

**Holy Cross College (Autonomous), Nagercoil Kanyakumari District, Tamil Nadu.**  
**Accredited with A<sup>++</sup> by NAAC - V cycle – CGPA 3.53**

Affiliated to  
**Manonmaniam Sundaranar University, Tirunelveli**



**DEPARTMENT OF ENGLISH LITERATURE SF**



**PG TEACHING PLAN**

**ODD SEMESTER 2025-2026**

## DEPARTMENT OF ENGLISH LITERATURE SF



### **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)**

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

### Programme Outcomes (POs)

<b>Pos</b>	<b>Upon completion of M.A./MSW Degree Programme, the graduates will be able to:</b>	<b>Mapping with PEOs</b>
<b>PO1</b>	enhance in-depth learning by using innovative technological sources.	<b>PEO1</b>
<b>PO2</b>	design and undertake individual research which will contribute to the future ideological and societal development	<b>PEO1, PEO2 &amp; PEO3</b>
<b>PO3</b>	integrate various theories and methodologies relating to social and environmental contexts.	<b>PEO2</b>
<b>PO4</b>	excel in competitive examinations, face interviews and handle real life situations.	<b>PEO2 &amp; PEO3</b>
<b>PO5</b>	articulate critically to address the emerging national and global challenges with an ethical outlook.	<b>PEO1, PEO2 &amp; PEO3</b>
<b>PO6</b>	perform with professionalism and team spirit and exhibit leadership, communication and managerial skills.	<b>PEO2 &amp; PEO3</b>
<b>PO7</b>	learn independently for lifelong executing professional, social and ethical responsibilities leading to sustainable development	<b>PEO3</b>

### Programme Specific Outcomes (PSOs)

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

**SEMESTER I**  
**CORE COURSE I: ENGLISH POETRY**

**Department** : English SF  
**Class** : I M.A English  
**Title of the Course** : Core 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 21<sup>st</sup> Century.
2. To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.

**Course Outcomes**

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

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

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
<b>I</b>	<b>Middle English Poetry</b> Geoffrey Chaucer: The General Prologue; Pardoner, The Nun, Doctor, Friar								
	1	Historical and Literary Background	4	1	K1(R) K2(U) K3(Ap)	Lecturing (Traditional); Active Learning; Inquiry-based learning; Flipped Classroom	Think Pair Share, Discussions, Debates, brainstorming, Formulating questions, Q&A with instructor	YouTube Lectures, NPTEL Lectures	Quick scenario analysis - Oral Presentation, Quiz, CIA I
	2	Language and Form in the General Prologue	2		K1(R) K2(U) K3(Ap) K4(An)	Lecturing (Traditional); Active Learning	Think Pair Share	Udemy Lectures	Quiz, CIA I
	3	Character Study – Pardoner and Friar	4	1	K1(R) K2(U) K3(Ap) K4(An) K5 (Ev)	Lecturing (Traditional); Active Learning; Inquiry-based learning	Role Play, Group Debate: Who is more corrupt – The Pardoner or the Friar?	Librivox & Interactive PPT	Open Book Test (Characters), Satire analysis Chart, Quiz, CIA I
	4	Character Study – The Nun (Prioress) and The Doctor	4		K1(R) K2(U) K3(Ap) K4(An) K5 (Ev)	Lecturing (Traditional); Active Learning; Inquiry-based learning	Role Play	Librivox & Interactive PPT	Jigsaw Puzzle, Satire analysis chart, Open Book Test, CIA I

	5	Creative and Critical Engagement	4	1	K5 (Ev) K6 (Cr)	Active Learning; Project Based Learning; Reflective Pedagogical Approach	Peer feedback on reflections	-	Reflective Journaling, Role play on one of the characters, CIA I
<b>II</b>	<b>Elizabethan Poetry</b> Edmund Spenser: Epithalamion John Donne: A Valediction: Forbidding Mourning, The Canonization								
	1	Historical, Literary and Biographical Context	3	1	K1(R) K2(U) K3(Ap)	Lecturing (Traditional); Active Learning; Inquiry-based learning; Flipped Classroom	Think Pair Share, Discussions, brainstorming, Formulating questions, Q&A with instructor	YouTube Lectures, NPTEL Lectures	Quick scenario analysis - Oral Presentation, Quiz, CIA I
	2	Form, Imagery and Classical allusions in <i>Epithalamion</i>	4		K1(R) K2(U) K3(Ap) K4(An)	Lecturing (Traditional); Active Learning	Think Pair Share	Udemy Lectures	Quiz, CIA I
	3	Metaphysical conceits, tone and structure of John Donne's <i>A Valediction: Forbidding Mourning</i>	4	1	K1(R) K2(U) K3(Ap) K4(An)	Lecturing (Traditional); Active Learning; Inquiry-based learning	Formulating questions, discussing research insights	NPTEL Lectures, YouTube Lectures; JSTOR Articles	<b>Short Group Presentation , MCQs, CIA I</b>
	4	Argumentative Structure, irony, paradox and poetic voice in John Donne's <i>Canonization</i>	4	1	K4(An) K5 (Ev)	Lecturing (Traditional); Active Learning	Think-pair-Share; Brainstorming	Udemy lecture	<b>CIA I</b>
	5	Thematic and Stylistic comparison and Critical Reflection	3		K4(An) K5 (Ev)	Active Learning; Project Based Learning; Reflective Pedagogical	Peer feedback on reflections	YouTube Lectures	<b>Panel Discussion, Creative Project; Reflective Journal;</b>

[illegible]

IV	<b>Eighteenth Century Poetry</b> John Dryden - <i>Absalom and Achitophel</i> (Lines 150-476) Thomas Gray - <i>Elegy Written in a Country Churchyard</i> William Wordsworth - <i>Tintern Abbey</i> <i>Robert Burns - Holy Willie's Prayer, Auld Lang Syne</i>								
	1	Historical and Literary context	3	1	K1(R) K2(U) K3(Ap)	Lecturing (Traditional); Active Learning; Inquiry-based learning; Flipped Classroom	Think Pair Share, Discussions, brainstorming, Formulating questions, Q&A with instructor	YouTube Lectures, NPTEL Lectures	Quick scenario analysis - Oral Presentation, Quiz, CIA II
	2	Satire and Politics in Dryden's <i>Absalom and Achitophel</i>	4		K1(R) K2(U) K3(Ap) K4 (An)	Lecturing (Traditional); Active Learning	Think Pair Share	JSTOR articles	<b>Character Mapping (Absalom, Achitophel, David), Debate: Was Dryden defending or Critiquing monarchy? Quiz, CIA II</b>
	3	Meditation and Mortality – Gray's <i>Elegy</i> & Burns's <i>Holy Willie's Prayer</i>	4	1	K4(An) K5 (Ev)	Lecturing (Traditional); Active Learning	Think-pair-Share; Brainstorming	Udemy lecture; JSTOR articles.	<b>Visual Mapping of Gray's Poem; Dramatic Reading of Burn's Poem; Quiz, CIA II</b>
	4	Nature, Memory, and Emotion – Wordsworth's <i>Tintern Abbey</i>	4		K4(An) K5 (Ev)	Lecturing (Traditional); Active Learning	Formulating questions, discussing research insights	Udemy Lecture	<b>Nature Collage:</b> Imagery in <i>Tintern Abbey</i> . <b>Essay Prompt:</b> Nature as a



									Moral Guide to Wordsworth. Quiz; CIA II
	5	Tradition, Identity and Synthesis – Burns’s <i>Auld Lang Syne</i> and Thematic Comparison	3	1	K4(An) K5 (Ev)	Lecturing (Traditional); Active Learning Inquiry-based learning	Formulating questions, discussing research insights	Udemy Lecture	Quiz; CIA II
V	<b>Modern Poetry</b> <b>Rupert Brooke – <i>The Solider</i></b> <b>Wilfred Owen – <i>Anthem for Doomed Youth</i></b> <b>W.H Auden – <i>Elegy on the death of W.B Yeats; Musse des Beaux Arts</i></b> <b>Dylan Thomas – <i>Do Not Go Gentle Into That Night, Poem in October</i></b> <b>Philip Larkin – <i>Whitsun Weddings</i></b> <b>Ted Hughes – <i>Hawk Roosting; Life after Death</i></b> <b>Seamus Heaney – <i>Digging</i></b> <b>Carol Ann Duffy – <i>Standing Female Nude</i></b> <b>Eavan Boland - <i>Achilles Woman</i></b>								
	1	Contexts of Modern Poetry (WWI, WWII, post-war Britain, Feminism, Postcolonialism)	3	1	K1(R) K2(U) K3(Ap)	Lecturing (Traditional); Active Learning; Inquiry-based learning; Flipped Classroom	Think Pair Share, Discussions, brainstorming, Formulating questions, Q&A with instructor	YouTube Lectures, NPTEL Lectures	Quick scenario analysis - Oral Presentation, Quiz, CIA II
	2	Poetry of War and Loss Focus: Poems of Rupert Brooke, Wilfred Owen & W.H. Auden	4		K1(R) K2(U) K3(Ap) K4 (An)	Lecturing (Traditional); Active Learning	Think Pair Share	Udemy Lectures	<b>Group Reading and Tone Analysis; Compare Owen and Brooke : Patriotic versus anti-war Perspectives CIA II</b>

	3	Personal Reflection and Resistance Focus: Poems of Dylan Thomas, Seamus Heaney & Philip Larkin	4	1	K1(R) K2(U) K3(Ap) K4 (An) K5 (Ev)	Lecturing (Traditional); Active Learning	Think-pair-Share; Brainstorming	Udemy lecture; JSTOR articles.	<b>Group Discussion: Generational legacy in <i>Digging and Whitsun Weddings</i> CIA II</b>
	4	Power, Gender and the Body Focus: Ted Hughes, Carol Ann Duffy, Eavan Boland	4		K4(An) K5 (Ev)	Lecturing (Traditional); Active Learning	Think-pair-Share; Brainstorming	Udemy lecture	<b>CIA II Dramatic Reading; Group Presentation</b>
	5	Synthesis and Interpretation Focus: Thematic Connections, Critical Engagement and Creative Application	3	1	K4(An) K6 ©	Reflective Pedagogical Approach	Peer feedback on reflections	-	<b>Panel Discussion; Reflective Journal; CIA II</b>

**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 on or before 01-09-2025

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

**Sample questions (minimum one question from each unit)**

**Part A**

1. Name the four orders of Friars in England at the time of Chaucer. **CO1 K1**
2. In “A Valediction: Forbidding Mourning,” separation between the lovers is compared to a \_\_\_\_\_. **CO2 K2**
  - 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. **CO2 K1**
4. The plowman homeward plods his weary way. The figure of speech in the above line is .. **CO2 K2**
  - a. Oxymoron
  - b. Antithesis
  - c. Transferred Epithet
  - d. Pun
5. Who is the speaker in the poem "The Soldier"? **CO3 K2**
  - 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. **CO3 K3**
2. Explain how Spenser uses imagery of nature in Epithalamion to celebrate the union of Elizabeth Boyle and Edmund Spenser. **CO2 K4**
3. What are some of the ways that you can apply the message in “To His Coy Mistress” to your own life? **CO5 K3**
4. What are some of the themes that are explored in Elegy Written in a Country Churchyard? **CO2 K2**
5. Discuss the poem “Hawk Roosting” as a comment on human society. **CO5 K4**

### **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? **CO3 K5**
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. **CO2 K4**
3. Satan's soliloquy in Milton's *Paradise Lost* Book IX contributes to the understanding of the conflict between good and evil - Elucidate. **CO4 K2**
4. Discuss *Absalom and Achitophel* by John Dryden as a political allegory. **CO4 K4**
5. Analyse Auden's "In Memory of W.B. Yeats" as an elegy. **CO3 K4**

Head of the Department

Ms. J. Maria Prabina Sackaria

Course Instructors

Dr. Jebamalar. E

## SEMESTER I

### CORE COURSE II: ENGLISH DRAMA

**Department** : English SF  
**Class** : I M.A English  
**Title of the Course** : Core II: English Drama  
**Semester** : I  
**Course Code** : EP241CC2

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

#### Learning Objectives:

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

#### Course Outcomes

On the successful completion of the course, student will be able to:		
1	appraise various aspects of drama and theatre	K5
2	identify drama and performance as a cultural process and an artistic discourse	K4
3	evaluate plot structure, characterization and dialogue	K5
4	interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages	K4
5	examine the features of Modern and Postmodern British Drama	K4

K4 - Analyze; K5 - Evaluate

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
<b>I</b>									
	1	Miracle Plays	2	1	K4(An)	Inquiry-based approach, Context based, Flipped Classroom, Constructivist Learning	Peer Learning, Group Discussion, Assignments, Blended Learning, Think Pair Share, Discussion	Interactive PPT, YouTube Lectures, NPTEL Lectures	Surprise Test, Oral Presentation, Quiz, CIA I
	2	Morality Plays	2		K4(An)	Inquiry-based approach, Context based, Flipped Classroom, Constructivist Learning	Peer Learning, Mind Map, Debates, Brainstorming	NPTEL Lectures, Simulations, YouTube Lectures, Interactive PPT	Assignment on Morality Plays, Slido Quiz, CIA I
	3	<i>Everyman</i>	3	1	K4(An)	Constructivism, integrative teaching, Simulation, Concept Mapping	Peer Learning, Group Discussion, Assignments, Blended Learning, Role Play,	YouTube Lectures, NPTEL Lectures, Interactive PPT	Open Book Test(Character s), Quiz, CIA I
	4	The Senecan Tragedy	2		K4(An)	Inquiry-based approach, Context based, Flipped Classroom, Constructivist Learning	Peer Learning, Group Discussion, Assignments, Blended Learning	Video Lectures, YouTube Lectures, Interactive PPT	Peer Testing, Open Book Text, CIA I

						t Learning			
	5	Revenge Tragedy	3	1	K4(An)	KWL, Integrative Teaching, Embodied Learning	Peer Learning, Mind Map, Debates, Brainstorming	Video Lectures, Interactive PPT	MCAs, Open Book Exam Questions, CIA I
	6	Thomas Kyd: <i>The Spanish Tragedy</i>	3		K4(An)	KWL, Integrative Teaching, Embodied Learning	Demonstrating Concepts, Peer Learning, Group Discussion, Assignments, Blended Learning, Role Play	NPTEL Lectures, Simulations, YouTube Lectures, Interactive PPT	Seminar, Oral Presentation, Quiz, CIA I
II									
	1	Theatres, Theatre groups, Audience, Actors and Conventions	3	1	K4(An)	Simulations, Concept Mapping, Flipped Classroom	Peer Instruction, Blended Learning	NPTEL Lectures, Simulations, YouTube Lectures	Poster Presentation, Oral Presentation, Quiz, CIA I
	2	Tragedy	3		K4(An)	Inquiry-Based Learning, Historical Approach, Lecture Method	Think-Pair-Share, Group Discussion	NPTEL Lectures, YouTube Lectures	Assignment on Elements of Tragedy, Quiz on Famous Tragedians, CIA I
	3	Comedy	3	1	K4(An)	Socratic Questioning, Flipped Classroom	Group Work, Peer Teaching	NPTEL Lectures, YouTube Lectures	Mind Map of Comic Elements, Short Group Presentation, MCQs, CIA I

	4	Christopher Marlowe: <i>The Jew of Malta</i>	3	1	K5(C)	Context-Based Learning, Simulation, Character Analysis	Role Play, Group Projects	YouTube Lectures, e-Books	Written Assignment (Barabas as a Machiavellian figure), Role Play, Oral Questioning, CIA I
	5	Ben Jonson: <i>Volpone</i>	3		K5(C)	Integrative Teaching, Conceptual Approach, Analytical Reading	Seminar, Think Aloud Strategy,	NPTEL Lectures, YouTube Lectures	Theme-based Quiz, Character Analysis Chart, Group Discussion, CIA I
III									
	1	John Webster	3	1	K4(An)	Constructivism, integrative teaching, Simulation, Concept Mapping	Flipped Classroom, Peer Teaching, Group Discussion, Assignments, Blended Learning, Role Play,	Video Lectures, Interactive PPT	Assessment on White Devil, Conceptual MCQs, CIA II
	2	John Webster: <i>The White Devil</i>	3		K5(C)	Conceptual Approach, Application-Based Teaching	Socratic Questioning, Peer Explanations, Group Discussion, Assignments, Blended Learning, Role Play	YouTube Lectures, NPTEL Lectures, Interactive PPT	Written exam(Themes in White Devil), Quiz, CIA II
	3	John Webster: <i>The White Devil</i>	3	1	K5(C)	Inquiry-Based Learning, Flipped	Simulations, Concept Mapping, Flipped	YouTube Lectures, NPTEL Lectures,	Group Discussion, Slip Test, Oral/Viva



						Classroom, Peer Teaching	Classroom	Interactive PPT	Test CIA II	
	4	Thomas Middleton:	3				KWL, Integrative Teaching, Embodied Learning	Inquiry-Based Learning, Flipped Classroom, Peer Teaching	Video Lectures, Interactive PPT	Written Test, CIA II
					1					
	5	Thomas Middleton: <i>A Game at Chess</i>	3		K5(C)	Constructivis m, integrative teaching, Simulation, Concept Mapping	Concept Mapping, Flipped Classroom, Peer Teaching	Video Lectures, Interactive PPT	Oral/Viva Test CIA II	
IV										
	1	William Congreve	3	1	K4(An)	Historical Analysis, Lecture Method, Contextual Approach	Group Discussion, Timeline Creation, Assignments, Blended Learning, Role Play,	YouTube Lectures, NPTEL Lectures	Character Analysis Worksheet, Timeline Creation, Short Essay (Restoration Comedy), Oral Questioning, CIA II	
	2	William Congreve: <i>The Way of the World</i> J.M. Synge: <i>The Playboy of the Western World</i>	3	1	K5(C)	Comparative Literature Approach, Inquiry- Based Learning	Peer Learning, Group Discussion	NPTEL Lectures, Textual PDF, Theatre Videos	Comparative Assignment (Comedy of Manners vs Irish Drama), Thematic Quiz, CIA II	
	3	William	3		K5(C)	Analytical	Scene	Drama Clips,	Scene	

		Congreve: <i>The Way of the World</i> J.M. Synge: <i>The Playboy of the Western World</i>				Reading, Performance-Based Learning	Reading, Role Play	YouTube Recordings	Interpretation Test, MCQs on Key Characters and Events, Peer Review Activity, CIA II
	4	J.M. Synge	3	1	K4(An)	Concept Mapping, Cultural Context Analysis	Think-Pair-Share, Mind Mapping	Audio-Visual Content, NPTEL Lectures	Short Written Review (Synge’s Dramatic Style), Quick Recap Quiz, Mind Mapping Exercise, CIA II
	5	William Congreve: <i>The Way of the World</i> J.M. Synge: <i>The Playboy of the Western World</i>	3		K5(C)	Constructivist Learning, Text-Performance Connection	Literary Circle, Group Projects	Recorded Stage Plays, Lecture Notes	Theme-based Project Work, Open Book Test, Group Presentation on Setting and Symbolism, CIA II
V									
	1	Bertolt Brecht	3	1	K4(An)	Constructivism, integrative teaching, Simulation, Concept Mapping	Concept Mapping, Flipped Classroom, Peer Teaching	YouTube Lectures, NPTEL Lectures, Interactive PPT	Poster Presentation, Oral Presentation, Quiz, CIA II
	2	Bertolt Brecht: <i>Mother Courage and her Children</i> Samuel Beckett:	3		K5(C)	Conceptual Approach, Application-Based Teaching	Inquiry-Based Learning, Flipped Classroom, Peer Teaching	Video Lectures, Interactive PPT	Assignments(Justification of the title), Open Book Exam

		<i>Waiting for Godot</i> (Act I)							Questions, CIA II
	3	Bertolt Brecht: <i>Mother Courage and her Children</i>  Samuel Beckett: <i>Waiting for Godot</i> (Act I)	3	1	K5(C)	Constructivis m, integrative teaching, Simulation, Concept Mapping	Flipped Classroom, Peer Teaching transformation  Role play activity (e.g., twin paradox as a skit)	NPTEL Lectures, Simulations, YouTube Lectures, Interactive PPT	Peer Review, Assignments, Open Book Exam Questions CIA II
	4	Samuel Beckett	3		K4(An)	Constructivis m, integrative teaching, Simulation, Concept Mapping	Concept Mapping, Flipped Classroom, Peer Teaching	YouTube Lectures, NPTEL Lectures, Interactive PPT	Seminar, Poster Presentation, Oral Presentation, Quiz, CIA II
	5	Samuel Beckett: <i>Waiting for Godot</i> (Act I)	3	1	K5(C)	Constructivis m, integrative teaching, Simulation, Concept Mapping	Flipped Classroom, Peer Teaching transformation  Role play activity (e.g., twin paradox as a skit)	NPTEL Lectures, Simulations, YouTube Lectures, Interactive PPT	MCQs, Open Book Exam Questions CIA II

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

Activities (Em/ En/SD): Dialogue Delivery, Literary Masquerade, Letter to the Authors

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

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

Assignment: Exhibition (Theatres Audiences, Jacobean Drama Setting, Morality play)

Assignment: (Last date to submit – 01-09-2025)

Seminar Topic: Literary Performance (*Spanish Tragedy*, *A Game at Chess*, *The White Devil*)

**Sample questions (minimum one question from each unit)**

**Part A**

1. Where the author got the source for the play Everyman?(K4-An, CO-1)
2. Who are the two types of audience in Elizabethan theatre? (K4-An, CO-2)
3. When was *A Game at Chess* first staged? (K5-C, CO-3)
4. A Game at Chess is an \_\_\_\_\_ drama. (K5-C, CO-4)
5. What does Waiting for Godot symbolize? (K4-An, CO-5)

**Part B**

1. What is the main theme of *Spanish Tragedy*? ((K4-An, CO-1)
2. Elaborate on the character of Barabas. (K4-An, CO-2)
3. Write in brief on the symbols and allegory used in *A Game at Chess*. (K5-C, CO-3)
4. What purpose do the dumb shows serve in *The White Devil*? (K5-C, CO-4)
5. Describe Stanley's descent into madness. (K4-An, CO-5)

**Part C**

1. Elucidate the themes in Everyman (K4-An, CO-1)

- 2.Explain about the themes in *Volpone*. (K5-C, CO-3)
- 3.Elaborate on the themes in *The White Devil*. (K4-An, CO-5)
- 4.What is the significance of the title The White Devil? (K5-C, CO-4)
- 5.Elements of realism are markedly present within the play. How is realism used in *Waiting for Godot*. (K4-An, CO-2)

Head of the Department

Ms. J. Maria Prabina Sackaria

Course Instructors

Ms. M. Maria Helen Janoba & Dr.R.Eveline Shindya

## Semester I

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

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP241CC3	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	On the successful completion of the course, student 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	K2 (U) (K3)
CO-3	explore Social, domestic and gothic novels.	PSO-2	K4 (An)
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	K4 (An)

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

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student-Centric Method	E-Resources	Assessment/Evaluation
<b>I</b>									
	1.	Introduction to the Novel, Allegorical Novel, and Satire	3	2	K2(U)	Lecture, Intro session	Discussion, Ice-breaker	YouTube: History of Novel	Short summary or overview
	2.	Novel as a Form: Concepts & Theories	3		K2(U)	Peer tutoring, Discussion	Think-pair-share	Blog posts, eBooks	short test, Short essays, Concept explanations
	3.	Poetics of the Novel: Narrative Modes, Types	3		K5(E)	Lecture with charts	Group poster making	Google Scholar articles	short test, Short essays, Concept explanations, Short summary or overview, Mind Mapping
	4.	John Bunyan's The Pilgrim's Progress – Themes & Structure	3	1		PPT-based lecture	Concept mapping	PPT on Allegory in Literature	Slip Test, Short essays, Concept explanations, Short summary or overview, MCQ's





	1	The Rise of the Middle-Class Novel of Manners	3	2	K2 (Understand)	Lecture & Comparison	Role-play	Podcast on Jane Austen	Short summary or overview
	2	Jane Austen's Emma – Social Structure and Irony	3		K4 (Analyze)	Demonstrative PPT	Storyboard creation	YouTube: Emma analysis	short test, Short essays, Concept explanations
	3	Characterization and Marriage Plots in Emma	3		K4 (Analyze)	Group Reading	Character mapping	BBC Literature series	short test, Short essays, Concept explanations, Short summary or overview, Mind Mapping
	4	Emily Brontë's Wuthering Heights – Setting and Structure	3	1	K4 (Analyze)	Lecture & Peer Tutoring	Comparative chart	Author biography sites	Slip Test, Short essays, Concept explanations, Short summary or overview,
	5	Themes of Love, Revenge, and Madness in Brontë	3		K4 (Analyze)	Visual Mapping, Chart	Group presentation	Critical essays online	Short Overview, Slip Test, MCQ's
<b>IV</b>									
	1	Women's Issues and Victorian Morality	3	2	K4 (Analyze)	Lecture with PPT	Debate	E-journals on Gender Studies	Problem-
	2	Charlotte Brontë's Jane Eyre – Identity and Social Critique	3		K5 (Evaluate)	Text discussion	Gallery walk	Digital archives on Brontës	Longer essay/ Evaluation essay, Critique or justify with pros and cons solving questions, Differentiate between various ideas
	3	Jane Eyre: Feminism and Religion	3		K5 (Evaluate)	Group Debate	Problem tree analysis	YouTube: Feminist theory	short test, Short essays, Concept

									explanations, Short summary or overview, Mind Mapping
	4	Thomas Hardy's Tess of the D'Urbervilles – Nature and Destiny	3	1	K5 (Evaluate)	Lecture & PPT	Case study	Hardy e-library	Slip Test, Short essays, Concept explanations, Short summary or overview,
	5	Morality, Class, and Fate in Hardy's Novel	3		K5 (Evaluate)	Peer Tutoring	Socratic questioning	Online literary forums	Short Overview, Slip Test, MCQ's
V									
	1	Liberal Humanism and Social Class Issues	3	2	K2 (Understand)	Lecture with Discussion	Peer interaction	Blog posts, Audiobooks	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations
	2	D. H. Lawrence's The Rainbow – Family, Gender, and Class	3		K4 (Analyze)	Peer Tutoring, Reading	Concept map	YouTube: Modernist Fiction	short test, Seminar
	3	Symbolism and Sexuality in The Rainbow	3		K5 (Evaluate)	Debate and Q&A	Perspective writing	Literary journals	Concept explanation, Seminar
	4	James Joyce's A Portrait of the Artist as a Young Man – Identity	3	1	K4 (Analyze)	PPT & Chart work	Reflective journaling	Joyce-focused databases	short test, Semminar
	5	Stream of Consciousness and Narrative Experiment in Joyce	3		K4 (Analyze)	Lecture & Audio Aids	Analytical quiz	Documentary: Modernism	Seminar, Slip Test

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

Activities (Em/ En/SD): Role Play, Essay Writing,

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

Activities related to Cross Cutting Issues: Role Plays, Group Discussions, Mind Mapping Assignment: Mind Mapping, Short Essay

Writing,

Seminar Topic: Middle Class Novel of Manners ( Jane Austen- Emma, Emile Bronte Wuthering Heights

**Sample questions (minimum one question from each unit)**

**Part A**

1. Who is the first person to accompany Christian on his pilgrimage? (K2-U-CO1)
2. To what does Crusoe attribute his good fortune in landing on the island? (K2- U -CO1)
3. What is the name of the estate where Emma and her father live? (K2-U-CO1)
4. Angel and Tess first see each other at \_\_\_\_\_ (K2-U-CO!)
5. Where is Lydia from? (K2-U-CO!)

**Part B**

1. Comment on the symbolic significance of Obstinate and Pliable in The Pilgrim's Progress. (K4-An-CO3, CO5)
2. How does Crusoe feel about his fate when the pirates take him as a slave? (K4-An-CO3,CO5)
3. Emma a feminist novel –Elucidate. (K5-E-CO4)
4. Discuss the role of landscape in the novel *Tess of D'Urbervilles*. (K5-E-CO4)
5. Justify the significance of the title *The Rainbow* (K4-An-CO3, CO5)

**Part C**

1. How do the female characters in the *Pilgrims Progress* support or refute official Christian teaching about female status? (k3-Ap-CO2)
2. Write note on Crusoe's attitude to women in the later part of the novel. (K4-An-CO3, CO5)
3. Give an analysis of Jane Austen's Emma in the feministic point of view. (K5-E- CO4)
4. Discuss the character of Tess. To what extent is she a helpless victim? (K2-U, CO1)
5. Consider the relationships between men and women in the novel *The Rainbow* by D. H Lawrence. How does their sexuality affect it? (K5-E-CO4)

Head of the Department

Ms. J. Maria Prabina Sackaria

Course Instructor

Ms. J Maria Prabina Sackaria

## SEMESTER I

### Elective Course I (b): Disability Theory and Literature

Department : English SF

Class : I M.A English

Title of the Course : Elective Course I (b): Disability Theory and Literature

Semester : I

Course Code : EP231EC2

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

#### Learning Objectives:

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

#### Course Outcomes

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

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

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation Methods
<b>I</b>									
	1	Definition and Scope of Disability Studies	3	1	K2(U)	Conceptual Approach, Application-Based Teaching, Blended Learning	Socratic Questioning	Disability Studies Reader	Quiz, Slip Test, CIA I
	2	Tobin Siebers: Key Ideas in Disability Theory	3		K4(An)	KWL, Integrative Teaching, Embodied Learning, Conceptual Approach	Inquiry-Based Learning, Flipped Classroom, Peer Teaching	Video Lectures	Quiz, MCQs, Written Test, CIA I
	3	The Social Model of Disability	3	1	K4(An)	Conceptual Approach, Integrative Teaching	Socratic Questioning	YouTube Lectures, NPTEL Lectures	Oral Test, Seminar, Quiz, CIA I
	4	Nancy Mairs: On Being a Cripple – Memoir Reading	3		K2(U)	Inquiry-based approach, Context based,	Peer Learning, Group Discussion, Assignments,	Video Lectures, YouTube	Surprise Test, Quiz, Debates, Open Book

						Flipped Classroom, Constructivist Learning	Blended Learning	Lectures	Text, CIA II
	5	Disability Identity and Self-Representation	3	1	K2(U)	KWL, Integrative Teaching, Embodied Learning	Peer Learning, Mind Map, Debates, Brainstorming	Video Lectures	Slip Test, Peer Review Open Book Exam Questions, CIA II
<b>II</b>									
	1	Introduction to Life Writing and Memoir	3	1	K4(An)	Inquiry-based approach, Context based, Flipped Classroom, Constructivist Learning	Peer Instruction, Blended Learning	NPTEL Lectures, Simulations, YouTube Lectures	Poster Presentation, Oral Presentation, Quiz, CIA I
	2	Joni: An Unforgettable Story – Disability & Faith	3		K2(U)	Simulations, Concept Mapping, Flipped Classroom	Peer Learning, Mind Map, Debates, Brainstorming	NPTEL Lectures, Simulations, YouTube Lectures	Oral Presentation, Quiz, CIA I
	3	Diving Bell and the Butterfly – Language of the Body	3	1	K5(C)	KWL, Integrative Teaching, Embodied Learning	Inquiry-Based Learning, Flipped Classroom, Peer Teaching	Video Lectures	Assignments, Written Test, CIA II

	4	Autobiography and Representation	3		K2(U)	Constructivism, integrative teaching, Simulation, Concept Mapping	Flipped Classroom, Peer Teaching	Video Lectures	Slip Test, Quiz, Conceptual MCQs, CIA II
	5	Creative Non-fiction and Empowerment	3	1	K5(C)	Conceptual Approach, Application-Based Teaching	Socratic Questioning	YouTube Lectures, NPTEL Lectures	Written exam, Quiz, CIA II
<b>III</b>									
	1	Disability in Modernist Fiction	3	1	K4(An)	Constructivism, integrative teaching, Simulation, Concept Mapping	Flipped Classroom, Peer Teaching	Video Lectures	Assignments, MCQs, CIA I
	2	The Sound and the Fury – Benjy’s Perspective	3	1	K4(An)	Conceptual Approach, Application-Based Teaching	Socratic Questioning	YouTube Lectures, NPTEL Lectures	Written exam, Quiz, CIA I
	3	Autobiography of a Face – Embodiment	3		K5(C)	KWL, Integrative Teaching, Embodied Learning	Inquiry-Based Learning, Flipped Classroom, Peer Teaching	NPTEL Lectures, Simulations, YouTube Lectures	Slip Test, Seminar, Quiz, CIA I

	4	Disability and Language Use	3		K2(U)	Simulations, Concept Mapping, Flipped Classroom	Peer Instruction, Blended Learning	Video Lectures	Seminar, Oral Presentation, Quiz, Class Test, CIA II
	5	Critical Disability Theory – Literary Applications	3	1	K4(An)	Constructivism, integrative teaching, Simulation, Concept Mapping	Concept Mapping	Video Lectures	Oral Test CIA II
<b>IV</b>									
	1	Cultural Attitudes towards Disability	3	1	K2(U)	Discussion-based Analysis, Contextual Reading	Group Debate on cultural bias	Videos/Documentaries on disability across cultures	MCQs, CIA II
	2	A Fine Balance – Marginalization	3		K1(R)	Socratic questioning, Intersectional analysis	Role-play of key characters, Character map creation	Google Scholar articles on caste & disability, author interviews	Book review, character analysis essay, peer assessment rubric,, CIA II
	3	Ice Candy Man – Body & Partition	3	1	K4(An)	Historical-contextual analysis, Film-to-text comparison	Timeline creation, Storyboarding partition impact	partition maps, academic essays on Bapsi Sidhwa	Creative project (graphic story/monolo



									gue), short answer test, online quiz,, CIA II
	4	Class, Gender, and Disability	3		K1(R)	Comparative literary theory, Feminist & disability theory integration	Case studies, Poster presentation, Classroom polls	Open-access texts on gender & disability	Class Test, seminar participation, open-book test,, CIA II
	5	Disability in Postcolonial Contexts	3	1	K2(U)	Postcolonial criticism, Thematic grouping of texts	Concept mapping, Group discussions	disability studies blogs, author talks	Assignments, CIA II
<b>V</b>									
	1	Introduction to Disability in Theatre	3	1	K3(Ap)	Constructivism, integrative teaching, Simulation, Concept Mapping	Brainstorming with mind maps, Group discussions	YouTube Lectures, NPTEL Lectures	Quiz, Open Book Test, CIA II
	2	Alice in Bed – Feminist Disability Lens	3		K3(Ap)	Inquiry-based approach, Context based, Flipped Classroom, Constructivist Learning	Group discussion on female confinement and illness	Videos: “Disability and the Performing Arts”, Clips from productions with disabled	Class Test, Open Book test, CIA II

								actors	
	3	Tara – Gender & Disability	3		K3(Ap)	Constructivism, integrative teaching, Simulation, Concept Mapping	Character analysis role-play, Comparative group projects on family, gender, and bodily autonomy	NPTEL Lectures, Simulations, YouTube Videos	Creative Chart, Assignments, CIA II
	4	Disability Aesthetics in Performance	3	1	K3(Ap)	Inquiry-based approach, Context based, Flipped Classroom, Constructivist Learning	Watching and critiquing performances	Performances by disabled artists, TED Talks on creative performance and disability	Poster Presentation, CIA II
	5	Inclusive Theatre Practices	3		K3(Ap)	Flipped Classroom	Students work in groups to <i>design inclusive theatre scenes</i> , Encouraging students to <i>question traditional theatre norms</i>	TEDx Talk: “Why theatre needs disabled voices”, Interviews with artists like Mat Fraser, Jess Thom	Surprise Test, CIA II

							and reflect on how disability is often excluded or misrepresented		
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**Course Focussing on Employability/ Entrepreneurship/ Skill Development:** Skill Development

Activities (Em/ En/SD): Group Discussion, Oral Presentation, Critical appreciation.

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

Activities related to Cross Cutting Issues: Group Discussion

Assignment: (Last date to submit – 01-09-2025)

Assignment: Poster Presentation, Critical Appreciation

**Part A**

1. What does Tobin Siebers mean by the term "*disability as a social construction*"? (K2-U, Co-2)
2. What type of injury left Joni Eareckson Tada paralyzed? (K4-An, CO-5)
3. What is the name of the Compson family's intellectually disabled son, whose perspective opens *The Sound and the Fury*? ( K1-R, CO-1)
4. During which historical period is *A Fine Balance* set? (K1-R, CO-1)
5. What is the central physical condition that affects the twins in *Tara*? (K4-An, CO3)

**Part B**

1. Briefly explain Tobin Siebers' critique of the medical model of disability? (K4-An, CO-4)
2. How does *Joni: An Unforgettable Story* reflect the emotional and spiritual challenges faced by the author after her paralysis? (K5-C, CO-5)
3. Why is the narrative structure of *The Sound and the Fury* considered complex and innovative? (K1, CO-1)
4. What role does the theme of caste discrimination play in *A Fine Balance*? (K2-C, CO-2)
5. How does Mahesh Dattani use the character of Tara to critique gender discrimination in Indian society? (K4-An, CO-4)

**Part C**

1. Discuss Tobin Siebers' concept of "*disability as a political and cultural identity*" and its significance in Disability Studies? (K4-An, CO-4)
2. Critically examine the themes of faith, resilience, and self-acceptance in *Joni: An Unforgettable Story*. (K5-C, CO-5)
3. Examine how William Faulkner portrays the decline of Southern aristocracy through the Compson family in *The Sound and the Fury*. (K4-An, CO-4)
4. Examine how *Tara* explores themes of identity, guilt, and familial betrayal through its non-linear narrative and twin protagonists. (K4-An, CO-4)
5. Discuss how *A Fine Balance* explores the struggle for dignity and survival in a politically oppressive society. (K4-An, CO-3)

Head of the Department

Ms. J. Maria Prabina Sackaria

Course Instructor

Dr.J.Sharmila

## SEMESTER I

### ELECTIVE COURSE II: c) LIFE WRITINGS

**Department** : English SF  
**Class** : I M.A English  
**Title of the Course** : ELECTIVE COURSE II: c) LIFE WRITINGS  
**Semester** : I  
**Course Code** : EP231EC6

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

#### Learning Objectives:

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

#### Course Outcomes

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

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

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation Methods
I	<b>Prose</b>								
	1.	Introduction to life Writings	3	1	K2 - U	Interactive Lecture	Group Brain storming	You tube: Life Writing Explained	Oral Quiz
	2.	Carole Angier: Biography (Pg: 47-63)	6	1	K2 - R	Reading with guided notes	Chart Making	PDF Extracts	Comparison Chart
	3.	Sally Cline: Autobiography (Pg: 64 -81)	6	1	K2 - R	PPT and analysis	Think – Pair - Share	PPTs	Quiz
II	<b>Autobiography</b>								
	1.	Malini Chib: <i>One Little Finger</i>	5	1	K3 - Ap	Case Study, Lecture	Poster Making	Vedio Autobiography	Poster Presentation
	2.	Manobi Bandopadhyay: <i>A Gift of Goddess Lakshmi</i>	5	1	K3 - Ap	Thematic Analysis	Role Play	YouTube Interviews	Reflective Diary
	3.	Exploration of themes	5	1	K4 – Analyze	Comparative discussion + theme mapping	Mind map & peer group discussion	Author interviews, TEDx Talks, thematic charts	Comparative essay / peer review rubric
III	<b>Memoirs and Testimonials</b>								
	1.	Victor Frankl – <i>Man's Search for</i>	5	1	K4 - An	Documentary & discussion	Timeline creation	Holocaust resources	Timeline submission

		<i>Meaning</i>							
	2.	Urvashi Butalia – <i>The Other Side of Silence</i>	5	1	K4 - An	Socratic seminar	Memory mapping	Partition visuals	Short essay
	3.	Theme Exploration	5	1	K5 – Evaluate	Textual close reading + testimony framing	Empathy-based role reflection	PPTs	Thematic reflection paper / oral presentation
IV	<b>Drama</b>								
	1.	Eugene O’Neill – Author Introduction & Background	5	1	K4 - An	Lecture with bio-literary links	Timeline of life and works	Author video bio, critical essays	Oral presentation
	2.	Characters & Plot Summary – <i>Long Day’s Journey into Night</i>	8	1	K4 - An	Guided reading and scene explanation	Family tree, mind map	PDF of play, filmed scenes	Character analysis worksheet
	3.	Themes and Dramatic Techniques	2	1	K4 - An	Drama analysis, theme debate	Symbol tracing, script annotations	Visual charts, symbols list	Group review + critical response
V	<b>Autofiction and Short Life Narratives</b>								
	1.	Christopher Isherwood – Author Introduction & Context	5	1	K3 - Ap	Biographical lecture + political context	Timeline + news clip study	Berlin in the 1930s videos, docs	Contextual quiz
	2.	Characters & Plot Summary – <i>Goodbye to Berlin</i>	8	1	K3 - Ap	Reading and visual analysis	Character maps, episode breakdown	Film adaptation scenes	Visual project + MCQ quiz
	3.	Themes and Autofiction Elements	2	1	K3 - Ap	Discussion + creative writing	Autofiction writing + peer edit	Google Docs, writing prompts	Creative submission + peer review

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

Activities (Em/ En/SD): Dialogue Delivery, Literary Masquerade, Letter to the Authors

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

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

Assignment: Letter to the Authors

Seminar Topic: Christopher Isherwood : Goodbye to Berlin

### **Part A – (Answer in one or two sentences)**

1. Who is the author of *One Little Finger*? (K1 – R, CO1)
2. What is the meaning of the term “autofiction”? (K1 – R, CO1)
3. In which year was Man’s Search for Meaning published? (K1 – R, CO1)
4. The Other Side of Silence documents the trauma of which historical event? (K2 – U, CO2)
5. Long Day’s Journey into Night is a \_\_\_\_\_ drama. (K2 – U, CO2)

### **Part B – (Answer in about 150 words)**

1. What are the central conflicts discussed in *A Gift of Goddess Lakshmi*? (K2 – U, CO2)
2. Examine the role of personal trauma in *Long Day’s Journey into Night*. (K5 – E, CO5)
3. Discuss the challenges of writing life stories as described by Carole Angier. (K4 – An, CO4)
4. How does Victor Frankl describe the psychological responses of Holocaust survivors? (K5 – E, CO5)
5. Analyze the portrayal of Berlin society in Goodbye to Berlin. (K4 – An, CO4)

### **Part C – (Answer in about 300 words)**

1. Elucidate the major themes in Man’s Search for Meaning. (K5 – E, CO5)
2. Explain the significance of the title The Other Side of Silence. (K6 – C, CO5)
3. Discuss how gender and identity are represented in A Gift of Goddess Lakshmi. (K5 – E, CO5)
4. How does Eugene O’Neill use realism to depict family dysfunction in Long Day’s Journey into Night? (K5 – E, CO5)
5. Critically analyze the narrative technique and voice in Goodbye to Berlin as an example of autofiction. (K6 – C, CO4)



## Teaching Plan

**Department:** English  
**Class:** IMAEnglish  
**Title of the Course:** CORECOURSEVII: LITERARY THEORY  
**Semester:** III  
**CourseCode:** 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

**TotalContacthours:90(Includinglectures,assignmentsand tests)**

[illegible]

	1	Marxist Theories .	3	1	K2(U)	Simulations, Concept Mapping, Flipped Classroom	Peer Instruction, Blended Learning	NPTEL Lectures, Simulations, YouTube Lectures, Interactive PPT	Poster Presentation, Oral Presentation, Quiz, CIA I
	2	Soviet Socialist Realism	3	1	K2(U)	Simulations, Concept Mapping, Flipped Classroom	Peer Instruction, Blended Learning	NPTEL Lectures, Simulations, YouTube Lectures, Interactive PPT	Poster Presentation, Oral Presentation, Quiz, CIA I
	3	Poststructuralist Theories	3		K2(U)	Conceptual Approach	Peer Learning, Group Discussion, Mind Map	Video Lectures, YouTube Lectures, Simulations	Oral Presentation, Quiz, CIA I, Assignments, Open Book Exam
	4	Postmodernism: Historical background, key ideas, and theoretical shift	3		K4(An)	Lecture, Simulation, Concept Mapping	Group Debate, Mind Mapping	YouTube Lectures	Short Essay, Concept Quiz, CIA I
	5	Postmodernism and Identity: Feminist and cultural implications	3		K5(E)	Inquiry-Based Learning, Integrative Teaching	Peer Learning, Seminar Presentation, Case Study	NPTEL Lectures, YouTube Videos, Scholarly Essays	Open Book Test, Presentation, Reflective Essay, CIA I
<b>III</b>									
	1	Jacques Lacan: The Insistence of the Letter in the Unconscious	3	1	K3(Ap)	Constructivism, integrative teaching, Simulation, Concept Mapping	Flipped Classroom, Peer Teaching	Video Lectures, Interactive PPT	Assessment, Conceptual MCQs, CIA II
	2	Psychoanalytic	3		K3(Ap)	Conceptual	Socratic	YouTube	Written

		Analysis				Approach, Application-Based Teaching	Questioning	Lectures, NPTEL Lectures	exam(Psycho analytic analysis), Quiz, CIA II
	3	Jacques Derrida Structure Sign and Play in the Discourse of the Human Sciences (Part I)	3		K4(An)	Conceptual Teaching, Flipped Classroom	Textual Deconstruction Activities, Group Debate, Close Reading	YouTube Lectures, Critical Essays, PPTs	Conceptual Quiz, Analytical Questions, CIA II
	4	Jacques Derrida Structure Sign and Play in the Discourse of the Human Sciences (Part II)	3		K5(E)	Inquiry-Based Approach, Simulation, Constructivism	Peer Teaching, Seminar Presentation, Concept Mapping	Video Lectures, Scholarly Articles, NPTEL Lectures	Written Assignment, Seminar Discussion, CIA II
	5	Mikhail Bakhtin	1	1	K3(Ap)	Constructivism, integrative teaching, Simulation, Concept Mapping	Concept Mapping, Flipped Classroom, Peer Teaching	Video Lectures, Interactive PPT	Oral/Viva Test CIA II
	6	Mikhail Bakhtin: From the Prehistory of Novelistic Discourse	2		K3(Ap)	KWL, Integrative Teaching, Embodied Learning	Inquiry-Based Learning, Flipped Classroom, Peer Teaching	Video Lectures, Interactive PPT	Assignments, Written Test, CIA II
IV									
	1	Jean Baudrillard: Simulacra and Simulations	3	1	K2(U)	Conceptual Approach	Peer Teaching	YouTube Lectures	Quiz, CIA I, Assignments, Open Book Exam
	2	The Four Stages of the Image	3		K2(U)	KWL, Integrative Teaching, Embodied Learning	Flipped Classroom	Video Lectures	Assignments
	3	Simulation and Hyperreality	3	1	K2(U)	Group Discussion, Mind Map	Peer Teaching	YouTube Lectures,	Open Book Exam

	4	Roland Barthes: The Death of the Autohr	3		K3(Ap)	Mapping	Peer Teaching	Video Lectures	Assessment, Conceptual MCQs,CIA II
	5	Introduction to Barthes and Structuralism/Post-Structuralism	3	1	K3(Ap)	Conceptual Approach, integrative teaching	Concept Mapping	NPTEL Lectures, Video Lectures,	Poster Presentation, Open Book Exam Questions, CIA II
V									
	1	Stephen Greenblatt	3	1	K3(Ap)	Constructivism, integrative teaching, Simulation, Concept Mapping	Concept Mapping, Flipped Classroom, Peer Teaching	YouTube Lectures, NPTEL Lectures, Interactive PPT	Poster Presentation, Oral Presentation, Quiz, CIA II
	2	Stephen Greenblatt: The Circulation of Social Energy	3		K3(Ap)	Conceptual Approach, Application-Based Teaching	Inquiry-Based Learning, Flipped Classroom, Peer Teaching	Video Lectures, Interactive PPT	Assignments, Open Book Exam Questions, CIA II
	3	Stephen Greenblatt: The Circulation of Social Energy	3	1	K3(Ap)	Constructivism, integrative teaching, Simulation, Concept Mapping	Flipped Classroom, Peer Teaching transformation  Role play activity (e.g., twin paradox as a skit)	NPTEL Lectures, Simulations, YouTube Lectures, Interactive PPT	Assignments, Open Book Exam Questions CIA II
	4	Peter Stockwell: “Introduction” to Cognitive Poetics: An Introduction	3		K2(U)	Conceptual Approach,	Inquiry-Based Learning, Peer Teaching transformation, Concept Mapping	NPTEL Lectures, YouTube Lectures, Video Lectures	Poster Presentation, Oral Presentation, Quiz, CIA II
	5	Conceptual Blending & Mental Spaces	3	1	K3(Ap)	Application-Based	Peer Learning, Group	YouTube Lectures,	Open Book Exam,

						Teaching, integrative teaching, Simulation, Concept Mapping	Discussion, Mind Map	Simulations,	Questions CIA II, Assignments
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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

Assignment: (Last date to submit – 01-09-2025)

Seminar Topics: Reader Response Theories, Marxist Theories, New Criticism

### **Sample question s(minimum one question from each unit)**

#### **Part A**

1. Who denied the theory of natural harmony?(K1-R, CO-3)
2. What does the term 'epistēmē' mean?(K2-U, CO-1)
3. Who is considered as the 'modern scriptor'? (K1-R, CO-3)
4. What is "Social Energy" according to Greenblatt? (K1-R, CO-3)
5. What is New Criticism? (K1-R, CO-3)

#### **PartB**

1. Write a short note on Reader oriented Theories. (K4-An, CO-3)
2. Explain Postmodernist Theories. (K4-An, CO-3)
3. What were Bhaktin's main views and treatment of language? (K2-U, CO-1)
4. Explain Foucault's concept of agency and author function. (K4-An, CO-3)
5. What is Cognitive Poetics? Explain the concept of body, mind and literature. (K2-U, CO-1)

#### **PartC**

1. Explain the concept of Structuralist Theories.
2. Write in detail about Marxist Theories. (K6-Ev, CO-5)
3. Highlight the idea of deconstruction in “Structure, Sign and Play in the Discourse of Human Sciences.(K2-U, CO-1)
4. Comment on Roland Barthes “The Death of the Author”.(K3-Ap, CO-2)

Head of the Department

Ms.J.Maria Prabina Sackaria

Course Instructor

Dr.J.Sharmila, Dr.R.Eveline Shindya & Ms. M.Maria Helen Janoba

## Teaching Plan

**Department** : English (SF)  
**Class** : II M.A. English  
**Title of the Course** : CARIBBEAN LITERATURE  
**Semester** : III  
**Course Code** : EP233CC2

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

### Learning Objectives

1. To analyze 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

On the successful completion of the course, students will be able to:		
1	explore the diversity of voices and perspectives within Caribbean literary traditions	<b>K1 &amp; K2</b>
2	apply critical analysis skills to deconstruct and interpret literary texts,	<b>K3</b>
3	analyze and interpret a variety of literary texts from the Caribbean region.	<b>K4</b>
4	identify key themes, motifs, and stylistic features in Caribbean literature.	<b>K5</b>
5	examine the role of language in Caribbean literature	<b>K5</b>

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



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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E,Resources	Assessment/ Evaluation Methods
I	1	Introduction – Elizabeth M. DeLoughrey	3	1	K1, K2	Lecturing, Active Learning	Think-pair-share, note-making	Academia.edu, Studocu	Short answer writing, quiz
	2	History of Caribbean Lit – Julia Udofia	3		K2, K3	Blended, Inquiry-Based	Timeline activity, group presentation	Literopedia.com	Timeline project
	3	Themes: Race, Class, Identity	3	1	K3, K4	Discussion-based	Thematic mapping	JSTOR articles	Mind-map submission
	4	Colonial/Postcolonial Issues	3	1	K4	Problem-Based	Group case discussion	Caribbean Lit. Critical Essays	Case analysis
	5	Caribbean Literary Traditions	3		K2, K3	Flipped Classroom	Peer teaching	YouTube Lectures	Group viva
II	1	Mervyn Morris , <i>Judas</i>	3	1	K3, K5	Experiential + Active Learning	Poetry Recital + Mood Board	Audio Recitation, Poem text	Reflection Log
	2	Kamau Brathwaite , <i>Bread</i>	3		K4, K5	Inquiry, Based	Thematic Mind Map	Poem + Scholar articles	Written Analysis
	3	Merle Collins , <i>Quality Time</i>	3	1	K2, K3	Problem, Based	Contextual Interpretation	e, Journal, Annotated PDF	In, class Q&A
	4	John Agard , <i>Flag</i>	3		K3, K5	Flipped + Discussion	Symbol Analysis + Poster	Poem Video, Text	Poster Presentation
	5	Edward Baugh , <i>Country Dance</i>	3	1	K3, K4	Peer Teaching	Performance + Peer Review	YouTube Performance	Peer Feedback
III	1	Olive Senior , <i>The Country Cousin</i>	3	1	K3, K5	Project, Based	Story Mapping + Poster	<i>The Pain Tree</i> (PDF)	Poster + Oral Presentation
	2	Jamaica Kincaid , <i>In the Night</i>	3	1	K2, K4	Reflective + Collaborative	Character Diary Entry	eBook, Interviews	Diary Submission
	3	Tiphanie Yanique , <i>The Saving Work</i>	3		K4, K5	Case Study Method	Social Themes Discussion	Author website + Journals	Critical Essay
	4	Alexia Arthurs , <i>Shirley from a Small Place</i>	3	1	K3, K4	Gamification + Role Play	Plot Puzzle + Skit	Story PDF, Author Talk	Role Play Evaluation
	5	Comparative Themes	3		K5	Inquiry +	Venn Diagram +	Comparative	Group

		across Stories				Comparative	Group Panel	articles	Presentation
IV	1	Brodber – <i>The Rainmaker's Mistake</i> : Context	3	1	K2, K3	Lecturing + Discussion	Historical background analysis	Google Books preview	Quiz
	2	Narrative Devices in <i>Rainmaker</i>	3		K3, K4	Case Study Method	Group-led discussion	Caribbean Women Writers – Bloom	Theme analysis
	3	Kei Miller – <i>The Last Warner Woman</i>	3	1	K4	Experiential	Voice & narrative journals	Excerpts and review blogs	Literary journal
	4	Magical Realism in Caribbean Fiction	3		K5	Inquiry-Based	Genre analysis	Caribbean Lit. Journals	Thematic essay
	5	Gender and Culture	3	1	K5	Project-Based	Panel Discussion	Routledge, JSTOR	Panel moderation
V	1	Derek Walcott – <i>Dream on Monkey Mountain</i> : Overview	3	1	K2, K3	Drama Reading	Role play	National Theatre Archives	Scene enactment
	2	Characterization in Walcott	3		K4	Active Learning	Character debate	Drama Online	Group activity
	3	Themes in <i>Monkey Mountain</i>	3	1	K4	Inquiry-Based	Critical discussion	Caribbean Drama anthologies	Thematic map
	4	Ian McDonald – <i>The Hummingbird Tree</i>	3		K3, K4	Blended	Script study	Brill.com	Script quiz
	5	Postcolonial Drama Elements	3	1	K5	Reflective + Flipped	Dramatic elements presentation	Caribbean Theatre websites	Final project

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

Activities (Em/ En/SD): Enactment of a Play from the Caribbean region.

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

**Activities related to Cross Cutting Issues:** An exhibition on the history of Caribbean Literature and the writers from the land.

**Assignment:** Drafting an essay on “How can contemporary literary theories—such as feminist theory, and psychoanalytic criticism—be applied to the interpretation of novel or play or short stories, and what insights do these theories offer into understanding current cultural narratives and societal issues? Illustrate with examples.

### Seminar Topics:

- ✓ Introduction to Caribbean Literature: History and Major Themes

- ✓ Race and Identity in Caribbean Poetry
- ✓ Colonial and Postcolonial Issues in Caribbean Writing
- ✓ Traditions and Storytelling in Caribbean Literature
- ✓ Poetry of Mervyn Morris and Kamau Brathwaite: A Comparison
- ✓ Short Story as a Mirror of Caribbean Life: Stories by Olive Senior and Merle Collins
- ✓ Jamaica Kincaid's *In the Night*: Childhood and Imagination
- ✓ Magical Realism in Caribbean Fiction: An Easy Introduction
- ✓ Postcolonial Drama: Themes in *Dream on Monkey Mountain*
- ✓ The Role of Women in Caribbean Stories: A Simple Analysis

### Sample questions

#### Part A (1 mark)

1. Who among the following is known for tracing the environmental dimensions in Caribbean literature? (K1, CO1)
  - a) Olive Senior
  - b) Elizabeth DeLoughrey
  - c) Merle Collins
  - d) Ian McDonald
2. What does the poem “Bread” by Kamau Brathwaite primarily symbolize? (K2, CO4)
  - a) Luxury and greed
  - b) Colonization and cultural erasure
  - c) Religious devotion
  - d) Celebration and music
3. What genre does Jamaica Kincaid's *In the Night* fall under? (K2, CO1)
  - a) Political satire
  - b) Magical realism
  - c) Autobiographical prose
  - d) Dystopian fiction
4. In *The Last Warner Woman*, what does the “warner” archetype represent? (K4, CO3)
  - a) Warrior culture
  - b) Slave resistance
  - c) Prophetic voices and spiritual heritage
  - d) Colonial oppression
5. In *Dream on Monkey Mountain*, what is Makak's transformation a metaphor for? (K3, CO5)
  - a) Generational trauma
  - b) Spiritual awakening

- c) Racial self, acceptance and identity
- d) Economic revolution

**Part B (3 mark)**

1. Describe how historical events shaped the foundation of Caribbean literary expression. (K2, CO1)
2. Comment on the tone and mood in Mervyn Morris's Judas. (K3, CO2)
3. How does Olive Senior explore urban, rural dynamics in The Country Cousin? (K3, CO3)
4. Analyze the role of magical realism in The Rainmaker's Mistake. (K4, CO4)
5. What postcolonial symbols are evident in Dream on Monkey Mountain? (K4, CO3)
6. What does the character Shirley represent in Alexia Arthurs's short story? (K2, CO1)
7. Write a short note on symbolism in Flag by John Agard (K3, CO5)

**Part C (7 mark)**

1. Critically examine the themes of colonial legacy and postcolonial struggles as discussed by Julia Udofia in the context of Caribbean literature. (K4, CO3)
2. Evaluate the thematic and stylistic complexity of Edward Baugh's Country Dance in relation to Caribbean identity. (K5, CO4)
3. Analyze the significance of memory, place, and migration in Tiphonie Yanique's The Saving Work. (K5, CO4)
4. How does Kei Miller use language and mythology to redefine womanhood in The Last Warner Woman? (K4, CO5)
5. Discuss how Derek Walcott blends politics and myth in Dream on Monkey Mountain. How does this reflect broader Caribbean cultural tensions? (K5, CO5)
6. Compare the portrayal of postcolonial resistance in The Hummingbird Tree and Dream on Monkey Mountain. (K5, CO4)

Head of the Department

Ms. J. Maria Prabina Sackaria

Course Instructors

Ms. Jersitha Queen S & Ms. Jebamalar. E

### Teaching Plan

**Department** : English (SF)  
**Class** : II M.A English  
**Title of the Course** : Core Course IX: 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

### Learning 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	<b>K1 &amp;K2</b>
2.	equip themselves in research methodology and ethics	<b>K3</b>
3.	analyze the ability to organize ideas in their scholarly research writing	<b>K4</b>
4.	select the research topic and formulate hypothesis	<b>K4 &amp; K5</b>
5.	meticulously draft the work cited list	<b>K6</b>

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

## Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student Centric Method	E-Resources	Assessment/ Evaluation
<b>I</b>	1	Research as Exploration and Communication	3	3	K1, K2	Lecturing, Active Learning	Think-pair-share, Reflection	MLA Handbook, YouTube: Research Basics	Quiz, Reflective writing
	2	Conducting Research and Evaluating Sources	3		K2, K3	Inquiry-Based Learning	Peer discussion, mini-research	Purdue OWL, JSTOR	Case-based Q&A
	3	Note Taking, Drafting, Language and Style	4		K3, K4	Flipped Classroom	Peer editing, role play	Grammarly, Google Docs	Group work assessment
	4	Plagiarism and Academic Integrity	4		K4, K5	Gamification	Case Study, Kahoot!	Turnitin, UGC Guidelines	Online quiz, group discussion
	5	Notes and Note Types	4		K2, K3	Blended Learning	Portfolio creation	Zotero, Mendeley	Portfolio submission
<b>II</b>	1	Formatting Research Articles	3	3	K2, K3	Demonstration, Blended	Live format editing, peer-review	MLA Handbook, MS Word Tips	Formatting test
	2	Mechanics of Prose & Spell Checkers	3		K3	Experiential Learning	Proofreading activity	Grammarly, Hemingway App	Peer feedback
	3	Inclusive Language	4		K4	Case Study Method	Group analysis, class debate	APA guidelines, JSTOR	Reflective journal
	4	Headings, Tables, Lists	4		K3	Project-Based Learning	Poster creation	Research article samples	Presentation evaluation
	5	In-Quoting and Paraphrasing	4		K4, K5	Flipped Classroom	Peer teaching	Purdue OWL, Citation Machine	Quoting activity
<b>III</b>	1	Core Elements of MLA	3	3	K2, K3	Demonstration	Poster/chart activity	MLA Handbook (9th	Poster Evaluation

								Ed)	
	2	Creating/Formatting Entries	4		K3, K4	Inquiry-Based Learning	Entry construction in groups	EasyBib, Citation Machine	Group review
	3	Annotated Bibliographies	4		K5	Project-Based	Peer-reviewed submissions	Google Scholar, Zotero	Annotated Bib submission
	4	In-Text Citations – Overview	3		K4	Flipped Classroom	In-class practice	Purdue OWL	Practice test
	5	Alphabetizing and Cross-References	4		K4, K5	Active Learning	Hands-on citation game	MLA samples	Worksheet activity
<b>IV</b>	1	Census and Sample Survey	3	3	K2	Lecturing, Inquiry-Based	Case comparison	Research methods textbook	Quiz
	2	Sampling Design Steps	4		K3, K4	Problem-Based Learning	Scenario solving	Kothari Methodology	Sampling plan activity
	3	Selecting Sampling Procedure	3		K3, K5	Collaborative Learning	Peer projects	Creswell eBooks	Peer assessment
	4	Good Sample Design	4		K3, K4	Experiential Learning	Chart creation	JSTOR	Visual Rubric
	5	Complex Sampling Techniques	4		K4, K5	Flipped Classroom	Video reflection & quiz	YouTube: Random Sampling	Online quiz
<b>V</b>	1	Primary Data Collection	4	3	K3, K4	Experiential Learning	Field work & report	Kothari, Creswell	Field report
	2	Observation & Interview Methods	4		K4, K5	Inquiry-Based	Simulation	YouTube: Research Methods	Reflective essay
	3	Questionnaires and Schedules	3		K3, K4	Flipped Classroom	Student survey project	Google Forms	Data interpretation sheet
	4	Secondary Data Collection	3		K3	Collaborative	Research database task	SSRN, Government reports	Source review
	5	Other Methods & Ethics	4		K5, K6	Problem-Based Learning	Case study of research misconduct	UGC Ethics Guidelines	Case analysis

**Activities (Em/En/SD):**

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

Skill Development – Analyzing and applying the methodology to Work Cited List.

**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. Analyzing and applying the methodology to Work Cited List.

**Seminar Topic:**

1. Academic Writing as a Career Path
2. Understanding Plagiarism in the Digital Era
3. Ethical Challenges in Research: A Critical Overview
4. Inclusive Language in Scholarly Writing
5. Publishing in Indexed Journals: Guidelines and Ethics

**Sample questions****Part A(1 mark)**

1. What is the primary purpose of a research paper? (K1 – R, CO-1)
  - a) To narrate a story
  - b) To express personal opinion
  - c) To explore and communicate ideas
  - d) To entertain the reader
2. Which of the following is considered unintentional plagiarism? (K2 – U, CO-2)
  - a) Copying from a source word for word
  - b) Forgetting to cite the source
  - c) Inventing data
  - d) Changing words but not citing



3. What does MLA stand for? (**K1 – R, CO-1**)
  - a) Modern Literature Association
  - b) Modern Language Association
  - c) Major Literary Association
  - d) Media Language Association
4. Which sampling method ensures every member has an equal chance of being selected? (**K3 – Ap, CO-3**)
  - a) Purposive Sampling
  - b) Stratified Sampling
  - c) Simple Random Sampling
  - d) Cluster Sampling
5. Which of the following is a primary data collection method? (**K2 – U, CO-2**)
  - a) Literature review
  - b) Observation
  - c) Newspaper article
  - d) Research journal

#### **Part B (3 mark)**

1. Briefly explain the role of academic integrity in research writing. (**K2, CO2**)
2. Illustrate the importance of inclusive language in research articles. (**K3, CO3**)
3. Create a works cited list using the MLA format for the following sources: (**K6, CO5**)
  - A book by C.R. Kothari titled *Research Methodology*, published by New Age International in 2004.
  - An online article titled “The Ethics of Citation” by Amanda Reid, published in *Research World* on March 3, 2022.
4. Distinguish between census and sample survey. (**K4, CO4**)
5. Write a short note on the observation method of data collection. (**K3, CO3**)
6. Define “research paper” as a form of exploration. (**K1, CO1**)
7. Write a brief note on annotated bibliographies. (**K3, CO4**)

#### **Part C (7 mark)**

1. Discuss the major types of plagiarism and suggest ways to avoid them in scholarly writing. (**K4, CO2**)
2. Evaluate the process of proofreading a research article and explain how it improves quality. (**K5, CO3**)
3. What are the core elements of an MLA citation? (**K2, CO4**)
4. Examine the characteristics of a good sampling design with suitable examples. (**K5, CO4**)
5. Analyze the differences between questionnaires and schedules in collecting primary data. (**K4, CO4**)

6. Draft a sample internal heading and subheading structure for a research paper on “Gender Representation in Indian English Fiction.” (K6, CO5)

Head of the Department

Ms. J Maria Prabina Sackaria

Course Instructor

Jershitha Queen S

### SEMESTER III

#### ELECTIVE COURSE V: b) FILM AND MEDIA STUDIES

Department : English SF  
 Class : II M.A English  
 Title of the Course : ELECTIVE COURSE V: b) FILM AND MEDIA STUDIES  
 Semester : III  
 Course Code : EP233EC2

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

#### Learning Objectives:

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

#### Course Outcomes

On the successful completion of the course, student will be able to:		
1	recall the major theories and theorists in film and media studies.	<b>K1</b>
2	explain the influence of film genres on audience expectations and interpretations.	<b>K2</b>
3	apply media production techniques to create short film projects.	<b>3</b>
4	analyze the relationship between form and content in film and media texts.	<b>K4</b>

5	evaluate the ethical implications of media production and consumption.	<b>K5</b>
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**K1** - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

### Teaching Plan

**Total Contact Hours : 60 (Including Lectures, Assignments, and Test)**

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation
I									
	1	Introduction to Media Terminology	2	1	K1 (R)	Context-based, Inquiry Learning	Quizlet Flashcards, Peer Teaching	NPTEL, Media Glossaries	Matching Test, MCQs
	2	Media Theories: Convergence, Prosumer, Infotainment	2	1	K2 (U)	Integrative Teaching	Group Discussion, Concept Mapping	YouTube, TED Talks	Short Notes, Oral Test
	3	Mass Media Structures: Oligopoly,	2	1	K2 (U)	Socratic Questioning	Group Debate, Brainstorming	NPTEL, Britannica	Mind Map Assessment

		Fourth Estate							
	4	Film Glossary: Montage, Mise- en-scène, Pixilation	2	1	K1 (R)	Simulation & Lecture	Visual Aids, Peer Quiz	Short Films, YouTube	Spot Identification
	5	Application of Technical Terms: SFX, Foley, Typography	2	1	K3 (Ap)	Practice- based, Demo-based	Sound Demo Lab, Editing Demo	Adobe Audition Tutorials	Demonstration Evaluation
	6	Intertextuality and Reception Studies	2	1	K4 (An)	Flipped Classroom	Peer Learning, Think-Pair- Share	JSTOR, Media Archives	Open Book Test, Slip Test
II									
	1	Evolution of Film Recording Techniques	2	1	K1 (R)	Context- based, Timeline Approach	Timeline Charting	Film History Archives	MCQ Test

	2	Construction Techniques in Early Cinema	2	1	K2 (U)	Lecture + Visual Mapping	Group Poster Making	Documentary Clips	Visual Analysis
	3	Presentation and Projection Technology	2	1	K2 (U)	Concept Mapping, Demo-Based	Projector Room Activity	Film Projection Demo	Viva, Oral Quiz
	4	Colour, Sound and Editing in Films	2	1	K3 (Ap)	Simulation and Hands-on	Editing Exercise (Clips)	Adobe Premiere/N PTEL	Lab Record Evaluation
	5	Introduction to Digital Film Technology	2	1	K3 (Ap)	Practice-based, Blended	AR/VR Exploratory Demo	Augmented Reality Tools	Feedback Session
III									
	1	Overview: Print & Electronic Media	2	1	K2 (U)	Socratic Dialogue	Chart-based Comparison	Media Writing Handbook	Comparison Test



	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation
	1	Feminist Film Theory	2	1	K4 (An)	Critical Pedagogy	Panel Discussion	JSTOR, YouTube	Essay
	2	Marxist Film Theory	2	1	K4 (An)	Contextual & Historical	Group Debates	NPTEL, ResearchGate	Position Paper
	3	Psychoanalytic Film Theory	2	1	K5 (C)	Simulation, Case-based	Scene Deconstruction	Freud in Film PDFs	Thematic Essay
	4	Auteur Theory	2	1	K5 (C)	Film Study Approach	Film Review Assignment	Criterion Collection	Auteur Evaluation
	5	Queer Theory in Film	2	1	K4 (An)	Inquiry-Based	Reading Circles	Research Papers	Peer-reviewed Assignment
	6	Comparative Theory	2	1	K5 (C)	Blended Learning	Group Presentations	Film Theory	Viva, MCQ



		Application						Textbook	
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V

	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation
	1	Introduction to Documentary Making	2	1	K2 (U)	Simulation & Inquiry	Storyboarding Workshop	Canva, DocuClips	Documentary Pitch
	2	Conducting Interviews	2	1	K3 (Ap)	Demo-based, Practice-led	Mock Interview Session	BBC Interviews	Video Submission
	3	Recording & Editing	2	1	K3 (Ap)	Hands-on, Constructivist	Studio Recording	Audacity/OBS	Edited Clip Submission
	4	Scripting for Live Telecast	2	1	K4 (An)	Role Play + Peer Teaching	Live Scenario Rehearsal	Media Scripts, NPTEL	Script Evaluation

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

Activities (Em/ En/SD): Dialogue Delivery, Script-to-Screen Performance,

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

Activities related to Cross Cutting Issues: Role Play, Group Discussion, Ethics in Media Debate

Assignment: Set designs of iconic literary film adaptations, Exhibition panels on narrative evolution (Print vs. Digital), Interactive sound booth (Foley effects and voice-overs for adapted literary texts)

Assignment: (Last date to submit – 25-09-2025)

Seminar Topic: Visual Language in Literary Cinema (Mise-en-scène in adaptations of British novels)

**Sample questions (minimum one question from each unit)**

**Part A**

1. What is the term for audience-created media content? ( K1 / CO1)
2. Which lens creates a distorted wide-angle view in filmmaking? ( K1 / CO1)
3. Who is considered the originator of Auteur Theory? ( K1 / CO1)
4. What do we call background noise effects in a film? ( K1 / CO1)
5. Name one major audience measurement system used in radio.( K1 / CO1)

**Part B**

1. Differentiate between hard news and soft news with examples. ( K2 / CO2 )

2. Explain the concept of “Synergy” in media conglomerates. ( K2 / CO2 )
3. Write a brief note on Mise-en-scène and its use in visual storytelling. ( K2 / CO2 )
4. Apply the basics of documentary scripting to a social awareness theme. ( K3 / CO3 )
5. How does feminist film theory interpret female representation on screen? ( K2 / CO2 )

### **Part C**

1. Analyse how digital convergence has transformed traditional journalism. ( K4 / CO4 )
2. Discuss the major stages of technological advancement in film from the silent era to digital cinema. ( K4 / CO4 )
3. Create a storyboard outline for a short documentary based on a real-life event. ( K5 / CO3 )
4. Critically examine the impact of Marxist ideology on film narratives with examples. ( K4 / CO4 )
5. Develop a comparative analysis of Psychoanalytic and Queer film theories using a film of your choice. ( K5 / CO5 )

Head of the Department

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Course Instructors

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