

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

EVEN 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 : M.A English Literature
Title of the Course : CORE COURSE IV: AMERICAN LITERATURE
Semester : II
Course Code : EP232CC1

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

Learning Objectives:

1. To identify the development of the American text as a literary artifact.
2. To inculcate the movements and trends that shaped American literature.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	understand the movements and trends that shaped American literature	K4
2.	estimate various speeches and concepts of living which changed American history	K2
3.	evaluate the relation between aesthetics and racism in fiction	K5
4.	validate representative socio-political, cultural, racial and gender perspectives in theatrical works	K4
5.	gain exposure to the different literary genres and its evolution in American Literature	K2

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	Poetry								
	1	Robert Frost: The Death of the Hired Man Wallace Stevens: Anecdote of the Jar Maya Angelou: A Brave and Startling Truth	8	1	K5(E)	Close Reading, Theoretical Framing (Feminism, Ecocriticism, Psychoanalysis), Intertextual Analysis, Seminar-based teaching	Research-Based Learning, Peer Seminar Presentations, Interpretation	JSTOR articles, Poetry Foundation, Project MUSE,	Formative Assessment, Quiz, CIA-I
	2	Robert Lowell: Skunk Hour Sylvia Plath: Lady Lazarus Anne Sexton: Wanting to Die	8	1	K5(E)	Close Reading, Theoretical Framing (Feminism, Ecocriticism, Psychoanalysis), Intertextual Analysis, Seminar-based teaching	Research-Based Learning, Peer Seminar Presentations, Interpretation	JSTOR articles, Poetry Foundation, Project MUSE,	Formative Assessment, Quiz, CIA-I

	3	Adrienne Rich: Driving into the Wreck Lucille Clifton: Homage to my Hips, Far Memory	2	1	K5(E)	Close Reading, Theoretical Framing (Feminism, Ecocriticism, Psychoanalysis), Intertextual Analysis, Seminar-based teaching	Research-Based Learning, Peer Seminar Presentations, Interpretation	JSTOR articles, Poetry Foundation, Project MUSE,	Formative Assessment, Quiz, CIA-II
II	Prose								
	1	Amy Tan: Mother Tongue	8	1	K4 (An)	Textual Analysis	Listening Activities, Group Presentation	Scholarly articles on various theories, NPTEL Humanities videos	Formative Assessment, CIA I
	2	Thoreau: Walden (Chapters “The Bean Field”, “The Village” “The Ponds” and “Brute Neighbours”)	10	1	K4 (An)	Textual Analysis	Listening Activities, Group Presentation	Scholarly articles on various theories, NPTEL Humanities videos	Formative Assessment, CIA II
III	Short Story								

	1	Edgar Allan Poe: The Cask of Amontillado Herman Melville: Bartleby the Scrivener	5	1	K4 (An)	Narrative Structure Study	Group Interpretation, Character Mapping, Creative Rewriting Panel Discussion	academic discussions, digital archives	Formative Assessment, CIA I, Quiz
	2	Flannery O'Connor: A Good Man Is Hard to Find Shirley Jackson: The Lottery	5	1	K4(An)	Narrative Structure Study	Group Interpretation, Character Mapping, Creative Rewriting Panel Discussion	academic discussions, digital archives	Formative Assessment, CIA II, Quiz
IV	Drama								
	1	Tennessee Williams: A Street Car Named Desire	10	1	K5(E)	Reflective Pedagogical Approach	Role-Play, Storyboard creation	Videos	Formative Assessment, CIA I
	2	Marsha Norman: Night Mother	10		K5(E)	Reflective Pedagogical Approach	Role-Play, Storyboard creation	Videos	Formative Assessment, CIA II
V	Fiction								
	1	Toni Morrison: Beloved	12	1	K4(An)	Comparative Study, Critical discussion	Brain Storming, Peer Learning Participative learning,	Debate, Book Reviews	Formative Assessment, CIA I

							Theoretical Interpretations		
	2	Kate Chopin: The Awakening	12	1	K4(An)	Comparative Study, Critical Discussion	Brain Storming, Peer Learning, Participative Learning, Theoretical Interpretations	Debate, Book Reviews	Formative Assessment, CIA II

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

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

Activities (Em / En /SD): 1) Debate on socio-political themes in American literature to enhance argumentation and reasoning.

2) Book review writing as preparation for careers in publishing, editing, content writing, and academia.

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

Activities related to Cross Cutting Issues:

1) Discussions on moral and ethical dilemmas in texts such as *The Death of the Hired Man*, *Bartleby the Scrivener*, and *A Good Man Is Hard to Find*.

2) Reflection writing on racial justice, freedom, and equality in Toni Morrison's *Beloved*.

3) Ecocritical interpretation of Thoreau's *Walden* (The Ponds, The Bean Field) focusing on minimalism, nature ethics, and sustainable living.

Assignment:

- 1) Study of environmental imagery and ecological consciousness found in American poetry.
- 2) Assignment on examining social responsibility and moral choices in American literary contexts.

Sample Question

Part- A (1 mark)

- 1) What is the central theme of Robert Frost's "The Death of the Hired Man"?
- 2) Define "Transcendentalism" in the context of Thoreau's Walden.

Part-B (3 marks)

II. Answer the following questions:

3. Comment on the symbolic significance of the jar in Wallace Stevens' "Anecdote of the Jar."
4. How does *The Cask of Amontillado* explore the idea of revenge?

Part- C (7 marks)

III. Answer the following questions:

- 6.. Examine the portrayal of racial memory and trauma in Toni Morrison's *Beloved*.
7. Discuss the major feminist themes in Kate Chopin's *The Awakening* with suitable illustrations.

Head of the Department

Dr.H.Jimsy Asha

Course Instructor

Ms. Darshana

Teaching Plan

Department : English
Class : MA
Title of the Course : Shakespeare Studies
Semester : II
Course Code : EP232CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232CC2	5	1	-	-	5	6	75	25	75	100

Objectives:

- To make the students acquaint with the structures and themes of Shakespearean dramas.
- To comprehend the critical perspectives of Shakespearean theatre and audience

Course Outcomes

On the successful completion of the course, student will be able to:			
		PSO addressed	Cognitive level
1	recognize the trends in Shakespeare studies and understand Elizabethan theatre and the theatre's development.	PSO-3	K1 & K2
2	apply the knowledge of Shakespearean language and style in writing short poems and scenes	PSO-2	K3
3	examine and be familiarized with the critical perspectives on Shakespeare's Plays and Sonnets	PSO-3	K4
4	evaluate the modern approaches in Shakespearean criticism	PSO-3	K5
5	create short scenes or monologues based on Shakespeare's works	PSO-3	K6

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Shakespeare Theatre & Theatre Conventions Sources of Problems of Categorization Trends in Shakespeare Studies up to the 19th Century Sonnet and Court Politics Famous Actors Theatre Criticism Shakespeare into Film & Play Production. Sonnets – 12, 65, 86, & 130	15	K2 (U) K3 (An)	Lecture using Chalk and talk, Reciprocal Teaching, Peer tutoring, E content using Gamma and demonstrations	Short test, MCQ, Enactment, Seminars
	2.	Much Ado About Nothing, The Winter's Tale.	15	K3 (An)	Lecture, PPTs, Mind map, Videos, Web diagram, Demonstration Blended Learning, Flipped Classroom	MCQ test using Slido, True/False, Short summary or overview
	3.	Othello	15	K3 (An)	Research based analysis. Lecture using videos,	Analysis of the Narrative techniques, Role Play, Quiz

					Screening of movies.	using Slido app
	4.	Henry IV Part I	15	K6 (An)	Lecture, PPTs, Mind map, Videos, Web diagram, Demonstration Blended Learning, Flipped Classroom	Analysis of the dramatic techniques, Testing of Narrative skills and Oratory Skills, Summary and Evaluation through tests
	5.	Theatre for a New Audience's production of Much Ado About Nothing sponsored by Deloitte 2. G. Wilson Knight- "Great Creating Nature": An Essay on The Winter's Tale 3. A.C. Bradley - Shakespearean Tragedy (Chapter V & VI) 4. Stephen Greenblatt - Invisible Bullets: Renaissance Authority and its Subversion	15	K5 (Ap) K5(E)	Lecture using power point slides, Videos using Gamma app .	Critical appreciation of Analysis of historical contexts Slip tests using google forms

Reference Books

1. Harrison, 1951. G.B. Shakespeare's Tragedies. London: Routledge.
2. Knight G.W., 1957. The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies. North Yorkshire: Methuen Publishing.

3. Knight G.W., 1947. The Crown of Life: Essays in Interpretation of Shakespeare's Final Plays. Oxford: Taylor & Francis.
4. John F. Andrews, ed., 1985. William Shakespeare: His World, His Work, His Influence. New York: Charles Scribner's Sons.
5. Jonathan Dollimore, ed., 1984. The Radical Tragedy. Cambridge: The Harvester Press.

Web Resources

1. <https://www.shakespeare.org.uk/exploreshakespeare/shakespedia/williamshakespeare/william-shakespeare-biography/>
2. <http://www.shakespeare.bham.ac.uk/resources>
3. <http://www.shakespearestudyguide.com/#About>
4. <https://www.folger.edu/shakespeares-theater>
5. <https://www.britannica.com/art/sonnet>
6. <https://www.sparknotes.com/shakespeare/othello/genre/>
7. https://www.historytoday.com/archive/british_english_monarchs/henry-iv

Course Focussing on Employability/ Entrepreneurship/ Skill Development:

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

Development of problem solving, acting, skills of narration and overall stage performance.

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

Activities related to Cross Cutting Issues: Panel & Group Discussions on Shakespearean characters, audience, society, patronage, critical and literary reviews on Shakespearean plays.

Assignment: Enactment/ Role Play

Seminar Topic: Poster Presentation & Paper presentation on the following topics.

1. Theories deployed in Shakespearean Dramas
2. Fools in Shakespeare
3. Techniques observed in Shakespearean Dramas
4. Cross Gender Interference
5. Racism in Shakespeare
6. Historic Events as repleted in Shakespeare
7. Shakespeare's Style
8. Symbolism in Shakespeare
9. Elizabethan England in Shakespeare
10. Revenge in Shakespeare
11. Psychology in Shakespeare

12. Shakespeare, the Dramatist
13. Shakespeare's Theatre
14. Shakespeare's Audience
15. Sources of Shakespearean Dramas
16. Themes of Shakespeare
17. The Tragedies of Shakespeare
18. The Comedies of Shakespeare
19. The tragicomedies of Shakespeare
20. The Roman Histories of Shakespeare
21. Hamartia in Shakespearean dramas
22. Opening Scenes
23. Supernatural Elements
24. Dual hero Concept in Shakespeare
25. Dramatic Unities
26. Catharsis in Shakespearean dramas
27. Soliloquies in Shakespeare
28. Shakespearean Sonnets
29. The Dark Lady of Shakespearean Sonnets
30. The Fair Youth of Shakespearean Sonnets
31. The Last Plays of Shakespeare
32. The Psychology Behind the Tragic Incidents

Sample questions (minimum one question from each unit)

- 1) Identify the fair youth.
- 2) Name the famous actors of Shakespearean dramas.
- 3) Infer the meaning of much ado about nothing.
- 4) What was Henry IV famous for?

5) Identify one of Shakespeare's characters with whom he himself could be identified

Part B

- 1) Discuss the fair youth and dark lady of Shakespearean sonnets.
- 2) Write the sources of Shakespearean plays.
- 3) Discuss the different parameters by which critics evaluate Shakespearean dramas.
- 4) Sketch the character of Iago.
- 5) Comment on the paradigm shift of Shakespearean drama's from script to screen.
- 6) Discuss the conventional usage of nature with reference to the critical pieces prescribed for study.

Part- C

- 1) Describe the ideas as repleted in Shakespeare's sonnets.
- 2) Explain the multiple relations in *The Winter's Tale*
- 3) Attempt an essay on the opening scene of the play *Othello*
- 4) Analyse Henry IV as a historical play.
- 5) Evaluate the prologue and epilogue of Shakespearean plays.

Head of the Department

Dr.H. Jimsy Asha

Course Instructor

Dr.R.Abilasha

Teaching Plan

Department :English
Class :I MA English
Title of the Course: POSTCOLONIAL THEORY AND LITERATURE
Semester :II
Course Code :EP241CC3

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EP242CC3	5	1	-	4	6	90	25	75	100

Learning Objectives:

1. To examine, understand current sociopolitical mood in `third-world' countries and consequences of the decolonization of a country relating to the political and cultural independence of formerly subjugated people
2. To develop the theoretical knowledge and fundamentals of postcolonial studies

Course Outcomes

CO	Upon completion of this course, the students will be able to:	PSO addressed	Cognitive level
CO - 1	understand the emerging trends in Post- Colonial Literature	PSO – 1	K1
CO - 2	distinguish how race, class, gender, history and identity are presented and problematized in the literary texts	PSO – 2	K2
CO - 3	examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	PSO – 2	K3
CO - 4	interpret the postcolonial concepts found in relation to postcolonial theory	PSO – 6	K3 & K6
CO - 5	assess and construct arguments regarding literature and texts	PSO – 3	K4 &K5

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.	Post Colonial Literature – Introduction	2	1	K1(R)	Interactive Lecture	Interactive Class	PDF	Quick Reflections
	2.	Bill Ashcroft, Gareth Griffiths and Helen Tiffin: Introduction to <i>The Empire Writes Back</i>	4		K2(U)	Lecture method followed by close Reading	Concept Mapping	PPT	Quiz-Slido
	3.	Edward Said: Introduction to <i>Orientalism</i>	4	1	K2(U)	Blended Learning	Brainstorming	YouTube	Recall Quiz
	4.	Gayatri Chakravorty Spivak: Can the Subaltern Speak?	4	1	K2(U)	Flipped Classroom	Collaborative Learning	-	Maps, illustrations, Model Making, diagram or presentations be evaluated
II	1	Arun Kolatkar: The Priest, An Old Woman, A Low Temple,	3	1	K3(Ap)	Post Colonial Perspective followed by Close	Interactive Method	PPT	Mentimeter

						Reading			
	2	A.K. Ramanujan: Returning; Death of a Poem, Farewells	3		K4(An)	Participative Method- Visual Aids to visualize the symbols	Project-Based Learning	PPT	Presentation Skill
	3	Kofi Awonoor: Easter Dawn, The Weaver Bird Song of Sorrow	4	1	K4(An)	Poetry Explications -Thematic	Write journal entries from Crusoe's or Friday's perspective.	PDF, PPT	Presentation Skill
	4	Leopold Senghor: In Memoriam, Night of Sine, All Day Long	3	1	K3(Ap)	Flipped Classroom	Reflective Discussion	Video	Q&A Quiz
	5	Grace Nichols: In My Name James Reaney: Maps George Bowering: Grand Father	3		K3(An)	Flipped Classroom	Reflective Painting/ Models	-	Discussion Class test
III	1	Bessie Head : The Collector of Treasures	4	1	K4(An)	Inquiry Based Learning – exploring Post Colonial Context	Interactive method	Video	Q&A
	2	Chinua Achebe: Dead Men's Path	4		K4(An)	Inquiry Based	Role Play	Movie	Slido

				1		Learning- exploring Post Colonial Context			
IV	1	Wole Soyinka: <i>Death and the King's Horseman</i> - Introduction	2		K2(U)	Blended Learning	kinesthetics learning activities	Multimodal Learning - film adaptations	Reviews
		Wole Soyinka: <i>Death and the King's Horseman</i> - plot	2	1	K2(U)	Flipped Classroom	Character Web: Interpersonal Map	-	Q&A
		Wole Soyinka: <i>Death and the King's Horseman</i> - Analysis , Post Colonial aspects	3		K(4)	Interactive Presentation	Literary Analysis	Video	Oral presentation
		Wole Soyinka: <i>Death and the King's Horseman</i> - Analysis	1		K(4)	Participative Method - Reflection exercise	Participative Method - Reflection exercise	Oral Presentations	Open book test
	1	Girish Karnad: Tughlaq- Intro	2	1	K(2)	Blended Learning- Panel Discussion	Literary Exhibition	-	Presentation
	2	Girish Karnad: Tughlaq- plot	3	1	K(4)	Seminar Presentation	Group Discussion	Movie	Preparation of Question Bank by the students
	3	Girish Karnad: Tughlaq- Analysis	3		K(4)	Multimedia presentations or designing	Lecture	PPT, Video	Slido

						visual displays			
	4	Girish Karnad: Tughlaq- elements of Drama	2		K3(Ap)	Lecture and Interactive Method	Timeline Walk- Jane's Emotional Growth	PPT, Video	Presentation Skill
V	1	Chimamanda Ngozi Adichie: Purple Hibiscus - Introduction	2	1	K3(Ap)	Flipped Classroom- Panel Discussion	Interactive classroom approach,	Movie	One minute presentation
		Chimamanda Ngozi Adichie: Purple Hibiscus -plot	3		K(4)	Multimedia Presentation by Students	Gamification	-	Discussion
		Chimamanda Ngozi Adichie: Purple Hibiscus – sociopolitical exploration	2	1	K(4)	Socratic Seminars	Digital Character Scrapbook	Cultural Documentary	
		Chimamanda Ngozi Adichie: Purple Hibiscus in-depth discussions on the novel's portrayal of colonization, survival, and human nature.	2			Reflective Method	“Tess Talks” – Podcast Episode	Record at home and present in class	Content Delivery
		Sally Morgan: Sisters Heart - Background	3	1	K2(U)	Lecture Method	Reflective Journals	PPT	Q&A
		Sisters Heart" - Indigenous literature	3		K4(Ap)	Blended Learning	Family Tree Mapping -	Cultural Documentary	Discussion

							Digital/ Digital Character Scrapbook		
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Course Focussing on Employability

Activities 1 Panel Discussion on Girish Karnad: Tughla.

2. **Creative Writing:** to write a short story, poem, or personal narrative inspired by the themes or style of "Sisters Heart."

3. **Visual Project:** Display of visual presentation of Colonial impact -Chimamanda Ngozi Adichie: Purple Hibiscus and Sally Morgan: Sisters Heart

4. **Research paper :** a research paper exploring the historical and cultural background of the drama *Tughlaq*

5. **Podcast or Video Presentation:** Cultural Documentary / Cultural Research Portfolio - Students can compile a portfolio focused on Indigenous Australian/ African culture, including art, music, history, and literature. This can complement their understanding of the text's cultural backdrop.

Course Focussing on Cross Cutting Issues:

1. Professional Ethics: Impact of Colonisation Panel Discussion

Sample questions (minimum one question from each unit)

Part A

1. What is the central theme of "The Collector of Treasures"?

- a) Science fiction
- b) Cultural assimilation
- c) Women's empowerment
- d) Historical events

2. What is the main conflict in "Dead Men's Path"?

- a) Man vs. Nature
- b) Generational conflict
- c) Cultural clash
- d) Economic struggles

3. What is the tragedy that unfolds in "Death and the King's Horseman"?

- a) Love triangle
- b) Political betrayal

- c) Ritual disruption
- d) War between kingdoms
- 4. What is the setting of "Purple Hibiscus"?
 - a) Colonial India
 - b) Post-apocalyptic world
 - c) Contemporary Nigeria
 - d) Victorian England
- 5. Who is the protagonist of "Nervous Conditions"?
 - a) Tambudzai
 - b) Kambili
 - c) Ifemelu
 - d) Adichie

Part B

1. Discuss the role of symbolism in "The Collector of Treasures" and how it enhances the overall meaning of the narrative.
2. Explore the theme of cultural clash in "Death and the King's Horseman."
3. Analyze the character development of Kambili in "Purple Hibiscus."
4. Discuss the political themes in "Tughlaq" and how Girish Karnad uses historical events as a backdrop to explore contemporary political issues.
5. Examine the role of education as portrayed in " Sisters of the Heart."

Part C

1. Explore the theme of gender roles and societal expectations in "The Collector of Treasures."
2. Discuss the cultural and ethical dilemmas presented in "Death and the King's Horseman."
3. Analyze the portrayal of family dynamics in "Purple Hibiscus."
4. Explore the political allegory in "Tughlaq."
5. Examine the theme of identity and cultural conflict in "Sisters of the Heart."

Head of the Department

Dr.H. Jimshy Asha

Course Instructor

Dr.H. Jimshy Asha

Teaching Plan

Department: English
Class: I MA English
Title of the Course: ELECTIVE COURSE III: C) Study of English Language
Semester: III
Course Code: EP233CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232EC3	3	1	-	-	3	4	60	25	75	100

Pre-requisite: The learners need to understand the concept of a second language and distinguish between teaching and learning a language with that of another subject.

Learning Objectives:

1. To acquaint students with the fundamentals of English language theories
2. To introduce learners to the concepts of phonology, morphology and syntax.

Course Outcomes

CO	Upon completion of this course, the students will be able to:	Cognitive level
1.	understand the origins of the language by familiarizing them with the theories of language	K1
2.	familiarize the students with the connection between second language acquisition and learning	K2
3.	introduce them with the sound patterns of language	K2 & K3
4.	acquaint them with Syntax and semantics of the second language	K3 & K4
5.	comprehend discourse analysis that enables smooth flow of words both in the spoken & written language	K4, K5 & K6

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I									
	1	Theories of Language	3	1	K1	Lecturing	Think-pair share	Video lecture	Online Quiz
	2	Properties of Language Displacement Arbitrariness	4		K1, K2	Inquiry based approach	Formulating questions	PowerPoint	Open book test
	3	Properties of Language Cultural Transmission Productivity	3	1	K2	Lecturing	Think-pair share	PowerPoint	Multiple choice questions using Slido
II									
	1	Sounds of Language Vowels & Diphthongs	5	1	K2	Experiential Learning	Group Reflection	Video Lecture	Sound Practice
	2	Consonants, Manner of Articulation	5	1	K2	Reflective Pedagogical Approach	Sharing reflections	You Tube Video	Consonant Chart Preparation
III									
	1	Phonology Phonemes, Syllables, Coarticulation Effects	5	1	K3	Lecturing	Think-pair share	Google Forms	Online assignment

	2	Morphology and Morphemes	5	1	K3	Inquiry based approach	Formulating questions	PowerPoint	Oral presentation
IV									
	1	Syntax Rules & Analysis	5	1	K3	Blended learning	Collaborative documents	You tube video	Oral test
	2	Semantics Features, Roles, Relations	5	1	K4	Cooperative learning	Group discussion	PowerPoint	Slip test
V									
	1	Discourse Analysis Cohesion Coherence	5	1	K4	Lecturing	Literature analysis	Blogger	Preparation of question bank
	2	Discourse Analysis Conversational Analysis	5	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: Working Model, Video Making, Consonant Chart preparation

Sample questions (minimum one question from each unit)

Part A

1. What is Onomatopoeia?
2. Write any two fricative consonants.
3. What does the term 'phoneme' mean?
4. What is the other name for semantic roles?

5. What is the key concept of coherence?

Part B

1. Write a short note on Theories of Language.
2. Describe the types of Diphthongs.
3. Explain Morphology and Morpheme?
4. Comment on syntactic Analysis.
5. What is Cohesion? Explain.

Part C

1. Explain the concept of Properties of Human Language.
2. Write in detail about Manner of Articulation.
3. Highlight the idea of Phonology.
4. Explain the characteristics and roles of semantics.
5. Describe conversational analysis.

Head of the Department

Dr.H. Jimshy Asha

Course Instructor

Dr. Anne feril

Teaching Plan

Department : English (Aided)
Class : I MA
Title of the Course : Elective Course IV (b): Travel Writing
Semester : II
Course Code : EP232EC5

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232EC5	3	1			3	4	60	25	75	100

Learning Objectives:

1. To introduce the significance of travel writing and its features.
2. To enable the learners to identify the themes in travel writing.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	gain knowledge about various writers of the genre.	K3, K1
2.	identify the unique characteristics of travel writing.	K4
3.	study literary texts as part of the ecological and environmental realities.	K4
4.	appreciate the difference in socio, political and cultural background of the prescribed texts.	K5
5.	critically analyze the themes of the prescribed texts.	K2

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

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student Centric Method	E-resources	Assessment/Evaluation Methods
I	1	Introduction	4	1	K2(U) & K3(A)	Preview Approach	Brainstorming	YouTube-Animated Summaries, author talks	MCQ, Quiz
	2	Defining the Genre	4	1	K2(U) & K3(A)	Inquiry-based Learning	Collaborative Learning	Ted-Ed	Oral Q & A, Group self-assessment sheet
	3	Travel Writing through the Ages: An Overview	4	1	K2(U) & K4 (An)	Contextual Approach	Flipped Classroom	BBC Travel Stories	Q & A
II	1	Roy Moxham: <i>The Great Hedge of India</i>	12	3	K3(A)& K4 (An)	Documentary Based Learning	Timeline creation	YouTube	Oral Quiz, Map Test
III	1	William Dalrymple: <i>Nine Lives in Search of the Sacred in India</i>	12	3	K2(U) & K4(An)	Humanistic Approach	Think-Pair-Share Method	YouTube - Interviews & Talks	MCQ, oral quiz, Q&A
IV	1	V S Naipaul: <i>An Area</i>	12	3	K2(U) &	Reader-	Group	YouTube: Naipaul's	MCQ, oral quiz, Short

		<i>of Darkness</i>			K4(An)	Response	Discussion	interviews on travelling	Essay on theme and characterisation
V	1	Peter Hulme: Travelling to Write	4	1	K2(U), K3(An) & K6 (C)	Comparative Approach	Think-Pair-Share	TED Talks on travel	MCQ, oral quiz, Short Essay
	2	Susan Basnett: Travel Writing and Gender	4	1	K2(U) & K4(An)	Critical Pedagogy	Text Comparison	Online essays	MCQ, oral quiz, Q&A
	3	Joan Pau Rubes: Travel Writing and Ethnography	4	1	K2(U) & K4(An)	Contextual Learning	Ethnographic Observation	National Geographic ethnographic documentaries	MCQ, oral quiz, Short Essay

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Exhibition

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

Activities related to Cross Cutting Issues: Role Play

Assignment: 1) Create the travel diary of the students for 10 pages each.

2) Map exploration activity as a group work.

Sample Questions Part A

1. A key feature of travel writing is
 - a) Imaginary settings
 - b) **Descriptive narration**
 - c) Dialogue-driven storylines
 - d) Supernatural elements
2. The Great Hedge was originally constructed for
 - a) Defence
 - b) **Tax and salt control**
 - c) Railway protection
 - d) Irrigation
3. Dalrymple is best known for
 - a) Poetry
 - b) **Travel writing and South Asian history**
 - c) Drama
 - d) Novels
4. The book deals with Naipaul's first visit to
 - a) Trinidad
 - b) England
 - c) **India**
 - d) Africa
5. Bassnett's essay focuses on
 - a) Geography
 - b) **Gendered experiences of travel**
 - c) Technology
 - d) Architecture

Part B

1. Give an overview of travel writing through the ages.
2. Describe the significance of Moxham's discovery.
3. How does Dalrymple portray India's spiritual diversity?
4. How does Naipaul depict India?

5. How does Peter Hulme link travel writing to colonialism?

Part C

1. Discuss the major characteristics and functions of travel writing as a literary genre.
2. Discuss the colonial implications of the hedge and its impact on Indian society.
3. Examine how *Nine Lives* blends travel writing with cultural documentation.
4. Analyse Naipaul's exploration of identity and alienation in *An Area of Darkness*.
5. Analyse the relationship between travel writing and ethnography with reference to Joan Pau Rubes.

Head of the Department

Dr. H. Jimsy Asha

Course Instructors

Dr. Alby Grace

Teaching Plan

Department : English

Class : I MA English

Title of the Course: SKILL ENHANCEMENT COURSE I- TECHNOLOGY IN TEACHING ENGLISH

SEMESTER : II

COURSE CODE : EP232SE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232SE1	3	1			2	4	60	25	75	100

Pre-requisite: Keen interest in basic computing skills and teaching English language.

Learning Objectives:

1. To enhance English language teaching professionals around the world, acquire and maintain basic knowledge and skills in technology for professional purposes.
2. To acquaint participants with technology tools, learn to implement network-related programs with concepts of Web Development.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the digital system, its organization and architecture.	K2
2.	identify needs and aspirations on a broader spectrum to recognize the evolving role of digital technologies.	K2, K4
3.	discuss how technology affects language learning and teaching today.	K4
4.	use strategies to teach vocabulary through social media.	K3
5.	Identify and develop appropriate grammar activities that include opportunities for learners to discover, analyze, and use English grammar during language interactions.	K3, K4

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student-Centric Methods	E-Resources	Assessment/Evaluation
I	1	Virtual Learning Environment	3	1	K2	Lecture Method	Flipped Classroom	Canvas	Quiz using Slido
	2	Web-Based Learning Environment	2		K2	Lecture Method	Project-Based Learning	Quizziz	Factuals
	3	Effective Web Tools in Teaching	2	1	K2	Blended learning	Peer Assessment	Prezi	Multiple choice questions using Slido
	4	Audio-visual Aids in Teaching.	3		K2	Inquiry based approach	Project-Based Learning	Canvas	Multiple choice questions using Slido
II	1	Webpage Development: How to develop and host a webpage	5	1	K3	Lecture Method	Collaborative Learning	Prezi	Assignment
	2	Content Writing,			K3	Integrative Learning	Simulation-Based Learning	Gamma	Assignment

	3	Creating Ads,	2	1	K6	Cooperative learning	Peer Assessment	Canva	Assignment
	4	Wikipedia Development: How to develop and edit Wikipedia.	2	1	K3	Lecture Method	Project-Based Learning	PPT	Assignment
III	1	Computational Linguistics: Introduction to speech recognition (SR) systems	2	1	K2	Lecture Method	Peer Assessment	PPT	Quiz using Nearpod
	2	Text-to-speech (TTS) synthesizers	2	1	K2	Integrative Teaching	Flipped Classroom	Videos	Assignment
	3	Interactive voice response (IVR) systems	2	1	K2	Lecture Method	Peer Assessment	Videos	Quiz using Slido
	4	Search engines, Text editors	2	1	K2	Cooperative learning	Flipped Classroom	PPT	Assignment
IV	1	Introduction to Lexicography	3	1	K2	Integrative Teaching	Interactive Assessments	Padlet	Oral presentations
	2	Dictionary Development (e-Dictionary), WorldNet Thesaurus			K2	Blended learning	Collaborative Learning	Quizziz	Oral presentations
	3	Language Teaching:	3	1	K4	Integrative	Simulation-	Videos	Oral

		First Language and Second Language Teaching				Teaching	Based Learning		presentation
	4	Various methods of Language Teaching.	3	1	K2, K4	Blended learning	Collaborative Learning	PPT	Oral presentation
V	1	E-Learning Asynchronous e-learning Vs Synchronous e-learning of Language	3	1	K2	Lecture Method	Flipped Classroom	PPT	Oral presentation
	2	Challenges and Solutions in e-learning	2	1	K4	Integrative teaching	Collaborative Learning	PPT	Oral presentation
	3	Application of Machine Translation.	4	1	K3	Blended learning	Inquiry based approach	YouTube Videos	Assignment

Self-Study	Unit IV: Lexicography and its uses
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Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Oral Presentation and e-content development

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

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

Assignment: Video making, online assignment

Sample questions (minimum one question from each unit)

Part A:

1. What is a Virtual Learning Environment (VLE)?
 - a. A tool for web development
 - b. An audio-visual aid
 - c. An online platform for learning
 - d. A type of search engine
2. What is the purpose of Content Writing in webpage development?
 - a. To create ads
 - b. To develop Wikipedia
 - c. To generate web content
 - d. To design web graphics
3. What is the main function of Text-to-Speech (TTS) synthesizers?
 - a. Speech recognition

- b. Generating human-like speech
- c. Interactive voice response
- d. Editing text documents

4. What is the primary focus of lexicography?

- a. Developing dictionaries
- b. Hosting webpages
- c. Teaching languages
- d. Creating audio-visual aids

5. What is the key difference between asynchronous and synchronous e-learning?

- a. Content delivery timing
- b. Interaction with instructors
- c. Application of machine translation
- d. Development of Wikipedia

Part B:

1. Describe the key features of a Virtual Learning Environment and explain how it enhances the learning experience.
2. Explain the steps involved in hosting a webpage and discuss the importance of effective content writing.
3. Discuss the applications and significance of speech recognition systems in everyday life.
4. Describe the process of developing an e-dictionary and its role in language teaching.
5. Discuss the challenges associated with asynchronous e-learning and propose possible solutions.

Part C:

1. Analyze the impact of web-based learning environments on traditional education, discussing both advantages and challenges.
2. Evaluate the role of webpage development in modern education and its potential impact on student engagement and learning outcomes.
3. Explore the evolution of search engines and their role in facilitating information retrieval, considering both advantages and challenges
4. Critically analyze the importance of lexicography in language education, considering the role of dictionaries and thesauruses in linguistic development.
5. Evaluate the application of machine translation in e-learning, considering its impact on language education and communication.

Head of the Department

(Dr. H. Jimsy Asha)

Course Instructor

(Ms. C. Nesavathy)

Teaching Plan

Department : English (Aided)
Class : II MA English
Title of the Course : CORE- X: 21ST CENTURY MILLENNIAL LITERATURE AND CULTURE
Semester : IV
Course Code : EP234CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234CC1	5	1	-	-	5	6	90	25	75	100

Pre-requisite: A good knowledge of 21st-century writers and contemporary cultural trends.

Learning Objectives

1. To analyse diverse literary works to grasp the evolving cultural dynamics of the 21st century.
2. To explore the impact of interconnectedness on literature and culture.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	Identify intersections between literature and cultural forms	K1
2	Understand how 21st-century literature reflects global cultural trends	K2
3	Appreciate new forms of literature such as digital storytelling and interactive narratives	K3
4	Analyse how literature responds to global issues	K4
5	Evaluate literary treatment of identity, gender, race, and sexuality	K5

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

TEACHING PLAN

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I PROSE (18 Hours)									
	1.	<i>Chimamanda Ngozi Adichie – “To My One Love”</i>	4	1	K1, K4	Lecture, Case Study	Group Discussion, Think–Pair–Share	Adichie essays, YouTube Talks	MCQ, short summary
	2.	Zadie Smith – “Joy”	4		K2, K4	Lecture, Collaborative Learning	Mind Mapping, Brainstorming	Lectures, interviews	Quiz, short notes
	3.	Sally Rooney – Even “If You Beat Me”	4		K3, K4	Lecture, Blended Learning	Think–Pair–Share	Literary podcasts	MCQ, short essay
	4	Yuval Noah Harari – “Liberty”	5		K2, K4	Lecture, Analytical Reading	Debate, Mind-mapping	Harari interviews, TED Talks	Short summary
II POETRY									
	1.	Imtiaz Dharker – “Prayer”	4	1	K3, K4	Lecture	Recitation	Poetry Recitation	Overview, MCQs
	2.	Warsan Shire – “Home”	3		K2, K4	Lecture	Exhibit preparation	Audio poetry	MCQ
	3.	Hollie McNish – “Foreign”	3		K1, K4	Lecture, AV Teaching	Spoken Word Activity	Readings/Performances	Reflection writing
	4.	Ocean Vuong – “Telemachus”	4		K2, K4	Lecture	Mind Mapping	Poetry analysis videos	Objective questions
	5.	Simon Armitage – “Fugitives”	3		K4	Lecture	Peer Reading, Exhibit	Interviews	Short essay
III SHORT STORIES									

	1.	Karen Russell – “St. Lucy’s Home for Girls Raised by Wolves”	5	1	K2, K4	Jigsaw Method	Mind Mapping	Animated reinterpretations	Summary
	2.	Ted Chiang – “Exhalation”	4		K3, K5	Collaborative Learning	Think–Pair–Share	Sci-fi analysis videos	MCQ, short essays
	3.	George Saunders – “Tenth of December”	4		K1, K4	Lecture	Group Discussion	Interviews	MCQ, descriptive questions
	4.	Hilary Mantel – “Destroyed”	4		K1, K4	Blended Learning	Think–Pair–Share	Mantel essays	Quiz
IV FICTION									
	1.	Margaret Atwood – <i>Oryx and Crake</i>	10	2	K3, K4, K5	Blended Learning, Peer Teaching	Author interview	Film Adaptation Review	MCQ, critical review
	2	Philip Roth – <i>Nemesis</i>	6		K3, K4	Lecture	Debate, Thematic mapping	Videos on Criticism	Short essay
V DRAMA									
	1.	Lucy Kirkwood – <i>The Children</i>	16	2	K3, K4, K5	Lecture, Collaborative Learning	Role Play, Scene Enactment	Stage adaptations	Summary, Quiz, MCQ

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

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

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

Activities related to Cross Cutting Issues : Exhibition

Assignment : Preparation of e-content

Seminar Topic: Unit IV &V - Debate

Sample questions (minimum one question from each unit)

PART A

1. What core distinction does Zadie Smith make between joy and pleasure in her essay “Joy”?
2. How does Yuval Noah Harari redefine the concept of personal freedom in “Liberty”?
3. What spiritual longing is expressed in Imtiaz Dharker’s poem “Prayer”?
4. How does Hollie McNish explore the feeling of being an outsider in “Foreign”?
5. What conflict do the girls face between instinct and socialisation in “St. Lucy’s Home for Girls Raised by Wolves”?
6. What is the central philosophical question raised by Ted Chiang in “Exhalation”?
7. What dangers of genetic engineering are highlighted in Atwood’s *Oryx and Crake*?
8. What event leads to Bucky Cantor’s moral turmoil in Philip Roth’s *Nemesis*?
9. How does the nuclear disaster shape the actions of the characters in *The Children*?
10. In what way does Rose’s return disrupt the lives of Hazel and Robin?

PART B

1. Analyse how Chimamanda Ngozi Adichie expresses emotional vulnerability in “To My One Love”.
2. Discuss how Sally Rooney’s “Even If You Beat Me” portrays competitiveness and modern relationships.
3. Examine how Warsan Shire captures the trauma of displacement in “Home”.
4. Analyse how Simon Armitage critiques systems of power in “Fugitives”.
5. Discuss the struggle for identity and assimilation in St. Lucy’s Home for Girls Raised by Wolves.
6. Analyse how George Saunders portrays compassion and moral conflict in “Tenth of December”.
7. Evaluate how *Oryx and Crake* warns against the consequences of scientific overreach.
8. Discuss how *Nemesis* explores guilt, fate, and moral responsibility during a public health crisis.
9. Examine how *The Children* addresses intergenerational responsibility in times of ecological danger.
10. Analyse the psychological tensions among the three characters in Lucy Kirkwood’s play.

PART C

1. Compare how Zadie Smith and Chimamanda Ngozi Adichie depict emotional truth and vulnerability in their writings.
2. Evaluate how the prescribed prose texts reflect the anxieties and complexities of 21st-century life.
3. Discuss how contemporary poets use themes of identity, migration, and cultural tension. Refer to any two prescribed poems.
4. Analyse how Ocean Vuong and Warsan Shire use memory and trauma to address global and personal histories.
5. Examine how speculative or surreal elements are used to critique human behaviour in “Destroyed.”

6. Compare Ted Chiang's and Hilary Mantel's narrative strategies in representing psychological conflict.
7. Analyse how *Oryx and Crake* presents crisis, responsibility and ethical failure.
8. Discuss how dystopian and epidemic narratives reflect modern fears surrounding science, morality, and society in *Nemesis*.
9. Evaluate how *The Children* integrates ecological crisis with personal moral dilemmas.
10. Discuss Lucy Kirkwood's dramatic techniques in presenting duty, ageing, and ethical responsibility.

Head of the Department

Dr.H.Jimsy Asha

Course Instructor

Ms.Anishya Dani

Teaching Plan

Department : English
Class : II M.A.
Title of the Course : CORE COURSE XI: SUBALTERN STUDIES
Semester : IV
Course Code : EP234CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234CC2	5	1	-	-	5	6	90	25	75	100

Pre-requisite

Have a foundational understanding of postcolonial theory, critical theory and history methodologies

Learning Objectives

1. To understand the concept of subalternity and its implications within historical, social and political contexts
2. To analyse power dynamics and structures of domination, particularly in relation to marginalised or oppressed groups

Course Outcomes

On the successful completion of the course, students will be able to:		
1	identify important concepts and texts related to subalternity	K1
2	understand the significance of subaltern perspectives in dominant historical narratives	K2
3	apply insights from subaltern studies to contemporary issues like social injustice and inequality	K3
4	analyse primary texts through a subaltern lens	K4
5	assess the relevance of subaltern studies to power, identity and social change	K5

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

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	1	Sumit Sarkar: The Decline of the Subaltern in Subaltern Studies	9	3	K1, K2	Lecture, Close Reading, Discussion	Flipped Classroom: Before Class Students watch/read: YouTube videos	https://www.youtube.com/watch?v=9wSsT83VjAQ https://www.youtube.com/watch?v=PQCR15Ar_CQ https://www.youtube.com/watch?v=SFBpdU_k308	Internal Test I, Quiz I, Evaluation through Q & A Oral Quiz on key concepts Reflection Papers
	2	Ranjit Guha: The Prose of Counter Insurgency (Parts I & II)	6		K1, K2	Lecture, Close Reading, Discussion	Jigsaw Method (Collaborative Learning)	https://www.youtube.com/watch?v=JhLUZ_5ez_A	Internal Test II, Quiz II, Evaluation through Q & A Oral Quiz on key concepts Reflection Papers
II	1	Mahmoud Darwish: Standing before the Ruin of Al-Birweh	3	3	K2, K3	Group Reading, Analysis,	Creative Response Activity, Role Play	https://prezi.com/hk2aqvpphw2t/mahmoud-darwish/	Internal Test 1, Quiz 1, Evaluation through Q & A Oral Group Presentation, Short

								Analysis Assignments
2	Audre Lorde: The Black Unicorn	3		K2, K3	Group Reading, Analysis	Role Play, Digital Concept Mapping	https://www.youtube.com/watch?v=fzkafFlqUFE	Internal Test 1, Quiz 1, Evaluation through Q & A Oral Group Presentation, Short Analysis Assignments
3	Thomas Hood: The Song of the Shirt	3		K2, K3	Group Reading, Analysis	Close Reading in Stations	https://www.youtube.com/watch?v=tUPIrCZgc3M https://prezi.com/ozyav_bf7sop/the-song-of-the-shirt/	Internal Test 1, Quiz 1, Evaluation through Q & A Oral Group Presentation, Short Analysis Assignments
4	Kamala Das: The Old Playhouse	3		K2, K3	Group Reading, Analysis	Debate Activity Topic: "Is 'The Old Playhouse' a personal poem or a universal feminist	https://www.youtube.com/watch?v=E_IN5s4cJ_I	Internal Test II, Quiz II, Evaluation through Q & A Oral Group Presentation, Short Analysis Assignments

							manifesto?”		
	5	Sarojini Naidu: The Gift of India	3		K2, K3	Group Reading, Analysis, Role Play	Immersive Pedagogy-Museum Walkthrough	https://prezi.com/dzwdtr1z0umb/sarojini-naidu/	Internal Test II, Quiz II, Evaluation through Q & A Oral Group Presentation, Short Analysis Assignments
III	1	Munshi Premchand: A Lesson in the Holy Life	4	3	K2, K3, K4	Interactive Storytelling, Group Work	Classroom Role Simulation	https://www.youtube.com/watch?v=bfqphRN_GYo	Internal Test 1, Quiz 1, Evaluation through Q & A Oral, Critical Essay, Peer Review
	2	Munshi Premchand January Night	4		K2, K3, K4	Interactive Storytelling, Group Work	“Cold Economics Vs. Warm Humanity” Debate	https://www.youtube.com/watch?v=YfdV7ZQVwqs	Internal Test 1, Quiz 1, Evaluation through Q & A Oral, Critical Essay, Peer Review
	3	Ambai: A Kitchen in the Corner of the	4		K2, K3, K4	Constructivist Pedagogy	“Gender Diaries” — One-Day Observatio	https://www.youtube.com/watch?v=FwbOmtpUvmA https://prezi.com/p/3jsa	Internal Test II, Quiz II, Evaluation through Q &

		House					n Task	zohtyohz/a-kitchen-in-the-corner-of-the-house/	A Oral, Critical Essay, Peer Review
	4	Ambai: Yellow Fish	3		K2, K3, K4	Interactive Storytelling	“Write Her Story” — Alternate Ending	https://www.youtube.com/watch?v=Va1AO8dB9XA	Internal Test II, Quiz II, Evaluation through Q & A Oral, Critical Essay, Peer Review
IV	1	Bama: Vendetta (Vanmam)	8	3	K3, K4, K5	Lecture, Discussions	Film Adaptations, Debates	https://www.youtube.com/watch?v=7Nm1xC2rV7s	Internal Test 1, Quiz 1, Seminar, Evaluation through Q & A Oral Comparative Essays; Mid-term Exam
	2	Meena Kandasamy: The Gypsy Goddess	7		K3, K4, K5	Lecture, Discussions	Film Adaptations, Debates	https://www.youtube.com/watch?v=-471-0SoCiI https://anenduringromantic.wordpress.com/2014/06/10/5278/	Internal Test II, Quiz II, Seminar, Evaluation through Q & A Oral Comparative Essays; Mid-term Exam
V	1	Vijay Tendulkar:	8	3	K4, K5	Lecture, Discussions	Dramatization, Case	https://www.youtube.com/watch?v=LigSmGn	Internal Test 1, Quiz 1,

		His Fifth Woman				Studies	NhJc	Evaluation through Q & A, Oral Scene Performance; End-term Project
	2	Mahasweta Devi: Bayen	7		K4, K5	Lecture, Discussions	Dramatization, Case Studies https://prezi.com/p/rbbzk-l075h0/bayen-a-study-of-social-oppression-in-bengali-drama/ https://www.youtube.com/watch?v=g6L2Dc6eBq8	Internal Test II, Quiz II, Evaluation through Q & A, Oral Scene Performance; End-term Project

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

Activities (Em/ SD): Literary Exhibits based on the prescribed text.

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

Activities related to Cross Cutting Issues: Role Play highlighting the human values and chart work on gendered subalterns

Assignment: Literary Exhibition.

Seminar Topic: Subalternity in Mahasweta Devi's *Bayen*

Sample questions (minimum one question from each unit)

Part A

1. Who coined the term "subaltern" as used in subaltern studies?
 - a) Antonio Gramsci

- b) Edward Said
 - c) Ranajit Guha
 - d) Sumit Sarkar
2. Audre Lorde's poetry often explores:
 - a) Gender and racial identity
 - b) Nature
 - c) Historical events
 - d) Spiritual awakening
 3. In Ambai's *A Kitchen in the Corner of the House*, the kitchen symbolizes:
 - a) Patriarchy
 - b) Family unity
 - c) Financial status
 - d) Freedom
 4. Bama's *Vendetta* primarily focuses on:
 - a) Caste discrimination
 - b) Gender equality
 - c) Religious harmony
 - d) Political struggles
 5. *His Fifth Woman* critiques:
 - a) Patriarchy
 - b) War
 - c) Capitalism
 - d) Colonialism

Part B

1. Discuss the primary arguments of Sumit Sarkar in *The Decline of the Subaltern in Subaltern Studies*.
2. Analyze the theme of exile in Mahmoud Darwish's "Standing before the Ruin of Al-Birweh".
3. Discuss the role of patriarchy in Ambai's *Yellow Fish*.
4. Analyze the narrative techniques in Meena Kandasamy's *The Gypsy Goddess*.
5. How does Vijay Tendulkar depict violence in *His Fifth Woman*?

Part C

1. Evaluate the relevance of subaltern studies in contemporary historiography.
2. Compare and contrast the treatment of marginalization in Audre Lorde's *The Black Unicorn* and Sarojini Naidu's *The Gift of India*.
3. Analyze how cultural and social settings shape the narratives in *January Night* and *A Kitchen in the Corner of the House*.
4. Evaluate the intersection of caste and gender in Bama's works.
5. Discuss the representation of motherhood in Mahasweta Devi's *Bayen*.

Head of the Department

(Dr. H. Jimsy Asha)

Course Instructor

(Dr. V. Virgin Nithya Veena)

Teaching Plan

Department : English
Class : II M.A English Literature
Title of the Course : CORE COURSE XII: TRENDS AND MOVEMENTS IN LITERATURE
Semester : IV
Course Code : EP234CC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234CC3	5	1	-	-	5	6	90	25	75	100

Objectives

1. To define and differentiate among various literary trends and movements
2. To examine the characteristics and features of the different types of literature.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	demonstrate proficiency in identifying and discussing elements unique to each literary form	K1 & K3
2.	understand the evolution of literature through different historical periods	K2
3.	understand the concept of literary genius and its significance in literary history	K2
4.	analyze the representation of identity and culture in literature.	K4
5.	gain a comprehensive understanding of the style, structure and narrative techniques employed by the authors	K5

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

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E- Resources	Assessment / Evaluation Methods
I	Different literary trends and movements								
	1.	The Renaissance period	2	3	K1 (R) & K4 (An)	Lecture, Discussion	Group Presentation	PPT using Gamma	Concept explanations , Short Quiz / MCQs & Formative Assessment I
	2.	The Restoration Period	2		K2(U) & K4(An)	Discussion,	Debate / Group discussion	YouTube Educational Videos	Assignment & Formative Assessment I
	3.	The Age of Reason	2		K2(U) & K4(An)	Lecture, Examples and exercises	Group Debate & Collaborative Research Task	Online Text Resources – Project Gutenberg	Short Quiz, Formative Assessment I
	4.	Metaphysical Poetry	2		K2(U) &	Lecture-cum-Textual Analysis	Interactive Learning	Interactive PPT	Reflective Paragraph &

					K5(E)				Formative Assessment I
	5.	Neoclassical Literature	2		K2(U) & K3(Ap)	Enquiry based learning	Group Discussion	PPT using Gamma	Assignment & Formative Assessment I
	6.	Romanticism	2		K2(U) & K4(An)	Flipped Classroom	Peer Teaching	YouTube Lectures & Documentaries	Seminar & Formative Assessment I
	7.	Victorian Literature	2		K2(U) & K4(An)	Project-Based Learning: create a mini-documentary on Victorian London.	Paper presentation	Interactive PPT	Slip test & Formative Assessment I
	8.	Modernism	2		K4(An) & K5(E)	Flipped Classroom	Case Study Method	Interactive PPT	Slip test & Formative Assessment I
	9.	Postmodernism	2		K4(An) & K5(E)	Flipped Classroom	Case Study Method	Interactive PPT	Slip test & Formative Assessment I

II								
Characteristics and features								
1.	Characteristics and features of Poetry	2	3	K2(U) & K4(An)	Lecture-cum-discussion	Mind Map	Interactive PPT	short essays, & Formative Assessment I
2.	Characteristics and features of Prose	2		K2(U) & K4(An)	Lecture method	Group Discussion	NPTEL videos on prose forms	Comprehension Test, class test & Formative Assessment I
3.	Characteristics and features of Drama,	2		K2(U) & K4(An)	Demonstrative Method	Interactive Classroom Games, Role Play	Interactive PPT	Assignment, class test & Formative Assessment I
4.	Characteristics and features of Novel	2		K4(An) & K5(E)	Integrative Teaching	Book Review Writing	NPTEL videos on genre characteristics.	Assignment & Formative Assessment I
III Canadian Literature, Black American Literature, Feminist Literature								
1.	Characteristics and	2	3		Lecture-cum-	Group	YouTube	MCQ,

		features of Canadian Literature			K2(U) & K4(An)	Discussion Method	Discussion	Videos – (Author interviews)	seminar & Formative Assessment I
	2.	Notable Canadian Authors: Margaret Atwood, Alice Munro, Michael Ondaatje, Margaret Laurence, Robertson Davies, Rohinton Mistry	4		K2(U) & K4(An)	ICT-Enabled Teaching Method	Group Presentation	YouTube Videos – Interviews and talks	Seminar, MCQ, Formative Assessment I
	3.	Characteristics and features of Black American Literature	2		K2(U) & K4(An)	Lecture with Discussion Method	Peer teaching	PPT with Gamma	Seminar, MCQ, Formative Assessment I
	4.	Key Authors in Black American Literature: Langston Hughes, Zora Neale Hurston, Toni Morrison, James Baldwin, Maya Angelou, Alice Walker	3		K2(U) & K4(An)	Lecture with Discussion Method	Think–Pair–Share	PPT with Gamma	Short Essays, MCQ, seminar & Formative Assessment I
	5.	Characteristics and	2		K2(U)	Content Analysis	Group	TED Talks /	Slip test,

		features of Feminist Literature			& K5(E)	Method	Presentation	Author Talks	questioning, seminar & Formative Assessment I
	6.	Major Feminist Writers: Simone de Beauvoir, Virginia Woolf, Adrienne Rich, Chimamanda Ngozi Adichie	3		K2(U) & K4(An)	Text-Based Teaching	Video Making	Author Talks / Documentaries	Peer Review & Formative Assessment I
IV	Nature of Genius								
	1.	Nature of Genius – Definition and Perspectives	2	2	K2(U) & K4(An)	Lecture method, Conceptual teaching with mind maps	Brainstorming Session	TED Talks / Academic Videos	Short Essay, class test & Formative Assessment II
	2.	Genius in Literature: Homer and William Shakespeare	3		K2(U) & K4(An)	Comparative Teaching Method	Role play & Dramatic Enactment	PPT	Short Analytical Paragraph & Formative Assessment II
	3.	Novelists as Geniuses: Jane Austen, Charles Dickens	3		K2(U) & K4(An)	Comparative Method	Character Mapping Activity	Video Lectures	Comparative Viva / Oral Test , MCQ,

									Formative Assessment II
	4.	Indian Geniuses in Literature: Rabindranath Tagore	3		K2(U) & K3 (Ap)	Biographical–Contextual Method	Exhibition	Audio & Video Archives	Individual Presentation & Formative Assessment II
	5.	Postcolonial Genius: Salman Rushdie	3		K2(U) & K4(An)	Lecture Method	Debate	Author Interviews / Talks	Class Test & Formative Assessment II
V	Award winning writers								
	1.	Award-Winning Writers and Global Recognition	2	2	K2(U) & K4(An)	Lecture–Discussion Method	Presentation / Poster Activity	NPTEL Lectures	Oral Presentation , class test & Formative Assessment II
	2.	Gabriel Garcia Marquez – Magic Realism	2		K2(U) & K3(Ap)	Lecture method	Creative Writing Exercise	Interviews / Documentaries	Seminar & Formative Assessment II
	3.	Kazuo Ishiguro – Memory and Identity	2		K2(U) & K4(An)	Narrative Technique Analysis	Peer teaching	Author Interviews & Scholarly Articles	Class test & Formative Assessment II

4.	Orhan Pamuk and Cultural Identity	2		K2(U) & K4(An)	Interactive Lecture Method:	Role Play	YouTube: Interviews	MCQ, & Formative Assessment II
5.	South Asian Literary Voices: Arundhati Roy, Jhumpa Lahiri	2		K2(U) & K4(An)	Comparative Literary Analysis:	Group Discussion	Author Interviews & Talks:	MCQ, class test & 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 Gender Equity**

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

Assignment:

1. Enumerate the significance of the Renaissance and the Restoration Period in shaping English literature.
2. Discuss the major characteristics of Metaphysical Poetry with reference to any two poems of John Donne.

Seminar Topics:

1. The Role of Myth, Memory, and the Supernatural in Gabriel García Márquez's Fiction
2. Narrative Innovation in Canadian Fiction: A Comparative Study of Atwood, Munro, and Ondaatje

Sample questions (minimum one question from each unit):

Part A

1. Which literary period is associated with the revival of classical learning and humanism?
 - a) Romanticism
 - b) The Renaissance
 - c) Modernism

d) Postmodernism

2. Which genre uses dialogue and stage directions for performance?

a) Poetry

b) Prose

c) Drama

d) Novel

3. Which of the following authors belongs to Black American Literature?

a) Margaret Atwood

b) James Baldwin

c) Chimamanda Ngozi Adichie

d) Rohinton Mistry

4. Who is the author of The Iliad and The Odyssey?

a) Charles Dickens

b) Homer

c) Salman Rushdie

d) Rabindranath Tagore

5. Which award is Gabriel García Márquez famous for receiving?

a) Booker Prize

b) Pulitzer Prize

c) Nobel Prize in Literature

d) National Award

Part B

1. Write a short paragraph on the characteristics of Romanticism.

2. Write a short paragraph on the key features of Poetry.
3. Write a short paragraph on the characteristics of Canadian Literature.
4. Write a short paragraph on the literary genius of William Shakespeare.
5. Write a short paragraph on the literary contributions of Arundhati Roy.

Part C

1. Trace the major literary trends from the Renaissance to Postmodernism.
2. Discuss the characteristics and features of Poetry, Prose, Drama, and Novel.
3. Discuss the characteristics and major writers of Canadian Literature, Black American Literature, and Feminist Literature.
4. Examine the qualities that define genius in any four of the following writers—Homer, Shakespeare, Austen, Dickens, Tagore, and Rushdie.
5. Analyse the major themes and achievements of award-winning writers: Gabriel García Márquez, Kazuo Ishiguro, Orhan Pamuk, Arundhati Roy, and Jhumpa Lahiri.

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

Course Instructor
Dr. J. Bhavani

Teaching Plan

Department : English
Class : II M.A English
Title of the Course: Elective Course IV B) Literature of The North-East India
Semester: IV
Course Code: EP234EC2

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	Introduction to North East Indian Literature								
	1.	Introduction	2	2	K1(R)&K2(U)	Contextual Learning	Collaborative Learning	Videos, PPT	Group Discussion
	2.	Jogesh Das: The Region and the People	3		K2(U)&K4(An)	Context-Integrated Learning	Discussion	Online References	Class Test
		Priyanka Kakkoti: The Problematics of Identity, Ethnicity, and Insurgency in the Northeast	3		K2(U)&K4(An)	Contextual Learning	Debate	Video	Critical Reflection
		Bazlur Rahman	3		K2(U)&	Ecocritical	Flipped	Online	Seminar- Assessment I

		Khan: Man, Nature and State in Pre-Colonial Kachar			K4(An)	Analysis	Classroom	references	
II	Poetry								
	1.	Indira Goswami: Pakistan	3	2	K1(R) & K2(U)	Close Reading	Group Analysis	Video, Ppt	Analytical Essay Writing
	2.	Robin S Ngangom: My Invented Land	4		K1(R) & K2(U)	Contextual learning	Discussion	Videos, Gamma	Debate
	3.	Pallab Chaudhury: Meghalaya	2		K2(U) & K4(An)	Flipped Class room	Group work	YouTube, Ppt	Class Test
	4	Mamang Dai: I'm Going Back to Old	3		K2(U) & K4(An)	Comparative Reading	Reader-Response	Ppt, Video	Essay Writing (Reflective)
		Nongwamgam Chinir: Defeated	3		K2(U) & K6(C)	Thematic Analysis	Poem recitation	Gamma	Creative Writing – Assessment II
III	Short Stories								
		Bhabendra Nath Saikia: An Evening Walk	3	2	K2(U) & K4(An)	Thematic Analysis	Story Telling	Website : nezine.com	Class Test
		Group Captain Mohonto Panging: Indi-Chini Bhai	2		K2(U) & K6(C)	Comparative Analysis	Group Discussion	Indianshortstoryinenglish.com	Story Telling - Assignment III
		Bhai Linthoi Chanu: Wari	3		K2(U) & K4(An)	Simulation	Flipped Classroom: Story Telling	Google Books	Reflective Essay Writing
		Avinuo Kire: The	3		K2(U)	Contextual	Discussion	Video:	Role Play

		Last Light of Glory Days			&K4(A)	Reading	on	Interview	
		Easterine Kire: <i>Son of the Thundercloud</i>	7	2	K2(U)&K5(E)	Contextual Learning	Peer Teaching	Videos	Oral Quiz
		G.C. Tongbra: <i>The Flesh Trap</i>	6	2	K2(U)&K5(E)	Analytical Reading & Role Play	Enactment	PDF	Thematic & Character Analysis

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

Activities related to Cross Cutting Issues: Literary Parade, Role Play

Assignment: Presentation, Story Telling

Sample questions (minimum one question from each unit)

Part A

1. What does Jogesh Das explain about the people of NE India?
2. Where is Rilbong?
3. What is the main idea of *Wari*?
4. Who is the central figure in *Son of the Thundercloud*?
5. What form of play is *The Flesh Trap*?

Part B

1. Discuss ecological concerns expressed in Bazlur Rahman Khan's essay.
2. What is the tone of Chinir's poem "*Defeated?*"
3. Write a paragraph on the narrative style of "*An Evening Walk.*"

4. Describe how the village of Nialhuo suffers after being hit by a famine.
5. How does the form and theme of *The Flesh Trap* work together for the success of the play?

Part C

1. Elaborate on the effectiveness of Priyanka Kakkoti's writing on identity and ethnicity?
2. Critically examine socio-political issues portrayed in the poetry of Robin S Ngangom.
3. Comment on the geopolitical issues discussed in "Hindi-Chini Bhai."
4. Discuss how Easterine Kire uses a Naga legend to narrate a fictional account in *Son of the Thundercloud*.
5. Evaluate how *The Flesh Trap* conveys a social message convincingly?

Head of the Department

Dr.H.Jimsy Asha

Course Instructor

Ms.Judes Jalaja

Teaching Plan

Department : English
Class : II M.A English
Title of the Course: Elective Course VII B) Feminist Writings in English
Semester: IV
Course Code: EP234EC5

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
I	1.	Bell Hooks: Feminist Politics: Where we Stand	5	1	K2(U)	Lecture Method	Concept Mapping	Videos, PPT	Open Book Test
	2.	Kate Millet: Instances of Sexual Politics	5	1	K1(R)	Inquiry-based approach	Group Discussion	YouTube Videos	Blogs, Multiple choice questions
II	1	Gwendolyn Brooks:	2	-	K3 (Ap)	Lecture, Project	Group work	PPT	Class Test

		The Mother				Based Learning			
	2	Anne Sexton: Housewife	2	1	K2 (U)	Interactive method	Group Discussion	Gamma, PDF	Peer Review
	3	Warsan Shire: The Ugly Daughter	2	-	K3(Ap)	Context based Learning	Brainstorming	Gamma	Creative Writing
	4	Adrienne Rich: Power	2	1	K3(Ap)	Group Discussion	Collaborative Learning	Nearpod	Album Preparation
	5	Jana Harris: Don't Cheapen Yourself	2	-	K3(Ap)	Flipped Classroom	Peer Learning	Video Lectures	Extempore
III	1	Manju Kapur: Chocolate	2	1	K1 (R)	Collaborative learning	Role Play	YouTube Videos	Formative test: Critical Essay
	2	Gail Godwin: A Sorrowful Woman	2	-	K2 (U)	Context based, Interactive method.	Role Play	Nearpod	Online assignment
	3	Edith Wharton: The Fullness of Life	2	1	K2 (U)	Context based	Skit	Meme, Gamma	Preparing diary
	4	Charles W.Chesnutt: The Wife of his	2		K1(R)	Lecture	Mind Map	PPT	Oral

		Youth							Presentation
	5	Henry Lawson: The Drover's Wife	2	-	K3(Ap)	Context based Learning	Brainstorming	Gamma	Creative Writing
IV	1	Laxmi: <i>Me Hijra, Me Laxmi</i> (Translated by R.Raja Rao and Joshi)- Reading in parts	10	2	K3 (Ap)	Blended Learning	Skit, Arranging Exhibitions	PPT	Slip Test
V	1	Lorraine Hansberry– <i>A Raisin in the Sun</i>	10	2	K1, K5	Lecture and context-based methods	Interactive classroom approach, Gamification	Literary Movie	Meme Creation

Course Focusing on Employability/ Entrepreneurship/ Skill Development:

Skill Development

Activities (Em/ En/SD): Role-Play, Album Preparation

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

Activities related to Cross Cutting Issues: Model Making, Exhibition

Assignment: Scene recreation from *A Raisin in the Sun*

Sample questions

Part A

1. What is the central theme of Bell Hooks's "*Feminist Politics: Where We Stand*"?
 - a) The impact of advanced technology on society
 - b) The significance of class inequality and its intersection with race and gender
 - c) The role of religion in shaping family systems
 - d) The development of educational institutions in America
2. State True or False: Anne Sexton wrote "The Ugly Daughter".
3. Who killed the snake in "The Drover's Wife"?
4. Laxmi represents India in the _____.
 - a) US
 - b) UN
 - c) UAE
 - d) Wales
5. Who wrote *A Raisin in the Sun*?

Part B

1. Give an account of the suffering of women as portrayed in "Instances of Sexual Politics".
2. Critically appreciate the poem "Housewife".
3. What is life according to Wharton in "The Fullness of Life"?
4. Analyze how *Laxmi: Me Hijra, Me Laxmi* underlines the struggles faced by transgenders.
5. Delineate the major theme of the play *A Raisin in the Sun*.

Part C

1. Explain how Hooks take a strong stand for women in "Feminist Politics: Where we Stand".

2. Justify the title of the poem “Don’t Cheapen Yourself”.
3. Explain the themes in “The Sorrowful Woman”.
4. Unveil how class discrimination leads to disaster as pictured in *Laxmi: Me Hijra, Me Laxmi*.
5. Explain in detail the aptness of the title *A Raisin in the Sun*.

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Ms. A.R. Jemi

Teaching Plan

Department : English
Class : II MA English
Title of the Course : Skill Enhancement Course III: English for Employability
Semester : IV
Course Code : EP233SE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233SE1	3	1	-	-	2	4	60	25	75	100

Objectives

1. To enhance students' competency in workplace communication.
2. To familiarize learners with professional vocabulary and real-life communication situations.
3. To equip students with essential employability skills including résumé building, interview preparation, and presentation skills.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	identify key terms, concepts and communication norms relevant to workplace.	K1
2	understand English language skills in the context of professional settings	K2
3	apply language skills to prepare resumes, cover letters, and professional emails.	K3
4	analyze the effectiveness of different communication styles in various workplace scenarios.	K4
5	develop interview skills and strategies	K5

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

Teaching plan
Total Contact hours: 60 (Including lectures, practice sessions and assessments)

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Student Centric methods	Assessment/ Evaluation
I	1	Workplace communication – definition, purpose and relevance	3	K2 (U)	Lecture, discussion	Think-Pair-Share	Short oral recall
	2	Barriers to communication in workplaces (with rural background support activity)	3	K2 (U)	Case-study videos, peer discussion	Problem-Solving Scenarios	Reflective writing
	3	Forms of communication: Verbal, Non-Verbal & Visual	3	K2 (U)	Role-play, demonstrations	Role-play & Peer observation	MCQ, observation checklist

	4	Improving workplace communication	3	K3 (Ap)	Worksheets, problem-based tasks	Communication Labs	Slip test
II	5	Recruitment & Selection Vocabulary	3	K2 (U)	PPT, Interactive Lecture	Vocabulary Games (Kahoot/Bingo)	Vocabulary quiz
	6	Pay, Benefits, Skills & Qualification	3	K3 (Ap)	Handouts, discussion	Group Flashcards	Short test
	7	People & Workplaces	3	K3 (Ap)	Case discussion	Group work & peer teaching	MCQ Test
	8	Workplace Terminology Application	3	K3 (Ap)	Workbook Tasks	Pair Interview Simulation	Presentation
III	9	Resume & CV writing	3	K3 (Ap)	Templates & demonstrations	Peer Editing Workshop	Rubric-based resume evaluation
	10	Professional Summary & Portfolio	3	K3 (Ap)	Lecture + Sample analysis	Digital Portfolio Building	Portfolio submission
	11	Email, Memo & Letter Conventions	3	K3 (Ap)	Sample format analysis	Real-world drafting tasks	Written task
	12	Review & Output Practice	3	K4 (An)	Mock editing tasks	Collaborative peer review	Documentation test
IV	13	Technical Requirements for Presentation	3	K3 (Ap)	PPT, Demo	Equipment Familiarization	Checklist evaluation
	14	Stages & Structure of	3	K4 (An)	Demonstration & examples	Group micro-presentations	Peer-assessment

		Good Presentation					
	15	Elements of Delivery & Voice Modulation	3	K4 (An)	Practice session	Video recording + feedback	Presentation rubric
	16	Interview Preparation	3	K5 (E)	Model interview videos	Mock Panel Interview	Performance evaluation
V	17	Final Presentation Practice	6	K5 (E)	Guided Facilitation	Individual Project Presentation	Rubric-based evaluation
	18	Mock Interview	6	K5 (E)	Real-time simulation	Career readiness lab	Viva & feedback

Course Focusing on Employability / Skill Development

Activities on Employability and Skill Development:

1. Mock Interviews (**Seminar begins from 2 February, 2026**)
2. Formal Presentation (**Internal Component 2**)
3. Resume & Portfolio Workshop (Students create digital employability toolkit using Canva/LinkedIn.)
4. Professional Email Challenge (Students respond to simulated workplace email scenarios.)

Assignments:

1. Job application package (CV, Cover letter, a Professional summary/Portfolio) Resume preparation (**Date of submission: 7 January, 2026**)
2. Fix the Email – Correct the poorly written emails in a professional manner. (**21 January, 2026**)

Guest Lecture

Industry-speaker Session (Virtual interaction with HR/Corporate Trainer)

Business Etiquette Session

Sample Questions

Part A

1. Which of the following is NOT a form of workplace communication?
a) Verbal b) Visual c) Artistic d) Non-verbal
2. A resume should ideally focus on:
a) Fiction writing skills b) Professional achievements c) Family background d) Hobbies only

Part B

- Write a formal email requesting an internship opportunity in a publishing house.
- Explain the difference between a resume and a curriculum vitae with examples.

Part C

- Analyse the role of effective non-verbal cues in workplace communication with suitable examples.

Head of the Department

Dr. H. Jimsy Asha

Course Instructor

Dr. P. Sathya