, Interlude, Melodrama, Mockumentary	2	1	(Un)	Lecture with visualization, Simulation, Multimedia integration	Peer Learning, Gamified Quiz, Concept Mapping	Interactive PPT, BBC Bitesize, Quizlet	Recall, Mind Map, Open Book Exam Questions, CIA I

	6	Glossary of terms: Film and media Film Studies: Montage, Oblique angle, Omniscient Point of View, Overture, Mise-en- scène, Pipeline, Pixilation, Pull-back dolly, Revival House, Rack focusing, Wipe	1		(Un)	Lecture-cum- discussion method, Demonstration method, Flip teaching	Think-Pair- Share, Role- Play, Glossary poster- making	Google Docs, Interactive PPT, Quizelet	Class Test, Polls, Oral Quiz, CIA I
II	FILM TECHNOLOGY:								
	1	Film Technology: Introduction	3	1	(An)	Lecture with visual aids, Case study method, Concept mapping	Flipped Classrooms, Peer Teaching, Gamified Quiz	TED Talks on film and storytelling, Interactive PPT, Blender	Written Test, Peer Evaluation, MCQ, CIA I,
	2	Film Technology: Development of techniques for recording	2		(An)	Online Guest lectures from filmmakers, Demonstration method (using cameras, editing tools), Film screening and discussion	Think-Pair- Share, Simulation, Seminars	Quizelet, YouTube Video, PPT	Film Analysis, Group Discussion, Slip Test, CIA I
	3	Film Technology: Development of techniques for construction	2	1	(An)	Flip Teaching, Lecture-cum- discussion method, Demonstration	Seminars, Mind Mapping, Debate	Google Docs, Kahoot, PPT, Blender	Oral Presentation, Assignment, Recall, CIA I

						method			
	4	Film Technology: Development of techniques for presentation of motion pictures till date	2	1	(An)	Multimedia integration, Lecture with visualization, Concept-based discussion	Seminars, Case Study Analysis, Concept Mapping	TED Talks on film and storytelling, PPT, YouTube	One Minute Paper, Slip Test, Mind Map, CIA I
III	TYPES OF MEDIA & JOURNALISM AND WRITING FOR MEDIA:								
	1	Print & Electronic Media	2	1	(E)	Lecture method, Case study analysis	Peer Teaching, Think-Pair-Share	Kahoot, Interactive PPT	Online Quiz, Poen Book Test, CIA I
	2	Hard News & Soft News collection	1		(E)	Comparative media analysis, Textual analysis	Seminar, Simulation	QuillBot, PPT, Google News	Mind Map, Slip Test, CIA I
	3	Editing and Production	2	1	(E)	Concept Mapping, Brainstorming	Role Play, Seminar	Youtube Video, QuillBot, Google News	Recall, Assignment, CIA I
	4	News writing, Feature writing, Review writing, Column writing	1		(E)	Multimedia integration, Lecture with visualization	Flipped Classrooms, Gamified Quiz	QuillBot, Google News	News Report Writing, Review Writing, CIA II
	5	Investigative writing, Content writing	2	1	(E)	Online Guest lectures from filmmakers, Demonstration method	Think-Pair-Share, Seminar	Google Docs, Quizelet	Oral Presentation, Assignment, CIA II
	6	Sports writing, Editorial writing	1		(E)	Lecture with visual aids, Case study method	Peer Review, Seminar	Video Lecture, Simulation Tool	Slip Test, Group Discussion, CIA II

IV	FILM THEORIES:								
	1	Feminist Film Theory	2	1	(R)	Lecture Based, Comparative Analysis	Group Presentation, Debate, Seminar	YouTube Video, Blogs, Kahoot	Analysis of a film, Peer Evaluation, CIA II
	2	Marxist Film Theory	2		(R)	Case Study, Lecture with Visual Aids	Think-Pair-Share, Flipped Classrooms, Seminar	Interactive PPT, BBC Bitesize, Quizlet	Class analysis of a film, Debate, Critical Review, CIA II
	3	Psychoanalytic Film Theory	2	1	(R)	Concept Mapping, Brainstorming	Mind Mapping, Peer Teaching, Seminar	Interactive PPT, Canva, Online Journals	Peer assessment, Open book test, CIA II
	4	Queer Film Theory	2		(R)	Lecture Based, Case Study Analysis	Case Study Analysis, Seminar	Interactive PPT, Video Lectures,	Oral Presentation, Group Discussion, CIA II
	5	Auteur Film Theory	1	1	(R)	Lecture-cum-Discussion Method, Flip Teaching	Think-Pair-Share, Seminar, Debate	TED Talk, Google Docs, PPT	Character Analysis, MCQ, Film Review, CIA II
V	PRECEPT TO PRACTICE:								
	1	Documentary making	3	1	(Ap)	Demonstration Method, Lecture-cum-Discussion Method	Mind Mapping, Seminar, Discussion	BBC Bitesize, Quizlet, Kahoot	Assignment, Slip Test, CIA II

	2	Conducting Interviews	3	1	(Ap)	Lecture with Visual Aids, Brainstorming	Think-Pair-Share, Peer Teaching	Interactive PPT, Blogs, Google News	Class Test, Peer Discussion, CIA II
	3	Recording Live Telecast	3	1	(Ap)	Demonstration Method, Lecture with Visual Aids	Flipped Classrooms, Case Study Analysis, Gamified Quiz	YouTube Video, Google News	Mock Live Telecast, Oral Presentation, CIA II

*Total Teaching hours include 15 hours allotted for Formative and Summative Assessments

Course Focussing on Employability/ Entrepreneurship/ Skill Development: **Employability, Entrepreneurship, Skill Development**
Activities (Em / En /SD): **Expert Talk on Innovations in Film Technology**

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

Assignment: Create a Short Documentary on a Contemporary Social Issue (Last date to submit – 12-08-2025)

Seminar Topic: 1. Cinema and the Unconscious: A Study of Psychoanalytic Film Theory

2. Beyond the Binary: Queer Film Theory and Representation in Modern Cinema

Sample Questions

Part A (1 mark)

- What does BARB stand for? **(K1-R, CO-2)**
 - British Association for Radio Broadcasting
 - Broadcasters' Audience Research Board
 - Broadcasting and Radio Bureau
 - British Audience Review Board
- Who leads the production design unit in a film project? **(K1-R, CO-4)**
 - Cinematographer

- b) Production Designer
 - c) Sound Engineer
 - d) Casting Director
3. What feature of electronic media makes it distinct from print media? **(K1-R, CO-5)**
- a) Portability
 - b) In-depth analysis
 - c) Real-time updates
 - d) Tangibility
4. Feminist Film Theory emerged prominently during which period? **(K1-R, CO-1)**
- a) 1920s
 - b) 1950s
 - c) 1970s
 - d) 1990s
5. What should new journalists do when they make a mistake during a live stream? . **(K1-R, CO-5)**
- a) Ignore the mistake and move on
 - b) End the stream immediately
 - c) Acknowledge and correct the error clearly
 - d) Blame the technical crew

Part B (6 marks)

1. Define the following terms in the context of film and media studies: **(K2-U, CO-2)**
- 1) Censorship
 - 2) Dramaturgy

- 3) Foley Sounds
 - 4) Oligopoly
 - 5) Prosumers
 - 6) SFX
2. Trace the evolution of film technology from silent cinema to the digital age. **(K4-An, CO-4)**
 3. Explain the process of news collection, editing, and production in print journalism. **(K5-E, CO-5)**
 4. Define Marxist Film Theory. What does it primarily critique in cinematic narratives? **(K1-R, CO-1)**
 5. What is Queer Theory in film studies? What kinds of narratives does it challenge? **(K1-R, CO-1)**
 6. Apply the key stages of documentary production to design a short documentary concept on a local social issue. **(K3-Ap, CO-3)**

Part C (12 marks)

1. Explain any five of the following film studies terms with examples where applicable: (K2-U, CO-2)

- 1) Avant-Garde
- 2) B-Movie
- 3) Black Comedy
- 4) Blaxploitation
- 5) Bumper
- 6) Cliffhanger
- 7) Dogme 95
- 8) Fish-eye Lens
- 9) Montage
- 10) Oblique Angle
- 11) Pixilation
- 12) Wipe

2. Discuss the historical development of film technology from its origins to the present day. **(K4-An, CO-4)**
3. Compare and contrast print media and electronic media in terms of content presentation, audience reach, and credibility. **(K5-E, CO-5)**
4. Discuss the different types of journalistic writing—news, feature, review, column, editorial, and investigative—with examples. **(K5-E, CO-5)**
5. Outline the key concepts of Queer Theory in film studies. **(K1-R, CO-1)**
6. Define Auteur Theory. How does it help in understanding the director’s artistic signature across multiple films? **(K1-R, CO-1)**
7. Apply the techniques of professional interview conduct in planning and executing a 15-minute televised interview with a guest speaker on youth and cinema. **(K3-Ap, CO-3)**

Head of the Department
Dr. H, Jimsy Asha

Course Instructor
Dr. Annie Divya Mahisha

Teaching Plan

Department : English
Class : II M.A English Literature
Title of the Course : Skill Enhancement Course II: Health, Wellness and Psychology
Semester : III
Course Code : EP233SE1

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EP233SE1	-	-	-	2	3	45	25	EP233SE1	-

Objectives

1. To understand the symptoms, risk factors, and treatment options for mental health conditions.
2. To evaluate the role of motivation, perception, and social influences in health-related decision- making.

Course outcomes

On the successful completion of the course, students will be able to:		
1.	understand psychological principles to enhance personal and community health practices.	K2
2.	understand how psychological factors impact overall well-being.	K4
3.	apply the concepts in real-life situations, emphasizing the practical integration of health, wellness, and psychology.	K3
4.	understand stress management strategies to enhance mental resilience.	K2
5.	understand the importance of holistic well-being by recognizing and addressing the interconnectedness of physical and mental health.	K2

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate; **K6** – Create

Teaching plan
Total Contact hours: 45 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E- Resources	Assessment/ Evaluation Methods
I									
	1.	Vedic Foundations of Ayurveda	2	2	K2(U) & K4(An)	Lecture method, Historical-context method	Group poster/chart on connections between Vedas and Ayurveda	PPT using Gamma	Evaluation through short test, Short summary & Formative Assessment I
	2.	Basic Concepts of Ayurveda	1		K2(U) & K4(An)	Conceptual mapping	Debate / Group discussion	Mind Map using Gamma	MCQ, short essays, class test & Formative Assessment I
	3.	The Three Gunas	1		K2(U)	Comparative method	Group activity:	YouTube	Short

		and Three Dosha			& K4(An)		Identify gunas/doshas traits through daily-life examples		Quiz, Formative Assessment I
	4.	The Importance of Agni (digestion)	1		K2(U) & K4(An)	Functional method	Interaction and Discussion	Charts using Canva	Oral Test, Formative Assessment I
	5.	Six Rasas and their Relation to Doshas	1		K2(U) & K4(An)	Table/diagram method	Group task: Prepare a food chart linking rasas to dosha effects	PPT	Assignment, Formative Assessment I
	6.	Ayurvedic View of the Cause of Diseases	1		K2(U) & K4(An)	Case-based method	Problem- solving: Discuss a case of dosha imbalance and suggest preventive measures	YouTube	Seminar, Formative Assessment I
II									
	1.	Origin and History of Siddha	2	3	K1(R) & K2(U)	Historical-context method	Peer Tutoring & Review	Canva, YouTube	short essays, class test & Formative Assessment I

	2.	Basic Concepts of Siddha	2		K2(U) & K4(An)	Conceptual mapping	Group Discussion, Review writing	PDF	MCQ, class test & Formative Assessment I
	3.	Diagnosis and Treatment in Siddha: An Overview	2		K2(U) & K4(An)	Case-based teaching	Peer Tutoring, Role Play	YouTube	Assignment, class test & Formative Assessment I
III									
	1.	Dinacharya or daily regimen for the maintenance of good health	3	3	K2(U) & K4(An)	Routine-based method	Self-reflection diary: Students record their own daily habits and compare with Dinacharya	Canva,	MCQ, short essays, class test & Formative Assessment I
	2.	Ritucharya or seasonal regimen	3		K2(U) & K4(An)	Lecture method, Seasonal-cycle method	Group task: Create a chart linking seasons, dosha changes, and recommended routines	Seasonal chart using Gamma	Assignment, MCQ, Formative Assessment I

IV									
	1.	Components of Mental Health: An Overview,	2	2	K2(U) & K4(An)	Lecture method, Conceptual teaching with mind maps	Poster Making	PPT using Gamma	Seminar, class test & Formative Assessment II
	2.	Causes and Consequences of Mental Conflicts and Frustrations	2		K2(U) & K4(An)	Lecture method & Case-based method	role play,	YouTube	Seminar, class test & Formative Assessment II
	3.	Introduction to Common mental disorders: Insomnia, Depression, Stress, Anxiety disorders	1		K2(U) & K4(An)	Symptom-based teaching	Group Discussion & Interaction	PPT using Gamma, YouTube video, Peer Teaching	Assignment, MCQ, Formative Assessment II
	4.	Sleep: Stages of Sleep, Sleep Disorders	2		K2(U) & K4(An)	Diagram / chart method	Group diagram	Google Pictures	Class Test, Formative Assessment II
V									
	1.	Personality:	3	2	K2(U)	Interactive Lecture,	Peer Tutoring & Group quiz	YouTube Videos	Assignment

		Nature and Types of Personality;			& K4(An)	Typology method	game:		nt, class test & Formative Assessment II
	2.	Determinants of Personality: Heredity and Environment;	2		K2(U) & K4(An)	Comparative method	Role Play	PPT	MCQ, short essays, class test & Formative Assessment II Formative Assessment II
	3.	Facets and Stages of Personality Development	2		K2(U) & K4(An)	Lifespan approach	Interaction	Charts using Canva	Worksheet, MCQ, class test & Formative

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

Activities (Em/ SD): Debate, Exhibition and Role Play

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

Professional Ethics and Human Values

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

Assignment:

1. Enumerate the facets and stages of personality development.
2. Compare and contrast the major types of personality: Introvert vs. Extrovert,

Seminar Topics:

1. The Role of Heredity and Environment in Shaping Personality”
2. Stages of Personality Development: From Childhood to Adulthood

Sample Questions
Part A

1. Ayurveda is:

- a) The science of mind
- b) The science of life
- c) The science of diseases
- d) The science of environment

2. Who is regarded as the founder of the Siddha system?

- a) Agastya
- b) Sushruta
- c) Charaka
- d) Patanjali

3. Ritucharya refers to:

- a) Daily routine
- b) Seasonal regimen
- c) Diet plan
- d) Exercise plan

4. Which of the following is an anxiety disorder?

- a) Generalized anxiety disorder
- b) Phobia
- c) Panic disorder
- d) All of the above

5. Heredity influences personality by:

- a) Shaping physical structure only
- b) Providing genetic traits that affect behavior and temperament
- c) Deciding environment completely
- d) No role at all

Part B

1. Write a short note on the Basic Concepts of Ayurveda.
2. Explain the relationship between the three Gunas in Ayurveda, and how they collectively influence an individual's physical and mental health.
3. Explain the Basic Concepts of Siddha.
4. Define the typical daily routine recommended by Dinacharya, starting from waking up to going to bed.
5. Describe the Big Five personality traits and explain how they can help us understand different kinds of personalities in people.

Part C

1. Discuss Six Rasas (Tastes) and their Relationship with the Doshas in Ayurveda.
2. Trace the origin and historical development of Siddha medicine.
3. Explore the basic concepts of Siddha medicine, including its fundamental principles, theories of health and disease.
4. Explain Insomnia, Depression, Stress, Anxiety disorders in detail.
5. Bring out the Stages of Sleep and Sleep Disorder.

Head of the Department
(Dr. H. Jimsy Asha)

Course Instructor
Dr. J. Bhavani