

Holy Cross College (Autonomous), Nagercoil - 629004

Kanyakumari District, Tamil Nadu.

Nationally Accredited with A⁺ by NAAC IV cycle – CGPA 3.35

Affiliated to

Manonmaniam Sundaranar University, Tirunelveli



**PG & RESEARCH DEPARTMENT OF ENGLISH
SYLLABUS FOR POSTGRADUATE PROGRAMME**



TEACHING PLAN

ODD 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)

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
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 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 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

Teaching Plan
MA English Literature

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

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

Learning Objectives:

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

Course Outcomes

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

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	Middle English Poetry	2	KI (R)	Introductory session, Lecture using AV aid, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	2	Geoffery Chaucer	2	KI (R)	Introductory session, Brainstorming, Lecture using AV aid	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	3	The General Prologue	2	K2(U)	Introductory session, Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	4	Pardoner	4	K2 (U) K4(An)	Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	5	The Nun	4	K2 (U) K4 (An)	Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	6	Doctor	4	K2 (U) K4 (An)	Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	7	Friar	3	K2 (U) K4 (An)	Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
II	1	Elizabethan Poetry	2	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using AV aid	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	2	Edmund Spenser	2	KI (R) K2(U)	Introductory session, Brainstorming	Internal Test 1, Quiz 1, Evaluation

					g, Lecture using AV aid	through Q & A Oral
	3	Epithalamion	9	K2 (U) K4 (An)	Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	4	John Donne	2	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	5	A Valediction: Forbidding Mourning	3	K2 (U) K4 (An)	Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	6	The Canonization	3	K2 (U) K4 (An)	Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
III	1	Seventeenth Century Poetry	2	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	2	John Milton	2	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	3	Paradise Lost - Book IX	11	K4(An) K5 (E) K6 (C)	Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	4	Andrew Marvell	2	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	5	To His Coy Mistress	2	K4(An) K5 (E) K6 (C)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
IV	1	Eighteenth Century Poetry	2	KI (R) K2(U)	Introductory session, Brainstorming	Internal Test 2, Quiz 2, Evaluation through Q & A Oral

					g, Lecture using AV aid	
	2	John Dryden	2	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using AV aid	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	3	Absalom and Achitophel (Lines 150 – 476)	3	K4(An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	4	Thomas Gray	2	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	5	Elegy Written in a Country Churchyard	5	K4(An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	6	William Wordsworth	2	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	7	Tintern Abbey	3	K4(An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	8	Robert Burns	2	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	9	Holy Willie's Prayer	1	K4(An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	10	Auld Lang Syne	1	K4(An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
V	1	Modern Poetry	1	KI (R) K2(U)	Introductory session, Brainstorming	Internal Test 2, Quiz 2, Evaluation through Q & A Oral

					g, Lecture using PPT	
2	Rupert Brooke	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral	
3	The Soldier	1	K4(An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral	
4	W.B.Yeats	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral	
5	Sailing to Byzantium	1	K4(An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral	
6	W. H. Auden	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral	
7	Elegy on the Death of W. B. Yeats	1	K4(An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral	
8	Musee des Beaux Arts	1	K4(An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral	
9	Dylan Thomas	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral	
10	Do Not Go Gentle into That Good Night	1	K4(An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral	
11	Poem in October	1	K4(An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral	

12	Philip Larkin	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
13	Whitsun Weddings	1	K4(An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
14	Ted Huges	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
15	Hawk Roosting	1	K4(An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
16	Seamus Heaney	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
17	Digging	1	K4(An) K5 (E)	Lecture using AV aid, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
18	Carol Ann Duffy	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
19	Standing Female Nude	1	K4(An) K5 (E)	Lecture using AV aid, Discussion	Internal Test 2, Quiz 2, Seminar
20	Eavan Boland Achilles Woman	2	KI (R) K2(U) K4(An) K5 (E)	Introductory session, Brainstorming, Lecture using AV aid, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability
Activities (Em/ En/SD): Literary Exhibits in the prescribed text.

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

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

Assignment: Literary Exhibition.

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

Sample Questions

Part A

1. Name the four orders of Friars in England at the time of Chaucer.
2. In "A Valediction: Forbidding Mourning," separation between the lovers is compared to a _____.
a) dying fire b) sunset fading c) gold expanding d) singing lark
3. Say True or false: The serpent in *Paradise Lost* book IX is a literal serpent, not a metaphor for Satan.
4. The plowman homeward plods his weary way. The figure of speech in the above line is ..
(a) Oxymoron (b) Antithesis (c) Transferred Epithet (d) Pun
5. Who is the speaker in the poem "The Soldier"?
(A) The speaker is a soldier who is about to die in battle.
(B) The speaker is a soldier who is reflecting on his life and his death.
(C) The speaker is a soldier who is trying to come to terms with his own mortality.
(D) The speaker is a soldier who is trying to find meaning in his own death.

Part B

1. Chaucer's comments on the characters from the religious society are true to life - Elucidate.
2. Explain how Spenser uses imagery of nature in *Epithalamion* to celebrate the union of Elizabeth Boyle and Edmund Spenser.
3. What are some of the ways that you can apply the message in "To His Coy Mistress" to your own life?
4. What are some of the themes that are explored in *Elegy Written in a Country Churchyard*?
5. Discuss the poem "Hawk Roosting" as a comment on human society.

Part C

1. Evaluate the level of detail and subtlety with which Chaucer characterizes the Nun in the Prologue. What does this reveal about Chaucer's writing style and his approach to character development?
2. In Spenser's *Epithalamion*, the speaker uses a variety of poetic devices to celebrate the union of Elizabeth Boyle and Edmund Spenser. Write an essay in which you analyze the use of these poetic devices and discuss their effect on the poem.
3. Satan's soliloquy in Milton's *Paradise Lost* Book IX contributes to the understanding of the conflict between good and evil - Elucidate.
4. Discuss *Absalom and Achitophel* by John Dryden as a political allegory.
5. Analyse Auden's "In Memory of W.B. Yeats" as an elegy.

Head of the Department

Dr. Alby Grace

Course Instructor

Dr. Virgin Nithya Veena

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

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

Objectives

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

Course Outcomes

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Beginnings of Drama:					
	1.	Miracle and Morality Plays: <i>Everyman</i>	11	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	Evaluation through short test, MCQ, True/False, Short essays, Short summary & Formative Assessment I
	2.	The Senecan and Revenge Tragedy: Thomas Kyd's <i>The Spanish Tragedy</i>	10	K2(U) & K4(An)	Lecture method, You Tube Video, PPT& Interaction	MCQ, short essays, class test & Formative Assessment I
II	Elizabethan Theatre:					
	1.	Theatres, Theatre groups, Audience, Actors and Conventions and Tragedy and Comedy	9	K1(R) & K2(U)	YouTube e-content, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment I
	2.	Christopher Marlowe's <i>The Jew of Malta</i>	6	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment I
	3.	Ben Jonson's <i>Volpone</i>	6	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment I
III	Jacobean Drama:					
	1.	John Webster's <i>The White Devil</i>	11	K2(U) &	Lecture method, PPT, Group	MCQ, short essays, class

				K4(An)	Discussion, Peer Tutoring & Review	test & Formative Assessment I
	2.	Thomas Middleton's <i>A Game at Chess</i>	10	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment II
IV	Restoration and Irish Dramatic Movement:					
	1.	William Congreve's <i>The Way of the World</i>	11	K2(U) & K4(An)	Lecture method, role play, interaction & group discussion	Seminar, class test & Formative Assessment II
	2.	J.M. Synge's <i>The Playboy of the Western World</i>	10	K2(U) & K4(An)	Lecture method, role play, interaction & you tube video	Seminar, class test & Formative Assessment II
V	Epic Theatre, Comedy of Menace and Post-Modern Drama:					
	1.	Bertolt Brecht's <i>Mother Courage and her Children</i>	7	K2(U) & K4(An)	Lecture method, role play, interaction & you tube video	Assignment, class test & Formative Assessment II
	2.	Samuel Beckett's <i>Waiting for Godot</i>	7	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment II

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

Activities (Em/ SD): Exhibition and Role Play

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

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

Assignment: Enumerate the themes in Thomas Kyd's *The Spanish Tragedy*.

Seminar Topics: Conventions of Tragedy and Comedy

Sample Questions

Part A

- Miracle plays are also known as _____.
 - satires
 - historical plays
 - comic plays
 - melodrama
- Through which gate do Andrea and revenge pass to leave the underworld?
 - the gates of ivory
 - the gates of gold
 - the gates of horn
 - the gates of iron
- In *The Jew of Malta*, analyze Barabas' motivations for his actions throughout the play. Which of the following options best characterizes his primary motivation?
 - Personal greed and desire for wealth
 - Love and loyalty to his family
 - Religious devotion and piety
 - Pursuit of justice and equality
- What do the names of Voltore, Corbaccio, and Corvino all have in common?
 - They refer to birds of prey
 - They refer to Shakespearean characters
 - They refer to animals
 - They refer to actors
- How does Webster use symbolism to represent corruption in *The White Devil*? (An)
 - Through the use of a cursed object
 - By describing a decaying city
 - Through the portrayal of a poisoned relationship
 - By depicting a bloodstained garment
- Thomas Middleton's *A Game at Chess*, a political satire is set at:
 - Spain
 - France
 - Italy
 - England
- Which character is known for her witty and sarcastic remarks in *The Way of the World*?
 - Mrs. Fainall
 - Lady Wishfort
 - Mrs. Marwood
 - Mrs. Millamant
- The Playboy of the Western World* by John Millington Synge is a comic play.
 - one act
 - two act
 - three act
 - five act

9. What was the theatre form that Brecht founded?
- a. Epic Theatre
 - b. Dramatic Theatre
 - c. Post-War Theatre
 - d. In-Yer-Face Theatre
10. What is the significance of the tree in *Waiting for Godot*?
- a. A symbol of hope
 - b. A representation of stagnation
 - c. A reminder of nature's beauty
 - d. An allegory for time's passage

Part B

1. How did Miracle and Morality plays contribute to the development of drama?
2. What is the main message or moral lesson conveyed in the play *Everyman*?
3. What are some key characteristics of Elizabethan comedy?
4. Provide a brief overview of the plot or themes in *Volpone* by Ben Jonson.
5. Who is the playwright known for the play *The White Devil*?
6. What is the title of the play by Thomas Middleton that became infamous for its political allegory?
7. Describe the central themes explored in William Congreve's play *The Way of the World*.
8. What was the significance of J.M. Synge's play *The Playboy of the Western World* within the context of the Irish Dramatic Movement?
9. Evaluate the portrayal of family dynamics in the play. How does the play depict the impact of war on familial relationships? Assess the challenges and emotional strain that war places on Mother Courage and her children. (E)
10. Explore how the characters' motivations drive the events in *The Birthday Party*. Consider how Stanley's fear and anxiety, Goldberg's manipulation, and McCann's aggression shape the unfolding of the plot. (An)

Part C

1. Analyze the themes of morality, mortality, and redemption in the play *Everyman*, and examine its significance in the context of medieval theater.
2. Explore the themes of revenge, justice, and madness in Thomas Kyd's play *The Spanish Tragedy*, and discuss its influence on later revenge tragedies.

3. Analyze the distinctive features of Ben Jonson's comedy *Volpone*, including its satirical elements and portrayal of greed and deception.
4. Compare and contrast the conventions of Elizabethan tragedy and comedy, highlighting their thematic differences and dramatic techniques.
5. Analyze the themes of corruption, revenge, and moral ambiguity in John Webster's play *The White Devil*, and discuss its impact on Jacobean audiences.
6. Explore the political allegory and controversy surrounding Thomas Middleton's play *A Game at Chess*, and its relevance to the Jacobean era.
7. Analyze the themes of love, marriage, and social satire in William Congreve's play *The Way of the World*, and discuss its impact on Restoration audiences.
8. Explore the Irish Dramatic Movement and its influence on the development of Irish theatre, focusing on J.M. Synge's play *The Playboy of the Western World*.
9. Analyze the themes of war, survival, and capitalism in Bertolt Brecht's play *Mother Courage and her Children*, and explore its relevance in the contemporary world.
10. Critique the portrayal of family and survival in the play. Evaluate how *Mother Courage and Her Children* presents the challenges of maintaining family bonds amidst adversity. (E)

Head of the Department

Dr. Alby Grace

Course Instructors

Dr. Snow J Sharmilla

Dr. J. Bhavani

Department : English
Class : I M.A English
Title of the Course : Core III: ENGLISH FICTION
Semester : I
Course Code : EP231CC3

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EP231CC3	5	1	-	4	6	90	25	75	100

Learning Objectives:

1. To familiarize the students with the origin and development of the British novel up to the 20th Century.
2. To understand the social background based on the prescribed novels.

Course Outcomes

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Introducing the Course and Course Outcomes	1	K2(U)	Lecture method, Introductory session,	Reflective Method
	2.	Overview of the study of novels, including its form, concepts, and theories.	2	K1(R)	Introductory Lecture	Questions about the course content and requirements.
	3.	John Bunyan's "The Pilgrim's Progress"-its historical context, theological analysis and its allegorical elements.	3	K3(Ap)	Lecture Method followed by Close Reading	Recall Quiz
	4.	John Bunyan's "The Pilgrim's Progress- Analysis	3	K4(An)	Participative Method- Visual Aids to visualize the allegorical journey of the protagonist.	Maps, illustrations, Model Making, diagram or presentations be evaluated
	5.	John Bunyan's "The Pilgrim's Progress – Symbols, Imagery	3	K6(C)	Reflective Writing	Essay Evaluation Quiz
II	1.	Introducing The New World Novel	2	K(U)	Lecture Method	Class Discussion

	2.	Daniel Defoe's "Robinson Crusoe": Analysing the themes, motifs, and literary significance of the novel.	3	K3(Ap)	Participative Method - Reflection exercise	Oral Presentations
	3.	Daniel Defoe's "Robinson Crusoe": in-depth discussions on the novel's portrayal of colonization, survival, philosophy and human nature.	5	K6(C)	Group activities or presentations	Presentation Skill
	4.	To introduce Laurence Sterne and provide an overview of "Tristram Shandy."	2	K1(U)	Lecture and Interactive Method	Q&A Quiz
	5.	Impact of the novel and its influence on the development of the modern novel.	2	K3(An)	Flipped Classroom	Discussion Class test
	6.	Novel's influence on literary traditions- Different types of Humour	2	K4(Ap)	Reflective Method	Oral Presentation
III	1.	Middle Class Novel of Manners- Introduction	2	K1(U)	Lecture Method	Q&A
	2.	Jane Austen's "Emma" – Social Context & Philosophical Dimensions	3	K1(U)	Critical analysis	Discussion Participation
	3.	Social themes and dynamics in "Emma."	2	K6(C)	Flipped Classroom	Reviews

	4.	Emile Bronte's "Wuthering Heights"	2	K1(U)	Lecture Method	Q&A
	5.	Bronte's exploration of passion and obsession.	3	K1(U)	Jigsaw method - Literary Analysis	Oral presentation
	6.	Emile Bronte's "Wuthering Heights"	1	K1(U)	-	Open book test
	7.	Emile Bronte's "Wuthering Heights"- Familial Representations	2	K1(U)	Multimedia presentations or designing visual displays	Presentation Skills
IV	1.	Women's Issues	2	K1(U)	Lecture Method	Q&A
	2.	Charlotte Bronte's "Jane Eyre" Introduction	2	K1(U)	Lecture Method	Q&A
	3.	Jane Eyre's character development, her experiences at different settings, and the exploration of gender roles	3	K3(An)	Seminar Presentation	Quiz
	4.	Historical and Contextual Exploration of Women	2	K4(Ap)	Reflective Method	Q&A
	5.	Thomas Hardy's "Tess of the D'Urbervilles" – Introduction	3	K1(U)	Lecture Method	Q&A
	6.	Author's portrayal of gender roles, societal expectations, and the challenges faced by female characters.	2	K2(U)	Lecture Method, Role Play	Q&A

	7.	Character analysis	2	K6(C)	Experiential Learning-writing letter from a character's perspective	Creativity and Presentation Skill
V	1.	Liberal Humanism, Individual Environment, and Class Issues	2	K2(U)	Lecture Method	Class Discussions and Interaction
	2.	overview of liberal humanism and its influence on literature.	3	K3(An)	Interactive Method	Q&A
	3.	D. H. Lawrence: The Rainbow - Introduction & symbolism	3	K2(U)	Blended Learning	Q&A
	4.	D. H. Lawrence: The Rainbow- Liberal Humanism	3	K3 (An)	Interactive Method	Class Discussions and Participation
	5.	James Joyce: Portrait of the Artist as a Young Man- Introduction - Political and Social	3	K2(U)	Lecture Method	Q&A
	6.	James Joyce: Portrait of the Artist as a Young Man- symbolism, narrative techniques, or the portrayal of social class.	3	K4(Ap)	Blended Learning	Class Discussions and Participation

Course Focussing on Skill Development

Activities (Em/ En/SD): 1. Writing a Journal

Course Focussing on Cross Cutting Issues : Professional Ethics

Activities related to Cross Cutting Issues : 1.Participative Method- John Bunyan's "The Pilgrim's Progress" Visual Aids to visualize the allegorical journey of the protagonist.

2. Gender Roles - Writing Skill analysis

Seminar Topic- Participative Method - Daniel Defoe's "Robinson Crusoe": in-depth discussions on the novel's portrayal of colonization, survival, and human nature

Sample Questions

Part A

1. What does the celestial city symbolize in "Pilgrims Progress"?
 - a) Earth
 - b) Heaven
 - c) C) City of Destruction
 - d) None
2. In which country does Crusoe serve as a slave?
 - a) North Africa
 - b) India
 - c) Spain
 - d) Brazil
3. Who is the protagonist of Jane Austen's novel "Emma"?
 - a) Emma Woodhouse
 - b) Mr. Knightley
 - c) Harriet Smith
 - d) Frank Churchill
4. Who is the author of the novel "Jane Eyre"?
 - a) Charlotte Bronte
 - b) Emily Bronte
 - c) Jane Austen
 - d) George Eliot
5. What is the name of the protagonist in "A Portrait of the Artist as a Young Man"?
 - a) Stephen Dedalus b) Leopold Bloom c) Gabriel Conroy d) Molly Bloom
6. Joyce was the pioneer in using the technique called -----
 - a) Stream of Consciousness b)Stream of Tension c) Monologue d) all the above

Part B

1. What is the main goal of the protagonist, Christian, in the novel?

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

Part C

1. Explore the theme of spiritual journey and personal growth in "The Pilgrim's Progress." How does the protagonist, Christian, evolve and learn throughout his pilgrimage?
2. Analyse the function of irony in "Tristram Shandy." How does Sterne use irony to critique contemporary society and its values?
3. Explore the theme of social class in Jane Austen's "Emma." How does Austen depict and comment on the social hierarchy of the time through the characters and events in the novel?
4. Discuss the theme of independence and individuality in "Jane Eyre." How does Jane's quest for autonomy and identity shape the narrative and her character development throughout the novel?
5. Analyze the theme of identity and self-discovery in "A Portrait of the Artist as a Young Man." How does Stephen Dedalus navigate his artistic and personal journey in search of his true self?

Head of the Department

Dr. Alby Grace

Course Instructor

Dr. H. Jimsy Asha

Department : English
Class : I M.A English Literature
Title of the Course : Elective I (C): Human Rights and Literature
Semester : I
Course Code : EP231EC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP231EC3	4	1			3	5	75	25	75	100

Learning Objectives:

1. To enable the students understand how literatures of the world engage with the issues of human rights across the globe.
2. To help the students gain insight into fictionalized accounts of violation and fight for human rights

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand how literatures of the world engage with the issues of human rights across the globe.	K2, K1
2.	identify the challenges of contemporary significance through the readings on the history and ethos of human rights.	K4, K3
3.	analyse how the knowledge of human rights structure our ways of thinking, refining the perspectives of ourselves and others.	K4
4.	evaluate the discourses on human rights representation from a variety of angles.	K5
5.	create insights into a variety of imaginative perspectives on human rights issues.	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	Prose					
	1.	Lynn Hunt: Introduction	5	K2(U) & K4(An)	Lecture method, PPT, Group Discussion	Recall Quiz
	2.	Martin Luther King: Where Do We from Here	4	K2(U) & K4(An)	Lecture method, PPT& Interaction	MCQ, short essays, class test
	3.	Edward Said: Reflections on Exile	6	K2(U) & K4(An)	Lecture method, PPT, Group Discussion	Essay Evaluation Quiz
II	Poetry					
	1.	Langston Hughes: Let America be America Again	3	K2(U) & K4(An)	Lecture method, PPT& Interaction	MCQ, short essays, class test & Formative Assessment I
	2.	Warsan Shire: Home	3	K2(U) & K4(An)	Lecture method, PPT& Interaction	MCQ, short essays, class test & Formative Assessment I
	3.	VIS Jeyepalan: The Song of the Defeated	2	K2(U) & K4(An)	Lecture method, PPT, YouTube Video & Interaction	MCQ, short essays, class test & Formative Assessment I
	4	Ashraf Fayadh: Cracks in the Skin	2	K2(U) &	Lecture method, PPT& Interaction	MCQ, short essays, class test &

				K4(An)		Formative Assessment II
	5	Bertolt Brecht: The Burning of the Books	2	K2(U) & K4(An)	Lecture method, PPT & Interaction	MCQ, short essays, class test & Formative Assessment II
	6	W H Auden: Refugee Blues	3	K2(U) & K4(An)	Lecture method, PPT & Interaction	MCQ, short essays, class test & Formative Assessment II
	Memoir					
III	1.	Anne Frank: <i>The Diary of a Young Girl</i>	7	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment I
	2.	Michael Herr: <i>Dispatches</i>	8	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment I
	Fiction					
IV	1.	Sharon Bala: <i>The Boat People</i>	7	K2(U) & K4(An)	Lecture method, role play, interaction & group discussion	Seminar, class test & Formative Assessment I
	2.	Markus Zusak: <i>The Book Thief</i>	8	K2(U) & K4(An)	Lecture method, role play, interaction & you tube video	Seminar, class test & Formative Assessment II
	Drama					
V	1.	Arthur Miller: <i>The Crucibles</i>	7	K2(U) & K4(An)	Lecture method, role play,	Assignment, class test &

					interaction & you tube video	Formative Assessment I
2.	Asif Currimbhoy: <i>The Refugee</i>	8	K2(U) & K4(An)	Lecture method, Group Discussion, Peer Tutoring	MCQ, short essays, class test & Formative Assessment II	

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities: Exhibition and Role Play

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

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

Assignment: Enumerate the themes in Anne Frank's The Diary of a Young Girl, Michael Herr's Dispatches,

Seminar Topics:

1. Emotional Journeys in "The Diary of a Young Girl".
2. Discuss the significance of Dispatches in the context of war journalism.
3. Explore the themes of immigration, asylum seeking and the human cost of political conflict in the novel The Boat People.

Sample Questions

Part A

1. Who is the author of "Were Do We Go from Here"?
 - a) Malcolm X
 - b) Martin Luther King Jr.
 - c) James Baldwin
 - d) WEB Du Bois
2. What is the primary theme of Warsan Shire's poem "Home"?
 - a) Nature
 - b) Migration and refuge
 - c) Love
 - d) Technology
3. Where did Anne Frank and her family hide during World War II?
 - a) In a barn
 - b) In an attic
 - c) In the Secret Annex
 - d) In a basement

4. Where are the refugees on the boat from?

- a) Syria
- b) Afghanistan
- c) Somalia
- d) Sri Lanka

5. What is the setting of "The Crucible"?

- a) Salem, Massachusetts, 1692
- b) Plymouth, Massachusetts, 1620
- c) Boston, Massachusetts, 1775
- d) Jamestown, Virginia, 1607

Part B

1. Explore King's arguments regarding economic inequality and poverty.
2. Analyze how Jeyapalan portrays the experiences and emotions of those who are marginalized or oppressed.
3. Analyze the development of Anne Frank's character from the beginning to the end of her diary.
4. Explore the theme of the power of words in "The Book Thief."
5. Analyze the themes of displacement and identity in "The Refugee."

Part C

1. Outline the solutions King proposes for addressing the issues of racial and economic injustice.
2. Discuss specific lines or stanzas that vividly capture these experiences and emotions.
3. Explore the dynamics of the relationships among the residents of the Secret Annex.
4. Explore the symbolism of Hans Hubermann's accordion in "The Book Thief."
5. Examine the portrayal of human rights and dignity in "The Refugee."

Head of the Department

Dr. Alby Grace

Course Instructor

Dr. Alby Grace

Department : English
Class : I M.A English Literature
Title of the Course : Elective II: Science Fiction, Fantasy and Detective Literature
Semester : I
Course Code : EP231EC5

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CI A	External	Total
EP231EC5	4	1	-	3	5	75	25	75	100

Objectives

- To familiarise with different forms of Science, Fantasy and Detective Fiction.
- To involve the students to a close reading of the important representative texts

Course outcomes

CO	Upon completion of this course, the students will be able to:	PSO Addressed	Cognitive Level
CO - 1	Identify different forms of science fiction, fantasy and detective fiction	PSO - 1	K2
CO - 2	Fix the representative detective fiction in the larger context of social changes	PSO - 2	K2
CO - 3	Recognise the basic structure and themes of science fiction	PSO - 3	K5
CO - 4	Appreciate the fundamental features and explore the major themes in fantasy fiction	PSO - 3	K4
CO - 5	Gain an understanding of contemporary science fiction and comprehend its connections to the human beings in this changing world	PSO - 4	K6

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Background Studies:					
	1.	Science Fiction and Fantasy, Cyberpunk, Alien Invasion, Apocalyptic and Post-apocalyptic Fiction,	8	K2(U) & K4(An)	Interaction, Flipped Classroom and Blended Learning	Seminars, Mind map, Formative Assessment I
	2.	Gothic Science Fiction, Crime Fiction, Mystery Novels, Thriller	7			
II	Detective Fiction:					
	1.	J.K. Rowling: The Cuckoo's Calling: Cormoran Strike (Book 1)	8	K2(U) & K4(An)	YouTube, E-content, Group Discussion, Peer Tutoring	Oral Comprehension , Open Book Test, Formative Assessment I
	2.	Agatha Christie: Murder on the Orient Express	7			
III	Science Fiction:					
	1.	Wilkie Collins: The Woman in White	8	K2(U) & K6(C)	Simulation, PPT and Reciprocal teaching	Assignment, Info graph, Class Test & Formative Assessment II
	2.	H G Wells: The Time Machine	7			
IV	Fantasy Fiction:					
	1.	J.R.R. Tolkien: The Lord of the Rings	8	K2(U) & K4(An)	Role play, Interaction and Panel discussion	Poster Presentation, Open Book Test & Formative Assessment II
	2.	Gabriel Garcia Marquez: One	7			

		Hundred Years of Solitude				
V	Short Stories:					
	1.	Edgar Alan Poe: The Murders in the rue Morgues	8	K4(An) & K5(E)	Interaction, you tube, PDF, Book Review	Assignment, Class test & Formative Assessment II
	2.	E.M. Forster: The Machine Stops	7			
	3.	Issac Asimov: The Last Question	7			

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

Activities (Em/ SD): E content Preparation, Exhibition and Panel Discussion

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

Activities related to Cross Cutting Issues: Exhibition, Debate, Panel and Group Discussion

Assignment: Preparing Mind map and Info graphs

Seminar Topics:

1. Different genres of literature
2. Fiction as a literary genre
3. Gothic Novels
4. Mystery Novels
5. Crime fiction and Thrillers
6. Origin and growth of Detective fiction
7. Contemporary Relevance of Science/ Fantasy/Detective Fiction
8. Science Fiction as a genre.
9. Major writers of Science Fiction
10. Women writers of Fantasy and Detective novels
11. Science Fiction in translation
12. Conventions of Science Fiction
13. Evolution of Fantasy fiction
14. Techniques employed in Science and Detective Fictions
15. Themes in Science Fictions

16. Characterization in Science Fiction
17. Symbols employed in Science Fiction
18. Central motifs in Science/Detective Fictions
19. Film versions of Science Fiction
20. The need for Fantasy and Detective Fiction
21. Review of any fantasy/ detective movies
22. Book Review of Science Fiction
23. Comparing and contrasting any two science fictions prescribed for study
24. Alien Invasions
25. Instances of UFO citations
26. Hazards of Scientific innovations
27. The new-normal AI
28. The darker aspects of AI inclusion
29. Time Machine
30. The future implications of Science /fantasy/detective fictions

Sample Questions

Part A

1. Which H.G. Wells novel is one of the earliest and most influential works on the theme of alien invasion?
 - A) "The Time Machine"
 - B) "The Invisible Man"
 - C) "The War of the Worlds"
 - D) "The Island of Dr. Moreau"

2. Which novel by Cormac McCarthy depicts a bleak, post-apocalyptic world where a father and his son struggle to survive?
 - A) "The Road"
 - B) "Blood Meridian"
 - C) "No Country for Old Men"
 - D) "All the Pretty Horses"

3. Who is the famous detective investigating the murder on the Orient Express?
 - A) Sherlock Holmes
 - B) Hercule Poirot
 - C) Miss Marple
 - D) Sam Spade

4. Who is the protagonist and inventor of the time machine in H.G. Wells' "The Time Machine"?
 - A) Dr. Henry Jekyll

- B) Dr. Griffin
- C) The Time Traveler
- D) Dr. Moreau

5. Who is the primary antagonist in "The Lord of the Rings"?
- A) Sauron
 - B) Saruman
 - C) Gollum
 - D) Nazgûl
6. Where do the inhabitants of the world in "The Machine Stops" live?
- A) Underground
 - B) In the sky
 - C) Underwater
 - D) On the surface of the Earth

Part B

1. Use examples from literature and film to analyse how different works depict the effectiveness and ethical considerations of such responses related to Alien Invasions.
2. Describe the central conflict in Cormac McCarthy's "The Road." How do the father and son navigate the challenges of a post-apocalyptic world?
3. Discuss the significance of Hercule Poirot's method of investigation in "Murder on the Orient Express."
4. Describe the Time Traveler's initial fascination with the concept of time travel and his motivations for building the time machine.
5. Explain the role of Aragorn in the War of the Ring
6. Describe the setting of "The Machine Stops."

Part C

1. Examine the theme of survival in alien invasion stories
2. Evaluate the representation of hope and despair in post-apocalyptic literature
3. Analyse Hercule Poirot's investigative methods in "Murder on the Orient Express."
4. Explore the theme of social inequality in H.G. Wells' "The Time Machine." How do the Eloi and Morlocks symbolize class division and industrialization?
5. Examine the theme of friendship and loyalty in "The Lord of the Rings." How do characters like Frodo and Sam demonstrate unwavering loyalty to each other and their cause?
6. Examine the theme of human dependency on technology in "The Machine Stops." How does Forster explore the potential dangers and consequences of technological advancement?

Head of the Department
Dr. Alby Grace

Course Instructor
Dr. R.Abilasha

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

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

Learning Objectives

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

Course Outcomes

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

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	New Criticism	3	K1, K2	Blended learning	Album Preparation
	2	Moral Formalism	3	K1, K2	Inquiry based approach	Open book test
	3	Russian Formalism and Bakhtin School	6	K1, K2	Flipped Classroom	Multiple choice questions using Slido
	4	Reader oriented Theories	3	K1, K2	Lecture Method	Oral Presentation
	5	Structuralist Theories	3	K1, K2	Video Making	Online Quiz
II	1	Marxist Theories	6	K2, K3	Lecture Method	Preparation of question bank
	2	Poststructuralist Theories	6	K2, K3	Integrative Learning	Seminar presentation
	3	Postmodernist Theories	6	K2, K3	Inquiry-based approach	Open book test
III	1	Jacques Lacan – The Insistence of the Letter in the Unconscious	6	K1, K4	Lecture Method	Online assignment
	2	Jacques Derrida – Structure, Sign and Play in the Discourse of the Human Sciences	6	K1, K4	Integrative Teaching	Oral presentation
	3	Mikhail Bakhtin – From the Prehistory of Novelistic Discourse	6	K1, K4	Lecture Method	Oral test

IV	1	Jean Baudrillard – Simulacra and Simulations	6	K2, K3	Blended learning	Oral test
	2	Roland Barthes – The Death of the Author	6	K2, K3	Cooperative learning	Slip test
	3	Michel Foucault – What is an Author?	6	K2, K3	Blended learning	Exhibition
V	1	Stephen Greenblatt – The Circulation of Social Energy	9	K5	Lecture Method	Preparation of question bank
	2	Peter Stockwell – Introduction to Cognitive Poetics: An Introduction	9	K5	Integrative teaching	Surprise test

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

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

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

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

Assignment: Exhibition, Role Play, Album preparation

Sample Questions

Part A

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

Part B

1. Write a short note on Reader oriented Theories.
2. Explain Postmodernist Theories.

3. What were Bhaktin's main views and treatment of language?
4. Explain Foucault's concept of agency and author function.
5. What is Cognitive Poetics? Explain the concept of body, mind and literature.

Part C

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

Head of the Department

Dr. Alby Grace

Course Instructor

Dr. Anne Feril

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

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

Objectives:

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

Course Outcomes

CO	On the successful completion of the course, students will be able to:	PSOs Addressed	Cognitive level
1	analyze and interpret a variety of literary texts from the Caribbean region.	PSO - 2	K4 (An)
2	identify key themes, motifs, and stylistic features in Caribbean literature.	PSO - 1	K2 (U)
3	explore the diversity of voices and perspectives within Caribbean literary traditions	PSO - 2	K4 (An)
4	examine the role of language in Caribbean literature	PSO - 3	K5 (E)
5	apply critical analysis skills to deconstruct and interpret literary texts,	PSO - 2	K2 (U)

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	PROSE					
	1.	Elizabeth M. DeLoughrey: Introduction	15	K2(U)	Flipped Classroom, Group Discussion, exhibition,PPT	Evaluation through short test, MCQ, Short essays, Creative writing
	2.	Julia Udofia: The History and Shaping of Caribbean Literature	15	K2(U)	Seminar, Nearpod, ppt, Brain storming	Slido, short essays, class test, Quiz , MCQ & Formative Assessment I
II	POETRY					
	1.	Mervyn Morris: Judas	5	K4(An)	PPT, Gamma, exhibition, video, seminar	Formative Assessment 1 Class test, Slido
	2.	Kamau Brathwaite: Bread	5	K2(U)	Brain Storming, lecture method, seminar	Formative Assessment 1 Class test, MCQ
	3.	Merle Collins: Quality Time	5	K2(U)	Group discussion, peer teaching, seminar, ppt, Gamma	Formative Assessment 1 Class test, quiz, MCQ
	4.	John Agard: Flag	5	K4(An)	Flipped Classroom, peer teaching	Formative Assessment 1, slip test, assignment
	5.	Edward Baugh: Country Dance	5	K2(U)	Interactive method, Seminar, Nearpod, ppt, Peer teaching	Formative Assessment 1 Class test, Slido
III	SHORT STORY					
	1.	Olive Senior: The Country Cousin	5	K5(E)	Seminar. Nearpod, PPT, Interactive Method	Formative Assessment 1, slip test, assignment,

						Online assignment
	2.	Jamaica Kincaid: In the Night	5	K2(U)	Ppt, Blended learning, Mind Map, Gamma	Formative Assessment 1, class test, quiz, Oral Presentation
	3.	Tiphonie Yanique: The Saving Work	5	K2(U)	Practical session, seminar, flipped classroom, Interactive method	Formative Assessment II, class test, quiz, assignment
	4.	Alexia Arthurs: Shirley from a Small Place	5	K4(An)	Group discussion, peer teaching, seminar, ppt using Gamma	Formative Assessment 1 Class test, quiz, MCQ
IV	FICTION					
	1.	Erna Brodber: The Rainmaker's Mistake	15	K2(U), K5 (E)	Practical session, ppt, Gamma, Mind Map	Formative Assessment II, class test, quiz, assignment
	2.	Kei Miller: The Last Warner Woman	15	K2(U)	Group discussion, ppt, flipped classroom, Interactive method	Formative Assessment II, class test, short essays
V	DRAMA					
	1.	Derek Walcott: Dream on Monkey Mountain	15	K5(E)	Blended Learning, ppt, flipped classroom, seminar, Movie	Formative Assessment II, class test, MCQ
	2.	Ian McDonald: The Hummingbird Tree	15	K2(U)	Seminar Group Discussion, flipped classroom	Formative Assessment II, class test, Slido

Course Focussing on Employability and Skill Development

Activities (Em/SD): Exhibition and Seminar

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

Activities related to Cross Cutting Issues: Seminar, Exhibition and Group Discussion

Assignment: Caribbean writers' exploration regarding the identity and cultural heritage in their works? Choose at least two authors and analyse their approaches to depicting the search for identity and the preservation of cultural traditions.

Seminar Topic: 1. Discuss the theme of resistance and rebellion against colonial power in Caribbean literature.

2. Examine the use of folklore and myth in Caribbean literature. How do authors incorporate traditional stories and beliefs into their works.

Sample Questions

Part A

1. What does a gesture of destruction against land represent in Elizabeth M. DeLoughrey: Introduction?
2. What does Glissant suggest about the land in "Discours antillais"?
3. "The first European country to establish a significant presence in the Caribbean was _____."
a) France b) Spain c) England d) Portugal
4. "My Lord, I knew you would be _____."
a) happy b) silent c) disappointed d) crucified
5. "And the smell of the _____ rising"
a) flour b) bread c) kitchen d) yeast
6. What role do cultural traditions and practices play in "Shirley from a Small Place"?
7. What sources of labour were sought before blacks were brought into the West Indies?
8. How does the Rainmaker's mistake affect the community?
9. "Miller describes the Last Warner Woman's visions as _____."
a) delusions of grandeur b) realistic and practical

c) vivid and apocalyptic d) vague and unclear

10. How does Walcott address issues of race and cultural identity in the play?

11. "The presence of the hummingbird tree is associated with _____."

- a) childhood memories b) political struggles
c) environmental destruction d) industrial progress

Part B

1. Analyze DeLoughrey's exploration of transnational environmentalism and its representation in literature.
2. Explain the impact of Caribbean history, culture, and identity on the themes and styles found in Caribbean literature.
3. Discuss the portrayal of Judas in Mervyn Morris's poem "Judas".
4. Examine Kamau Brathwaite's "Bread" as a celebration of resilience and resistance in Caribbean culture.
5. How does the poem explore the tension between tradition and modernity in Caribbean society in Edward Baugh's "Country Dance".
6. Analyze the characterization of the protagonist in Olive Senior's "The Country Cousin".
7. Evaluate the role of food and culinary traditions in Alexia Arthurs's "Shirley from a Small Place".
8. Analyze the role of community and solidarity in "The Rainmaker's Mistake".
9. Discuss the theme of prophecy and spiritual belief in Kei Miller's "The Last Warner Woman".
10. Examine the role of dreams and visions in "Dream on Monkey Mountain".
11. Analyze the theme of social change in "The Hummingbird Tree".

Part C

1. Assess DeLoughrey's discussion of the relationship between literature and activism in the context of environmental justice movements.
2. Evaluate the contributions of Caribbean women writers to the literary canon.

3. Critically analyze the relevance of Mervyn Morris's "Judas" in contemporary discussions of morality and forgiveness.
4. Explain the role of community and solidarity in Kamau Brathwaite's "Bread".
5. Discuss the relationship between nature and human experience in Edward Baugh's "Country Dance".
6. Examine the theme of cultural memory and heritage in Olive Senior's "The Country Cousin".
7. Compare and contrast the portrayal of Jamaica and the United States in Alexia Arthurs's "Shirley from a Small Place".
8. Evaluate the role of trauma and healing in "The Rainmaker's Mistake".
9. Discuss the significance of the title "The Last Warner Woman".
10. Examine the character of Makak in "Dream on Monkey Mountain".
11. Discuss the theme of friendship and loyalty in "The Hummingbird Tree".

Head of the Department

Dr. Alby Grace

Course Instructor

Dr. Selva Mary Gokila

Department : English
Class : II MA
Title of the Course : Research Methodology

Semester : III
Course Code : EP233CC3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233CC3	5	1	-	-	5	6	90	25	75	100

Objectives:

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

Course Outcomes

On the successful completion of the course the students will be able to:		
1.	understand the formal aspects of research	K1 &K2
2.	equip themselves in research methodology and ethics	K3
3.	analyze the ability to organize ideas in their scholarly research writing	K4
4.	select the research topic and formulate hypothesis	K4 & K5
5.	meticulously draft the work cited list	K6

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	Research Paper as a Form of Exploration and Communication	3	K1 (R)	Lecture, Discussion	Concept explanations, Short summary or overview
	2	Conducting Research, Evaluating Sources, Taking Notes	3	K2 (U)	Discussion, PPT	Slip test, Questioning, Seminar
	3	Outlining, Writing Drafts, Language and Style	3	K2 (U)	Interactive E-book, Lecture, Examples and exercises	Slip test, Questioning, Seminar
	4	Plagiarism and Academic Integrity: Definition and Consequences	3	K2 (U)	Interactive E-book, Lecture, Examples and exercises	Slip test, Questioning, Seminar
	5	Information Sharing Today, Unintentional Plagiarism, Forms of Plagiarism	3	K2 (U)	Interactive E-book, Lecture, Examples and exercises	Slip test, Questioning, Seminar
	6	Bibliographic Notes, Content Notes, Styling of Notes	3	K3 (Ap)	Handouts, Sample materials, Discussion	Short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
II	7	Margins, Text Formatting, Title,	3	K2 (U)	Lecture, PPT	Slip test, Questioning, Seminar

		Running Head and Page Numbers				
	8	Internal Headings and Sub Headings, Placement of the Works Cited	3	K2 (U)	Discussion, PPT	Slip test, Questioning, Seminar
	9	Tables and Illustrations, Lists, Paper and Printing	3	K2 (U)	Interactive E-book, Lecture, Examples and exercises	Slip test, Questioning, Seminar
	10	Proof Reading and Spell Checkers, Capitalization of Terms	3	K2 (U)	Interactive E-book, Lecture, Examples and exercises	Slip test, Questioning, Seminar
	11	Punctuation and Styling of Titles, In-Quoting and Paraphrasing Sources	3	K3 (Ap)	Handouts, Sample materials, Discussion	Short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
	12	Principles of Inclusive Language	3	K4 (A)	Handouts, Sample materials, Discussion	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
III	13	Creating and Formatting Entries: An Overview	3	K2 (U)	Lecture, PPT	Slip test, Questioning, Seminar
	14	The MLA Core Elements: Author, Title of Source, Title of Container	3	K2 (U)	Discussion, PPT	Slip test, Questioning, Seminar

	15	Version, Number, Publisher, Publication date, Location	3	K2 (U)	Interactive E-book, Lecture, Examples and exercises	Slip test, Questioning, Seminar
	16	Ordering the List of Works Cited, Alphabetizing: An Overview	3	K2 (U)	Interactive E-book, Lecture, Examples and exercises	Slip test, Questioning, Seminar
	17	Cross-Reference, Annotated Bibliographies	3	K3 (Ap)	Handouts, Sample materials, Discussion	Short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
	18	In-Text Citations: An Overview (What to Include and How to Style It)	3	K4 (A)	Handouts, Sample materials, Discussion	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
IV	19	Census and Sample Survey, Implications of a Sample Design	3	K2 (U)	Lecture, PPT	Slip test, Questioning, Seminar
	20	Steps in Sampling Design, Criteria of Selecting a Sampling Procedure	3	K2 (U)	Discussion, PPT	Slip test, Questioning, Seminar
	21	Characteristics of a Good Sample Design, Different	3	K2 (U)	Interactive E-book, Lecture, Examples	Slip test, Questioning, Seminar

		Types of Sample Designs			and exercises	
	22	How to Select a Random Sample?	3	K3 (Ap)	Handouts, Sample materials, Discussion	Short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
	23	Random Sample from an Infinite Universe	3	K4 (A)	Handouts, Sample materials, Discussion	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
	24	Complex Random Sampling Designs	3	K4 (A)	Handouts, Sample materials, Discussion	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
V	25	Methods of Data Collection, Collection of Primary Data	3	K2 (U)	Lecture, PPT	Slip test, Questioning, Seminar
	26	Observation Method, Interview Method		K2 (U)	Discussion, PPT	Slip test, Questioning, Seminar
	27	Collection of Data through Questionnaires, Collection of Data through Schedules		K2 (U)	Interactive E-book, Lecture, Examples and exercises	Slip test, Questioning, Seminar

	28	Schedules, Some Other Methods of Data Collection		K3 (Ap)	Handouts, Sample materials, Discussion	Short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
	29	Collection of Secondary Data		K4 (A)	Handouts, Sample materials, Discussion	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview

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

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

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

Content creation - Blog post or E-content preparation

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

Activities related to Cross Cutting Issues :

Assignment:

1. Analyzing research papers and present them in the class
2. **Case Study Analysis (En):** Present a case study of a specific educational technology program and its impact on students. (En) Students analyze the methodology used to assess the program's

effectiveness, considering if it adequately addressed issues of social equity (e.g., access, student diversity).

Seminar Topic: Choose a text and analyse it by using the following aspects:

1. Impact of Technology on Education (Cross-cutting issue: Social Equity)
2. Climate Change and Public Health (Cross-cutting issue: Environmental Justice)
3. Mental Health in the Workplace (Cross-cutting issue: Gender Studies)
4. Artificial Intelligence and Bias (Cross-cutting issue: Critical Race Theory)
5. Food Security and Sustainability (Cross-cutting issue: Global Development)

Sample Questions

Part A

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

Part B

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

Part C

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

Head of the Department

Dr. Alby Grace

Course Instructor

Dr. P. Sathya

Department : English

Class : II MA

Title of the Course : ELECTIVE COURSE V: a) BHAKTI LITERATURE

Semester : III

Course Code : EP233EC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233EC1	3	1	-	-	3	4	60	25	75	100

Learning Objectives

1. To understand the concept of Bhakti and its significance in Indian spiritual and literary traditions.
2. To analyse major Bhakti poets and their texts from different parts of the country.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	develop a deep understanding of the philosophical underpinnings of Bhakti literature, including concepts such as devotion (bhakti), surrender (prapatti), and divine love (prema).	K1 & K2
2.	critically analyse Bhakti poets and their texts from various parts of the country.	K4
3.	gain insights into the historical and cultural contexts in which Bhakti movements emerged and flourished, understanding their socio-political significance and impact on Indian society.	K2
4.	appreciate the diversity within the Bhakti tradition, recognizing the regional variations, linguistic expressions, and philosophical nuances present in Bhakti literature across India.	K3 & K5
5.	examine the contribution of women poets in the development of bhakti movement.	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 Bhakthi Literature	4	K1(R)	PPT	Peer Review
	2.	Introduction to Major Bhakti Saints	4	K1(R)	Lecture	Presentation
	3.	Bhakthi Movement and it's Traditions	4	K2 (U)	Flipped classroom	Creative Writing
II	1	Nakkirar: Tirumurukarruppatai (4-7)	3	K4 (An)	Interactive method	Oral
	2	Andal: Tiruppavai (9-17)	3	K4 (An)	PPT	Debate
	3	Mahadeviyakka: Like a Silkworm Weaving	3	K4 (An)	PPT	One Minute Paper
	4	Mahadeviyakka: I Have Maya for Mother-in Law	3	K4 (An)	Lecture	Peer Review
III	1	Kabir: Kabir Poems (106-115)	2	K1, K4	Mind Map	Formative test: Critical Essay
	2	Mirabai: A Cowherding girl	1	K1, K4	Cooperative learning	Oral
	3	Mirabai: Clouds	1	K1, K4	PPT	Class Test
	4	Mirabai: Keep Up Your Promise	1	K1, K4	Lecture	Discussion
	5	Ravidas: If You Are a Mountain	2	K1, K4	Demonstrative	Open Book Test
	6	Tulsidas: Within This Body	1	K1, K4	PPT	Multiple choice questions
	7	Tulsidas: The Rainy Season	1	K1, K4	PPT	Silent Reading
	8	Tulsidas: Truth Lies within	1	K1, K4	Blended learning	Quiz
	9	Tulsidas: Sound Celestial	1	K1, K4	Integrative teaching	Slip Test
	10	Tulsidas: Prayer	1	K1, K4	PPT	Creative Writing
IV	1	The Role of Female Saints	3	K3 (Ap)	Demonstrative	Polls

	2	Bhakti and Social Critique	3	K2 (U)	Lecture method	Slip Test
	3	Cultural and Historical Context	3	K2 (U)	PPT	Debate
	4	Impact and Influence	3	K3 (Ap)	Reflective Thinking	Presentation
V	1	Metaphors and imagery of love	4	K1, K5	Interactive classroom	Preparation of Question Bank by the students
	2	Devotional language and Style	4	K4 (An)	Lecture	One Minute Paper
	3	Themes and Literary Devices	4	K4 (An)	Inquiry based	Open Book Test

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

Activities (Em/ En/SD): Group Discussion, Class Test, Open Book Test

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: Album Preparation

Assignment: Study the contributions of female Bhakti poets like Mirabai and Akka Mahadevi. Discuss their poetic themes, personal struggles, and how their works addressed issues of gender and spirituality.

Last day for submission: 19.08.2024

Sample Questions

Part A

1. What is Bhakti literature primarily focused on?
2. Name one prominent female poet-saint of the Bhakti movement in Karnataka.
3. Which religious communities claim Kabir as their spiritual leader?
4. Mirabai is known for her unwavering devotion to _____
5. Which theme in Bhakti literature reflects the rejection of caste distinctions?

Part B

1. What defines Bhakti literature and how does it differ from other forms of religious or philosophical writing?
2. How does Nakkirar's poetic style contribute to the richness and diversity of Bhakti literature?
3. How did Mirabai's poems contribute to the empowerment of women?

4. What role did Bhakti literature play in shaping religious practices and beliefs across different regions of India?
5. Explore the use of devotional language and style in Bhakti literature.

Part C

1. What role did Bhakti saints and poets play in popularizing devotional practices and spreading their teachings?
2. How does Mahadeviyakka's poetic language and imagery convey the essence of Mystical experiences and union with the divine?
3. In what ways does Tulsidas' poems demonstrate his deep spiritual connection and humility in the Bhakti path?
4. Examine the portrayal of devotion and agency in the poetry of female Bhakti saints.
5. How do literary metaphors contribute to the expression of his spiritual beliefs and critiques of societal norms?

Head of the Department

Dr. Alby Grace

Course Instructor

Dr. Annie Divya Mahisha

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

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EP233SE1	-	-	-	2	3	45	25	75	100

Objectives

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

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	understand psychological principles to enhance personal and community health practices.	K1 & K2
2.	understand how psychological factors impact overall well-being.	K2
3.	apply the concepts in real-life situations, emphasizing the practical integration of health, wellness, and psychology.	K3
4.	analyze stress management strategies to enhance mental resilience.	K4
5.	evaluate the importance of holistic well-being by recognizing and addressing the interconnectedness of physical and mental health.	K5

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Vedic Foundations of Ayurveda	2	K2(U) & K4(An)	Lecture method, PPT	Evaluation through short test, MCQ, & Formative Assessment I
	2.	Basic Concepts of Ayurveda	1	K2(U) & K4(An)	Lecture method, You Tube Video	short essays, class test & Formative Assessment I
	3	The Three Gunas and Three Dosha	2	K2(U) & K4(An)	PDF, Lecture method	Q&A, Formative Assessment I
	4	The Importance of Agni (digestion)	1	K2(U) & K4(An)	Lecture method, PPT	Short essays, Formative Assessment I
	5	Six Rasas and their Relation to Doshas	2	K2(U) & K4(An)	PPT using Gamma, Video	Class Test, Assignment, Formative Assessment I
	6	Ayurvedic View of the Cause of Diseases	1	K2(U) & K4(An)	Lecture method, You Tube Video	Role play, Formative Assessment I

II						
1.	Origin and History of Siddha	3	K2(U)	Lecture method, Peer Tutoring & Review	short essays, class test & Formative Assessment I	
2.	Basic Concepts of Siddha	3	K2(U) & K4(An)	Lecture method, PPT, Group Discussion,	MCQ, class test & Formative Assessment I	
3.	Diagnosis and Treatment in Siddha: An Overview	3	K2(U) & K4(An)	Lecture method, PPT, Group Discussion,	Assignment, class test & Formative Assessment I	
III						
1.	Dinacharya or daily regimen for the maintenance of good health	5	K2(U) & K4(An)	Lecture method, PPT, Group Discussion,	MCQ, short essays, class test & Formative Assessment I	
2.	Ritucharya or seasonal regimen	4	K2(U) & K4(An)	Lecture method, PPT, Peer Tutoring & Review	Assignment, MCQ, Formative Assessment II	
IV						

	1.	Components of Mental Health: An Overview,	2	K2(U) & K4(An)	Lecture method, role play, interaction & group discussion	Seminar, class test & Formative Assessment II
	2.	Causes and Consequences of Mental Conflicts and Frustrations	3	K2(U) & K4(An)	Lecture method, role play, interaction & you tube video	Seminar, class test & Formative Assessment II
	3	Introduction to Common mental disorders: Insomnia, Depression, Stress, Anxiety disorders	2	K2(U) & K4(An)	PPT using Gamma, you tube video, Peer Teaching	Assignment, MCQ, Formative Assessment II
	4	Sleep: Stages of Sleep, Sleep Disorders	2	K2(U) & K4(An)	you tube video, Peer Teaching, Lecture method	Class Test, , Role Play, Formative Assessment II
V						
	1.	Personality: Nature and Types of Personality;	3	K2(U) & K4(An)	Lecture method, role play, interaction & you tube video	Assignment, class test & Formative Assessment II
	2.	Determinants of Personality: Heredity and Environment;	3	K2(U) & K4(An)	Lecture method, PPT, Group Discussion,	MCQ, short essays, class test & Formative Assessment II

					Peer Tutoring & Review	
3.	Facets and Stages of Personality Development	3	K2(U) & K4(An)	Lecture method, PPT using Gamma, Group Discussion, Peer Tutoring & Review	MCQ, class test & Formative Assessment II	

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

Activities (Em/ SD): **Exhibition and Role Play**

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

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

Assignment: Enumerate the facets and stages of personality development.

Seminar Topics: Conventions of Tragedy and Comedy

Sample Questions

Part A

1. Write a few sentence about Ayurveda?
2. What are the three Gunas?
3. What is the origin of Siddha?
4. Who is the founder of Siddha System?
5. What is Dinacharya?

6. What is meant by Ritucharya?
7. What is meant by Mental Conflicts?
8. What are the Anxiety Disorders?
9. What is the difference between introversion and extraversion?
10. What is the role of heredity in determining personality?

Part B

1. Write a short note on the Basic Concepts of Ayurveda.
2. Explain the relationship between the three Gunas in Ayurveda, and how they collectively influence an individual's physical and mental health.
3. Explain the Basic Concepts of Siddha.
4. Describe the Origin and History of Siddha.
5. Define the typical daily routine recommended by Dinacharya, starting from waking up to going to bed.
6. How does Dinacharya incorporate practices for mental well-being along with physical health?
7. Give an overview of Components of Mental Health.
8. Write a short note on Causes and Consequences of Mental Conflicts and Frustrations.
9. What are personality traits and how do they affect how we behave and interact with others?
10. Describe the Big Five personality traits and explain how they can help us understand different kinds of personalities in people.

Part C

1. Discuss the Six Rasas (Tastes) and their Relationship with the Doshas in Ayurveda.
2. Enumerate the Ayurvedic View of the Cause of Diseases.
3. Trace the origin and historical development of Siddha medicine.

4. Explore the basic concepts of Siddha medicine, including its fundamental principles, theories of health and disease.
5. Explain the role of diet and meal timing in Dinacharya. How does it promote digestion and overall health?
6. How does practicing Dinacharya influence long-term health and prevent chronic diseases?
7. Explain Insomnia, Depression, Stress, Anxiety disorders in detail.
8. Bring out the Stages of Sleep and Sleep Disorder.
9. Explain how personality traits are categorized and their influence on behaviour and relationships.
10. Explore the determinants of personality, focusing on the roles of heredity and environment.

Head of the Department

Dr. Alby Grace

Course Instructor

Dr. J. Bhavani