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

Affiliated to

Manonmaniam Sundaranar University, Tirunelveli

DEPARTMENT OF ENGLISH

POSTGRADUATE PROGRAMME

TEACHING PLAN

EVEN SEMESTER 2024 – 2025

Vision
Sculpting integrated individuals for a better future.

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

Programme Educational Objectives (PEOs)

POs	Upon completion of M.A./ M. Sc. /MSW Degree Programme, the graduates will be able to:	Mapping with Mission
PEO1	apply scientific and computational technology to solve social and ecological issues and pursue research.	M1, M2
PEO2	continue to learn and advance their career in industry both in private and public sectors.	M4 & M5
PEO2	develop leadership, teamwork, and professional abilities to become a more cultured and civilized person and to tackle the challenges in serving the country.	M2, M5 & M6

Programme Outcomes (POs)

Pos	Upon completion of M.A./MSW Degree Programme, the graduates will be able to:	Mapping with PEOs
PO1	enhance in-depth learning by using innovative technological sources.	PEO1
PO2	design and undertake individual research which will contribute to the future ideological and societal development	PEO1, PEO2 & PEO3
PO3	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	PEO1, PEO2 & PEO3

	challenges with an ethical outlook.	
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:**	**Mapping with POs**
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 organisations.	**PO6**
PSO4	develop a research framework and presenting their 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**

Department: English
Class: I MA English
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
EP232CC1	5	1	-	-	5	6	90	25	75	100

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

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	Robert Frost: The Death of the Hired Man	3	K4	Blended learning	Online Quiz
	2	Wallace Stevens: Anecdote of the Jar Maya Angelou: A Brave and Startling Truth	2	K4	Inquiry based approach	Open book test
	3	Robert Lowell: Skunk Hour Sylvia Plath: Lady Lazarus	3	K4	Flipped Classroom	Multiple choice questions using Slido
	4	Anne Sexton: Wanting to Die Adrienne Rich: Driving into the Wreck	4	K4	Lecture Method	Album Preparation
	5	Lucille Clifton: Homage to my Hips, Far Memory	3	K4	Video Making	Oral presentation

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
II	1	Amy Tan: Mother Tongue	4	K2	Lecture Method	Preparation of question bank
	2	Thoreau: Walden Chapter "The Bean Field"	3	K2	Integrative Learning	Online quiz using nearpod

	3	Thoreau: Walden Chapter "The Village"	4	K2	Inquiry-based approach	Open book test
	4	Thoreau: Walden Chapter "The Ponds"	2	K2	Blended learning	Seminar presentation
	5	Thoreau: Walden Chapter "Brute Neighbours"	2	K2	Cooperative learning	Oral test

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment / Evaluation
III	1	Edgar Allan Poe: The Cask of Amontillado	4	K5	Lecture Method	Quiz
	2	Herman Melville: Bartleby the Scrivener	3	K5	Integrative Teaching	Oral presentation
	3	Flannery O'Connor: A Good Man Is Hard to Find	4	K5	Lecture Method	Oral test
	4	Shirley Jackson: The Lottery	4	K5	Blended learning	Online assignment

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
IV	1	Tennessee Williams: A Street Car Named Desire	7	K4	Play Reading	Oral test
	2	Marsha Norman: Night Mother	8	K4	Play Reading	Slip test

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
V	1	Toni Morrison: Beloved	8	K2	Lecture Method	Preparation of question

					bank, Role play
2	Kate Chopin: The Awakening	7	K2	Integrative teaching	Surprise test using Slido Exhibition

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 type of poem is Robert Frost's "The Death of the Hired Man"?
2.   How many years water in the Walled-in Pond is as cold as pure at all times?
3.   What is the traditional job of the village boys on the lottery day in the short story "The Lottery"?
4.   How did Blanche's husband Allan die?
5.   What does the butter mean in *Beloved*?

Part B

1.   Elucidate the theme in Maya Angelou's "A Brave and Startling Truth".
2.   Explain the role of language in Amy Tan's life.
3.   Comment on the settings of the story "Bartleby the Scrivener".
4.   Discuss the role of music and other sound effects in *A Streetcar Named Desire*.
5.   Describe the Theme of Isolation as Used in *The Awakening*.

Part C

1.   Examine the role of religious imagery in this poem and how it relates to the skunks.
2.   Analyse Thoreau's "Walden" from eco-perspective.
3.   Discuss the setting used by Poe to enhance the atmosphere of horror in the story.
4.   Analyse the relationship between Mama and Jessie in Marsha Norman's *Night Mother*.
5.   Consider the extent to which slavery dehumanizes individuals by stripping them of their identity, destroying their ability to conceive of the self.

Head of the Department   **Course Instructor**

Dr. Alby Grace   Dr. M. F. Annie Feril

Department : **English**
Class : **I MA English**
Title of the Course : **Core Course V: 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:

1. To make the students acquaint with the structures and themes of Shakespearean dramas.

2. To comprehend the critical perspectives of Shakespearean theatre and audience

Course Outcomes

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

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	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Shakespeare Theatre & Theatre Conventions Sources 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	18	K2 (U) K3 (An)	Lecture using Chalk and talk, Reciprocal Teaching, Peer tutoring, E content using Gamma and demonstrations	Short test, MCQ, Enactment, Evaluation using Near pod Seminars,
	2.	Much Ado About Nothing, The Winter's Tale.	18	K3 (An)	Lecture, PPTs, Mind map, Videos, Web diagram, Demonstration Blended Learning, Flipped Classroom	Evaluation through short test, MCQ test using Slido True/False, Short summary or overview
	3.	Othello	18	K3 (An)	Research based analysis. Lecture using videos, Screening of movies.	Analysis of the techniques, Narrative Techniques, Role Play, Quiz using Slido app
	4.	Henry IV Part I	18	K6 (An)	Lecture, PPTs, Mind map, Videos, Web diagram, Demonstration Blended Learning, Flipped Classroom	Suggest idea with examples, 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	18	K5 (Ap) K5(E)	Lecture using power point slides, Videos using Gamma app .	Critical appreciation of the essays, Summary and Evaluation through tests.

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

Part A

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) Skech 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   **Course Instructor**

Dr.Alby Grace   Dr.R.Abilasha

Department : **English**
Class : **I M.A English**
Title of the Course : **Core VI: POSTCOLONIAL THEORY AND LITERATURE**
Semester : **II**
Course Code : **EP242CC3**

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EP232CC3	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

On the successful completion of the course, student will be able to:		
1	understand the emerging trends in Post- Colonial Literature	**K1**
2	distinguish how race, class, gender, history and identity are presented and problematized in the literary texts	**K2**
3	examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	**K3**
4	interpret the postcolonial concepts found in relation to postcolonial theory	**K3 & K6**
5	assess and construct arguments regarding literature and texts in a postcolonial context.	**K4 & K5**

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1. .	Post Colonial Literature - Introduction	2	K1(R)	Interactive Lecture	Quick Reflections
	2. .	Bill Ashcroft, Gareth Griffiths and Helen Tiffin: Introduction to *The Empire Writes Back*	4	K2(U)	Lecture method followed by close Reading	Quiz-Slido
	3.	Edward Said: Introduction to *Orientalism*	4	K2(U)	Blended Learning	Reflective Method
	4.	Gayatri Chakravorty Spivak: Can the Subaltern Speak?	4	K2(U)	Flipped Classroom	Recall Quiz
II	5.	Arun Kolatkar: The Priest, An Old Woman, A Low Temple,	4	K3(Ap)	Post Colonial Perspective followed by Close Reading	Simulations
	6.	A.K. Ramanujan: Returning; Death of a Poem, Farewells	4	K4(An)	Participative Method- Visual Aids to visualize the symbols	Quiz
	7.	KofiAwonoor:Easter Dawn, The Weaver, Bird, Song of Sorrow	4	K4(An)	Poetry Explications - Thematic	Creative Art-painting
	8.	Leopold Senghor: In Memoriam, Night of Sine, All Day Long	4	K3(Ap)	Flipped Classroom	Q&A

III	9.	Bessie Head : The Collector of Treasures	4	K4(An)	Inquiry Based Learning – exploring Post Colonial Context	Evaluation through short review and open-ended questions
	10.	Chinua Achebe: Dead Men's Path	4	K4(An)	Inquiry Based Learning-exploring Post Colonial Context	Evaluation through short review and open ended questions
IV	11.	Wole Soyinka: *Death and the King's Horseman* - Introduction	2	K2(U)	Blended Learning	Interaction and Discussion
	12.	Wole Soyinka: *Death and the King's Horseman* - plot	2	K2(U)	Flipped Classroom	Mentimeter- Quiz
	13.	Wole Soyinka: *Death and the King's Horseman* - Analysis , Post Colonial aspects	3	K4(An)	Interacive Presentation	Discussion
	14.	Wole Soyinka: *Death and the King's Horseman* - Analysis	1	K4(An)	Participative Method - Reflection exercise	Oral Presentations
	15.	Girish Karnad: Tughlaq- Intro	2	K2(U)	Blended Learning- Panel Discussion	Discussion
	16.	Girish Karnad: Tughlaq- plot	3	K5(Ev)	Seminar Presentation	Quiz
	17.	Girish Karnad: Tughlaq- Analysis	3	K5(Ev)	Multimedia presentations or designing visual displays	Presentation Skills
	18.	Girish Karnad: Tughlaq- elements of Drama	2	K6(Cr)	Lecture and Interactive Method	Q&A

V	19	Chimamanda Ngozi Adichie: Purple Hibiscus - Introduction	2	K3(Ap)	Flipped Classroom-Panel Discussion	Discussion
	20	Chimamanda Ngozi Adichie: Purple Hibiscus -plot	3	K6(Cr)	Multimedia Presentation by Students	Simulation
	21	Chimamanda Ngozi Adichie: Purple Hibiscus – sociopolitical exploration	2	K6(Cr)	Socratic Seminars	Quiz
	22	Chimamanda Ngozi Adichie: Purple Hibiscus in-depth discussions on the novel's portrayal of colonization, survival, and human nature.	2		Reflective Method	Q&A
	23	Sally Morgan : Sisters Heart - *Introduction*	2	K2(U)	Lecture Method	Class Discussion
	24	Sally Morgan : *Sisters Heart* - plot	2	K4(An)	Flipped Classroom-Panel Discussion	Discussion
	25	Sally Morgan : *Sisters Heart* -Analysing the themes, motifs, and literary significance of the novel.	2	K3(Ap)	Panel Discussion - Reflection exercise-	Oral Presentations
	26	symbolism, narrative techniques, or the portrayal of social class.	2	K4(Ap)	Blended Learning	Class Discussions and Participation

Course Focussing on Employability

Activities 1.Writing a Journal

2. Panel Discussion on Girish Karnad: Tughla

3.Display of visual presentation of Colonial impact -Chimamanda Ngozi Adichie: Purple Hibiscus

Course Focussing on Cross Cutting Issues:

1. Professional Ethics: Impact of Colonisation Panel Discussion

Sample Questions

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 in *Sister Heart* by Sally Morgan?

a) Billy

b) Annie

c) Jessie

d) Rosie

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 Sally Morgan : *Sisters Heart* as a Post Colonial Novel

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 Sally Morgan : *Sisters Heart*

Head of the Department   **Course Instructor**

Dr.Alby Grace   Dr.H.Jimsy Asha

Department: **English**
Class: **I MA English**
Title of the Course: **Elective Course III (b): Introduction to Linguistics**
Semester: **II**
Course Code: **EP232EC2**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232EC2	3	1	-	-	3	4	60	25	75	100

Objectives:
1.   To familiarize with the practical and theoretical discourse of linguistics.
2.   To expose the learners to the different branches of linguistics.

Course Outcome

	On the successful completion of the course, student will be able to:	
1	learn the varied theories in Linguistics	**K1. K2**
2	comprehend the varieties of language	**K2, K3**
3	identify the branches of Applied Linguistics	**K3, K4**
4	analyze the relationship between language and literature	**K4**
5	evaluate the language disorders	**K5**

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	Innate grammatical Principles	6	K1	Lecture Method	Online Quiz using Nearpod
	2	Corpus Linguistics	6	K2	Blended learning	Open book test

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
II	1	1. Phonology to Morphology 2.	4	K2	Lecture Method	Oral test
	2	Syntax to Semantics	4	K2	Integrative Learning	Seminar presentation
	3	Pragmatics	4	K3	Cooperative learning	Open book test

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment / Evaluation
III	1	Structural Linguistics	4	K3	Lecture Method	Quiz
	2	Psycholinguistics	4	K3	Integrative Teaching	Oral presentation
	3	Sociolinguistics	4	K3	Cooperative learning	Online assignment

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment / Evaluation
IV	1	Stylistics and Discourse Analysis: Relationship between Language and Literature, Style and Function	3	K4	Blended learning	Online Quiz
	2	Poetic Discourse	3	K4	Integrative Teaching	Creative writing
	3	Narrative Discourse	3	K4	Integrative Teaching	Oral presentation
	4	Dramatic Discourse	3	K4	Blended learning	Role play

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
V	1	The Brain and Language Organization	3	K5	Lecture Method	Quiz
	2	Aphasia	3	K5	Blended learning	Online Assignment
	3	Dyslexia	3	K5	Inquiry based approach	Seminar Presentation
	4	Dysgraphia	3	K5	Integrative teaching	Surprise test using Slido

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability
Activities (Em/ En/SD): Oral Presentation
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: Creative Writing, online assignment

Sample Questions
Part A
1.   What does the concept of innate grammatical principles suggest about language learning?
2.   What is phonology, and how does it differ from morphology?
3.   Define structural linguistics.
4.   What is stylistics in the context of language and literature?
5.   What is aphasia, and how does it affect language ability?
Part B
1.   Briefly explain how corpus linguistics is used to analyze language in real contexts.
2.   Discuss the role of pragmatics in understanding the intended meaning of language.
3.   Describe the main focus of psycholinguistics in language studies.
4.   Explain how discourse analysis is applied to study different types of discourse (e.g., poetic, narrative, and dramatic).
5.   Describe how dyslexia affects reading skills and language processing.
Part C
1.   Evaluate the innate grammatical principles theory and discuss its impact on modern linguistic studies.
2.   Compare syntax and semantics and explain their role in sentence formation and meaning.
3.   Analyze how sociolinguistics examines the relationship between language and society, providing examples.
4.   Discuss the relationship between language and literature through the lens of stylistics and discourse analysis.
5.   Examine the various types of language disorders (e.g., aphasia, dysgraphia) and their implications for language processing and communication.

Head of the Department   **Course Instructors**
Dr. Alby Grace   Dr. Annie Feril
                                                                                Dr. Snow J Sharmilla

Department: **English**
Class: **I MA English**
Title of the Course: **Elective Course I V : c) Entrepreneurship Development**
Semester: **II**
Course Code: **EP232EC6**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232EC6	**3**	**1**			**3**	**4**	**60**	**25**	**75**	**100**

Learning Objectives:
 1. To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.
 2. To bring in them the ability to contribute to their entrepreneurial and managerial potentials.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	define basic terms and understand basic concepts in the area of entrepreneurship.	**K1**
2.	analyze the business environment in order to identify business opportunities.	**K4**
3.	identify the elements of success of entrepreneurial ventures.	**K2**
4.	consider the legal and financial conditions for starting a business venture.	**K3**
5.	evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity.	**K5**

 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	Cognitive level	Pedagogy	Assessment/ Evaluation
	Introduction					
I	1	Meaning and Importance – Evolution of the Term	2	K1	Lecture Method	Online Quiz using Nearpod
	2	Entrepreneurship	2	K2	Blended learning	Open book test
	3	Factors Influencing Entrepreneurship	2	K2	Lecture Method	Oral test
	4	Psychological Factors	2	K2	Integrative Learning	Seminar presentation
	5	Social Factors	2	K3	Cooperative learning	Open book test
	6	Economic Factors	1	K2	Lecture Method	Oral test
	7	Environmental Factors	1	K2	Integrative Learning	Seminar presentation
	Characteristics of Entrepreneurship					
II	1	Types of Entrepreneurs	4	K3	Lecture Method	Quiz
	2	Business, Use of Technology, Motivation, Growth, Stages	4	K3	Integrative Teaching	Oral presentation
	3	New Generations of Entrepreneurship Vs Social	4	K3	Cooperative learning	Online assignment
	Entrepreneurship					
III	1	Health Entrepreneurship	3	K3	Blended learning	Online Quiz
	2	Tourism Entrepreneurship	3	K3	Integrative Teaching	Creative writing
	3	Women Entrepreneurship	3	K3	Integrative Teaching	Oral presentation
	4	Barriers to Entrepreneurship	3	K3	Blended learning	Role play
	Motivation					
IV	1	Maslow's Theory	3	K4	Lecture Method	Quiz
	2	Heriburg's Theory	2	K4	Blended learning	Online Assignment
	3	McGragor's Theory	3	K4	Inquiry based	Seminar Presentation

					approach	
	4	Culture and Society	2	K4	Integrative teaching	Surprise test using Slido
	5	Risk Taking Behaviour	2	K4	Lecture Method	Quiz
V	**Creativity and Entrepreneurship**					
	1	Steps in Creativity	3	K5	Integrative Teaching	Quiz
	2	Decision Making and Problem Solving	2	K5	Integrative Teaching	Oral presentation
	3	Assistance to an Entrepreneur	3	K5	Blended learning	Online assignment
	4	Incentives and Facilities	2	K5	Lecture Method	Seminar presentation
	5	New Ventures	2	K5	Integrative Learning	Open book test

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability
Activities (Em/ En/SD): Oral Presentation
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: Creative Writing, online assignment

Sample Questions

Part A

6. What is entrepreneurship development?
7. Define the term entrepreneur.
8. What is the difference between innovative and imitative entrepreneurs?
9. Define social entrepreneurship.
10. What is health entrepreneurship?
11. What skills are essential for success in health entrepreneurship?
12. Name two key motivation theories relevant to entrepreneurship development.
13. Define McClelland's Need for Achievement theory and its role in entrepreneurship.
14. What are some examples of creative thinking in successful entrepreneurial ventures?
15. Why is creativity important in entrepreneurship?

Part B

6. How does entrepreneurship development help in reducing unemployment?
7. Analyze the role of lifestyle entrepreneurs in promoting niche markets.
8. How do health entrepreneurs address gaps in access to healthcare services?
9. How can understanding motivation theory help design better entrepreneurship development programs?

Part C

6. Critically assess the role of government policies in promoting entrepreneurship development.
7. How can governments support innovative entrepreneurs to drive economic growth?

8.   How can health entrepreneurs leverage Artificial Intelligence (AI) for healthcare innovation?

9.   What strategies can be developed based on McClelland's theory to foster entrepreneurial success?

10.   How can technology enhance creativity in entrepreneurship? Provide examples.

Head of the Department   **Course Instructor**

Dr. Alby Grace   Dr. Alby Grace

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

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 socialmedia.	**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	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	Virtual Learning Environment	3	K2	Lecture Method	Quiz using Slido
	2	Web-Based Learning Environment	3	K2	Lecture Method	Factuals
	3	Effective Web Tools in Teaching	3	K2	Blended learning	Multiple choice questions using Slido
	4	Audio-visual Aids in Teaching.	3	K2	Inquiry based approach	Multiple choice questions using Slido

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
II	1	Webpage Development: How to develop and host a webpage 3.	3	K3	Lecture Method	Assignment
	2	4. Content Writing,	3	K3	Integrative Learning	Assignment
	3	Creating Ads,	3	K6	Cooperative learning	Assignment
	4	Wikipedia Development: How to develop and edit Wikipedia.	3	K3	Lecture Method	Assignment

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment / Evaluation
III	1	Computational Linguistics: Introduction to speech recognition (SR)	3	K2	Lecture Method	Quiz using Nearpod

		systems				
	2	Text-to-speech (TTS) synthesizers	3	K2	Integrative Teaching	Assignment
	3	Interactive voice response (IVR) systems	3	K2	Lecture Method	Quiz using Slido
	4	Search engines, Text editors	3	K2	Cooperative learning	Assignment

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment / Evaluation
IV	1	Introduction to Lexicography	2	K2	Integrative Teaching	Oral presentation
	2	Dictionary Development (e-Dictionary), WorldNet Thesaurus	2	K2	Blended learning	Oral presentation
	3	Language Teaching: First Language and Second Language Teaching	4	K4	Integrative Teaching	Oral presentation
	4	Various methods of Language Teaching.	4	K2, K4	Blended learning	Oral presentation

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
V	1	E-Learning Asynchronous e-learning Vs Synchronous e-learning of Language	4	K2	Lecture Method	Oral presentation
	2	Challenges and Solutions in e-learning	3	K4	Integrative teaching	Oral presentation
	3	Application of Machine Translation.	5	K3	Blended learning	Assignment

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

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   **Course Instructor**

Dr. Alby Grace   Dr. Snow J. Sharmilla

Department : English

Class : II MA English

Title of the Course. : Core Course X: 21st CENTURY MILENNIAL 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

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 the intersections between literature and other cultural forms.	**K1**
2.	understand the ways in which 21st century literature reflects global cultural trends, exchanges and interconnectedness.	**K2**
3.	appreciate literature in various forms including digital storytelling, graphic novels and interactive narratives.	**K3**
4.	analyse how literature engages and responds to pressing global issues like climate change, social justice and political transformations.	**K4**
5.	evaluate how literature addresses and challenges diverse identities including those related to 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	Cognitive Level	Pedagogy	Assessment/ Evaluation
I Prose	1	Chimamanda Ngozi Adichie: To My One Love Zadie Smith: Joy	4	K1, K2	Lectures with close reading of texts/ PPT	Short descriptive questions, Formative Assessment I
	2	Sally Rooney: Even If You Beat Me	5	K2, K3	Group discussions on themes & style	Group presentations, Formative Assessment I
	3	Yuval Noah Harari: Liberty	4	K2, K3	Creative writing exercises	Submission of creative responses, Formative Assessment I
	4	Chimamanda Ngozi Adichie: To My One Love Zadie Smith: Joy	5	K4, K5	Debate on cultural relevance	Reflective essay on the authors' insights, Formative Assessment I

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
II **Poetry**	1	Imtiaz Dharker: Prayer	4	K1, K2	Audio & Video Resources	Poetry recitation and interpretation, Formative Assessment I
	2	Warsan Shire: Home	4	K2, K4	Digital Poetry Creation- Using Canva	Assignment analysing two poems, Formative Assessment I
	3	Hollie McNish: Foreign	4	K2, K3	Peer Group Teaching	Quiz on Terms and Definitions, Formative Assessment I
	4	Ocean Vuong: Telemachus	3	K3, k4	PPT with Gamma	Peer reviews of poetry presentations, Formative Assessment I

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
	5	Simon Armitage: Fugitives	3	K5	Self-Exploration	Question and Answer, Formative Assessment I

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
III Short Stories	1	Karen Russell: St. Lucy's Home for Girls Raised by Wolves	5	K2. K4	Introductory Session, Brainstorming, Interactive PPT	Quiz on plot and character analysis, Formative Assessment I
	2	Ted Chiang: Exhalation	4	K2. K5	Short films or adaptations of stories	Class Test, Formative Assessment I
	3	George Saunders: Tenth of December	5	K1. K2	Lecture using PPT, Discussion	Role-play presentation, Formative Assessment II
	4	Hilary Mantel: Destroyed	4	K2. K4	YouTube Video/ Video with Render Forest	Seminar, Formative Assessment II

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
IV Fiction	1	Margaret Atwood: *Oryx and Crake*	9	K2, K4	Interactive PPT, Brain Storming Session	Seminar, Formative Assessment II
	2	Philip Roth: *Nemesis*	9	K2, K5	Flipped Classroom. Role Play	Seminar, Formative Assessment II

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
V Drama	1	Lucy Kirkwood: *The Children*	18	K3, K4	Role-Play and Play reading sessions	Assignment, Assessment II

Course Focusing on Employability/ Entrepreneurship/ Skill Development/

Employability and Skill Development

Activities (Em/ SD): Role Play, Seminar

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

Activities related to Cross Cutting Issues: Role Play, Creative Writing

Assignment:

1. Compare how identity and personal struggles are portrayed in Chimamanda Ngozi Adichie's *To My One Love* and Warsan Shire's *Home*.

2. Write an assignment on the environmental themes presented in Margaret Atwood's *Oryx and Crake* and Lucy Kirkwood's *The Children*.

Seminar:

1. Explore how Atwood critiques humanity's pursuit of perfection through genetic

modification in *Oryx and Crake.*

2. The Impact of Fear and Responsibility in Philip Roth's *Nemesis*.

Sample Questions

Part A

1. Who is the narrator addressing in Chimamanda Ngozi Adichie's "To My One Love"?

a) A close friend   b) A former lover

c) A family member   d) A stranger

2. In Warsan Shire's "Home", what does the poet compare leaving home to?

a) A joyous journey   b) A forced escape

c) A natural transition   d) A triumphant return

3. In Ted Chiang's "Exhalation", what type of beings narrate the story?

 a) Human   b) Mechanical
c) Animal   d) Supernatural

4. What catastrophic event drives the plot in Margaret Atwood's *Oryx and Crake*?
a) A global war   b) A pandemic caused by a virus
c) Climate change-induced disaster   d) Genetic modification gone wrong

5. In Lucy Kirkwood's *The Children*, what is the central environmental disaster?

a) A flood   b) A nuclear meltdown

c) A forest fire   d) An earthquake

Part B

1. What is the central theme of Zadie Smith's "Joy"?
2. How does Imtiaz Dharker explore spirituality in her poem "rayer"?
3. What is the role of the girls' transformation in Karen Russell's *St. Lucy's Home for Girls Raised by Wolves*?
4. How does Philip Roth depict fear and resilience in *Nemesis*?
5. How does *The Children* explore intergenerational responsibility?

Part C

1. Analyse how Sally Rooney's "Even If You Beat Me" explores competition and personal relationships.

2. Discuss the theme of migration and displacement in Warsan Shire's "Home" and Hollie McNish's "Foreign."

3. Compare and contrast the portrayal of morality in George Saunders' *Tenth of December* and Hilary Mantel's *Destroyed*.

4. Examine the dystopian elements in Margaret Atwood's *Oryx and Crake* and their relevance to contemporary environmental and ethical concerns.

5. Evaluate how Lucy Kirkwood's *The Children* uses personal relationships to address global environmental issues.

Head of the Department   **Course Instructor**

Dr. Alby Grace   Dr. J. Bhavani

Department : **English**
Class : **II M.A. English**
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

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	Cognitive Level	Pedagogy	Assessment/Evaluation
I	1	Sumit Sarkar: The Decline of the Subaltern in Subaltern Studies	9	K1, K2	Lecture, Close Reading, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral Quiz on key concepts Reflection Papers
	2	Ranajit Guha: The Prose of Counter Insurgency (Parts I & II)	9	K1, K2	Lecture, Close Reading, Discussion	Internal Test I1, Quiz I1, Evaluation through Q & A Oral Quiz on key concepts Reflection Papers
II	1	Mahmoud Darwish: Standing before the Ruin of Al-Birweh	4	K2, K3	Group Reading, Analysis, Role Play	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	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, Role Play	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, Role Play	Internal Test II, Quiz II, Evaluation through Q & A Oral Group Presentation, Short Analysis Assignments

	5	Sarojini Naidu: The Gift of India	3	K2, K3	Group Reading, Analysis, Role Play	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	5	K2, K3, K4	Interactive Storytelling, Group Work	Internal Test 1, Quiz 1, Evaluation through Q & A Oral, Critical Essay, Peer Review
	2	Munshi Premchand January Night	5	K2, K3, K4	Interactive Storytelling, Group Work	Internal Test 1, Quiz 1, Evaluation through Q & A Oral, Critical Essay, Peer Review
	3	Ambai: A Kitchen in the Corner of the House	4	K2, K3, K4	Interactive Storytelling, Group Work	Internal Test II, Quiz II, Evaluation through Q & A Oral, Critical Essay, Peer Review
	4	Ambai: Yellow Fish	4	K2, K3, K4	Interactive Storytelling, Group Work	Internal Test II, Quiz II, Evaluation through Q & A Oral, Critical Essay, Peer Review
IV	1	Bama: Vendetta (Vanmam)	9	K3, K4, K5	Film Adaptations, Debates	Internal Test 1, Quiz 1, Seminar, Evaluation through Q & A Oral Comparative Essays; Mid-term Exam
	2	Meena Kandasamy: The Gypsy Goddess	9	K3, K4, K5	Film Adaptations, Debates	Internal Test II, Quiz II, Seminar, Evaluation through Q & A Oral Comparative Essays; Mid-term Exam
V	1	Vijay Tendulkar: His Fifth Woman	9	K4, K5	Dramatization, Case Studies, Debate	Internal Test 1, Quiz 1, Evaluation through Q & A, Oral Scene Performance; End-term Project

		Mahasweta Devi: Bayen	9	K4, K5	Dramatization, Case Studies, Debate	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/ En/SD): Literary Exhibits in 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 or chart work on literary devices in

the prescribed Texts.

Assignment: Literary Exhibition.

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

Sample Questions

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. Discuss the role of patriarchy in Ambai's *Yellow Fish*.
3. Analyze the narrative techniques in Meena Kandasamy's *The Gypsy Goddess*.
4. 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   **Course Instructor**

  Dr. Alby Grace   Dr. V. Virgin Nithya Veena

Department : **English**
Class : **II MA English**
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	6	-	-	-	5	5	90	25	75	100

Objectives:

1. To identify key characteristics of the trends and literary movements

2. To analyze the historical events and cultural shifts that influenced literary themes and styles within each movement

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: 60 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
I	1	The Renaissance – Characteristics and Influence	2	K1 (R)	Lecture, Discussion	Concept explanations, short summary
	2	The Restoration Period – Context and Features	2	K2 (U)	Discussion, PPT	Slip test, questioning, seminar
	3	The Age of Reason – Rationalism and Enlightenment	2	K2 (U)	Interactive E-book, Lecture, Examples and exercises	Slip test, questioning, seminar
	4	Metaphysical Poetry – Themes and Techniques	2	K2 (U)	Interactive E-book, Lecture, Examples and exercises	Slip test, questioning, seminar
	5	Neoclassical Literature – Order and Decorum	2	K2 (U)	Interactive E-book, Lecture, Examples and exercises	Slip test, questioning, seminar
	6	Romanticism – Emotion and Nature	2	K3 (Ap)	Handouts, Sample materials, Discussion	Short test, MCQ, True/False, short essays
	7	Victorian Literature – Social Themes	2	K2 (U)	Lecture, PPT	Slip test, questioning, seminar
	8	Modernism – Experimentation and Fragmentation	2	K2 (U)	Discussion, PPT	Slip test, questioning, seminar
II	9	Characteristics and Features of Prose	2	K2 (U)	Lecture, PPT	Slip test, questioning, seminar
	10	Characteristics and Features of Drama	2			

	No.	Topic	Hrs	K Level	Method	Assessment
	11	Characteristics and Features of Novel	2	K3 (Ap)	Interactive E-book, Lecture, Examples and exercises	Handouts, Sample materials, Discussion
	12	Comparison between Drama and Novel	2		Discussion, PPT	Slip test, questioning, seminar
III	13	Canadian Literature – Key Themes and Context	2	K2 (U)	Lecture, PPT	Slip test, questioning, seminar
	14	Notable Canadian Authors: Margaret Atwood, Alice Munro	2	K2 (U)	Discussion, PPT	Slip test, questioning, seminar
	15	Black American Literature – Heritage and Resistance	2	K2 (U)	Interactive E-book, Lecture, Examples and exercises	Slip test, questioning, seminar
	16	Key Authors in Black American Literature: Langston Hughes, Toni Morrison	2	K3 (Ap)	Handouts, Sample materials, Discussion	Short test, MCQ, True/False, short essays
	17	Feminist Literature – Themes and Relevance	2	K2 (U)	Lecture, PPT	Slip test, questioning, seminar
	18	Major Feminist Writers: Virginia Woolf, Chimamanda Ngozi Adichie	2	K2 (U)	Discussion, PPT	Slip test, questioning, seminar
IV	19	Nature of Genius – Definition and Perspectives	2	K2 (U)	Lecture, PPT	Slip test, questioning, seminar
	20	Genius in Literature: Homer and Shakespeare	2	K2 (U)	Discussion, PPT	Slip test, questioning, seminar
	21	Novelists as Geniuses: Jane	2	K2 (U)		Interactive E-book, Lecture,

		Austen, Charles Dickens				Examples and exercises
	22	Indian Geniuses in Literature: Rabindranath Tagore	2	K3 (Ap)	Handouts, Sample materials, Discussion	Short test, MCQ, True/False, short essays
	23		2	K3 (Ap)	Handouts, Sample materials, Discussion	Short test, MCQ, True/False, short essays
	24	Postcolonial Genius: Salman Rushdie	2	K4 (A)	Discussion, PPT	Evaluation through short test, MCQ, True/False, short essays
V	25	Award-Winning Writers and Global Recognition	2	K2 (U)	Lecture, PPT	Slip test, questioning, seminar
	26	Gabriel Garcia Marquez – Magic Realism	2	K2 (U)	Discussion, PPT	Slip test, questioning, seminar
	27	Kazuo Ishiguro – Memory and Identity	2	K2 (U)	Interactive E-book, Lecture, Examples and exercises	Slip test, questioning, seminar
	28	Orhan Pamuk and Cultural Identity	3	K3 (Ap)	Handouts, Sample materials, Discussion	Short test, MCQ, True/False, short essays
	29	South Asian Literary Voices: Arundhati Roy, Jhumpa Lahiri	3	K4 (A)	Handouts, Sample materials, Discussion	Evaluation through short test, MCQ, True/False, short essays

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

Skill Development and Employability Activities

Assignment - Blog writing: Students create a blog focused on literary topics (e.g., book reviews, literary analysis, creative writing). They practice article structuring, and online engagement.

Last date for submission:

Seminar - Literary Symposium Presentation: Students present on a chosen literary movement, author, or theme, simulating a professional conference presentation.

Seminar begins from 08.01.2025 to 31.01.2025

Sample Questions

Part A

1.   Which of the following characteristics is most commonly associated with metaphysical poetry?
A) Pastoral imagery
B) Logical argumentation
C) Romantic idealism
D) Free verse
2.   Which of the following authors is considered a foundational figure in Canadian literature, known for works like *The Handmaid's Tale* and *Alias Grace*?
A) Margaret Atwood
B) Alice Munro
C) Michael Ondaatje
D) Leonard Cohen
Part B

1.   Discuss the themes of heroism and fate in Homer's *Iliad* and *Odyssey*.
2.   Examine Shakespeare's exploration of human nature and moral ambiguity in his tragedies.
Part C

1.   Explore the theme of cultural identity in Orhan Pamuk's works.

Head of the Department   **Course Instructor**

Dr. Alby Grace   Dr. P. Sathya

Department : **English**
Class : **II MA English**
Title of the Course : **Elective Course VI: a) European Fiction in Translation**
Semester : **IV**
Course Code : **EP234EC1**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234EC1	3	1	-	-	3	4	60	25	75	100

Learning Objectives

     1. To identify and describe major literary movements and periods in European fiction.
     2. To explore the challenges and complexities of literary translation.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	gain knowledge of key literary movements, themes and styles in European fiction.	**K1 & K2**
2.	develop the ability to critically analyze European fiction in translation, identifying literary devices, narrative techniques and thematic concerns within the text.	**K4**
3.	explore the cultural and historical contexts of European countries and regions represented in the fiction, gaining insights into social, political and cultural developments that shape the narratives.	**K2**
4.	enhance their cross-cultural competence by engaging with texts from diverse European cultures and perspectives.	**K3 & K5**
5.	cultivate interdisciplinary connections between European fiction and other fields such as history, philosophy, sociology, and psychology.	**K5**

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
I	1.	Alexandre Dumas: *The Count of Monte Cristo* (1844) - Introduction	3	K2 (U)	Introductory Session, Brainstorming, Interactive PPT	Oral Presentation, Peer Review, Mind Map
	2.	Alexandre Dumas: *The Count of Monte Cristo* (1844) - Theme of Revenge	3	K4 (An)	Lecture using PPT, Discussion	Quiz, MCQ, Oral Presentation
	3.	Alexandre Dumas: *The Count of Monte Cristo* (1844) - Role of Justice and Injustice	3	K4 (An)	Lecture Method, Peer Review	Recall, Seminar Presentation, Assignment
	4.	Alexandre Dumas: *The Count of Monte Cristo* (1844) - Character Analysis	3	K5 (E)	Group Discussion, Book Review	Class Test, Seminar Presentation, Polls

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
II	1.	Umberto Eco: *The Name of the Rose* (1980) - Introduction	3	K1 (R)	Introductory Session, Discussion	Review, Open Book Test, Oral Comprehension
	2.	Umberto Eco: *The Name of the Rose* (1980) – Theme of Knowledge, Power and Faith	3	K5 (E)	Simulation, Book Review	Discussion, Online Quiz, Mind Map
	3.	Umberto Eco: *The Name of the Rose* (1980) – Role of Semiotics	3	K2 (U)	Panel Discussion, PPT	MCQ, Seminar Presentation. Note Making
	4.	Umberto Eco: *The Name of the Rose* (1980) – Conflict between Heresy and Orthodoxy	3	K4 (An)	Interaction and Youtube Video	Short Essays, Polls, Seminar Presentation

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
III	1.	Jose Saramago: *Blindness* (1995) - Introduction	3	K1 (R)	Introductory Session, Brainstorming	Open Book Test, Note Making, Seminar

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
	2.	Jose Saramago: *Blindness* (1995) – Narrative Style	3	K3(Ap)	Integrative Teaching, Discussion	Mind Map, Polls, Group Discussion
	3.	Jose Saramago: *Blindness* (1995) - Metaphor	3	K2 (U)	Interactive Method, Book Review	Online Quiz, E Poster Making, Open Book Test
	4.	Jose Saramago: *Blindness* (1995) – Portrayal of Characters	3	K4 (An)	Jigsaw Method – Literary Analysis	MCQ using Slido, Character Analysis

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
IV	1.	Carlos Ruiz Zafon: *The Shadow of the Wind* (2001) - Introduction	3	K1 (R)	Introductory Session, Interaction. PPT	Short Test, Creative Writing, Polls
	2.	Carlos Ruiz Zafon: *The Shadow of the Wind* (2001) – Theme of Love and Obsession	3	K5 (E)	Blended Learning, Book Review, seminar	Debate, Presentation, Role Play
	3.	Carlos Ruiz Zafon: *The Shadow of the Wind* (2001) – Role of Secrecy and Mystery	3	K4 (An)	Jigsaw Method – Literary Analysis	Seminar, Essay Writing, Surprise Test
	4.	Carlos Ruiz Zafon: *The Shadow of the Wind* (2001) – Historical and Political Backdrop	3	K2 (U)	Interactive Method, Youtube Video	Exhibition, Summary Writing

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
V	1.	Olga Tokarczuk: *Drive Your Plow Over the Bones of the Dead (2018)* - Introduction	3	K2 (U)	Introductory Session, PPT	Peer Review, Mind Map
	2.	Olga Tokarczuk: *Drive Your Plow Over the Bones of the Dead (2018)* – Theme of Animal Rights	3	K4 (An)	Interactive Method, Youtube Video	Creative Writing, Role Play
	3.	Olga Tokarczuk: *Drive Your Plow Over the Bones of the Dead (2018)* – Role of Astrology	3	K3(Ap)	Flipped Classroom, Seminar	Preparation of Question Bank, MCQ
	4.	Olga Tokarczuk: *Drive Your Plow Over the Bones of the Dead (2018)* – Critique of Traditional Gender Roles	3	K4 (An)	Interactive PPT, Book Review	Polls, Seminar, Poster Making

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

Activities (Em/ En/SD): Digital Poster Making, Exhibition

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

Activities related to Cross Cutting Issues: Debate, Group Discussion

Assignment: Investigate the historical backdrop of *The Count of Monte Cristo*, particularly post-Napoleonic France. Discuss how Dumas portrays French society, justice, class structure, and revenge, comparing these with contemporary values.

Last day for submission: 30.01.2025

Seminar Topic: Participative Method - Exploring Medieval Thought and Modern Theory: Interdisciplinary Insights from Umberto Eco's *The Name of the Rose*"

Sample Questions

Part A

1. In *The Count of Monte Cristo*, what motivates Edmond Dantès' transformation?
   a) A pursuit of knowledge
   b) The desire for revenge
   c) An unrequited love
   d) Religious devotion
2. In *The Count of Monte Cristo* by Alexandre Dumas, which character betrays Edmond Dantès and contributes to his imprisonment?
a)   Abbé Faria
b)   Fernand Mondego
c)   Haydée
d)   Luigi Vampa
3.   In *The Name of the Rose*, William of Baskerville employs which method to investigate the mysterious deaths?
a)   Intuition
b)   Supernatural rituals
c)   Deductive reasoning
d)   Religious texts
4.   True or False: *In Blindness*, Jose Saramago uses the lack of individual names for his characters to emphasize the theme of dehumanization.
5.   *In The Shadow of the Wind* by Carlos Ruiz Zafón, what is the name of the secret library where Daniel finds the book that changes his life?
a)   The Library of Oblivion
b)   The Cemetery of Forgotten Books
c)   The Tomb of Lost Novels
d)   The Hall of Forgotten Manuscripts

6.   Olga Tokarczuk's novel *Drive Your Plow Over the Bones of the Dead* is primarily a mix of which genres?
a) Romance and fantasy
b) Mystery and environmental activism
c) Science fiction and history
d) Drama and romance

7.   *In Drive Your Plow Over the Bones of the Dead* by Olga Tokarczuk, Janina Duszejko is known for her fascination with which of the following subjects?
a)   Astronomy
b)   Astrology
c)   Zoology
d)   Botany

Part B

1.   How does Dumas use the theme of revenge to drive the plot and develop the character of Edmond Dantès in his novel *The Count of Monte Cristo*?
2.   Discuss how Dantès' transformation from a naïve young man to a calculated avenger illustrates the complexities of justice and morality in *The Count of Monte Cristo*.
3.   In what ways does Eco intertwine mystery with philosophical inquiry in *The Name of the Rose?*
4.   Analyze how Saramago uses the allegory of blindness to reflect on human nature and society's response to crisis in his novel *Blindness*.
5.   Discuss the role of books and storytelling in *The Shadow of the Wind*.
6.   How does Tokarczuk address the themes of environmentalism and animal rights in *Drive Your Plow Over the Bones of the Dead*?
7.   Explore the protagonist Janina's relationship with nature and her critique of societal hypocrisy in *Drive Your Plow Over the Bones of the Dead*.

Part C

1.   How does Dumas portray the transformation of Edmond Dantès through his quest for vengeance in *The Count of Monte Cristo*?
2.   Analyze the role of semiotics and the search for truth in *The Name of the Rose* by Umberto Eco.
3.   Discuss how *Blindness* by Jose Saramago, portrays the fragility of societal structures and the implications of moral decay in times of adversity.
4.   How does the Cemetery of Forgotten Books serve as a symbol of memory and identity in the novel *The Shadow of the Wind*?
5.   Discuss how Janina's perspective challenges traditional views on law, ethics and revenge in *Drive Your Plow Over the Bones of the Dead*.

Head of the Department   **Course Instructor**

Dr. Alby Grace   Dr. Anne Divya Mahisha

Department : English
Class : II MA English
Title of the Course : Elective Course VII: a) Literature of the Indian Diaspora
Semester : IV
Course Code : EP234EC4

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234EC4	3	1	-	-	3	4	60	25	75	100

Learning Objectives
1. To understand the concept of the Indian diaspora and its historical evolution.
2. To examine the ways in which migration, identity, and cultural adaptation are portrayed in the narratives.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	analyse the major themes in the writings of the Indian diaspora	**K1 & K4**
2	understand the different phases of Indian diaspora	**K2**
3	apply postcolonial and diaspora theories to analyze literary texts from the Indian diaspora.	**K3**
4	analyse the major critical terms associated with diaspora	**K4**
5	evaluate the changes in the perception of Indian diaspora from within and outside.	**K5**

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

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Abraham Varghese: *My Own Country*	6	K3-Ap	Lecture using Chalk and Talk Mind Mapping, Peer Tutoring	Simple definitions, MCQ
	2.	Ved Mehta: *The Ledge*	6	K4-An	Lecture, Review, Discussion	Objective type questions, short essays
II						
	1.	Sujata Bhatt: *Search for My Tongue*	6	K3-Ap	Lecture using Chalk and Talk	Evaluation through Short summary or overview
	2.	Vijay Sheshadri: *Three Persons*	6	K2-U	Group Activity, Analysis	Simple definitions, MCQ
	3.	Allen Currow: House and Land	6	K2-U	Lecture, Mind mapping, Peer tutoring	Objective type questions, short essays
	4.	Manju Kapur: *Learning to Fly*	6	K5-E	Peer Tutoring, Mind Mapping	Objective type questions, short essays
	5.	Sudesh Mishra: *Grain*	6	K2-U	Lecture using Chalk and talk, Group Discussion, Mind mapping	Evaluation through Short summary or overview, MCQ, Short Essay
III						
	1.	Jhumpa Lahiri: Mr. Pirzada Came to Dine	6	K4-An	Lecture using Chalk and talk, Group Discussion, Mind mapping	Evaluation through Short summary or overview
	2.	Bharati Mukherjee: "A Father" extract from *Darkness*	6	K2- U	Lecture using Chalk and talk, Group	MCQ, True/False, Short essays

					Discussion, Mind mapping	
	3.	Shauna Singh Baldwin: Montreal 1962	6	K3-Ap	Lecture using Chalk and talk, Group Discussion, Mind mapping	Objective type questions or overview MCQ, True/False, Short essays
	4.	Anjana Appachana: Sharmaji	6	K5-E	Lecture using Chalk and talk, Group Discussion, Mind mapping	Objective type questions or overview MCQ, True/False, Short essays
IV						
	1.	Amitav Ghosh: *The Living Mountain*	12	K3-Ap	Lecture using Chalk and talk, Group Discussion, Mind mapping	Objective type questions or overview True/False, Short essays
V						
	1.	Uma Parameswaran: *Sita's Promise*	12	K2- U	Lecture using Chalk and talk, Group Discussion	Evaluation through overview Objective type questions

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability
Activities (Em/ En/SD): Analysing cross-cultural themes in literature
Course Focussing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment Sustainability/ Gender Equity): Professional Ethics
Activities related to Cross Cutting Issues: Group project Analysing immigration policies and human rights issues faced by Indian immigrants across countries.
Assignment: Summarize key themes and analyse author perspectives.
Seminar Topic: 1. Identity and Belonging in Indian Diaspora Literature
        2.Cultural Adaptation and Conflict in Diasporic Narratives

Sample Questions

Part A

1.   In "Search for My Tongue" by Sujata Bhatt, what does the poet use the "tongue" as a metaphor for?

a) Physical expression

b) Cultural identity

c) Religious beliefs

d) Childhood memories

2.   In Jhumpa Lahiri's "Mr. Pirzada Came to Dine," what event serves as a background to the narrative?
a) Indian Independence

b) The Bangladesh Liberation War

c) The British Raj

d) Partition of India

3.   What theme is central to Amitav Ghosh's "The Living Mountain"?
a) Environmental degradation

b) The role of religion

c) Cross-cultural exchange

d) Migration and belonging

5. What motivates the protagonist to pursue independence in *Learning to Fly*?

    a) A desire for wealth

    b) An interest in traveling abroad

    c) A longing for freedom and self-expression

    d) Pressure from friends

6. What does the title "Grain" by Sudesh Mishra symbolize in relation to the Indian diaspora?

7. In Uma Parameswaran's "Sita's Promise," which cultural element is primarily explored?

a) Familial expectations

b) Indian classical dance

c) Mythology

d) Caste divisions

Part B

1. How does Sujata Bhatt convey a sense of linguistic and cultural loss in "Search for My Tongue"?

2. In "Mr. Pirzada Came to Dine," how does Jhumpa Lahiri use food as a cultural connector?

3.What role does nature play in the lives of the characters in Amitav Ghosh's "The Living Mountain"?

4. Examine the role of family expectations in "Learning to Fly".

5. Discuss how Sudesh Mishra's "Grain" reflects the struggles of the Indian diaspora.

6. Explain how Uma Parameswaran uses Sita's character to represent diasporic challenges in "Sita's Promise."

Part C

1.   Discuss the dual identities portrayed in Sujata Bhatt's "Search for My Tongue" and examine how language shapes personal and cultural identity.

2.   Examine how Jhumpa Lahiri's "Mr. Pirzada Came to Dine" captures the immigrant experience through the lens of a young girl and her family's interaction with Mr. Pirzada.

3.   In "The Living Mountain," Amitav Ghosh intertwines ecological and cultural themes. Critically analyse how these themes reflect the diasporic condition.

4.   How does Manju Kapur use the protagonist's experiences to critique societal norms?

5.   Analyse the ways in which "Grain" by Sudesh Mishra explores themes of migration and cultural displacement within the Indian diaspora.
6.   Explore how Parameswaran uses mythological elements to address the complexities of the diasporic experience in "Sita's Promise".

Head of the Department   **Course Instructor**

Dr. Alby Grace   Dr. Selva Mary Gokila

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

Learning Objectives

1. To enhance fluency and coherence in spoken and written English.
2. To develop problem-solving skills to identify challenges, propose solutions and implement effective strategies in professional contexts.

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, assignments and tests)

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
I	1	Introduction to workplace communication	3	K1, K2	PPT with Gamma	Short Answer Test
	2	Importance of effective communication	3	K2, K4	Group Discussion	Case Study Analysis
	3	Ways to improve workplace communication	3	K1, K4	Interactive Lectures	Dialogue Writing and Mock Interview
	4	Forms of Communication	3	K4, K5	Peer Teaching/ Role Play	Situational Conversation

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
II	1	Ways of working	3	K2, K3	Real-World Guest Speaker Session	Comparative Essay
	2	Recruitment and Selection, Skills and Qualification	3	K4, K5	Role-Playing Interviews/ Job Advertisement Creation	Job Description Evaluation
	3	Pay and Benefits	3	K2, K4	Workshop	Quiz on Terms and Definitions
	4	People and workplaces	3	K1, k4	YouTube Video	Quiz on Role Identification

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
III	1	Job Application	3	K2. K3	Introductory Session, Brainstorming, Interactive PPT	Mind Map, Writing Job Application
	2	Resume & Curriculum Vitae	3	K2. K3	Lecture using PPT, Discussion	Class Test, Peer Review

	3	Professional Summary & Portfolio, E-mail conventions	3	K2. K3	Jigsaw Method, Interactive, PPT	Class Test – Formal & Informal E-mail Composition
	4	Memo Conventions, Letter Conventions	3	K2. K3	Lecture Method, Brainstorming, Interactive PPT	Drafting Memo and Letter, Discussion

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
IV	1	Technical Requirements for effective presentation	3	K2, K3	Introductory Session, Brainstorming, Interactive PPT	Oral Presentation, Group Discussion
	2	Objectives & Stages of good presentation	3	K2 (U)	Flipped Classroom, Seminar	Preparing Presentation Planning Worksheets
	3	Elements of technology of a good presentation	3	K2 (U)	Interaction and Youtube Video, PPT	Written Reflection, Oral Presentation
	4	Impact of good presentation, Interview Preparation	3	K4 (An)	Blended Learning, Youtube Video, seminar	Quiz, Slip Test

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
V	1	A Presentation	6	K3, K4	Role-Play and Simulation	Vocabulary Presentation Assignment
	2	Mock Interview	6	K3, K5	Interactive PPT, Seminar	Mock Interview with Peer Assessment

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

Activities (Em/ En/SD): Presentation, Mock Interview

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

Activities related to Cross Cutting Issues: Role Play, Debate

Assignment:

1. Write an assignment on Communicating with Confidence: Essential Language Skills for Career Advancement"

2. Discuss how a well-structured presentation can keep the audience engaged and enhance their understanding of the topic.

Last day for submission: 28.01.2025

 Seminar:

1.   . Mastering Professional Communication: Key Business Vocabulary and Workplace Etiquette for Career Success.
2.   Objectives & Stages of good presentation

Sample Questions

Part A

1. Which of the following is a factor that can negatively affect workplace communication?

a) Clear instructions and feedback

b) Supportive physical environment

c) Negative attitudes and misunderstandings

d) Regular team meetings

2. Which of the following terms refers to the set of qualifications and skills required for a specific job role?

a) Job Description

b) Job Specification

c) Job Offer

d) Job Analysis

3. Which of the following is typically considered a non-monetary benefit in a compensation package?

a) Annual salary

b) Health insurance

c) Bonuses

d) Overtime pay

4. Which of the following is essential in a professional email?

a)   Using emojis to express tone
b)   Including a clear subject line
c)   Writing in all caps for emphasis
d)   Skipping the salutation

5. In a resume, which section typically lists certifications or courses related to the job?
a)   Work Experience
b)   Summary Statement
c)   Education
d)   Skills and Qualifications

6. Which of the following is an important element of the technology used in a good presentation?
a) Use of complex jargon
b) Clear and readable fonts
c) Overuse of animations
d) Reading notes aloud to the audience

7. What is the primary purpose of a mock interview?
   a) To test your technical knowledge
   b) To practice and improve interview skills
   c) To assess the candidate's resume
   d) To showcase your qualifications

Part B

1.   . What is non-verbal communication, and why is it important in a workplace setting?
2.   Explain the difference between "recruitment" and "selection" in the hiring process.
3.   . What are the key factors that determine pay and benefits in an organization?
4.   . Why is it important to use the correct business vocabulary during the recruitment and selection process?
5.   Discuss the key elements of a well-written job application letter.
6.   Describe the main stages of delivering a good presentation. How can effective body language enhance the impact of a presentation?
7.   Explain the importance of a mock interview in preparing for a real job interview. What are some common mistakes to avoid during a mock interview?

Part C

1.   . Discuss the importance of effective communication in an organization. Suggest at least three strategies for improving workplace communication.
2.   . Analyse the importance of understanding "Ways of Working" in a professional setting. How do different work models (e.g., remote work, hybrid, in-office) affect communication and productivity in the workplace?
3.   Examine how effective recruitment and selection processes can impact organizational success. Discuss the role of job descriptions, skill sets, and qualifications in attracting the right candidates.
4.   Discuss the key differences between a resume and a curriculum vitae (CV), highlighting the purpose, structure, and content of each in the context of job applications.

5. Examine the role of technology in creating an effective presentation. How can tools like PowerPoint, multimedia, and interactive features enhance the clarity and engagement of a presentation?
6. Evaluate the importance of conducting mock interviews as part of career preparation.

Head of the Department   **Course Instructors**

Dr. Alby Grace   Dr. J. Bhavani

                                                                          Dr. Anne Divya mahisha