

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 UNDERGRADUATE 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)

PEOs	Upon completion of B.A/B.Sc. Degree Programme, the graduates will be able to	Mapping with Mission
PEO 1	apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.	M1 & M2
PEO 2	use practical knowledge for developing professional empowerment and entrepreneurship and societal services.	M2, M3, M4 & M5
PEO 3	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	M3, M4, M5 & M6

PROGRAMME OUTCOMES (POs)

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

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO	Upon completion of B.A. English the graduates will be able to:	POs Addressed
PSO1	acquire good knowledge and understand the specific discipline of study.	PO2
PSO2	understand, formulate, develop arguments logically to address issues arising in social sciences, business and other context/fields.	PO1, PO2
PSO3	create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that facilitate startups and high potential organizations.	PO3, PO7
PSO4	develop a research framework and present independent ideas effectively.	PO4
PSO5	equip their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.	PO5, PO3
PSO6	enable a holistic perspective towards the socio-political inequalities and environmental issues.	PO6

Teaching Plan

BA English Literature

Department: : English (Aided)
Class: : I BA English
Title of the Course: : Core Course I: Introduction to Literature
Semester: : I
Course Code: : EU231CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231CC1	4	1			5	5	75	25	75	100

Learning Objectives:

1. To introduce the different forms of literature
2. To provide learners with the background knowledge of literature

Course Outcomes

On the successful completion of the course, student will be able to:		
1	appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.	K3
2	gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	K1
3	explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	K2
4	use library resources to research and develop arguments about literary works.	K3
5	work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	K3

K1 - Remember; **K2** - Understand; **K3** - Apply

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Prose					
	1	Introduction	2	K1(R) & K2(U)&K3(A)	Introductory lecture with Gamma	Questioning
	2	Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad.	4	K1(R)&K2(U)	Interactive lecture with Nearpod, online videos	Oral and written quiz With Quizzez
	3	Prose-Short Story, Novella, Novel.	4	K1(R)&K2(U)	Lecture with YouTube videos,	Class test, MCQ
	4	Drama-Comedy, Tragedy, Tragi-Comedy	5	K1(R)&K2(U)	Lecture with Nearpod, videos, discussion	Quiz -Google forms
II	Poetry					
	1	Michael Drayton: The Parting	3	K2(U)&K4 (Ap)	Lecture with Gamma	Oral Quiz
	2	William Shakespeare: Sonnet 18	4	K2(U)&K4 (An)	Interactive analytical Lecture with Gamma	Class Test
	3	John Milton: “When I Consider How My Light is Spent”	4	K2(U)& K3(Ap)	Model Reading, Appreciation of the Poem	Quiz, questions, Analysis, assignment

	4	John Keats: Ode to Nightingale	5	K2(U) & K4(An)	Interactive analytical Lecture with PPT, videos, Discussion	Quiz, Assignment
	5	Robert Frost: Mending Wall	4	K2(U) & K4(An)	Interactive analytical Lecture with PPT, videos, Discussion	Quiz, questions, Analysis, assignment
III	Short Stories					
	1	Manohar Malgonkar: Upper Division Love	3	K2(U) & K4(An)	Lecture, Textual analysis, discussion, group discussion	MCQ, oral quiz, Q&A
	2	Katherine Mansfield: Bliss	3	K2(U) & K4(An)	Lecture, Textual analysis, discussion, group discussion	MCQ, oral quiz, class test
	3	Jerome K. Jerome: Packing (excerpt from <i>Three Men in a Boat</i>)	4	K2(U) & K4(An)	Lecture, Textual analysis, discussion, group discussion	MCQ, oral quiz, class test
IV	Drama					
	1	J.M. Barrie - <i>The Admirable Crichton</i>	10	K2(U) & K4(An)	Role Play, textual analysis, discussion	MCQ, oral quiz, Short Essay on theme and characterisation
V	Fiction					

	1	William Golding	12	K1(R), K2(U) & K3(An)	Textual analysis, discussion	MCQ, oral quiz, Short Essay
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Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability
Activities (Em/ En/SD): Employability

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/
Environment Sustainability/ Gender Equity): Human Value, Environmental Stability
Activities related to Cross Cutting Issues: Enacting Scenes from the play.

Assignment: Stylistic analysis of poems.

Seminar Topic: Themes and techniques employed in the novel.

Sample Questions

Part A

1. Name two types of sonnets?
2. What is the tone of Milton's poem?
3. Who is Sunderbala?
4. Where is the first act of *The Admirable Crichton* set?
5. What is the theme of the novel *The Lord of the Flies*?

Part B

1. Sketch the characteristics of an Ode.
2. Who throws a dinner party in "Bliss?"
3. Discuss the chief characters of *The Lord of the Flies*.
4. Write briefly about the life in the island in *The Admirable Crichton*.

Part C

1. Write in detail of the characteristics of ballads and elegies.
2. Explain how Keats tries to connect with the world of the nightingale.
3. Write a summative analysis of "Mending Wall."
4. Analyse "Bliss" as a modernist work.
5. Describe the setting in *Lord of the Flies*.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Judes Jalaja

Department: English (Aided)
Class: I BA English
Title of the Course: Core II: Indian Writing in English
Semester: I
Course Code: EU231CC2

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EU231CC2	4	1	-	5	5	75	25	75	100

Objectives

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

Course Outcomes

CO	Upon completion of this course, the students will be able to:	PSO Addressed	Cognitive level
CO - 1	understand the historical trajectory of various genres of Indian Writing in English from colonial times to till the present.	PSO – 1	K2(U)
CO - 2	understand the techniques employed by short story writers.	PSO – 2	K2(U)
CO - 3	apply the poetic techniques and the nuances while writing poetry.	PSO – 3	K3(A)
CO - 4	understand the role of English as a medium for political awakening and the use of English in India for creative writing.	PSO – 4	K2 (U)
CO - 5	remember the contributions of major Indian English poets and dramatists.	PSO – 3	K1(R)

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
1						
2	1.	Introduction to Indian Writing in English, Biography of Toru Dutt, Summary and Critical Appreciation of “The Lotus” by Toru Dutt.	4	K2(U)	Lecture using Chalk and talk, videos, PPT.	Open Book Test
1	2.	Biography of Sri Aurobindo, Summary and Critical Appreciation of “The Tiger and the Deer” by Sri Aurobindo.	4	K1(R)	Inquiry- based approach	Blogs, Multiple choice questions
2	3.	Biography of Sarojini Naidu, Summary and Critical Appreciation of “The Village Song” by Sarojini Naidu.	4	K3(Ap)	Brainstorming, Gamma	Creative Writing
1	4.	Biography of Shiv K Kumar, Summary and Critical Appreciation of “Indian Women” by Shiv K Kumar.	4	K4(An)	PPT, Group Discussion	Album Preparation
2	5.	Biography of Mirza Ghalib, Summary and Critical Appreciation of “It is not Love, It is Madness” by Mirza Ghalib.	4	K5(E)	Flipped Classroom	Extempore
II	1	Biography of the author, Summary of “The Beginning of the Indian Novel” by Meenakshi Mukherjee, Postcolonial aspects and cultural identity of the prose.	6	K3 (Ap)	Lecture, PPT	Class Test
	2	Biography of the author, Summary and critical analysis of “Gandhi and Nehru:	6	K2 (U)	Interactive method, PPT	Peer Review

		The Uses of English” by Sunil Khilnani.				
III	1	Author Introduction, story explanation and Critical appreciation of <i>Hanchi</i> by A.K. Ramanujan.	4	K1 (R)	KWL	Formative test: Critical Essay
	2	Author Introduction, Summary of Rabindranath Tagore’s <i>Kabuliwalla</i>	4	K2 (U)	Context based, Interactive method.	Online assignment
	3	Author Introduction, Munshi Premchand’s <i>The Resignation</i> summary and critical appreciation	4	K2 (U)	Context based, Skit	Debate
	4	Author Introduction, Summary and critical analysis of <i>The Night Train at Deoli</i> by Ruskin Bond.	4	K1(R)	Mind Map, Lecture	Oral Presentation
IV	1	Author Introduction, Drama reading, explanation and Literary techniques of <i>Sleepwalkers</i> by Jogindar Pal,	7	K3 (Ap)	Skit, Arranging Exhibitions	Slip Test
	2	Author Introduction, Drama reading, explanation and Literary techniques of <i>Hayavadana</i> by Girish Karnad.	7	K2 (U)	Lecture method, Movie	Preparation of Question Bank by the students
V	1	Author Introduction, Summary, Critical Analysis and Narrative technique and style of Chetan Bhagat’s <i>The 3 Mistakes of My Life</i> ,	16	K1, K3	Lecture, Interactive classroom games, Movie	JAM

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

Activities (Em/ En/SD): Writing poetry, Short Stories, Role-Play

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: Model Making, Album Preparation, Exhibition

Assignment: Enacting scenes from *Sleepwalkers* and *Hayavadana*.

Sample Questions

Part A

1. Which is the queenliest of all flowers?
a) Lotus b) Lily c) Rose d) Jasmine
2. Gandhi describes *Hind swaraj* as a severe condemnation of _____
3. Who arranged a banquet in the orchard?
4. Who does Devadatta vow to sacrifice his head to in exchange for marrying Padmini?
a) Shiva b) Rudra c) Vishnu d) Kali
5. Who is the protagonist of the novel *The 3 Mistakes of My Life*?

Part B

1. Give an account of the suffering of Indian women with reference to the poem *Indian Women* by Shiv K Kumar.
2. How did Gandhi and Nehru use English language as a tool to get freedom?
3. Critically analyse *The Night Train at Deoli* by Ruskin Bond.
4. Analyze how Joginder Paul's *Sleepwalkers* uses the metaphor of sleepwalking to explore themes of displacement and identity among the survivors of the Partition of India.
5. Write a note on the themes of the novel *The 3 Mistakes of My Life*.

Part C

1. Critically analyse the poem *The Tiger and the Deer* by Sri Aurobindo.
2. Analyze the cultural and socio-political factors that influenced the emergence of the Indian novel in the 19th century.
3. Explain the theme of Family in the story *Kabuliwala*.
4. Discuss the theme of identity in Girish Karnad's *Hayavadana*.
5. Write a note on communal violence depicted in the novel *The 3 Mistakes of My Life*.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. C. Nesavathy

Department : English (Aided)
Class : I BA English Literature
Title of the Course : Elective I: Social History of England
Semester : I
Course Code : EU231EC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231EC1	3	1	-	-	3	4	60	25	75	100

Objectives:

1. To understand the major social, cultural, and political changes that have taken place in England from the medieval period to the present day.
2. To analyze the impact of major historical events and movements on English society, such as the Industrial Revolution, the World Wars, etc

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	recall the significance of major historical events and social movements in shaping English society	K1
2.	understand the intersections of class, gender, race, religion, and political power in English society	K2
3.	comprehend and evaluate the social, economic, and cultural factors that have shaped English society	K2
4.	demonstrate and articulate complex historical concepts to non-specialist audiences	K2
5.	apply historical knowledge and critical analysis to contemporary issues and debates in English society, including debates about identity, nationalism, and social justice.	K3

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Hundred Years' War & The War of the Roses	4	K1-R	Introductory session, Mind mapping, Peer tutoring, Lecture using PPT, Review	Evaluation through Short summary or overview
	2.	The Renaissance and its Impact on England	3	K3-Ap	Lecture using Chalk and talk , Mind mapping, Peer tutoring, Lecture using PPT, Review	Simple definitions, MCQ
	3.	The Reformation - Causes and Effects	3	K1-R	Lecture using Chalk and talk , Mind mapping, Review	Objective type questions, short essays
II	1.	Puritanism	4	K3-Ap	Lecture using PPT, Mind mapping, Peer tutoring	Evaluation through Short summary or overview
	2.	The Restoration	4	K1-R	Lecture using Chalk and talk	Simple definitions, MCQ
	3.	Coffee-houses and their Social Relevance	3	K2- U	Mind mapping, Lecture using PPT	Objective type questions, short essays

III					
1.	The War of American Independence	4	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Evaluation through Short summary or overview
2.	Impact of the Industrial Revolution on the English Society	4	K3-Ap	Lecture using PPT, Group Discussion, Mind mapping	MCQ, True/False, Short essays
3.	Impact of the Agrarian Revolution	4	K1-R	Lecture using PPT, Group Discussion, Mind mapping	MCQ, True/False, Short essays
4.	Impact of the French Revolution on the English Society	4	K1-R	Lecture using PPT, Group Discussion, Mind mapping	MCQ, True/False, Short essays
IV					
1.	Humanitarian Movements in England	4	K3-Ap	Lecture using PPT, Group Discussion, Mind mapping	Evaluation through Short summary or overview
2.	The Reform Bills	4	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Simple definitions, MCQ
3.	Social Impact of the Two World Wars	4	K1-R	Lecture using PPT, Group Discussion, Mind mapping	Objective type questions, short essays
V					

1.	Trade Unionism	4	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Evaluation through Short summary or overview
2.	The Welfare State	3	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Simple definitions, MCQ
3.	England in the 21 st Century	4	K3-Ap	Lecture using PPT, Group Discussion, Mind mapping	Simple definitions, MCQ

Course Focussing on Employability/ Entrepreneurship/ Skill Development : Employability

Activities (Em/ En/SD): Drafting a Mind Map recording all the Major Movements

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

Activities related to Cross Cutting Issues : Exhibition

Assignment : Preparation of Objective Type Questions

Sample Questions

Part A

1. Who are the Yorkists?
2. The term 'renaissance' actually means _____.
3. The Stamp Act was repealed in the year _____
4. The first reform bill was passed in the year 1828. True or False.
5. Trade Unionism was the natural outcome of _____.
 - a) Industrialism
 - b) Reform bills
 - c) Royal Commission
 - d) Humanitarianism

Part B

1. Who are the Cavaliers?

2. Write a short note on the War of the Roses.
3. Who are the Puritans?
4. Give a brief account of the impact of the Agrarian Revolution.
5. Enumerate the important features of the various Reform Bills passed in England.
6. Define Welfare State.

Part C

1. Write an essay on the Hundred Years' War.
2. Explain the role played by the coffee houses in the social life of England?
3. Explain the effects of the French Revolution.
4. Analyse in detail the social impact of the Two World Wars.
5. Give a detailed account of England in the 21st Century.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Anishya Dani

Department: English
Class: I YEAR
Title of the Course: SKILL ENHANCEMENT COURSE (SEC I): NON-MAJOR ELECTIVE (NME) ENGLISH FOR COMMUNICATION
Semester: I
Course Code: EU231SE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231SE1	1	1	-	-	2	2	30	25	75	100

Objectives

1. To enhance the level of literary and aesthetic experience of students and to help them respond immediately.
2. To provide the students with an ability to build and enrich their communication skills.

Course Outcomes

CO	Upon completion of this course, the students will be able to:	PSO Addressed	Cognitive Level
CO - 1	identify the basic principles of communication.	PSO - 1	K2(U)
CO - 2	analyze the various types of communication	PSO - 5	K3(A)
CO - 3	make use of the essential principles of communication.	PSO - 5	K1(R)
CO - 4	identify the prominent methods and models of communication.	PSO – 1	K3(A)
CO - 5	learn about the four skills of language and get familiarized with them.	PSO – 3	K3(A)

Teaching plan

Total Contact hours: 30 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Introduction – Communication and Basic Communication Skills	2	K2	Lecture using Chalk and talk, Videos, PPT	Preparation of Question
	2.	Basic Communication Skills : Passive, Aggressive and Assertive	2	K2	Lecture Method	Quiz
	3.	Significance of Communication	2	K2	Flipped Classroom	Suggest idea with examples, Short Essays.
II	1	Speaking Skills	2	K2	Context based approach	Class Test
	2	Reading Skills	2	K2	Interactive method	Assignment, Dictation
	3	Writing and Listening Skills	3	K2	Lecture method, Videos	Oral Test, Quiz
III	1	Types of Communication	1	K2	Inquiry- based approach	Open Book Test
	2	Verbal Communication	2	K2	Vocabulary Skills, Brainstorming	Slip Test
	3	Non- Verbal Communication	2	K2	Group work	MCQ, short essay
IV	1	Effective Communication Skills	3	K2	Flipgrid	Group Discussion
	2	Public Speaking	3	K3	Demonstration	JAM
V	1	Speaking Skills – Practice	2	K3	Student Centric, Lecture	Class Test
	2	Presentations	2	K3	Lecture, Gamma	Presentation
	3	Writing Blog	2	K3	Blogs, Google	Assignment

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development and Employability.

Activities (Em/ En/SD): Debate, Group Discussion, Presentation

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

Activities related to Cross Cutting Issues: Album preparation, Extempore

Assignment: Making Presentations, Writing Blogs and Public Speech.

Sample Questions

Part A

1. What is Communication?
2. What is Evaluative Listening?
3. _____ is the interpretation of body language.
4. Strength, Shortness, Sincerity and _____ are the 4 S's of Communication.
b) Simplicity b) Speed c) Specific d) Stability
5. _____ is a speech that is usually given in a formal setup.

Part B

1. Give an account on the significance of communication.
2. Explain the six types of listening.
3. Write the components of Non- Verbal Communication.
4. Enumerate the 7 C's of Communication.
5. Write down the steps to deliver an effective presentation.

Part C

1. Explain the four functions of Communication.
2. Write the steps to develop the reading skills.
3. Explain the merits of verbal communication.
4. Write an essay on the characteristics of effective communication.
5. Write a note on the Dos and Don'ts of Presentation.

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. C. Nesavathy

Department : English (Aided)
Class : I BA English Literature
Title of the Course : Foundation Course: Major Literary Movements
Semester : I
Course Code : EU231FC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231FC1	1	1	-	-	2	2	30	25	75	100

Learning Objectives:

1. To provide students with a comprehensive idea about the development of Major Literary Movements in England
2. To make them read and understand the literary developments that coincided with the major movements

Course Outcomes

On the successful completion of the course, student will be able to:		
1	gain extensive insight into the major literary movements that was witnessed by England	K2
2	evaluate the way in which socio-cultural phenomena influence the literary production of a particular period	K3
3	familiarize themselves with major literary works of the movements	K1
4	develop a nuanced appreciation of the literary stalwarts of those times.	K2
5	gain in-depth understanding on the growth of the English language under the influence of the literary movements.	K2

K1 - Remember; **K2** - Understand; **K3** - Apply

Teaching Plan

Total Contact hours: 30 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Introduction to Medieval Period	2	K2(U)	Lecture using Chalk and talk	Class test
	2.	Importance of the Medieval Period	3	K2(U)	Lecture using PPT	MCQ
II	1	Renaissance- Introduction	2	K1(R)	PPT	Discussion
	2	Aesthetics of Renaissance	3	K3(A)	Demonstration	
III	1	Introduction to Restoration	2	K2(U)	Lecture	Discussion
	2	Restoration Period- Explanation	3	K2(U)	PPT	MCQ
IV	1	Romanticism- Introduction	2	K2(U)	Lecture	Class Test
	2	Elements of Romanticism	3	K3(Ap)	PPT	Slip Test
V	1	Introduction to Modernism	2	K2(U)	Lecture	MCQ
	2	Significance of Modernist Writers	3	K3(Ap)	PPT	Factuals

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

Activities (Em/ En/SD): Exhibition displaying literary movements, Album Making

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

Activities related to Cross Cutting Issues: Model Making, Mind mapping

Assignment: Bring out the changes happened during the Restoration Period.

Sample Questions

Part A

1. _____ is an epic poem written in Germanic Heroic tradition whose author is unknown.
2. Renaissance means _____.
3. The period without any reigning king is known as _____.
4. Who wrote *Ozymandias*?

5. When was T.S. Eliot's *The Wasteland* published?

Part B

1. Write the nuances of the medieval period with reference to *Beowulf*.
2. Characterize the prosperities during the Renaissance.
3. Bring out the elements of Restoration writings.
4. Write the contribution of Romantic poets to literature.
5. Bring out the significance of modernist drama.

Part C

1. Explain how the change in the medieval period affected literature.
2. Renaissance means *rebirth*- Explain.
3. Bring out the significance of restoration writings.
4. Write a detailed note on Romanticism.
5. How does modernist writing differ from Romantic Writing?

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. A. R. Jemi

Department : English (Aided)
Class : II BA
Title of the Course : SAARC Literature

Semester : III
Course Code : EU233CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233SE1	4	1	-	-	5	5	75	25	75	100

Learning Objectives

1. To help the students get acquainted with the literatures of the SAARC countries.
2. To enable students to understand and appreciate the cultures, and traditions of the neighbouring countries of India.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	gain knowledge of the historical contexts and events that have shaped the literary landscape within the SAARC nations.	K1
2	acquire an understanding of prevalent themes and literary genres found in Literature of the SAARC countries.	K2
3	appreciate the writings of the lesser-known writers of the SAARC region.	K3
4	develop the ability to critically analyse literary texts of the SAARC countries.	K4
5	contribute to research on the literatures of this region	K4

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

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Prose					
	1	Chote Lal Khatri: SAARC Literature in English: An Overview	2	K1(R) & K2(U)&K3(A)	Introductory lecture with Gamma	Questioning
	2	Malala Yousafzai: Targeted	4	K1(R)&K2 (U)	Interactive lecture with Nearpod, online videos	Oral and written quiz With Quizzex
	3	Shashi Tharoor: I Plead that You Read	4	K1(R)&K2(U)	Lecture with YouTube videos,	Class test, MCQ
II	Poetry					
	1	Syed Ali Ahsan: My East Bengal	3	K2(U)&K4 (Ap)	Lecture with Gamma	Oral Quiz
	2	Ballav Ishwar: The Hymn of Fire	4	K2(U)&K4 (An)	Interactive analytical Lecture with Gamma	Class Test
	3	Yasmine Gooneratne: There was a country	4	K2(U)& K3(Ap)	Model Reading, Appreciation of the Poem	Quiz, questions, Analysis, assignment
	4	Kishwar Naheed: I Am Not That Woman	5	K2(U) & K4(An)	Interactive analytical Lecture with Ppt, videos, Discussion	Quiz, Assignment
III	Short Stories					
	1	Moshin Hameed: Of Windows and Doors	3	K2(U) & K4(An)	Lecture, Textual	MCQ, oral quiz, Q&A

					analysis, discussion, group discussion	
	2	Basil Fernando: The Wonderful World of Grandpass Mendis	3	K2(U) & K4(An)	Lecture, Textual analysis, discussion, group discussion	MCQ, oral quiz, class test
	3	Chitra Banerjee Divakaruni: Clothes	4	K2(U) & K4(An)	Lecture, Textual analysis, discussion, group discussion	MCQ, oral quiz, class test
IV	Drama					
	1	Mahesh Dattani: <i>Seven Steps Around the Fire</i>	10	K2(U) & K4(An)	Role Play, textual analysis, discussion	MCQ, oral quiz, Short Essay on theme and characterisation
V	Fiction					
	1	Nadia Hashimi: <i>The Pearl that Broke its Shell</i>	12	K1(R), K2(U) & K3(An)	Textual analysis, discussion	MCQ, oral quiz, Short Essay

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Exhibition displaying literary movements, Album Making

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

Activities related to Cross Cutting Issues: Model Making, Mind mapping

Assignment: Bring out the changes happened during the Restoration Period.

Sample Questions

Part A

1. What is the name of the organization Malala co-founded to advocate for girls' education?

2. Syed Ali Ahsan was born in East Bengal, which is now part of Bangladesh. (True/False)
3. Who is the author of "There was a country"?
4. Which two characters' relationship is central to "Of Windows and Doors"?
5. How does Mohsin Hamid's essay reflect on the political climate of the time it was written?

Part B

1. Describe Syed Ali Ahsan's contributions to Bangladeshi literature.
2. How does Hamid's essay challenge conventional notions of home and belonging?
3. Analyze the themes of oppression and resistance in Kishwar Naheed's poem "I Am Not That Woman."
4. Discuss the significance of the title "I Am Not That Woman."
5. Discuss the historical and social context of "I Am Not That Woman."

Part C

1. Analyze the representation of the hijra community in Mahesh Dattani's "Seven Steps Around the Fire."
2. What role does technology play in Tharoor's argument in "I Plead that You Read"?
3. Discuss the use of fire as a symbol in "The Hymn of Fire."
4. Discuss the theme of female empowerment in "The Pearl That Broke Its Shell."
5. How does Nadia Hashimi portray the social and cultural constraints placed on women in Afghanistan?

Head of the Department

Dr. Alby Grace

Course Instructor

Dr. Alby Grace

Department : English
Class : II B.A. English
Title of the Course : ENGLISH GRAMMAR AND USAGE
Semester : III
Course Code : EU233CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233CC2	4	1	-	-	5	5	75	25	75	100

Learning Objectives

1. To learn grammar structures and understand their meaning and usage.
2. To upgrade their ability for functional utilization of the language through the practical application of grammar rules.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	gain proficiency in correct usage of English grammar in writing and speaking	K1, K2
2	use different grammatical structures in sentences and paragraphs	K3
3	enhance their creative ability and professional competency	K3
4	develop linguistic competency	K3
5	improve their speaking skill in English both in terms of fluency and comprehensibility	K3, K4
6	demonstrate proficiency in recognising and correcting common grammatical errors	K5

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Nouns - Class and Gender & Number and Case	2	K1(R) & K2 (U)	Lecture & Demonstration	Formative Assessment Class test
	2.	Adjectives, Comparison of Adjectives	3	K2(U) & K3(Ap)	Lecture & Demonstration Video	MCQ
	3.	Articles	2	K1(R) & K2 (U)	Lecture & PPT	Fill-in-the-Blanks
	4.	Pronouns – Personal, Reflexive and Emphatic	3	K2 (U)& K3(Ap)	Lecture & Demonstration	Fill-in-the-Blanks
	5.	Pronouns – Demonstrative, Indefinite, Interrogative, Distributive and Reciprocal & Relative	5	K2 (U)& K3(Ap)	Lecture & Demonstration	Class Test
II	1.	Verbs – Transitive and Intransitive	2	K2 (U)& K3(Ap)	Lecture & Demonstration	Error Correction
	2.	Active and Passive Voice	2	K2 (U)& K3(Ap)	Lecture & Demonstration	Class Test
	3.	Verbs – Mood and Tense	2	K2 (U)& K3(Ap)	Lecture & Demonstration	Class Test

	4.	Concord or Agreement of the Verb with the Subject	3	K2 (U)& K3(Ap)	Lecture & Demonstration Peer Teaching	Error Correction
	5.	Non-Finite Verbs Strong and Weak Verbs	2	K2 (U)& K3(Ap)	Lecture & Demonstration	Fill-in-the-Blanks
	6.	The Auxiliaries Modal Auxiliaries	2	K2 (U)& K3(Ap)	Lecture & Demonstration	MCQ
	7.	Adverbs	2	K2 (U)& K3(Ap)	Lecture & Demonstration	Class Test
III	1.	Prepositions	2	K2 (U)& K3(Ap)	Lecture & Demonstration Peer Teaching	MCQ
	2.	Conjunctions	2	K2 (U)& K3(Ap)	Lecture & Demonstration	MCQ
	3.	Interjections	1	K2 (U)& K3(Ap)	Lecture & Demonstration	MCQ
	4.	Sentence Structure Simple, Compound, Complex and Compound- Complex Sentences	6	K2 (U)& K3(Ap)	Lecture & Demonstration	Assignment
	5.	Analysis of Simple Sentences	4	K3 (Ap)& K4(An)	Lecture & Demonstration	Class Test
IV	1.	Clauses Analysis of Complex	5	K2 (U)& K3(Ap)& K4(An)	Lecture & Demonstration	Assignment

		Sentences				
	2.	Analysis of Compound and Compound-Complex Sentences Synthesis of Sentences	10	K2 (U)& K3(Ap)& K4(An)	Lecture & Demonstration	Error Correction
V	1.	Transformation of Sentences	6	K2 (U)& K3(Ap)	PPT	Class Test
	2.	Sequence of Tenses and Direct and Indirect Speech	6	K3 (Ap)& K4(An)	Lecture & Demonstration	Assignment
	3.	Punctuation and Capitals	3	K4 (An)& K5(Ev)	Lecture & Demonstration	Error Correction

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

Activities (Em/ En/SD): Peer Teaching

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

Activities related to Cross Cutting Issues : Mind mapping

Assignment : Sequence of Tenses and Direct and Indirect Speech

Sample Questions

Part A

1. What are the different types of nouns?
2. Give an example of simple future tense.
3. Define interjections.
4. What is a simple sentence?
5. Where do you use capital letters in a sentence?

Part B

1. What are articles? Explain with examples.
2. What do you know about Concord or Agreement of the Verb with the Subject?
3. Write a short note on conjunctions with examples.
4. Explain Complex and Compound Sentences.
5. Punctuate the following passage:

Despite the rain the game continued the players wet and muddy were determined to finish Let's keep going shouted the captain As the ball slid across the field everyone held their breath It was tense however no one gave up The coach who was usually calm was now pacing nervously By the end of the first half the score was tied 1-1. Could they win

Part C

1. Write notes on the Comparison of Adjectives.
2. Write notes on non-finite verbs.
3. Explain Simple, Compound, Complex and Compound-Complex sentences with examples.
4. Write on the types of clauses.
5. Rewrite the following passage with necessary punctuation marks:

During halftime the sun finally broke through the clouds It was a welcome sight for the tired players The coach gathered everyone around and said Youve done great so far, now lets give it our all With renewed energy the team ran back onto the field In the second half things changed quickly The opposing team known for their strong defense started to falter Our team seized the opportunity scoring two quick goals The crowd cheered loudly Victory seemed certain Just as the final whistle blew the rain started again but it didn't matter The team had won

Head of the Department
Dr. Alby Grace

Course Instructor
Ms. Fransta Darshana

Department : English
Class : II B.A English Literature
Title of the Course : Literary Practices in Academic Writing
Semester : III
Course Code : EU233EC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233EC1	3	1	-	-	3	4	60	25	75	100

Learning Objectives:

1. To enable the learners to exercise their textual scholarship in academic writing
2. To help the learners to prepare effective academic presentations

Course Outcomes

On the successful completion of the course, students will be able to:		
1	identify and define various forms of academic writing	K1
2	demonstrate a comprehensive understanding of academic skills,	K2
3	apply the ability to critically read and write academic English through various reading and writing assignments.	K3
4	apply the learnings from this course in the creation of various assignments across courses	K3
5	to communicate their interpretations of literary texts effectively	K4

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
I	1	The Writing Process- Basics of Writing, Reading: Developing Critical Approaches, Avoiding Plagiarism, Planning Essays, References and Quotations, Combining Sources, Rewriting and Proof reading	12	K1, K2	Lecture, PPT, Videos, Discussion	Evaluation through Short test, MCQ, Match the following, Open Book Test
II	1	Elements of Writing- Argument and Discussion, Cause and Effect, Comparison, Definitions, Generalisations, Problems and Solutions	12	K2, K3, K4	Lecture, PPT, Videos, Discussion, Concept Map	Short Test, MCQ, Practice Questions, Essays
III	1	Language Issues- Cohesion, Articles, Numbers, Passive and Active, Punctuation, Style, Time Markers	12	K2, K3	Lecture, PPT, Videos, Discussion, Concept Map	MCQ, True or False, Essays, Practice Questions
IV	1	Vocabulary for Writing- Approaches to Vocabulary, Abbreviations, Academic Vocabulary, Synonyms	12	K1, K3	Lecture, PPT, Videos, Discussion	Short Test, MCQ, True or False, Essays, Practice Questions
V	1	Writing Models- Literature Reviews and Book Reviews, Writing Longer Papers, Reports, Writing in Groups	12	K3, K4	Lecture, PPT, Group Discussion	Assignment, Practice Questions

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Enhances Professional Writing Skills with Precision and Accuracy

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

Activities related to Cross Cutting Issues: Oral & PPT presentations, Videos.

Assignment: Literature Reviews, Book Reviews

Seminar: Oral Presentation, Seminar Presentation, Review, Presenting Reports

Sample Questions

Part-A

1. What is an index?
2. Name the two ways in which discussions can be organised.
3. Change the following sentence into Active Voice:
Jupiter's moons were discovered by Galileo in 1610.
4. Fill in the blanks with the correct word from the bracket.
Sun spots have been known to _____ radio communication. (affect/effect)
5. Define Literature Reviews.

Part-B

6. What is the purpose of academic writing and mention its types.
7. Rewrite the following sentences with impersonal phrases.
 - a. In my opinion, working from home saves commuting time.
 - b. We suggest that you leave the building after 8pm.
 - c. I would like to note a number of things here.
 - d. I think it will rain tomorrow.
 - e. Take things slowly.
8. Fill in the blanks with appropriate time markers given in the brackets.
(by, for, ago, until, during, on)
 - a. The report must be finished _____ June 12th.
 - b. The library was opened two days _____.
 - c. The schools are usually closed _____ summer.
 - d. He worked there _____ he passed away.
 - e. She stayed in Mumbai _____ six years.
9. What are Abbreviations? Explain its types with examples.
10. Elaborate the features of report writing.

Part C

11. Why do you think Plagiarism is known as academic theft? Suggest some counter measures to avoid Plagiarism.
12. Write generalisations on the following topics.
 - a) child/noise
 - b) flowers/presents
 - c) city/pollution

- d) fresh fruit/health
- e) television/important
- f) regular training/sporting success
- g) adequate sleep/academic success
- h) creativity and skill/great art
- i) honest judges/respect for law

13. Complete the following text by inserting a/an/the (or nothing) in each gap.

Giorio Stabile, a). professor of b). history at La Sapienza university in Rome, has demonstrated that c). @ sign, now used in email addresses, was actually invented 500 years ago. Professor Stabile has shown that d). @, now e). symbol of f). internet, was first used by Italian merchants during g). sixteenth century. He claims that it originally represented h). unit of volume, based on i). large jars used to carry liquids in j). ancient Mediterranean world. He has found k). first example of its use in l). letter written in 1546 by m). merchant from Florence. n). letter, which was sent to Rome, announces o). arrival in p). Spain of ships carrying gold from South America. q). professor argues that r). @ sign derives from s). special script used by these merchants, which was developed in t). sixteenth century. According to him, u). loop around v). 'a' is typical of that style. He found w). evidence while researching x). visual history of y). twentieth century.

14. Define the following:

- i) Ambiguity
- ii) Cliché
- iii) Anecdote
- iv) Paradox
- v) Slogan
- vi) Statement
- vii) Proverb
- viii) Euphemism
- ix) Metaphor
- x) Simile

15. Write a letter in accordance to the following scenario:

You are writing a letter in reply to Mr. Bramble saying that you will attend the interview, and would like to have the interview one hour later, due to train times.

Head of the Department

Course Instructor

Dr. Alby Grace

Ms. K. B. Steffi

Department : English
Class : II BA
Title of the Course : Indian Aesthetics

Semester : III
Course Code : EU233SE1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233SE1	1	1	-	-	2	2	30	25	75	100

Learning Objectives

1. To get familiar with Indian Aesthetics and its theories.
2. To comprehend the theories associated with Indian Aesthetics

Course Outcomes

On the successful completion of the course, students will be able to:		
1	get introduced to Indian aesthetics	K1
2	understand how beauty is perceived in the ancient Indian context	K2
3	gain insight into the basic Indian Aesthetic theories	K2
4	apply the theories to art and literature	K3
5	compare Indian Aesthetics with Western Aesthetic	K4

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

Teaching Plan

Total Contact hours: 30 (Including lectures, assignments and tests)

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/Evaluation
I	1	Introduction to Indian Aesthetics: Definitions and Scope	3	K1 (R)	Lecture, Discussion	Concept explanations, Short summary or overview
	2	Historical Development of Indian Aesthetics	3	K2 (U)	Discussion, PPT	Slip test, Questioning, Seminar
II	1	Concept of Saundarya (Beauty) in Indian Thought	3	K1 (R)	Lecture, Discussion	Group Discussion
	2	Saundarya Sastra: The Science of Beauty	3	K2 (U)	Discussion, PPT	Assignment
III	1	Beauty in Vedic and Upanishadic Literature	3	K1 (R)	Lecture, Discussion	Concept explanations, Short summary or overview, Literary analysis
	2	Beauty in Classical Sanskrit Literature	3	K2 (U)	Discussion, PPT	Poster Presentation
IV	1	Introduction to Rasa Theory	3	K1 (R)	Lecture, Discussion	Concept explanations, Short summary or overview

	2	Dhvani Theory: Meaning and Significance	3	K2 (U)	Discussion, PPT	Role play on rasas
V	1	Concept of Art in Indian Philosophy	3	K1 (R)	Lecture, Discussion	Concept explanations, Short summary or overview
	2	Indian Art and Its Relation to Religion and Society	3	K2 (U)	Discussion, PPT	Project on Indian art

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

Activities (Em/SD): Peer Teaching

Assignment: Skill Development: 1. Analyze excerpts from Vedic, Upanishadic and Classical Sanskrit literature for their depiction of beauty.

Last date for submission: 19.08.2024

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

1. Create projects exploring the relationship between Indian art, religion, and society, including interviews with local artists or art historians.

Seminar begins from 02.09.2024 to 30.09.2024

Sample Questions

Part A

1. How is beauty perceived in Indian culture?
As a holistic approach to aesthetics
As a materialistic concept
As a temporary phenomenon
As solely physical appearance
2. In what art forms did Indian aesthetics find expression besides performance arts?

Drama and poetry

Dance and music

Music and literature

Sculpture, painting, and architecture

Part B

1. How does the concept of rasa in Indian aesthetics influence the emotional experience of the audience?
2. In what ways does Rasa contribute to the idea of beauty in Indian aesthetics?

Part C

1. How does Classical Sanskrit Literature emphasize inner beauty as true beauty?

Head of the Department

Dr. Alby Grace

Course Instructor

Dr. Sathya

Dr. Annie Divya Mahisha

Department : English
Class : III B.A English
Title of the Course : Core V: Shakespeare
Semester : V
Course Code : EC2041

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EC2041	4	-	-	4	4	60	25	75	100

Objectives

1. To analyse thematic and stylistic features of Shakespeare's texts.
2. To understand the universal appeal of Shakespeare.

Course Outcomes

CO	Upon completion of this course, the students will be able to:	PSO Addressed	Cognitive Level
CO - 1	evaluate the versatile writings of Shakespeare	PSO-2	E
CO - 2	analyse the poetic style of Shakespeare's sonnets.	PSO-2	An
CO - 3	gain deep insight into the literary devices used by Shakespeare	PSO-2	U
CO - 4	analyse the characterisation, plot, themes and dramatic and poetic techniques in Shakespearean plays	PSO-3	An

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Sonnets 67,80,102,117,126,136,141,147,149,152	8	K2(An)	Lecture using Chalk and talk ,Introductory session, Peer tutoring, Lecture using videos, Demonstration,	Evaluation through short test, MCQ, True/False, Short summary or overview
	2.	A Mid Summer's Night Dream	9	K4 (An)	Lecture, PPTs, Mind map, Videos, Web diagram, Demonstration Blended Learning, Flipped Classroom	Short test, MCQ, Enactment, Evaluation, Seminars,
	3.	<i>Othello</i>	9	K4(An)	Research based analysis. Lecture using videos, Screening of movies.	Suggest idea with examples, Analysis of the dramatic techniques, Testing of Narrative skills and Oratory Skills, Enactment, Summary, and Evaluation through tests
	4.	Julius Caesar	9	K4 (An)	Lecture, PPTs, Mind map, Videos, Web diagram, Demonstration Blended Learning, Flipped Classroom	Analysis of the techniques, Narrative Techniques, Role Play
	5.	1) Is Man no more than this? Shakespeare' ideas on	10	K4 (An)	Lecture using power point slides, Videos.	Critical appreciation of the essays,

	<p>Skepticism, Doubt, Stoicism, Pessimism, Misanthropy</p> <p>2) Hold the Mirror Up to Nature- Shakespeare's ideas on Writing and Acting</p> <p>3) Here Our play has ending Ideas of closure in the Late Plays</p>			<p>Explaining other critical essays on Shakespeare.</p>	<p>Summary and Evaluation through tests.</p>
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Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em / En/SD): Skill Development.

Development of Enacting Skills, Narrative and Comprehensive Skills

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

Activities related to Cross Cutting Issues

Group Discussion on Portrayal of Women characters in the Shakespearean plays

Enactment of scenes from the prescribed plays.

Assignment: Enactment of Scenes from the Play

Seminar Topics:

Poster Presentation & Paper presentation on the following topics

1. Shakespeare, the Dramatist
2. Shakespeare's Theatre
3. Shakespeare's Audience
4. Sources of Shakespearean Dramas
5. Themes of Shakespeare
6. The Tragedies of Shakespeare
7. The Comedies of Shakespeare
8. The tragicomedies of Shakespeare
9. The Roman Histories of Shakespeare
10. Hamartia in Shakespearean dramas
11. Opening Scenes
12. Supernatural Elements
13. Dual hero Concept in Shakespeare
14. Dramatic Unities

15. Catharsis in Shakespearean dramas
16. Soliloquies in Shakespeare
17. Shakespearean Sonnets
18. The Dark Lady of Shakespearean Sonnets
19. The Fair Youth of Shakespearean Sonnets
20. The Last Plays of Shakespeare
21. The Psychology Behind the Tragic Incidents
22. Theories deployed in Shakespearean Dramas
23. Fools in Shakespeare
24. Techniques observed in Shakespearean Dramas
25. Cross Gender Interference
26. Racism in Shakespeare
27. Historic Events as repleted in Shakespeare
28. Shakespeare's Style
29. Symbolism in Shakespeare
30. Elizabethan England in Shakespeare
31. Revenge in Shakespeare
32. Psychology in Shakespeare

Sample Questions

Part A

- 1) Identify the fair youth.
- 2) Complete the line: 'Love looks not with the eyes, but with the...'
- 3) What is the green eye'd monster according to Shakespeare?
- 4) Who stabs Caesar finally.
- 5) Identify one of Shakespeare's characters with whom he himself could be identified

Part B

- 6) Discuss the dark lady of Shakespeare
- 7) What was the strange law in Athens?
- 8) Sketch the character of Iago
- 9) How does Cassius die? ...
- 10) Discuss the conventional usage of nature with reference to the essay "Is Man no more than this?"

Part- C

- 11) Enumerate the ideas as repleted in Shakespeare's sonnets.

12) Illustrate the multiple relations in *A Midsummer Night's Dream*

13) Write an essay on the opening scene of the play *Othello*

14) Analyse *Julius Caesar* as Roman Tragedy

15) Analyse the closure technique of the Shakespearean plays with reference to the prescribed essays.

Head of the Department

Dr. Alby Grace

Course Instructors

Ms.Fransta Dharshana

Dr. R. Abilasha

Department : English
Class : III B.A English
Title of the Course : Core: Women's Writing in English
Semester : V
Course Code : EC2052

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EC2052	6	-	-	5	6	90	30	70	100

Objectives

- To acknowledge the shared experience of women across the world.
- To understand the thematic and narrative techniques used by women writers.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	know some of the issues, themes, and narrative strategies of women's literature	PSO - 2	U
CO-2	rethink traditional roles and images of women	PSO - 3	An
CO-3	ascertain patterns of women's self-discovery and self-assertion.	PSO - 3	An
CO-4	employ literature to analyze issues and answer questions relating to women's experience and socio-cultural dimensions	PSO - 3	An

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Chimamanda Ngozi Adichie: <i>We should all be feminist</i>	6	K2(U)&K4(An)	Introduction with Ppt, Interactive analytical Lecture with TEDTalk video of the author, Group Discussion and debate	Evaluation through short test, MCQ, Short essays, Concept explanations, Short summary
	2.	Alice Walker: <i>In Search of our Mother's Garden</i>	7	K2(U)&K4(An)	Interactive lecture, Group Discussion, Debate	Oral and written tests, Quiz
II						
	1.	Gwendelyn Brooks: "Sadie and Maud"	5	K2(U)&K4(An)	Interactive analytical Lecture with Ppt, Discussion	Quiz, questions, Analysis, assignment
	2.	Sylvia Plath : "The Moon and the Yew Tree"	5	K2(U)&K4(An)	Interactive analytical Lecture with Ppt, Discussion	Quiz, questions, Analysis, assignment
	3.	Anne Sexton: "Her Kind"	5	K2(U)&K4(An)	Interactive analytical Lecture with Ppt, Discussion	Quiz, questions, Analysis, assignment
	4.	Kamala Das: "Introduction"	5	K2(U) & K4(An)	Lecture, analysis, group discussion	Quiz, questions, Analysis, assignment
	5.	Judie Grahn: "The Common Women Poems, II. Ella, in a	5	K2(U) & K4(An)	Lecture, analysis, group discussion	Class test, analysis, interaction, quiz

		square apron, along Highway 80 “				
III	1.	Charlotte Perkins Gilman: The Giant Wisteria	6	K2(U) K4(An)	Lecture. Analysis, interpretation, videos	Quiz, short answers, debate
	2.	Ambai : In a Forest, a Deer	6	K2(U) K4(An)	Lecture, analysis, role play, debate	Narration, quiz, class test, assignment
	3.	Kate Chopin : Desiree’s Baby	6	K2(U) K4(An)	Lecture, analysis, role play, interpretation	Quiz, assignment, short answers
	4.	Zora Neale Hurston : Sweat	6	K2(U) K4(An)	Lecture, video, analysis, role play, debate	Quiz, short answers, assignment, dramatization
	5.	Amy Tan : Rules of the Game	6	K2(U) K4(An)	Lecture, role play, debate	Assignment, dramatization, class test
IV		Fiction				
		Chitra Banerjee Divakaruni : <i>Oleander Girl</i>	13	K2(U) & K4(An)	Lecture, Textual analysis, discussion, group discussion	MCQ, oral quiz, Q&A
V		Drama				
		Susan Glaspell : <i>Trifles</i>	12	K2(U) & K4(An)	Role Play, textual analysis, discussion	MCQ, oral quiz, Q&A

Course Focussing on Employability/ Entrepreneurship/ Skill Development : Employability

Activities (Em/ En/SD): Peer Teaching

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

Activities related to Cross Cutting Issues : Poster making on “Feminist Writing and Human Values” and Paper presentation on Eco Feminism.

Assignment : Feminist Poetry: An Overview

Seminar Topic: Themes and Techniques in *Oleander Girls* and *Trifles*.

Sample Questions

Part A

1. What does Alice Walker say about black women?
2. What kind of poetry did Kamala Das write?
3. Who is Thangam Athai and what is her role in the story?
4. What is the age of Korobi?
5. List out the main characters in the play 'Trifles.'

Part B

1. What is the central idea of Adichie's speech?
2. Analyse the character of the woman portrayed in "Ella, in a square apron, along Highway 80."
3. Write about the washer woman and her unemployed husband in the story 'Sweat.'
4. Discuss the complex nature of Korobi's character.
5. Bring out the character sketch of Minnie Wright.

Part C

1. Elaborate the main themes in *In Search of Our Mother's Gardens*.
2. Explain how the feminine sensibility is portrayed in the prescribed poems by the poets.
3. Bring out the mother daughter relationship in the story "Rules of the Game."
4. Write an essay on the major themes of *Oleander Girl*.
5. Critically analyse the play *Trifles*.

Head of the Department

Dr. Alby Grace

Course Instructors

Ms. Judes Jalaja
Ms. Fransta Dharshana

Department : English (Aided)
Class : III BA English Literature
Title of the Course : Major Core: VII: English Language Teaching
Semester : V
Course Code : EC2053

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To understand the essential concepts of English language teaching
2. To become familiar with the methods of teaching LSRW skills

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand the key concepts and terms in ELT	PSO - 1	U
CO-2	compare and contrast the various methods and approaches of teaching and learning English	PSO - 3	Ev
CO-3	discuss the basic concepts of language and explain the process of learning English	PSO - 3	An
CO-4	design the lesson plan and prepare the critical analysis of tests and techniques	PSO - 1	An
CO-5	remember and understand the general concepts of language and the various techniques of teaching and testing	PSO - 3	R

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Introduction Key concepts in English Language Teaching - ESL, EPL, EST, ELF, LAD	6	K1-R	Introductory session, Mind mapping, Peer tutoring, Lecture using PPT, Review	Evaluation through Short summary or overview
	2.	Dictionary of ELT terms - Learning Vs Acquisition	3	K1- R	Lecture using Chalk and talk , Mind mapping, Peer tutoring, Lecture using PPT, Review	Simple definitions, MCQ
	3.	Competence Vs Performance	3	K1-R	Lecture using Chalk and talk , Mind mapping, Review	Objective type questions, short essays
	4.	Comprehensible Input, Comprehensible Output,	6	K1- R	Lecture using Chalk and talk , Mind mapping, Peer tutoring, Lecture using PPT, Review	Simple definitions, MCQ
II						
	1.	Methods of Language Teaching The Grammar Translation Method	3	K4-An	Lecture using PPT, Mind mapping, Peer tutoring	Evaluation through Short summary or overview
	2.	The Direct Method	3	K1-R	Lecture using Chalk and talk	Simple definitions, MCQ
	3.	The Audio-Lingual Method	3	K2- U	Mind mapping, Lecture using PPT	Objective type questions, short essays
	4.	The Reading Method	3	K2- U	Lecture using Chalk and talk , Mind mapping, Peer tutoring	Simple definitions, MCQ

	5.	The Bilingual Method	3	K2- U	Lecture using Chalk and talk , Mind mapping, Review	Objective type questions, short essays
	6.	Communicational Teaching	3	K2- U	Lecture using Chalk and talk , Mind mapping, Review	Objective type questions, short essays
III						
	1.	Approaches to Language Teaching The Structural - Oral - Situational Approach	5	K4-An	Lecture using PPT, Group Discussion, Mind mapping	Evaluation through Short summary or overview
	2.	The Silent Way	4	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Simple definitions, MCQ
	3.	Community Language Learning	3	K1-R	Lecture using PPT, Group Discussion, Mind mapping	Objective type questions, short essays
	4.	Suggestopedia	3	K2- U	Lecture using Chalk and talk , Mind mapping, Peer tutoring	Simple definitions, MCQ
	5.	Total Physical Response	3	K2- U	Lecture using Chalk and talk , Mind mapping, Review	Objective type questions, short essays
IV						
	1.	Techniques of Teaching English Techniques of Teaching Listening and Speaking	4	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Evaluation through Short summary or overview
	2.	Techniques of Teaching Reading and Writing	4	K5-E	Lecture using PPT, Group Discussion, Mind mapping	MCQ, True/False, Short essays
	3.	Integrating Skills	4	K1-R	Lecture using PPT, Group Discussion, Mind mapping	MCQ, True/False, Short essays

	4.	Techniques of Teaching Grammar	3	K2- U	Lecture using Chalk and talk , Mind mapping, Peer tutoring	Simple definitions, MCQ
	5.	Techniques of Teaching Vocabulary	3	K2- U	Lecture using Chalk and talk , Mind mapping, Review	Objective type questions, short essays
V						
	1.	Teaching Aids and Testing The Blackboard - Pictures -Realia	6	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Evaluation through Short summary or overview
	2.	The language laboratory	6	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Simple definitions, MCQ
	3.	Video - Television – Testing	6	K5- E	Lecture using PPT, Group Discussion, Mind mapping	Simple definitions, MCQ

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

Activities (Em/ En/SD): Teaching Plan Preparation

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

Activities related to Cross Cutting Issues : Lesson Plan

Assignment : Preparation of Lesson Plan

Seminar Topic: The Blackboard, Pictures, Realia, The language laboratory, Video, Television, Testing

Sample Questions

Part A

1. What is important as giving Comprehensible Input? (U)
2. Who developed the Monitor Theory?(R)
3. The term ‘Situational Approach’ was used by----- . (R)
4. In grammar-translation method, grammar is taught _____. (R)

5. Name the first state in India, which agreed to use the S-O-S approach for the teaching of English as a Second Language.(U)
6. ASTP was established in the year_____.(R)
7. Blank- filling is an effective method to teach _____. (U)
8. Pronunciation is a sub-skill of _____. (U)
9. Name any two teaching aids. (R)

Part B

1. Define the term ELF.(R)
2. Define the term LAD. (R)
3. Assess the main features of the audiolingual method. (E)
4. Analyse the techniques used in the S-O-S approach . (An)
5. Analyse the Characteristics of The Silent Way. (An)
6. Demonstrate intensive/ in-depth reading. (U)
7. Evaluate the role of Realia as an effective teaching aid.(E)
8. Evaluate the importance of language laboratory as a teaching aid in teaching a foreign language. (E)

Part C

1. Explain Comprehensible Input and Comprehensible Output. (U)
2. Construct a classroom simulation employing the direct method. (C)
3. Justify the use of tape recorder as an important aid in CCL. (E)
4. Justify the use of tape recorder as an important aid in CCL. (E)
5. List out the various techniques used to teach vocabulary. (An)
6. Identify the criteria for using the Blackboard as an effective teaching aid. (Ap)
7. Identify the merits and demerits of using television as an audio visual aid.(AP)

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. Anishya Dani

Department : English
Class : III B.A English
Title of the Course : Major Core VIII: Introduction to Literary Theories
Semester : V
Course Code : EC2054

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EC2054	5	1	-	5	6	90	25	75	100

Objectives

- To introduce to the students, major literary theories / theorists.
- To develop a sense of critical reading of literary texts.
- To analyse a text critically and apply different theories to different texts.

Course Outcomes

CO	Upon Completion of this course, the students will be able to:	PSOs Addressed	CL
CO-1	understand the key concepts of literary theories.	PSO - 2	U
CO-2	apply relevant theoretical arguments to various literary texts.	PSO - 2	Ap
CO-3	analyse the plurality of meanings beyond the limits of the author's intention.	PSO - 2	An
CO-4	evaluate how literary texts encode or subvert ideas about class, race and gender.	PSO - 3	E
CO-5	understand the contribution of select theorists	PSO - 3	C

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Structuralism and Semiotics- Introduction	3	K2(U)	Lecture using Chalk and talk	Evaluation through test
	2.	Saussure and Barthes	3	K2(U)	Lecture using PPT	MCQ
	3.	Levi Strauss	3	K3(Ap)	PPT	Factuals
	4.	Semiotics	3	K4(An)	Demonstration	Class Test
	5.	Concept of Difference	3	K5(E)	Lecture	Critiquing
II	1.	Poststructuralism- Introduction	3	K6(C)		Discussion
	2.	Making Sense and Logocentrism	2	K3(A)	Demonstration	Slip Test
	3.	The Signifier and the Signified	4	K4(An)	Lecture	True/False, MCQ
	4.	Deconstruction, Desire	3	K6(C)	PPT	Short Essay
	5.	Enigma	3	K4(An)	Chalk and Talk	Critical Essays
III	1.	Psychoanalysis- Introduction and Oedipus Complex	6	K3(Ap)	Lecture	Factuals
	2.	Jacques Lacan	3	K2(U)	PPT	MCQ
	3.	Critics of Psychoanalysis	3	K3(Ap)	PPT	Discussion
	4.	Alienation and Separation	3	K5(Ev)	Demonstration	Essays
IV	1.	Feminism- Introduction	3	K2(U)	Lecture	Class Test
	2.	Dual Systems Theory, Object Relations Theory	3	K4(An)	PPT	Slip Test
	3.	Dual Parenting and Postmodernism	3	K3(Ap)	Chalk and Talk	Short Essays
	4.	Ecriture Feminine and French Feminists	6	K6(C)	Demonstration	Comparative Essays
V	1.	Race and Postcoloniality- Introduction	3	K2(U)	Lecture	MCQ
	2.	Race	3	K3(Ap)	PPT	Factuals
	3.	Postcoloniality	3	K3 (Ap)	PPT	Short Essays
	4.	Appiah's Model and Conclusion	6	K6 (C)	Demonstration	Critical Essays

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

Activities (Em/ En/SD): Album Making, Model Making

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

Activities related to Cross Cutting Issues: Exhibition on Gender Equity, Model Making

Assignment: Critically analyse a literary piece applying Freud's Psychoanalytic Theory.

Sample Questions

Part A

1. Define Structuralism.
2. What is a signifier?
3. Define Mirror Stage.
4. What is Ecriture Feminine?
5. _____ comes to proclaim the death of national literature.

Part B

1. Explain Semiotics with suitable instances.
2. Demonstrate the concepts of signifier and signified.
3. Unveil the concept of Desire in Psychoanalysis.
4. Write the contribution of the French feminists to Feminism.
5. Bring out the significance of Amokko's classification of Race.

Part C

1. Explain Kate McGowan's views of Structuralism and Semiotics.
2. Explain the concept of Deconstruction with examples.
3. Excavate the psychoanalytic thoughts of Sigmund Freud.
4. Write a detailed note on Hekman's Feminism.
5. How does Postcoloniality differ from Race?

Head of the Department

Dr. Alby Grace

Course Instructor

Ms. A. R. Jemi