

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

Affiliated to
Manonmaniam Sundaranar University, Tirunelveli



Department of English SF

PG Teaching Plan (Even Semester)

2025-2026



Vision

Sculpting integrated individuals for a better future

Mission

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

Programme Educational Objectives (PEOs)

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

Programme Outcomes (POs)

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

Programme Specific Outcomes (PSOs)

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

Teaching Plan

Department : English (SF)
Class : I M.A. English
Title of the Course : AMERICAN LITERATURE
Semester : II
Course Code : EP232CC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232CC1	5	1	-	-	5	6	90	25	75	100

Learning Objectives:

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

Course Outcomes

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

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - 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	Resources	Assessment/ Evaluation Methods
I	1	Robert Frost: The Death of the Hired Man	2	1	K2, K4, K5	Active Learning, Blended Learning	Think-pair-share, note-making, Role Play, Paper Presentation, Video Making, Skit	YouTube Videos, Self-prepared Videos, Interactive PPT, Google Classroom	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Class Test, Album Preparation, Peer Review, Observation Note, Debate, Oral Presentation, JAM
	2	Wallace Stevens: Anecdote of the Jar	1		K2, K4, K5	Inquiry-Based, Flipped classroom	Timeline activity, group presentation, Creating YouTube Videos, Article Review, Team Teaching, Debate, Lateral Thinking	Literopedia .com, YouTube Videos	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Class Test, Observation Note, Debate, Oral Presentation, JAM
	3	Maya Angelou: A Brave and Startling Truth	2	1	K2, K4, K5	Flipped Classroom,	Thematic mapping, Mind	YouTube Videos,	Mind-map submission,

						Cooperative Learning, KWL, Constructivism, Embodied Learning	Map, Think-pair-share, note-making, Role Play, Paper Presentation, Video Making, Skit, PowerPoint Presentation	Self-prepared Videos, Interactive PPT, Google Classroom	Creative writing
4	Robert Lowell: Skunk Hour	2			K2, K4, K5	Active Learning, Blended Learning, Context Based Teaching, Inquiry Based Approach	Think-pair-share, note-making, Role Play, Paper Presentation, Video Making, Thinking, Skit	YouTube Videos, Self-prepared Videos, Interactive PPT, Mentimeter, Spark Notes	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Class Test, JAM
5	Sylvia Plath: Lady Lazarus	2			K2, K4, K5	Flipped Classroom, Reflective Thinking	Peer teaching, Memory Game	YouTube Lectures, Plath Society Website	Quiz, Slip Test, Seminar, Album Preparation, Peer Review, Observation Note, Debate, Oral Presentation, JAM
6	Anne Sexton: Wanting	2			K2, K4,	Brainstorming,	Think-pair-	Poetry	Group

		to Die		1	K5	Experimental Learning	share, note-making, Role Play, Paper Presentation, Video Making, Creating YouTube Videos, Article Review, Team Teaching, Debate, Lateral Thinking	foundation. org, Online critical Pdf, Google Classroom, Whatsapp Poll, Mentimeter , Spark Notes	discussion, quiz
7		Adrienne Rich: Driving into the Wreck	2		K2, K4, K5	Active Learning, Blended Learning, Constructivism, Embodied Learning	Role play, Quiz	YouTube Videos, Self-prepared Videos, Interactive PPT, Mentimeter , Spark Notes	Open book test, Class test
8		Lucille Clifton: Homage to my Hips Far Memory	2		K2, K4, K5	Lecture Method, Blended Learning	Think-pair-share, note-making, Role Play, Paper Presentation, Video Making, Skit, PowerPoint Presentation, Assignments,	YouTube Videos, Self-prepared Videos, Interactive PPT	Creative assignment, MCQ Question

II	1	Amy Tan	1	1	K2, K4, K5	Active Learning, Blended Learning, Context Based Teaching	Think-pair-share, note-making, Role Play, Paper Presentation, Video Making, Skit	YouTube Videos, Self-prepared Videos	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Debate, Oral Presentation, JAM
	2	Mother Tongue	6		K2, K4, K5	Active Learning, Blended Learning, Context Based Teaching, Inquiry Based Approach, Reflective Thinking, Flipped Classroom, Cooperative Learning, KWL, Constructivism, Embodied Learning	Think-pair-share, note-making, Role Play, Paper Presentation, Video Making, Skit, PowerPoint Presentation, Assignments, Mind Map, Making Models, Group Discussion, Creating YouTube Videos, Article Review, Team Teaching, Debate, Lateral Thinking	YouTube Videos, Self-prepared Videos, Interactive PPT, Google Classroom	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Class Test, Album Preparation, Peer Review, Observation Note, Debate, Oral Presentation, JAM

	3	Thoreau	1	1	K2, K4, K5	Inquiry, Based	Thematic Mind Map	YouTube Videos, Self-prepared Videos, Interactive PPT	Written Analysis
	4	Walden (“The Bean Field”)	2		K2, K4, K5	Active Learning, Blended Learning, Context Based Teaching, Inquiry Based Approach	Think-pair-share, note-making, Role Play, Paper Presentation, Video Making, Debate, Lateral Thinking	Interactive PPT, Google Classroom, Whatsapp Poll, Mentimeter , Spark Notes	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Observation Note, Debate, Oral Presentation, JAM
	5	Walden (“The Village”)	2		K2, K4, K5	Active Learning, Blended Learning, Cooperative Learning, KWL, Constructivism, Embodied Learning	Think-pair-share, note-making, Role Play, Making Models, Group Discussion, Creating YouTube Videos, Article Review, Team Teaching, Debate, Lateral Thinking	YouTube Videos, Self-prepared Videos, Interactive PPT, Spark Notes	Quiz, Slip Test, Observation Note, Debate, Oral Presentation, JAM
	6	Walden “The ponds”)	2		1	K2, K4, K5	Active Learning, Blended		YouTube Videos,

						Learning, Context Based Teaching, Inquiry Based Approach		Self-prepared Videos, Interactive PPT, Google Classroom, Spark Notes	Seminar, Assignment, Surprise Test, Debate, Oral Presentation, JAM
	7	Walden “Brute Neighbours”)	1		K2, K4, K5	Active Learning, Blended Learning	Think-pair-share, note-making, Role Play, Paper Presentation, Video Making, Skit, PowerPoint Presentation, Assignments, Mind Map, Making Models	YouTube Videos, Self-prepared Videos, Interactive PPT, Google Classroom	Quiz, Slip Test, Debate, Oral Presentation, JAM
III	1	Edgar Allan Poe	1		K2, K4, K5	KWL, Constructivism, Embodied Learning	Story Mapping, Poster Presentation	<i>E-Book</i>	Poster + Oral Presentation
	2	Edgar Allan Poe: The Cask of Amontillado	3	1	K2, K4, K5	Active Learning, Blended Learning, Context Based Teaching, Inquiry Based Approach,	Think-pair-share, note-making, Role Play, Paper Presentation, Video Making,	YouTube Videos, Self-prepared Videos, Interactive	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Class Test,

						Reflective Thinking, Flipped Classroom	Skit, PowerPoint Presentation, Assignments, Article Review, Team Teaching, Debate, Lateral Thinking	PPT	Album Preparation, Peer Review, Observation Note, Debate, Oral Presentation, JAM
	3	Herman Melville	1	1	K2, K4, K5	Reflective Thinking, Collaborative Learning	Character Diary Entry	eBook, Interviews	Diary Submission
	4	Herman Melville: Bartleby the Scrivener	3		K2, K4, K5	Active Learning, Blended Learning, Context Based Teaching, Inquiry Based Approach, Reflective Thinking, Flipped Classroom, Cooperative Learning	Think-pair-share, note-making, Role Play, Paper Presentation, Video Making, Skit, Creating YouTube Videos, Article Review, Team Teaching, Debate, Lateral Thinking	YouTube Videos, Self-prepared Videos, Interactive PPT, Google Classroom, Whatsapp Poll	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Class Test, Quiz, Slip Test, Seminar, Assignment, Surprise Test, Class Test, Album Preparation, Peer Review, Observation Note, Debate, Oral Presentation,

									JAM Debate, Oral Presentation, JAM
5	Flannery O' Connor	1			K2, K4, K5	KWL, Constructivism, Embodied Learning	Think-pair- share, note- making, PowerPoint Presentation, Assignments, Mind Map, Making Models, Group Discussion, Creating YouTube Videos, Article Review, Team Teaching, Debate, Lateral Thinking	Author website + Journals	Critical Essay
6	Flannery O' Connor: A Good Man Is Hard to Find	3	1		K2, K4, K5	Reflective Thinking, Flipped Classroom, Cooperative Learning, KWL, Constructivism, Embodied Learning	PowerPoint Presentation, Assignments, Mind Map, Making Models, Group Discussion, Creating YouTube Videos, Article Review, Team	YouTube Videos, Self- prepared Videos, Interactive PPT, Whatsapp Poll, Mentimeter , Spark	Quiz, Slip Test, Album Preparation, Peer Review, Observation Note, Debate, Oral Presentation, JAM

							Teaching, Debate, Lateral Thinking	Notes	
	7	Shirley Jackson	1		K2, K4, K5	Active Learning, Blended Learning, Context Based Teaching, Inquiry Based Approach, Reflective Thinking	Think-pair-share, note-making, Role Play, Paper Presentation, Video Making, Skit, PowerPoint Presentation, Assignments, Mind Map, Making Models, Group Discussion, Creating YouTube Videos, Thinking	Author Talk	Role Play Evaluation
	8	Shirley Jackson: The Lottery	2		K2, K4, K5	Active Learning, Blended Learning, Context Based Teaching, Inquiry Based Approach	Think-pair-share, note-making, Role Play, Paper Presentation, Video Making, Skit, PowerPoint Presentation	YouTube Videos, Self-prepared Videos, Interactive PPT, Google Classroom	Quiz, Slip Test, Seminar, Assignment, Oral Presentation, JAM
IV	1	Tennessee Williams	1	1	K2, K4, K5	Lecture Method, Embodied	Historical background	Google Books	Quiz

						Learning	analysis	preview	
2	Tennessee Williams: A Street Car Named Desire	6	1	K2, K4, K5	Active Learning, Blended Learning, Context Based Teaching, Inquiry Based Approach, Reflective Thinking, Flipped Classroom, Cooperative Learning, KWL, Constructivism, Embodied Learning	Think-pair-share, note-making, Role Play, Paper Presentation, Video Making, Skit, PowerPoint Presentation, Assignments, Mind Map, Making Models, Group Discussion, Creating YouTube Videos, Article Review, Team Teaching, Debate, Lateral Thinking	YouTube Videos, Self-prepared Videos, Interactive PPT, Mentimeter, Spark Notes	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Class Test, Album Preparation, Peer Review, Observation Note, Debate, Oral Presentation, JAM	
3	Marsha Norman	1		K2, K4, K5	Reflective Thinking, Flipped Classroom, Cooperative Learning, KWL, Constructivism, Embodied Learning	Think-pair-share, note-making,	YouTube Videos, Self-prepared Videos, Interactive PPT	Quiz, Slip Test, Seminar, Observation Note, Debate, Oral Presentation, JAM	
4	Marsha Norman: Night Mother	7	1	K2, K4, K5	Active Learning, Blended	Think-pair-share, note-	YouTube Videos,	Theme analysis,	

						Learning, Context Based Teaching, Inquiry Based Approach, Reflective Thinking, Flipped Classroom, Cooperative Learning, KWL, Constructivism, Embodied Learning	making, Role Play, Paper Presentation, Video Making, Skit, PowerPoint Presentation, Assignments, Mind Map, Making Models, Group Discussion, Creating YouTube Videos, Article Review, Team Teaching, Debate, Lateral Thinking	Self-prepared Videos, Interactive PPT, Spark Notes	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Class Test, Album Preparation, Peer Review, Observation Note, Debate, Oral Presentation, JAM
V	1	Toni Morrison	1	1	K2, K4, K5	Active Learning, Blended Learning, Cooperative Learning, KWL, Constructivism, Embodied Learning	Role play	Interactive PPT, Google Classroom, Whatsapp Poll, Mentimeter, Spark Notes	Quiz, Slip Test, Debate, Oral Presentation, JAM
	2	Toni Morrison: Beloved	6	1	K2, K4, K5	Active Learning, Blended Learning, Context Based Teaching,	Think-pair-share, note-making, Role Play, Paper	YouTube Videos, Self-prepared	Quiz, Slip Test, Seminar, Assignment,

						Inquiry Based Approach, Reflective Thinking, Flipped Classroom, Cooperative Learning, KWL, Constructivism, Embodied Learning	Presentation, Video Making, Skit, PowerPoint Presentation, Assignments, Mind Map, Making Models, Group Discussion, Creating YouTube Videos, Article Review, Team Teaching, Debate, Lateral Thinking	Videos, Interactive PPT, Google Classroom, Whatsapp Poll, Mentimeter, Spark Notes	Surprise Test, Class Test, Album Preparation, Peer Review, Observation Note, Debate, Oral Presentation, JAM
	3	Kate Chopin	1		K2, K4, K5	Active Learning, Blended Learning, Context Based Teaching, Cooperative Learning, KWL, Constructivism, Embodied Learning	Think-pair-share, note-making, Role Play, Paper Presentation, Video Making	YouTube Videos	Quiz
	4	Kate Chopin: The Awakening	7	1	K2, K4, K5	Active Learning, Blended Learning, Context Based Teaching, Inquiry Based Approach,	Think-pair-share, note-making, Role Play, Paper Presentation, Video Making,	YouTube Videos, Self-prepared Videos, Interactive	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Class Test,

						Reflective Thinking, Flipped Classroom, Cooperative Learning, KWL, Constructivism, Embodied Learning	Skit, PowerPoint Presentation, Assignments, Mind Map, Making Models, Group Discussion, Creating YouTube Videos, Article Review, Team Teaching, Debate, Lateral Thinking	PPT, Google Classroom, Whatsapp Poll, Mentimeter, Spark Notes	Album Preparation, Peer Review, Observation Note, Debate, Oral Presentation, JAM
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Course focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development

Activities (Em/ En/SD): Model Making

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

Activities related to Cross Cutting Issues: Enactment

Assignment: Create Literary Magazine, Poster Presentation, Poem Recitation, Video Making

Seminar Topics:

1. Nature, Isolation, and Human Relationships in Robert Lowell’s Poems
2. Adrienne Rich and the Poetics of Resistance
3. Modernist Imagery and Symbolism in Wallace Stevens’ *Anecdote of the Jar*
4. Poetry as Personal Testimony: Themes of Trauma and Survival
5. Death and Selfhood in Confessional American Poetry
6. Gendered Experiences in Twentieth-Century American Poetry
7. Language, Power, and Identity in Amy Tan’s *Mother Tongue*

8. Immigrant Voices in American Non-Fiction
9. Thoreau's *Walden* and the Philosophy of Simple Living
10. Transcendentalism in Nineteenth-Century American Prose
11. Individualism and Civil Disobedience in Thoreau
12. Psychological Horror in Edgar Allan Poe's Short Stories
13. Passive Resistance and Capitalist Alienation in *Bartleby, the Scrivener*
14. Violence, Tradition, and Collective Guilt in *The Lottery*
15. Religion and Moral Conflict in Flannery O'Connor's Fiction
16. Decline of the Southern Aristocracy in *A Streetcar Named Desire*
17. Gender Politics and Patriarchy in Tennessee Williams' Drama
18. Illusion versus Reality in Modern American Drama
19. Psychological Trauma and Family Conflict in *Night Mother*
20. Slavery, Memory, and Trauma in Toni Morrison's *Beloved*
21. Motherhood and Sacrifice in African-American Fiction

Sample questions
Part A (1 mark)

1. Which of the following themes is most central to **Robert Frost's *The Death of the Hired Man***?(CO1, K2)
 - a) Romantic love
 - b) Nature as escapism
 - c) Human dignity and responsibility
 - d) Political protest
2. Henry David Thoreau's *Walden* primarily advocates: (K2, CO2)
 - a) Industrial development
 - b) Material comfort
 - c) Simple living and self-reliance
 - d) Urban social life
3. The central conflict in **Melville's *Bartleby, the Scrivener*** arises from: (K2, CO1)

- a) Economic hardship
 - b) Bartleby's passive resistance
 - c) Legal injustice
 - d) Moral corruption
4. In *A Streetcar Named Desire*, the character of Blanche represents: (K2, CO4)
- a) Modern rationalism
 - b) Southern aristocratic decay
 - c) Feminist rebellion
 - d) American optimism

5 In **Toni Morrison's *Beloved***, the character Beloved symbolizes: (K5, CO3)

- a) Childhood innocence
- b) Maternal love
- c) The haunting trauma of slavery
- d) Community harmony

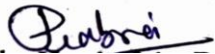
Part B (3 mark)

1. Discuss how **confessional elements** are reflected in "Death of the Hired Man"(K4, CO1)
2. Explain how **language and identity** are interconnected in Amy Tan's *Mother Tongue*. (K4, CO2)
3. Describe how **irony and symbolism** contribute to the meaning of Shirley Jackson's *The Lottery*.(K4, CO3)
4. Explain the significance of **illusion versus reality** in *A Streetcar Named Desire*. (K4, CO4)
5. Discuss how **female self-discovery** is portrayed in Kate Chopin's *The Awakening*. (K4, CO5)

Part C (7 mark)

1. Analyze the representation of **gender, identity, and selfhood** in the poetry of **Sylvia Plath and Anne Sexton** with suitable references from the prescribed texts.(K5, CO3)
2. Critically examine Thoreau's philosophy of **individualism and resistance to materialism** as reflected in *Walden*.(K5, CO2)

3. Analyze the portrayal of **alienation and moral decay** in any two short stories. (K5, CO3)
4. Evaluate how literature reflects the **cultural and moral values** of its time in *Night Mother*. (K5, CO4)
5. Compare the treatment of **freedom, identity, and oppression** in *Beloved* and *The Awakening*. (K5, CO3)



Head of the Department
Ms. J. Maria Prabina Sackaria



Course Instructor
Ms. M. Maria Helen Janoba

SEMESTER II

CORE COURSE V: SHAKESPEARE STUDIES

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP242CC2	5	1	-	-	5	6	90	25	75	100

Pre-requisite: A solid foundation in English language and reading skills, historical Context and exposure to theatre are necessary to learn and understand Shakespeare.

Learning Objectives:

1. To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.
2. To analyze the context of Elizabethan England from the evolving contemporary perspective down the ages

Course Outcome:

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

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation Methods
I									
	1.	Introduction to Shakespeare	4	1	K1 (R), K2 (U)	Lecture method using chalk and talk	Assignment	Interactive PPT	Short test
	2.	Trends in Shakespeare Studies up to 19th Century	3	1	K2 (U), K4 (An)	Lecture, assigned reading	Group discussion	Interactive PPT	Short essay
	3.	Sonnet and Court Politics	3	1	K3 (Ap), K4 (An)	Group analysis	Collaborative learning	Poetry sites	Presentation
	4.	Sonnets 12,65,86,130	10	2	K4 (An)	Close reading	Group activity	Text resources	Analysis paper
II									
	1.	Much Ado About Nothing	8	2	K3 (Ap), K4 (An)	Lecture, dramatic reading	Group discussion	Video resources	Scene interpretation
	2.	The Winter's Tale	8	2	K4 (An), K6 (C)	Lecture, screening	Creative task	Film version	Quiz + creative task

III									
	1.	Othello	8	2	K4 (an)	Discussion, character study	Case analysis	Critical essays	Character essay
IV	2.	Henry IV Part I	8	2	K2 (U), K4 (an)	Lecture, thematic study	Group reflection	History articles	Short essay
V									
	1.	Theatre for a New Audience: Much Ado About Nothing	4	1	K2 (U), K3 (Ap)	Film screening	Comparative analysis	Recorded performance	Reflection
	2.	G. Wilson Knight- "Great Creating Nature": An Essay on The Winter's Tale	4	1	K4 (An), K6 (C)	Critical reading	Seminar	Research platforms	Written response
	3.	A.C. Bradley – Shakespearean Tragedy	4	1	K3, K4	Production analysis	Discussion	Criticism sources	Review essay
	4.	Greenblatt –	4	1	K5, K6	Critical	Student	JSTOR	Written

		Invisible Bullets				lecture	seminar		response
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Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development

Activities (Em/ En/SD): Write Script and Role play, Peer teaching

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment

Sustainability/ Gender Equity): Human Values, Environment Sustainability, Gender Equity,

Professional Ethics

Activities related to Cross Cutting Issues:

Assignment: Info graphing, Listening Triangles, Brainwriting. Sample questions

Part A

1. In which era did Shakespeare write most of his plays? (K1)
2. Name the city where the Globe Theatre was located. (K1)
3. Who was the reigning monarch during much of Shakespeare's career? (K1)
4. What are the two main types of Shakespeare's poetry? (K1)
5. Which literary period followed the Elizabethan era? (K1)
6. How many sonnets did Shakespeare write? (K1)
7. Which sonnet is known for the line, "Shall I compare thee to a summer's day?" (K1)
8. What is the rhyme scheme of a Shakespearean sonnet? (K1)
9. Which theme is commonly addressed in Sonnet 65? (K1)
10. In which sonnet does Shakespeare discuss the idea of immortalizing beauty through verse? (K1)
11. Who are the main romantic leads in Much Ado About Nothing? (K1)
12. Name the character accused of infidelity in The Winter's Tale. (K1)
13. Which character provides comic relief in Much Ado About Nothing? (K1)
14. What is the role of Dogberry in Much Ado About Nothing? (K1)
15. Who is King Leontes, and in which play does he appear? (K1)
16. Who is the villain in Othello? (K1)

17. What is the primary reason for Iago's hatred toward Othello? (K1)
 18. Who is Othello's wife? (K1)
 19. Name the character who is manipulated to distrust Othello. (K1)
 20. Which country is Othello from? (K1)
 21. Who is the protagonist of Henry IV, Part I? (K1)
 22. What is the relationship between Prince Hal and King Henry IV? (K1)
 23. Name the main adversary of Prince Hal in the play. (K1)
 24. Who is the comic character known for his wit and humor in Henry IV, Part I? (K1)
 25. What is the primary conflict in Henry IV, Part I? (K1) Part B
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1. Briefly explain the significance of the Globe Theatre. (K2)
 2. Describe the influence of Queen Elizabeth I on Shakespeare's works. (K2)
 3. Explain the concept of "eternal beauty" as presented in Sonnet 18. (K3)
 4. Discuss how Sonnet 65 portrays the theme of time and decay.(K4)

5. Discuss the theme of deception in *Much Ado About Nothing*. (K2)
 6. Analyze the role of forgiveness in *The Winter's Tale*. (K3)
 7. Explain the role of jealousy in *Othello*. (K3)
 8. Discuss how *Othello's* race influences his relationship with others. (K4)
 9. Describe the theme of honor in *Henry IV, Part I*. (K2)
 10. Explain the role of Falstaff in Prince Hal's life. (K3) Part C
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1. Analyze the social and political context of Elizabethan England and its impact on Shakespeare's works. (K4)
 2. Discuss the development of Shakespeare's reputation from his time to the present. (K5)
 3. Analyze the theme of time in Shakespeare's sonnets with reference to Sonnets 12 and 65. (K4)
 4. Explore the role of court politics in shaping the themes of Shakespeare's sonnets. (K4)
 5. Examine how misunderstandings drive the plot in *Much Ado About Nothing*. (K4)
 6. Discuss the theme of redemption in *The Winter's Tale*. (K4)
 7. Explore the theme of manipulation in *Othello*. (K4)
 8. Discuss how racial identity impacts *Othello's* experiences and actions in the play. (K5)
 9. Analyze the concept of honor as portrayed in *Henry IV, Part I*. (K4)
 10. Discuss the relationship between Prince Hal and Falstaff and its impact on Hal's character. (K5)

Course Instructor

Maria Prabina Sackaria J

Head of the Department

J Maria Prabina Sackaria

SEMESTER II

CORE COURSE VI: POSTCOLONIAL THEORY AND LITERATURE

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

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

Learning Objectives:

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

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the emerging trends in Post- Colonial Literature	K1
2.	distinguish how race, class, gender, history and identity are presented and problematized in the literary texts	K2

3.	examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	K3
4.	interpret the postcolonial concepts found in relation to postcolonial theory	K3 & K6
5.	assess and construct arguments regarding literature and texts in a postcolonial context.	K4 & K5

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation Methods
I	Prose								
	1.	Introduction Postcolonial Literature	4	1	K1, K2	Lecture method using chalk and talk	Assignment	Interactive PPT	Short test
	2.	Bill Ashcroft, Gareth Griffiths and Helen Tiffin: Introduction to <i>The Empire Writes Back</i>	5	1	K2, K3	Analytical Lecture, Textual Analysis	Group Discussion	PDFs, Online Articles	Assignment
	3.	Edward Said: Introduction to <i>Orientalism</i>	5	1	K3, K4	Theory Explanation,	Group Debate	JSTOR, Britannica	Written Test

						Critical Thinking			
	4.	Gayatri Chakravorty Spivak: Can the Subaltern Speak?	4	1	K4, K5	Analytical Lecture, Textual Analysis	Student Presentation	ResearchGate, Academia.edu	Viva / Oral Q&A
II	Poetry								
	1.	Arun Kolatkar : <i>The Priest</i>	1.5	0.5	K2, K3	Close Reading	Poem Annotation	Poetry Foundation	Worksheet
	2.	Arun Kolatkar: <i>An Old Woman</i>	1.5	0.5	K2, K3	Explanation with PPT	Pair Discussion	YouTube Readings	Short Answers
	3.	Arun Kolatkar: <i>A Low Temple</i>	1.5	0.5	K2, K3	Lecture + Interpretation	Think–Pair–Share	e-Poetry Archives	Class Activity
	4.	A.K Ramanujan: <i>Returning</i>	1.5	0.5	K3, K4	Comparative Reading	Peer Learning	Online Poems	Assignment
	5.	A.K Ramanujan : <i>Death of a Poem</i>	1.5	0.5	K3, K4	Lecture	Collaborative Reading	Poetry Websites	Short Test
	6.	A.K Ramanujan: <i>Farewells</i>	1.5	0.5	K3, K4	Contextual Reading	Group Discussion	Audio Readings	Quiz

	7.	Kofi Anwoor : <i>Easter Dawn</i>	1.5	0.5	K3, K5	Critical Analysis	Creative Response	African Poetry Resources	Written Paragraph
	8.	Kofi Anwoor: <i>The Weaver Bird</i>	1.5	0.5	K3, K5	Discussion Method	Theme Mapping	YouTube Recitation	Class Test
	9.	Kofi Anwoor: <i>Songs of Sorrow</i>	1.5	0.5	K3, K5	Explanation & Review	Reflective Writing	Cultural Studies Sites	Analysis Exercise
	10.	Leopald Senghor: <i>In Memoriam</i>	1.5	0.5	K3, K4	Textual Interpretation	Group Reflection	Poet Archives	Activity
	11.	Leopald Senghor: <i>Night of Sine</i>	1.5	0.5	K3, K4	Contextual Lecture	Poem Review	Audio/Video Sources	Quiz
	12.	Leopald Senghor: <i>All Day Long</i>	1.5	0.5	K3, K4	Literary Appreciation	Group Presentation	Poetry Journals	Assignment
III	Short Stories								
	1.	Bessie Head : Author Introduction and his major works	3	1	K1, K2	Lecture, PPT	Brainstorming	Author Biography Sites	Oral Questions

	2.	Bessie Head: <i>The Collector of Treasures</i>	6	1	K3, K4	Story Analysis, Theme Study	Role Play	Online Text	Class Test
	3.	Chinua Achebe: Author Introduction and his major works	3	1	K1, K2	Lecture	Pair Activity	Britannica, Interviews	Short Quiz
	4.	Chinua Achebe: <i>Dead Men's Path</i>	6	1	K3, K4	Analytical Lecture	Group Presentation	Full Text PDF	Assignment
IV	Drama								
	1.	Wole Soyinka: Author Introduction and his major works	3	1	K1, K2	Documentary + Lecture	Discussion	YouTube, Articles	Oral Test
	2.	Wole Soyinka: <i>Death and the King's Horseman</i>	6	1	K5, K6	Scene-wise Analysis	Role Play	Stage Performances	Unit Test
	3.	Girish Karnad: Author Introduction and his major works	3	1	K1, K2	Lecture	Brainstorming	Interviews, Web Articles	Quiz

	4.	Girish Karnad: <i>Tughlaq</i>	6	1	K5, K6	Dramatic Interpretation	Peer Teaching	YouTube Theatre Videos	Assignment
V	Fiction								
	1.	Chimamanda Ngozi Adichie: Author Introduction and his major works	3	1	K1, K2	Lecture + PPT	Group Discussion	Author Talks	Short Test
	2.	Chimamanda Ngozi Adichie: <i>Purple Hibiscus</i>	6	1	K5, K6	Novel Analysis	Project Work	Audiobook, Reviews	Project Evaluation
	3.	Sally Morgan: Author Introduction and his major works	3	1	K1, K2	Lecture	Concept Mapping	Interviews, Articles	Oral Assessment
	4.	Sally Morgan: <i>Sisters Heart</i>	6	1	K5, K6	Theme & Character Analysis	Student Presentation	e-Book, Review Site	Assignment / Test

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

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

Activities (Em/ En/SD): **Role Play, Cultural Artifact Exploration, Poster Presentation**

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

Activities related to Cross Cutting Issues:

Assignment: Write your views and own understanding of Postcolonial Literature?

Sample Questions:

Part A

1. In *The Empire Writes Back*, what is a key theme explored by Ashcroft, Griffiths, and Tiffin? (K1)
2. What question does Gayatri Chakravorty Spivak pose in *Can the Subaltern Speak?* (K2)
3. Which postcolonial theme is central to Wole Soyinka's *Death and the King's Horseman?* (K1)
4. In Chimamanda Ngozi Adichie's *Purple Hibiscus*, which theme is explored through the relationship between Kambili and her father? (K2)
5. In Kofi Awoonor's poem *The Weaver Bird*, the bird symbolizes? (K1)

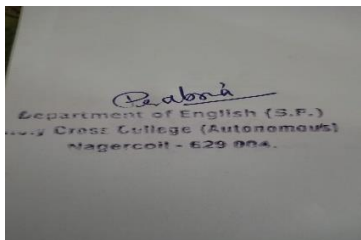
Part B

1. What is the central argument of Edward Said's *Orientalism*? (K4)
2. What is the primary metaphor in Kofi Awoonor's *The Weaver Bird*? (K3)
3. What is the significance of the title *Dead Men's Path* by Chinua Achebe? (K5)
4. How does Girish Karnad's *Tughlaq* critique leadership? (K4)
5. What is the role of Elesin in *Death and the King's Horseman*? (K5)

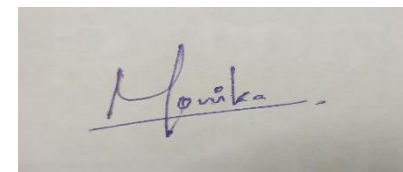
Part C

1. Discuss the main arguments presented in Edward Said's *Orientalism*. (K4)
2. What are the key postcolonial concerns addressed in *The Empire Writes Back*? (K3)

3. Analyse Arun Kolatkar's *An Old Woman* as a critique of modernity? (K4)
4. Examine the conflict between tradition and modernity in Chinua Achebe's *Dead Men's Path*? (K5)
5. How does Bessie Head address gender and resistance in *The Collector of Treasures*? (K6)



Head of the Department
Ms. J. Maria Prabhina Sackaria



Couse Instructor
Ms. Monika JS

Teaching Plan

Department : English (SF)
Class : I M.A. English
Title of the Course : ELECTIVE COURSE III: c) STUDY OF ENGLISH LANGUAGE

Semester : II
Course Code : EP232EC3

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

Learning Objectives:

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

Course Outcomes

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

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

Teaching Plan

Units	Contents	No.of Hours
I	Theories of Language – Bow-wow theory, pooh-pooh theory The Properties of Language Displacement - Arbitrariness - Cultural Transmission – Productivity	12
II	Sounds of Language Consonants, Vowels & Diphthongs Manner of Articulation	12
III	Phonology Phonemes- Syllables – Coarticulation Effects Morphology - Morphemes	12
IV	Syntax – Rules & Analysis Semantics – Features, Roles, Relations	12
V	Discourse Analysis Cohesion – Coherence- Conversational Analysis	12
	Total	60

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	Resources	Assessment/ Evaluation Methods
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I	1	Introduction to Language Studies	2	1	K2(U),K3(Ap),K4(An)	Demonstration Method, Multimedia Teaching	Brainstorming	NPTEL Linguistics modules; YouTube – Linguistics 101 series	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Class Test
	2	Bow-wow Theory & Pooh-pooh Theory	2		K1(R), K2(U), K4(An)	Historical-linguistic approach;	Group discussions; Poster making;		Quiz, Slip
						Flipped classroom	Team Teaching,	YouTube Videos	Group presentations; Short answer test; Assignment, Surprise Test, Class Test, Observation Note

	3	Properties of Language: Displacement	2		K2(U), K3(Ap)	Illustrative teaching; Real-life examples; Case-based learning	Mind Map, note- making, Role Play, Paper Presentation	YouTube Videos, Self- prepared Videos, Interactive PPT, Google Classroom	Mind-map submission, Creative writing
	4	Arbitrariness & Cultural Transmission	2		K2(U),K 4(An)	Comparative analysis; Cross-linguistic examples; Interactive teaching	Group work comparing vocabulary across languages; Peer- teaching	YouTube Videos, Self- prepared Videos, Interactive PPT	Quiz, Short quiz, Seminar, Assignment
	5	Productivity & Duality Concepts	2		K3(Ap), K4(An), K5(E)	Demonstration of word formation; Example-based teaching	Sentence creation; Morphologi cal puzzles; Group analysis	NPTEL <i>Phonetics</i> & <i>Morpholog y</i> modules; Online morpholog y tools (morpholog ygenerator. com, WordForm ation sites)	Quiz, Slip Test, Seminar, Observation Note, Oral Presentation

II	1	Introduction to Phonetics	2	1	K1(R),K2(U), K3(Ap), K4(An)	Phonetics lecture; Diagram-based explanation of vocal tract; Demonstration of sounds; Comparison of IPA symbols	Listening and repeating sounds; IPA transcription practice	YouTube Videos on phonetics tutorials	Phonetic transcription Worksheets on v Quiz, Assignment
	2	Consonants	2		K2(U), K3(Ap), K4(An)	Articulation demonstration; Visual diagrams of the vocal tract, Comparative teaching of plosives, fricatives, nasals, etc.	Group activity identifying manner of articulation of words; IPA symbol sorting; Matching activities	Cambridge English pronunciation resources Interactive PPT, Google Classroom	Classification test (plosive, fricative, nasal, etc.); Articulation demonstration by students; Short quiz
	3	Vowels & Diphthongs	3	1	K2(U), K3(Ap), K4(An)	Use of audio examples	Peer demonstration of articulation;	YouTube Videos, Interactive PPT	Written Analysis
	4	Manner of Articulation	2		K2(U), K3(Ap), K4(An)	Active Learning, Blended Learning, Context Based Teaching, Inquiry Based Approach	Think-pair-share, note-making, Role Play, Paper Presentation, Video Making, Debate, Lateral Thinking	Interactive PPT, Google Classroom,	IPA transcription tasks; Quiz, Slip Test, Seminar, Assignment, Surprise Test,

	5	IPA Transcription Practice	3		K1(R),K2(U),K3(Ap),K4(An)	Demonstration method; Guided practice	Step-by-step transcription modeling; YouTube Videos, Discussion on transcription differences	YouTube Videos, Interactive PPT	Drill and Quiz, Slip Test, Observation Note
III	1	Phonology vs Phonetics	2	2	K2(U),K3(Ap),K4(An)	Diagram-based explanation; Real-life examples of sound vs system	Group comparison chart	YouTube linguistics lectures	Identification of phonetic/phonological examples
	2	Phonemes & Allophones	2		K2(U),K3(Ap),K4(An)	Example-based teaching; Minimal pair demonstration; Concept explanation through contrasts	Assignments, Group analysis of allophonic rules	YouTube Videos, Self-prepared Videos, Interactive PPT	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Class Test, Album Preparation,
	3	Syllables	3		K2(U),K3(Ap)	demonstration of syllable structure	Group activity splitting words into syllables	Online syllable counters; Cambridge Dictionary (syllable division)	Syllable division test; Stress marking exercises; Oral syllable identification

	4	Coarticulation Effects	2		K2(U), K3(Ap), K4(An)	Oral Production Test, IPA Transcription Test	Group activity on spotting assimilation ; Pair analysis of connected speech data	NPTEL speech modules; YouTube videos on assimilation & elision	Listening quiz;
	5	Morphology: Morphemes	2		K2(U), K3(Ap), K4(An)	Constructivism, Embodied Learning, Word Decomposition Method, Demonstrate step-by-step word segmentation on board, Students practice by decomposing increasingly complex words, Inductive Teaching	PowerPoint Presentation , Assignment s, Mind Map, YouTube Videos, Lateral Thinking	Online Morpholog y Tools, Google Classroom / LMS	Word Segmentation Test, Morphologica l Classification Exercise, Short Answer Questions, Word Formation Tasks
IV	1	Introduction to Syntax	2	2	K2(U), K4(An), K5(E)	Lecture Method, Embodied Learning	Historical background analysis	Google Books preview	Quiz

	2	Sentence Structure Analysis	2		K2(U), K4(An), K5(E)	Active Learning, Blended Learning, Context Based Teaching, Inquiry Based Approach, Reflective Thinking, Flipped Classroom, Cooperative Learning, KWL, Constructivism, Embodied Learning	Think-pair- share, note- making, Role Play, Paper Presentation , Video Making, Skit, PowerPoint Presentation , Assignment s, Mind Map, Making Models, Group Discussion, Creating YouTube Videos, Article Review, Team Teaching, Debate, Lateral Thinking	YouTube Videos, Self- prepared Videos, Interactive PPT, Mentimeter , Spark Notes	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Class Test, Observation Note, Oral Presentation
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	3	Transformational Rules	2		K2(U), K4(An), K5(E)	Reflective Thinking, Flipped Classroom, Cooperative Learning, KWL, Constructivism, Embodied Learning	Think-pair- share, note- making,	YouTube Videos, Self- prepared Videos, Interactive PPT	Quiz, Slip Test, Seminar, Observation Note, Oral Presentation
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	4	Semantics I – Features & Lexical Relations	2		K2(U), K4(An), K5(E)	Active Learning, Blended Learning, Context Based Teaching, Inquiry Based Approach, Reflective Thinking, Flipped Classroom, Cooperative Learning, KWL, Constructivism, Embodied Learning	Think-pair- share, note- making, Role Play, Paper Presentation , Video Making, Skit, PowerPoint Presentation , Assignment s, Mind Map, Making Models, Group Discussion, Creating YouTube Videos, Article Review, Team Teaching, Debate, Lateral Thinking	YouTube Videos, Self- prepared Videos, Interactive PPT, Spark Notes	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Class Test, Album Preparation, Peer Review, Observation Note, Debate, Oral Presentation
	5	Semantic Roles & Thematic Relations	2						

V	1	Introduction to Discourse	2	1	K2(U), K4(An), K5(E)	Active Learning, Blended Learning, Cooperative Learning, KWL, Constructivism, Embodied Learning	Role play	Interactive PPT, Google Classroom, Whatsapp Poll, Mentimeter , Spark Notes	Quiz, Slip Test, Debate, Oral Presentation
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	2	Cohesion	2		K2(U), K4(An), K5(E)	Active Learning, Blended Learning, Context Based Teaching, Inquiry Based Approach, Reflective Thinking, Flipped Classroom, Cooperative Learning, Constructivism, Embodied Learning	Think-pair- share, note- making, Role Play, Paper Presentation , Video Making, Skit, PowerPoint Presentation , Assignment s, Mind Map, Making Models, Group Discussion, Creating YouTube Videos, Article Review, Team Teaching, Debate, Lateral Thinking	YouTube Videos, Self- prepared Videos, Interactive PPT, Google Classroom, Whatsapp Poll, Mentimeter , Spark Notes	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Class Test, Album Preparation, Observation Note, Oral Presentation
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	3	Coherence	2		K2(U), K4(An), K5(E)	Active Learning, Blended Learning, Context Based Teaching, Cooperative Learning, KWL, Constructivism, Embodied Learning	Think-pair- share, note- making, Role Play, Paper Presentation , Video Making	YouTube Videos	Quiz
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	4	Conversation Analysis	2		K2(U), K4(An), K5(E)	Active Learning, Blended Learning, Context Based Teaching, Inquiry Based Approach, Reflective Thinking, Flipped Classroom, Cooperative Learning, KWL, Constructivism, Embodied Learning	Think-pair- share, note- making, Role Play, Paper Presentation , Video Making, Skit, PowerPoint Presentation , Assignment s, Mind Map, Making Models, Group Discussion, Creating YouTube Videos, Article Review, Team Teaching, Debate, Lateral Thinking	YouTube Videos, Self- prepared Videos, Interactive PPT, Google Classroom, Whatsapp Poll, Mentimeter , Spark Notes	Quiz, Slip Test, Seminar, Assignment, Surprise Test, Class Test, Album Preparation, Peer Review, Observation Note, Debate, Oral Presentation, JAM
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	5	Pragmatics Overview (Optional Enhancement)	2		K2(U),K 4(A),K5 (E)	Contextual Teaching Method, Case Study Method, Socratic Questioning	Peer Teaching, Observation Tasks	YouTube Linguistics Channels, Google Classroom / LMS	Listening Test, MCQ Test
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Course focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development

Activities (Em/ En/SD): Model Making

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

Activities related to Cross Cutting Issues: Cultural Communication Cards

Assignment: Poster Presentation, Multilingual expression sharing, Transcriptions

Seminar Topics:

1. Bow-wow Theory: Origins, Criticisms, and Modern Relevance
2. Pooh-pooh Theory: Instinctive Vocal Sounds as Language Roots
3. Comparative Study of Language Origin Theories
4. Displacement: Language beyond the Immediate Context
5. Classification of Consonants: Voice, Place & Manner of Articulation
6. Vowels & Diphthongs: Acoustic and Articulatory Features
7. Manner of Articulation: Plosives, Fricatives, Nasals & Others
8. IPA Chart: A Scientific Tool for Speech Description
9. Phonemes & Allophones: Theory, Minimal Pairs, and Analysis
10. Syllable Structure: Onset, Nucleus, Coda
11. Coarticulation Effects: Anticipatory & Carry-over Processes
12. Assimilation, Elision & Linking in Connected Speech
13. Morphology: Types of Morphemes (Free, Bound, Derivational, Inflectional)
14. Word Formation Processes: Affixation, Compounding, Blending, Clipping
15. Syntax: Phrase Structure Rules, Immediate Constituent Analysis
16. Transformational Generative Grammar (Chomsky) – An Overview
17. Syntactic Ambiguity: Causes and Illustrations

18. Types of Semantics: Lexical, Structural, Pragmatic (Introductory)
19. Discourse Analysis: Definition, Scope & Approaches
20. Cohesion: Reference, Substitution, Ellipsis, Conjunction, Lexical Cohesion.
21. Coherence: Logical and Semantic Connectedness in Texts

Sample questions

Part A (1 mark)

1. Which of the following best explains the Bow-wow Theory of language origin?(CO, K1)

- a) Language originated from instinctive emotional cries
- b) Language emerged from social interaction
- c) Language developed from imitating natural sounds
- d) Language evolved from logical reasoning

2. Which of the following is *NOT* a manner of articulation? (CO, K2)

- a) Plosive
- b) Fricative
- c) Nasal
- d) Tone

3. Which option correctly defines a *morpheme*? (CO, K1)

- a) The smallest unit of sound
- b) The smallest meaningful unit in a language
- c) A group of syllables in a word
- d) A sound that changes depending on context

4. In semantics, *agent* refers to: (CO, K3)

- a) The receiver of an action
- b) The doer or initiator of an action
- c) The item being transferred
- d) The location where an action occurs

5. Coherence in a text refers to (CO, K4)


- a) The grammatical linking between sentences
- b) The use of cohesive devices such as pronouns
- c) The overall sense-making and logical flow of ideas
- d) The use of lexical repetition

Part B (6 marks)

1. What are the Bow-wow and Pooh-pooh theories of language? Explain each theory in simple terms with examples. (K2, CO1)
2. Explain how consonants and vowels are produced. Give simple examples for different manners of articulation. (K2, CO2)
3. What is a phoneme and what is a morpheme? Explain both with easy examples to show their differences. (K3, CO3)
4. What is syntax? Explain how words are arranged to form sentences. (K3, CO4)
5. What do you mean by cohesion and coherence? Explain both terms with simple examples from everyday texts. (K2, CO5)


Part C (12 marks)

1. Explain the Bow-wow and Pooh-pooh theories of language in simple words. Compare them and give examples of each. (K2, CO1)
2. Explain how consonants and vowels are made. Describe the different types of consonants and vowels with examples. (K2, CO2)
3. What is a phoneme and what is a morpheme? Explain the differences with simple examples. (K2, CO3)
4. What is syntax? Explain how words are arranged in a sentence. (K3, CO4)
5. What are cohesion and coherence? Explain with simple examples how they help in understanding a text. (K2, CO5)



Signature of the Head of the Department
Department of English
Holy Cross College (Autonomous)
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Head of the Department
Ms. J. Maria Prabina Sackaria



J. Sharmila

Course Instructor
Dr. J. Sharmila

Teaching Plan

Department : English (SF)
Class : I M.A. English
Title of the Course : ELECTIVE COURSE IV : b) TRAVEL WRITING
Semester : II
Course Code : EP232EC5

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

Pre-requisite: A knowledge about the genre travel writing

Learning Objectives:

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

Course Outcomes

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

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student Centric Method	E,Resources	Assessment/Evaluation Methods
I	1	Introduction to Travel Writing: What is Travel? Why do humans travel?	2		K1, K2	Interactive Lecture	Think–Pair–Share	Travel blogs	Oral questions
	2	Carl Thompson’s view of Travel Writing as a genre	2		K2	PPT + Discussion	Student brainstorming	YouTube author talks	Recap questions
	3	Elements of Travel Writing: Observation, Experience, Interpretation	2	1	K3, K4	Lecture + Examples	Students list travel elements from their village experiences	Travel vlogs	Worksheet
	4	Chapter 2 Focus: Narrator, Reliability, Perspective	2		K4	Close reading	Pair work—identify bias in sample travel texts	Travel writing samples	Oral test

	5	Travel Writing Through the Ages (Chapter 3): Ancient & Medieval Travel Accounts	2	1	K1, K2	Lecture + PPT	Storytelling activity	Historical travel logs online	Short quiz
II	1	Introduction to Roy Moxham & Context of the Text	2		K1	Lecture + PPT	Think–Pair–Share	Author interviews, BBC documentaries	Oral questions
	2	Historical Background: British Raj, Customs System & Salt Tax	2		K2	Interactive Lecture	Discussion on colonial policies	Articles on Salt Act	Short quiz
	3	What is the Great Hedge? Purpose, Structure, Scale	2	1	K2	Explanation + visuals	Students sketch rough map	Historical maps online	Exit slip
	4	Travel Motivation: Why Moxham began the search	2		K3	Narrative method	Brainstorming: Why do travellers investigate history?	Commentary videos	Reflective writing
	5	The Journey Begins: Research, Archives & Clues	2	1	K3	Textual analysis	Students identify sources Moxham used	British Library digital archives	Worksheet

III	1	“The Nun’s Tale” – Jain Renunciation	2		K3, K4	Close reading	Group reflection on renunciation	Religion documentary clips	Exit slip
	2	“The Dancer of Kannur” – Ritual Dance & Identity	2		K4	Analytical lecture	Students identify art–religion link	Theyyam performance videos	Short note
	3	“The Daughters of Yellamma” – Devadasi Tradition	2	1	K4, K5	Critical analysis	Pair discussion on exploitation vs devotion	Articles on devadasi system	Worksheet
	4	“The Monk’s Tale” – Tibetan Buddhism & Exile	2		K4	Lecture + visuals	Students map Tibet–India exile route	Documentary on Tibetan monks	Reflective writing
	5	“The Singer of Epics” – Folk Traditions & Oral Histories	2	1	K3, K4	Storytelling & discussion	Students listen to folk songs	Audio epics recordings	Oral recap
IV	1	Introduction to V. S. Naipaul and his Travel Writing Style	2		K1	Interactive Lecture	Think–Pair–Share	Naipaul interviews, BBC features	Oral questions

	2	Overview of <i>An Area of Darkness</i> : Themes, Tone, Cultural Position	2		K2	PPT + Discussion	Students share what “home” or “homeland” means	YouTube summaries	Short recap
	3	Kashmir Journey: Beauty, Tourism & Disillusionment	2	1	K4	Close reading	Map-plotting: Trace Naipaul’s Kashmir route	Himalayan travel videos	Oral recap
	4	Tradition vs Modernity in India	2		K5	Critical discussion	Debate: “Is Naipaul too harsh?”	Postcolonial criticism	Debate rubric
	5	Colonial Legacy & Postcolonial Identity in Naipaul’s Travel Writing	2	1	K4, K5	Lecture + Critical theory	Students compare Naipaul with Moxham/Dalrymple	JSTOR articles	Reflection writing
V	1	Peter Hulme: Concept of “Travelling to Write” – Key Ideas	2		K2	Interactive Lecture	Brainstorm: Why do writers travel?	YouTube lectures	Short recap
	2	Travel as Motivation, Profession & Literary Craft	2		K3	Textual analysis	Group identification of writer motives	Travel blogs	Exit slip

	3	Hulme: History of Travel Writing & Authorship	2	1	K3, K4	PPT + Discussion	Timeline creation	Online archives	Worksheet
	4	Susan Bassnett: Gender & Travel Writing – Introduction	2		K2	Lecture	Students list women travellers they know	Documentaries on women travellers	Oral recap
	5	Bassnett: Constraints, Freedom & Female Traveller's Voice	2	1	K4, K5	Critical analysis	Group discussion: "Do women travel differently?"	JSTOR articles	Short note

Seminar :

Travel Exposure

Activity:

1. Journal Creation
2. Create blog

Sample questions

Part A

1. Carl Thompson defines travel writing as a _____ narrative shaped by experience. (K1-R, CO1)
 - a) fictional
 - b) constructed
 - c) mythical
 - d) scientific

2. The Great Hedge of India was constructed mainly to enforce the _____ tax. (K1-R, CO1)
 - a) land
 - b) salt
 - c) export
 - d) irrigation
3. In *Nine Lives*, Dalrymple documents _____ religious traditions of India. (K2-U, CO2)
 - a) ancient
 - b) fading
 - c) diverse
 - d) foreign
4. Naipaul's *An Area of Darkness* describes his first journey to _____. (K1-R, CO1)
 - a) China
 - b) Sri Lanka
 - c) India
 - d) Africa
5. Susan Bassnett's chapter mainly examines _____ in travel writing. (K4-A, CO2)
 - a) politics
 - b) violence
 - c) gender
 - d) economics

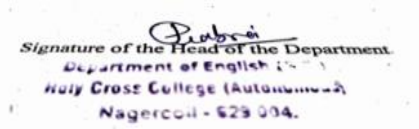
Part B

1. Explain the main characteristics of travel writing as discussed by Carl Thompson. (K4-A, CO2)
2. How does Roy Moxham describe his search for the Great Hedge of India? (K3-AP, CO1)
3. Describe any one life story from Dalrymple's *Nine Lives* and its spiritual significance. (K4-A, CO5)
4. Examine Naipaul's first impressions of India in *An Area of Darkness*. (K5-E, CO4)
5. Discuss Susan Bassnett's views on how gender shapes travel writing. (K4-A, CO2)

Part C

1. Discuss Carl Thompson's analysis of how travel writing blends personal experience with narrative construction. (K4-A, CO2)
2. Critically evaluate Roy Moxham's combination of travel, history, and investigation in *The Great Hedge of India*. (K5-E, CO4)

3. Analyse how William Dalrymple uses nine different life stories to explore India's religious diversity in *Nine Lives*. (K4-A, CO5)
4. Examine Naipaul's treatment of alienation, identity, and cultural conflict in *An Area of Darkness*. (K5-E, CO4)
5. How do Peter Hulme, Susan Bassnett, and Joan Pau Rubiés collectively explain travel writing as linked to writing, gender, and ethnography? (K5-E, CO2)



Head of the Department
Ms. J. Maria Prabina Sackaria



Course Instructors
Ms. Jershitha Queen S

SEMESTER II

Technology In Teaching English

Department : English SF
Class : I M.A English
Title of the Course : Technology In Teaching English
Semester : II
Course Code : EP232SE1

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

Learning Objectives:

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

Course Outcomes

On the successful completion of the course, student will be able to:		
1	understand the digital system, its organization and architecture.	K2
2	identify needs and aspirations on a broader spectrum to recognize the evolving role of digital technologies.	K2,K4
3	discuss how technology affects language learning and teaching today.	K4

4	use strategies to teach vocabulary through social media.	K3
5	identify and develop appropriate grammar activities that include opportunities for learners to discover, analyze, and use English grammar during language interactions.	K4

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	Virtual Learning Environment (VLE)	3	0.5	K2	Demonstration	VLE Exploration	Moodle / Google Classroom	MCQ Test
	2	Web-Based Learning Environment	2	0.5	K2	Interactive Lecture	Comparison Activity	Coursera / SWAYAM	Short Notes

	3	Effective Web Tools in Teaching	3	0.5	K3	Hands-on Practice	Tool Testing (Kahoot / Padlet)	EdTech Portals	Practical Evaluation
	4	Audio-Visual Aids in Teaching	2	0.5	K3	Lab-based	Audio-Video Lesson Design	YouTube, TED-Ed	Practical Assignment
Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation
II									
	1	Basics of Webpage Development	3	0.5	K2	Coding Demo	Website Layout Drafting	W3Schools	Short Notes
	2	Hosting a Webpage	2	0.5	K4	Project-based	Deployment Practice	GitHub Pages	Practical Test

	3	Content Writing & Digital Ads	3	0.5	K3	Workshop Style	Copywriting / SEO Task	Canva / WordPress	Content Evaluation
	4	Wikipedia Development (Creating & Editing Articles)	2	0.5	K4	Inquiry-based	Collaborative Article Editing	Wikipedia Sandbox	Peer Review
Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation
III									
	1	Computational Linguistics – Introduction	2	0.5	K3	Lecture + Demo	Concept Mapping	ResearchGate	MCQ Quiz

	2	Speech Recognition (SR) Systems	3	0.5	K4	Simulation	Voice Command Input	Google SR	Case Analysis
	3	Text-to-Speech (TTS) Synthesizers & IVR	3	0.5	K4	Lab Session	TTS Voice Generation	Azure / Natural Reader	Practical Test
	4	Search Engines & Text Editors	2	0.5	K4	Experiential	Keyword Search Activity	Google / Grammarly	Observation Sheet
Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation

IV

	1	Introduction to Lexicography	2	0.5	K2	Interactive Lecture	Terminology Sorting	Britannica	Short Notes
	2	Dictionary Development (e-Dictionary)	3	0.5	K3	Hands-on	Creating Mini e-Dictionary	Lexicography Tools	Practical Evaluation
	3	WordNet & Thesaurus Exploration	3	0.5	K4	Concept Mapping	Synonym Tree Activity	WordNet Online	Oral Presentation
	4	Language Teaching Methods – L1 & L2	2	0.5	K4	Discussion-based	Role Play	Linguistics Resources	Evaluation Rubric

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation
V									
	1	E-Learning – Modes of English Instruction (Synchronous / Asynchronous)	3	0.5	K3	Video Analysis	E-Learning Platform Demo	Zoom / MS Teams	Online Quiz
	2	Challenges and Solutions in E-Learning	2	0.5	K4	Analytical	Group Problem-Solving	Educational Journals	Reflection Paper

	3	Machine Translation & Language Learning	3	0.5	K4, K5	Workshop + Case Study	MT Tool Comparison	Google MT / DeepL	Comparative Report
	4	Technology Integration in Future ELT Classrooms	2	0.5	K5	Brainstorming	EdTech Innovation Pitch	AI Tools in ELT	Viva

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

Activities (Em/ En/SD): Webpage creation and hosting, E-learning instructional design mini-project

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

Activities related to Cross Cutting Issues: Poster Presentation on Ethical Digital Teaching, Cyber Ethics in Education, Gender Neutral Classroom Resources

Assignment: Develop a digital instructional resource to teach an aspect of English,

Seminar Topic: The Future of English Language Teaching in the Age of Educational Technology

Sample questions (minimum one question from each unit)

Part A

1. List any two examples of asynchronous e-learning tools. (K1 / CO5)
2. Identify the platform primarily used for creating and editing Wikipedia pages. (K1 / CO2)
3. Expand TTS and state its application in language learning. (K1 / CO3)
4. Name one key feature of a Virtual Learning Environment that supports online learning. (K1 / CO1)
5. What is Lexicography mainly associated with in language learning? (K1 / CO4)

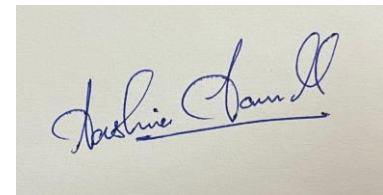
Part B

1. Analyse the pedagogical value of audio-visual aids in improving English language teaching outcomes. (K4 / CO4)
2. Differentiate between synchronous and asynchronous e-learning with suitable examples. (K3 / CO5)
3. Examine the step-by-step process involved in developing and editing a Wikipedia page for academic learning. (K4 / CO2)
4. Demonstrate how social media platforms can be used as tools for teaching vocabulary effectively. (K3 / CO4)

5. Analyse the challenges associated with implementing e-learning in English language classrooms. (K4 / CO3)

Part C

1. Design a complete plan for creating an educational webpage to teach English grammar, including content structure, interface design and hosting strategies. (K6 / CO5)
2. Critically evaluate the benefits of using speech recognition systems to support ESL learners with examples. (K5 / CO3)
3. Compare and contrast first-language and second-language teaching methodologies with suitable classroom examples. (K5 / CO4)
4. Assess the role of computational linguistics in shaping modern trends in English language teaching and learning. (K5 / CO3)
5. Critically examine the contribution of machine translation to e-learning, highlighting both its advantages and limitations. (K5 / CO5)

A handwritten signature in blue ink on a light-colored background. The signature appears to be 'Abdulhameed Sami' with a horizontal line underneath the name and an arrow pointing to the right.

Head of the Department

Course Instructors

Ms. J. Maria Prabina Sackaria

Ms. M.Aashina Janvi

SEMESTER IV
CORE COURSE: 21ST CENTURY MILLENNIAL LITERATURE AND CULTURE

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

Pre-requisite:

A good knowledge about 21st Century writers.

Learning Objectives

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

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	Identify the intersections between literature and other cultural forms.	K1
2.	Understand the ways in which 21 st century literature reflects global cultural trends, exchanges and interconnectedness.	K2
3.	Appreciate literature in various forms including digital storytelling, graphic novels and interactive narratives.	K3
4.	Analyse how literature engages and responds to pressing global issues like climate change, social justice and political transformations.	K4
5.	Evaluate how literature addresses and challenges diverse identities including those related to gender, race and sexuality.	K5

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

Teaching Plan

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive level	Pedagogy	Student centric Method	E Resources	Assessment/ Evaluation
I	1	Chimamanda Ngozi Adichie: To My One Love	3		K2 (U)	Lecture, discussion on cultural themes	Collaborative Close Reading Circles	Author Interviews & Talks	Short reflective essay on themes

	2	Zadie Smith: Joy	3	1	K2(U)	Reading, interactive group analysis	Socratic Seminar, Audio	Articles & Essays	Group presentation on style
	3	Sally Rooney: Even If You Beat Me	4	1	K3(A)	Case study, role-play based on narrative	Literary Device Hunt, Academic Resources	Author Talks and Interviews	Written response on narrative
	4	Yuval Noah Harari: Liberty	4	1	K4(A)	Lecture, critical thinking exercises	Real-World Case Study Analysis	Lecture Videos	Critical essay on themes
II	1	Imtiaz Dharker: Prayer	3	1	K2(U)	Lecture, thematic discussion on spirituality	Visual Interpretation Task, Personal Reflection Circle	Video interviews with Imtiaz Dharker	Reflection journal on themes
	2	Warsan Shire: Home	3		K3(A)	Reading, group discussion on immigration	Jigsaw Group Work, Empathy Mapping Exercise	Documentary clips on migration and refugee crises	Written analysis of key themes
	3	Hollie McNish: Foreign	3	1	K3(A)	Group analysis, debate on identity issues	Think–Pair–Share, Language Mapping Activity	Podcasts on language discrimination	Group presentation on cultural identity

	4	Ocean Vuong: Telemachus	3		K4(A)	Analytical discussion , video resources	Memory & Trauma Timeline	Critical essays on immigrant memory and myth retelling	Comparative essay on family dynamics
	5	Simon Armitage: Fugitives	3	1	K4(A)	Discussio n, critical analysis	Role-Play & Dramatic Interpretat ion, Symbol Hunt Activity	British Library resources on conflict poetry, Short documentary clips on displacement /modern fugitives	Poem analysis worksheet
III	1	Karen Russell: St. Lucy's Home for Girls Raised by Wolves	4	1	K2 (U)	Interactive reading, symbolis m discussion	Reflective Journaling , Group Debate, Role-Play	Podcast interviews with Karen Russell, SparkNotes theme summaries	Quiz on symbolism in the story
	2	Ted Chiang: Exhalation	4	1	K4(A)	Lecture, critical thinking exercises	Inquiry- Based Learning, Conceptua l Diagramm ing	Animated explanations of entropy, Author interviews with Ted Chiang	Critical essay on science and humanity

	3	George Saunders: Tenth of December	4	1	K4(A)	Case study, group discussion	Problem-Solving Groups , Theme-Based Jigsaw	Short film adaptations available online for visual reinforcement. George Saunders's talks on storytelling	Group discussion and presentation
	4	Hilary Mantel: Destroyed	4		K5 (E)	Analytical discussion , video interview clips	Perspective Switch Writing, Cause-Effect Mapping	Literary criticism on Hilary Mantel's political narratives, Canva/Padlet for mood board creation and visual interpretation	Reflective journal on narrative techniques
IV	1	Margaret Atwood: Oryx and Crake	8	1.5	K5(E)	Lecture, group analysis on dystopian themes	Theme-Based Jigsaw Learning, Character Motivation Mapping,	YouTube Lectures & Interviews, TED Talks Videos, Scholarly Articles	Comparative essay on dystopian themes

							Cause– Effect Analysis		
	2	Philip Roth: Nemesis	8	1.5	K5 (E)	Lecture, ethical debates on themes of survival	Historical Inquiry Circles, Character Responsibility Debate, Reflective Journaling	Documentari es on Polio Epidemics, Educational Platforms, Medical Humanities Resources	Critical analysis on ethical dilemmas
V	1	Lucy Kirkwood: The Children	14	3	K5 (E)	Script reading, discussion on ecological themes	Ethical Decision- Making Circles, Collaborat ive Theme Mapping, Scene Reconstru ction & Blocking Activity, Real- World Parallel Research	Recorded Interviews & Discussions, Digital Performance Clips, Criticism & Analysis	Performance critique on ethical themes

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development and Employability
Course Relevance Classification as Local/Global: Global

Activities (Em/ En/SD): Literary Exhibits in the prescribed text.

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

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

Assignment: Literary Exhibition.

Seminar Topic: Genetic Engineering from Atwood's Perspective

Sample Questions

Section A

1. In *To My One Love* by Chimamanda Ngozi Adichie, the main theme revolves around:

- A. Political turmoil in Africa
- B. The complexity of romantic relationships
- C. The impact of colonialism
- D. Cultural traditions and customs

2. In Yuval Noah Harari's *Liberty*, the author discusses the concept of:

- A. Freedom and its evolution in modern society
- B. Love and family bonds
- C. The importance of economic success
- D. The dangers of technological advancement

3. The poem *Home* by Warsan Shire explores themes of:

- A. Family heritage
- B. Migration and displacement
- C. The beauty of nature
- D. Industrial progress

4. In Telemachus, Ocean Vuong uses which mythological character to explore family dynamics?

- A. Zeus
- B. Achilles
- C. Telemachus
- D. Odysseus

5. Karen Russell's St. Lucy's Home for Girls Raised by Wolves is an allegory for:

- A. The transition from childhood to adulthood
- B. Cultural assimilation
- C. The fear of the unknown
- D. Environmental conservation

6. In Ted Chiang's Exhalation, the story primarily explores themes of:

- A. Human survival
- B. Environmental impact

C. The nature of consciousness

D. Romantic relationships

7. Margaret Atwood's *Oryx and Crake* deals with the ethical implications of:

A. War and conflict

B. Genetic engineering

C. Financial crises

D. Space exploration

8. Philip Roth's *Nemesis* primarily explores:

A. The quest for power

B. Personal and social responsibility during a health crisis

C. Technological advancements

D. Psychological resilience

9. Lucy Kirkwood's *The Children* focuses on themes related to:

A. Environmental responsibility and legacy

B. Childhood trauma

C. Industrial growth

D. Love and betrayal

10. In *The Children*, the characters are former:

A. Teachers

B. Nuclear physicists

C. Politicians

D. Environmental activists

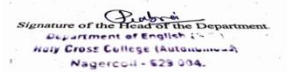
Section B

1. Discuss how Chimamanda Ngozi Adichie's *To My One Love* and Zadie Smith's *Joy* explore the complexities of human relationships and emotional depth. How do these works reflect broader cultural or societal themes?
2. Analyze the theme of migration in Warsan Shire's *Home*. How does the poem capture the emotional struggles and resilience of individuals forced to leave their homelands?
3. In *St. Lucy's Home for Girls Raised by Wolves* by Karen Russell, how does the story depict cultural assimilation and identity conflict? What are the key symbols or narrative techniques used to convey these themes?
4. Margaret Atwood's *Oryx and Crake* presents a dystopian world shaped by genetic engineering and environmental degradation. Discuss how Atwood critiques human intervention in nature and its consequences in the novel.
5. In Lucy Kirkwood's *The Children*, the characters grapple with issues of responsibility and legacy in the face of environmental destruction. How does the play address the ethical responsibilities of past generations toward future ones?

Section C

1. Compare and contrast the themes of individual freedom and societal expectations in Yuval Noah Harari's *Liberty* and Sally Rooney's *Even If You Beat Me*. How do the authors approach these themes, and what do their perspectives reveal about the pressures of modern life?
2. Examine the portrayal of identity and belonging in the poems *Foreign* by Hollie McNish and *Prayer* by Imtiaz Dharker. How do the poets use language, imagery, and structure to convey the emotional landscape of individuals navigating complex cultural identities?

3. Discuss the theme of existential questioning in George Saunders' Tenth of December and Ted Chiang's Exhalation. How do these stories reflect on human consciousness, mortality, and the desire to find meaning in life? What techniques do the authors use to explore these deep themes?
4. Margaret Atwood's Oryx and Crake and Philip Roth's Nemesis both explore the consequences of human actions, albeit in very different contexts. Analyze how each author addresses themes of ethical responsibility, the impact of scientific and medical advancements, and the role of individual choices in shaping societal outcomes.



Head of the Department

Ms. J. Maria Prabina Sackaria



Course in Charge

Dr. J. Sharmila

Teaching Plan

Department : English (SF)
Class : II M.A. English
Title of the Course : SUBALTERN STUDIES
Semester : IV
Course Code : EP234CC2

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

Learning Objectives:

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

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

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - 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	Resources	Assessment/ Evaluation Methods
I	1	Sumit Sarkar – The Decline of the Subaltern in Subaltern Studies	4	1	K4(An)	Inquiry-Based	Think–Pair–Share, Theme Mapping	JSTOR, Research Articles	Reflective Essay CIA I
	2	Subaltern Studies – Key Concepts	1		K2(U)	Active Learning	Concept Chart, Group Discussion	NPTEL, PDFs	MCQ Test
	3	Ranajit Guha – The Prose of Counter Insurgency (Part I)	3	1	K3(Ap)	Analytical Reading	Close Reading, Pair Analysis	Subaltern Studies Archives	Short Written Task CIA I
	4	Ranajit Guha – The Prose of Counter Insurgency (Part II)	3		K4(An)	Problem-Based Learning	Critical Dialogue	YouTube Lectures	Critical Review CIA I
	5	Comparative Study: Sarkar & Guha	1	1	K4(An)	Reflective Pedagogy	Comparison Chart	Academic Blogs	Presentation
II	1	Mahmoud Darwish – The Ruin	2	1	K4(An)	Reflective Pedagogy	Journaling, Symbol Mapping	Poetry Foundation	Reflective Notes CIA I
	2	Audre Lorde – The Black Unicorn	2		K3(Ap)	Flipped Classroom	Group Reading, Poster Design	Poets.org, Lorde Archive	Presentation CIA I
	3	Thomas Hood – The Song of the Shirt	2	1	K2(U)	Case-Based	Social Context Mapping	Victorian Poetry Sites	MCQ Test CIA I
	4	Kamala Das – The Old Playhouse	2		K4(An)	Feminist Reading	Creative Response	Kamala Das Archive	Assignment CIA II

	5	Sarojini Naidu – The Loss of India	2		K2(U)	Active Learning	Recitation, Theme Chart	Archive.org	Quiz CIA II
	6	Comparative Poetry Study – Themes of Loss, Identity, Resistance	2	1	K4(An)	Collaborative Learning	Theme Comparison, Pair Discussion	YouTube Lectures	Group Presentation CIA II
III	1	Premchand – A Lesson in the Holy Life	3	1	K3(Ap)	Case Study	Moral Mapping	Indian Literature Online	Written Assignment CIA I
	2	Premchand – January Night	3		K2(U)	Storytelling	Character Analysis Chart	Short Story PDFs	Activity Sheet CIA I
	3	Ambai – A Kitchen in the Corner of the House	3	1	K4(An)	Feminist Narratives	Group Discussion	Ambai Short Stories	Analytical Essay CIA II
	4	Ambai – Yellow Fish	2		K3(Ap)	Sensory Learning	Visual Interpretation Activity	Modern Indian Fiction	Poster, Quiz CIA II
	5	Comparative Themes: Gender, Class, Labour	1		K4(An)	Collaborative Learning	Theme Web	YouTube Lectures	Group Presentation
IV	1	Bama – Vendetta (Vanmam) – Background & Context	2	1	K2(U)	Blended Learning	Timeline, Character Tree	Dalit Literature Archives	Quiz CIA I
	2	Bama – Vendetta (Vanmam) – Themes & Characters	3	1	K3(Ap)	Analytical Reading	Pair Analysis	PDF Texts	Short Essay
	3	Meena Kandasamy – The Gypsy Goddess – Introduction	3		K3(Ap)	Reflective Pedagogy	Group Debate	Author Talks	Written Review
	4	The Gypsy Goddess – Narrative Style & Technique	2	1	K4(An)	Critical Study	Structure Analysis	Interviews, YouTube	Assignment CIA II
	5	Comparative Dalit	2		K4(An)	Problem-Based	Panel	NPTEL	Thematic

		Fiction – Bama & Kandasamy				Learning	Discussion	Videos	Essay
V	1	Vijay Tendulkar – His Fifth Woman – Plot & Setting	3	1	K2(U)	Performance-Based	Scene Breakdown	Theatre Adaptations	Quiz, Slip Test, Presentation, CIA I
	2	His Fifth Woman – Characters & Conflicts	3	1	K3(Ap)	Analytical Reading	Character Diary	Play Scripts	Debate
	3	Mahasweta Devi – Bayen – Background & Social Issues	1		K4(An)	Reflective Learning	Social Issue Mapping	Documentary Clips	Reflection Log
	4	Bayen – Dramatic Technique & Symbolism	3	1	K3(Ap)	Critical Study	Symbol Chart	Theatre Recordings	Short Test CIA II
	5	Comparative Study – Tendulkar & Mahasweta Devi	2		K4(An)	Collaborative Learning	Learning Panel Discussion	YouTube Lectures	Seminar Presentation

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

Activities (Em/ En/SD): Digital Story Telling, Debate and Public Speaking, Role Play, Creative Projects.

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

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

Assignment:

1. Discuss the narrative techniques used by Meena Kandasamy in The Gypsy Goddess, focusing on voice, structure, and political commentary.
2. Examine how Mahasweta Devi uses performance, symbolism, and voice to highlight social injustice in Bayen.
3. Analyze the caste conflicts and power structures depicted in Bama's Vendetta (Vanmam).
4. Write a character study of the female protagonists in Vijay Tendulkar's His Fifth Woman.

Seminar Topics:

1. The Evolution and Limitations of Subaltern Studies: A Critical View of Sumit Sarkar's Argument
2. Ranajit Guha's "Prose of Counter Insurgency": An Analysis of Colonial Narratives and Resistance
3. The Politics of Identity, Exile, and Memory in Mahmoud Darwish's Poetry
4. Feminist Expression and Selfhood in Audre Lorde and Kamala Das
5. Representation of Women's Lives and Domestic Spaces in Ambai's Short Fiction
6. Moral Conflict, Poverty, and Humanism in the Short Stories of Premchand
7. Caste Violence, Social Power, and Community Structures in Bama's Vendetta (Vanmam)
8. Narrative Innovation and Political Engagement in Meena Kandasamy's The Gypsy Goddess
9. Patriarchy, Violence, and Female Resistance in Vijay Tendulkar's His Fifth Woman
10. Performance, Symbolism, and Social Critique in Mahasweta Devi's Bayen

Part A (1 mark).

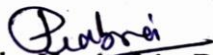
1. Define the term subaltern as used in subaltern studies. (K1-R-CO1)
2. Who coined the term subaltern studies, and what was its primary objective? (K1-R-CO1)
3. Name any two texts included in the syllabus that explore subaltern perspectives. (K1-R-CO1)
4. How does Sarojini Naidu depict the loss of national identity in *The Loss of India*? (K2-U-CO2)
5. Describe the symbolism in Audre Lorde's *The Black Unicorn*. (K2-U-CO2)

Part B (6 marks)

1. Explain how *A Kitchen in the Corner of the House* portrays gender and societal norms. (K2-U-CO2)
2. Discuss how Vijay Tendulkar uses dialogue to emphasize social hierarchy in *His Fifth Woman*. (K3-Ap-CO3)
3. How does *Yellow Fish* by Ambai reflect the intersection of personal and political struggles? (K3-Ap-CO3) (K3)
4. Analyze how gender oppression is depicted in Mahasweta Devi's *Bayen*. (K4-An-CO4)
5. Analyze the use of imagery in Sarojini Naidu's *The Loss of India* to critique colonial rule. (K4-An-CO4)

Part C (12 marks)

1. How can the insights from subaltern studies be applied to understand modern issues of systemic inequality? (K3-Ap-CO3)
2. Analyze the representation of oppressed voices in Ambai's short story *A Kitchen in the Corner of the House*. (K4-An-CO4)
3. Compare and contrast the depiction of colonial oppression in Sarojini Naidu's *The Loss of India* and Audre Lorde's *The Black Unicorn*. (K4-An-CO4)
4. How does Bama's *Vendetta (Vanmam)* reflect the complexities of caste and identity? (K4-An-CO4)
5. Discuss the narrative techniques used by Munshi Premchand in *A Lesson in the Holy Life* to highlight subaltern struggles. (K3-Ap-CO3)



Head of the Department
Ms. J. Maria Prabina Sackaria



Course Instructor
Dr. R. Eveline Shindya

SEMESTER IV

CORE COURSE XII: TRENDS AND MOVEMENTS IN LITERATURE

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

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

Learning Objectives:

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

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	demonstrate proficiency in identifying and discussing elements unique to each literary form	K1 &K3
2.	understand the evolution of literature through different historical periods	K2
3.	understand the concept of literary genius and its significance in literary history	K2

4.	analyze the representation of identity and culture in literature	K4
5.	gain a comprehensive understanding of the style, structure and narrative techniques employed by the authors	K5

K1 - Remember; K2 - Understand; K3 - Apply; K4 - 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 Methods
I	Literary Trends and Movements								
	1.	The Renaissance	2	0.5	K1, K2	Lecture + historical mapping	Think–Pair–Share	Britannica	Short Test
	2.	The Restoration Period	2	0.5	K2, K3	Analytical Lecture	Timeline Activity	Literature PDFs	Worksheet
	3.	The Age of Reason	2	0.5	K1, K2	Contextual Lecture	Group Discussion	Online resources	Short Answers
	4.	Metaphysical Poetry	3	0.5	K3, K4	Close reading + features	Poem Annotation	Poetry Foundation	Assignment
	5.	Neoclassical Literature	3	0.5	K2, K3	Features + examples	Mini Presentation	Articles	Class Activity

	6.	Romanticism	3	0.5	K2, K4	Lecture + visuals	Reflection Writing	YouTube lectures	Quiz
	7.	Victorian Literature	1.5	0.5	K2, K3	Lecture	Chart Making	Online archives	Oral Q&A
	8.	Modernism & Postmodernism	1.5	0.5	K3, K4	Comparative Lecture	Group Poster	Literary Criticism Sites	Unit Test
II	Forms of Literature: Characteristics and Features								
	1.	Poetry – Forms, features, devices	4	1	K1,K3	Analytical Lecture	Poem Analysis	Poetry websites	Worksheet
	2.	Prose – Types & structure	4	1	K1,K3	Lecture + Examples	Paragraph Review	Study notes	Short Test
	3.	Drama – Elements & structure	4	1	K2,K4	Dramatic technique explanation	Role Play	Theatre videos	Class Activity
	4.	Novel – Narrative techniques	6	1	K3,K5	Narrative analysis	Group Presentation	Novel guides	Assignment
III	World Literatures								
	1.	Canadian Literature – Features	3	1	K1, K2	Lecture + PPT	Brainstorming	Canadian Literature Archives	Short Test
	2.	Major Writers: Atwood, Munro,	3	1	K2, K4	Author introduction	Group Presentation	Author Interviews	Assignment

		Ondaatje, Laurence, Davies, Mistry							
	3.	Black American Literature – Features	3	1	K2, K3	Contextual Lecture	Class Debate	African American Library	Quiz
	4.	Langston Hughes, Hurston, Morrison, Baldwin, Angelou, Walker	3	1	K3, K4	Literary analysis	Comparative Chart	YouTube recitations	Class Test
	5.	Feminist Literature – Concepts, features	3	1	K2, K4	Lecture + discussion	Reflection Writing	Feminist Theory videos	Assignment
	6.	Major Writers: de Beauvoir, Woolf, Rich, Adichie	3	1	K3, K5	Thematic analysis	Think–Pair– Share	TED Talks, essays	Unit Test
IV	Nature of Genius								
	1.	Concept of Literary Genius	3	1	K2, K3	Lecture	Brainstorming	Literary Criticism	Short Test

	2.	Homer & Shakespeare – Legacy	3	1	K1, K4	Comparative Lecture	Group Discussion	Literature Encyclopedias	Quiz
	3.	Jane Austen & Charles Dickens – Style & Themes	4	1	K3, K4	Textual analysis	Character Interaction	Online archives	Assignment
	4.	Tagore & Salman Rushdie	6	1	K3,K5	Analytical Lecture	Student Presentation	Interviews, essays	Unit Test
V	Award Winning Writers								
	1.	Gabriel Garcia Marquez – Magical Realism	4	1	K2,K4	Analytical Lecture	Group Activity	Author talks	Short Answers
	2.	Kazuo Ishiguro – Memory & identity	4	1	K3,K5	Theme explanation	Video Discussion	Interviews	Reflection Writing
	3.	Orhan Pamuk – History & culture	3	1	K3,K4	Lecture	Think–Pair–Share	Articles	Assignment
	4.	Arundhati Roy – Political writing	3	1	K4,K5	Critical reading	Debate	Speeches	Class Test

	5.	Jhumpa Lahiri – Diaspora themes	4	1	K3,K5	Character & style analysis	Group Presentation	Author Interviews	Unit Test
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Course Focussing on Employability/ Entrepreneurship/ Skill Development: Skill Development

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

Activities (Em/ En/SD): **Logo Crafting, Jumping into Movements, Poster Presentation**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment

Sustainability/ Gender Equity): Human Values, Environment Sustainability, Gender Equity,

Professional Ethics

Activities related to Cross Cutting Issues:

Assignment: Analyzing the pros and cons in contemporary Literature.

Sample Questions:

Part A

1. What is one major characteristic of Renaissance literature? (K1, CO2)
2. What is the main structural feature that distinguishes poetry from prose? (K1, CO1)
3. Name any one major Canadian or Black American writer discussed in Unit III. (K1, CO4)
4. Why is William Shakespeare regarded as a literary genius? (K2, CO3)

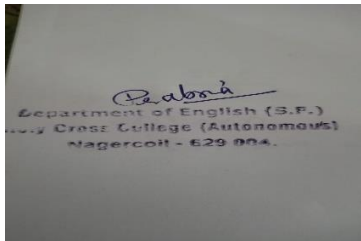
5. Which major literary award is Gabriel Garcia Marquez best known for receiving? (K1, CO5)

Part B

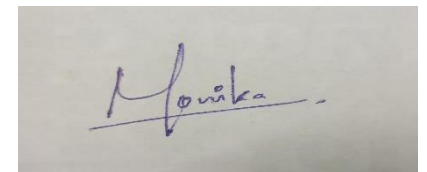
1. How did Romanticism challenge the Neoclassical ideals of the previous age? (K4,CO2)
2. Explain the essential features of drama as a literary form. (K3,CO1)
3. What themes commonly appear in Black American Literature? (K4,CO4)
4. How does Jane Austen's writing illustrate elements of literary genius? (K4,CO3)
5. Discuss the portrayal of diasporic identity in Jhumpa Lahiri's works. (K4,CO5)

Part C

1. Discuss the defining features and cultural significance of Modernism as a literary movement. (K4,CO2)
2. Analyze how the characteristics of poetry, prose, drama, and the novel evolved across major literary periods. (K3,CO1)
3. Examine how Feminist Literature challenges traditional gender roles with reference to writers like Woolf, Rich, or Adichie. (K4,CO4)
4. Evaluate how Charles Dickens and Rabindranath Tagore exemplify literary genius through their style and themes. (K5, CO3)
5. Critically assess the narrative techniques and thematic depth in the works of Kazuo Ishiguro or Orhan Pamuk. (K6,CO5)



Head of the Department
Ms. J. Maria Prabina Sackaria



Couse Instructor
Ms. Monika JS

SEMESTER IV

ELECTIVE COURSE IV: b) LITERATURE OF THE NORTH-EAST INDIA

Department : English SF
Class : II M.A English
Title of the Course : ELECTIVE COURSE IV: b) LITERATURE OF THE NORTH-EAST INDIA
Semester : IV
Course Code : EP234EC5

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234EC5	3	-	-	1	3	4	60	25	75	100

Learning Objectives:

1. To familiarize students with North-East writings and writers.
2. To appreciate the cultural and social diversity evinced in the North-East region.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	Understand the rich cultural diversity of North East India, including its linguistic, ethnic and tribal heritage	K1 & K2
2.	Examine the historical, social, and political contexts that have shaped North East Indian literature	K2 & K4

3.	Critically appreciate the unique aesthetic qualities and storytelling traditions of the region	K3 & K5
4.	Evaluate literature from a region that is often marginalized or underrepresented in mainstream discourse	K4 & K5
5.	Formulate and defend their own interpretations of literary works, supporting their arguments with textual evidence	K5 & K6

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 Methods
I	Prose								
	1.	<i>Jogesh Das</i> – The Region and the People	3.5	1.5	K4, K5	Research-oriented lecture + Map-based socio-cultural analysis	Critical Review	Economic & Political Weekly articles JSTOR – Northeast Studies Collection	Analytical essay

	2.	Priyanka Kakkoti – <i>Identity, Ethnicity, Insurgency</i>	3.5	1.5	K4,K5	Case-study method	Panel Discussion: “Is insurgency narrative or counter-narrative?”	Research Gate: Indigenous Identity in NE India YouTube: NE Conflict Documentaries by Doordarshan & BBC	Assignment/ Theory-application assignment
	3.	Bazlur Rahman Khan – <i>Man, Nature & State in Pre-Colonial Kachar</i>	3.5	1.5	K4,K6	Comparative political anthropology	Comparative Chart	https://www.cambridge.org/core/journals Oxford Bibliographies – South Asian History	Eco-critical analysis
II	Poetry								
	1.	Indira Goswami – <i>Pakistan</i>	1.5	2	K4,K5	Trauma Studies & Partition Studies	Seminar: Representation of pain and displacement in NE poetry.	Goswami interviews on YouTube	Poetic analysis test
	2.	Robin S. Ngangom – <i>My Invented Land</i>	1.5	1	K5,K6	Diaspora and	Research Poster: “Imagined	Ngangom lectures on YouTube	Poster presentation/ Creative writing

						homeland theory	Homeland in NE poetry.”		
	3.	Pallab Chaudhury – Meghalaya	1	1	K3, K4	Poetic symbolism workshop	Eco-poetry analysis	Poetry International Web	Oral test
	4.	Mamang Dai- I’m Going Back to Old	1	1	K2, K4	Memory Studies	Ethnopoetics study	Google Scholar – Memory Studies/ Online MCQ	Memory analysis
	5.	Nongwanga m Chinir- Defeated	1	1	K3, K6	Flipped classroom	Anthology creation	North- east Indian Journals	Comparative eco-critical essay
III	Short Stories								
	1.	Bhabendra Nath Saikia – An Evening Walk	1.5	1.5	K4,K5	Structuralist narrative analysis Psychological character-study	Brainstorming/ Narrative Diagram	Audio books	Oral Questions
	2.	Mohonto Panging –	2	1.5	K3, K4	Story Analysis,	Role Play/ Context Paper:	Full text pdf	Class Test

		Indi-Chini Bhai Bhai				Theme Study	Historical background of India– China relations		
	3.	Linthoi Chanu – <i>War</i>	2	0.5	K2, K3	Feminist reading Cultural ethnography study	Pair Activity	Documentaries / NCPA videos	Short Quiz
	4.	Avinuo Kire – The Last Light of Glory Days	1.5	1.5	K3, K4	Indigenous storytelling techniques/ Analytical Lecture	Group Presentation	Literary reviews, Journals	Comparative study presentation/ Assignment
IV	Fiction								
	1.	Easterine Kire: Author Introduction and major works	3	2	K1, K2	Lecture+ ppt	Discussion/ Folklore Mapping: Identify folk motifs in the novel.	Easterine Kire talks & interview, YouTube – Naga mythology documentaries	Oral Test/
	2.	Easterine Kire – <i>Son</i>	6	1	K5, K6	Chapter Analysis	Role Play/ Seminar	Research Gate – Indigenous Literature,	Creative rewriting/ Unit Test

		<i>of the Thundercloud</i>						Stage Performances	
V	Drama								
	1.	G.C. Tongbra : Author Introduction and major works	2	2	K1, K2	Performance Studies	Group Discussion	Research articles on Tongbra	Short Test
	2.	G.C. Tongbra – <i>The Flesh Trap</i>	6	2	K5, K6	Satire & social criticism	Scene performance	Online Manipuri theatre performances/ Reviews	Dramatic commentary

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

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

Activities (Em/ En/SD): **Role Play, Poster Presentation, Open Talk**

Course Focusing on Cross Cutting Issues (Professional Ethics/ Human Values/Environment

Sustainability/ Gender Equity): Human Values, Environment Sustainability, Gender Equity,

Professional Ethics

Activities related to Cross Cutting Issues:

Assignment: Comment on North-East Indian Literature as a literary critic.

Sample Questions:

Part A

1. Which region is discussed in Bazlur Rahman Khan's essay? Pre-colonial Kachar (K1)
2. Mamang Dai's poetry revolves around which theme? Nature (K1)
3. What does the word Wari mean in Manipuri? Story / Tale (K1)
4. Which state does Easterine Kire belong to? Nagaland (K1)
5. Name the central character in the drama "The Flesh Trap"? Tomal (K1)

Part B

1. Explain the cultural diversity of the North-East as described by Jogesh Das. (K4)
2. Discuss the use of imagery in Mamang Dai's poems. (K4)
3. Analyse the theme of violence in *The Last Light of Glory Days*. (K5)
4. What does the novel reveal about suffering and redemption? (K4)
5. Briefly explain the use of satire in *The Flesh Trap*. (K5)

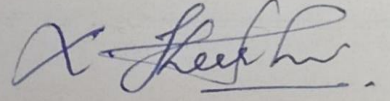
Part C

1. Critically examine how identity, ethnicity, and insurgency shape the socio-political structure of the North-East, with reference to Priyanka Kakkoti's essay. (K5)
2. Evaluate the poetic strategies used by Mamang Dai to portray nature, culture, and identity in Arunachal Pradesh. (K5)
3. Analyse *An Evening Walk* as a reflection of social and psychological conflict. (K4)

4. Write a note on Naga folklore in Son of the Thundercloud.(K3)

5.Explain the social criticism presented in Tongbra's drama. (K4)

Head of the Department
Ms. J. Maria Prabina Sackaria

A rectangular box containing a handwritten signature in blue ink. The signature is cursive and appears to read 'X Keerthi'.

Couse Instructor
Ms. Keerthi X

									on Methods
I	1	Introduction to Feminist Literary Theory	2		K1	Chalk & Talk, PPT	Think-Pair-Share	YouTube: Intro to Feminist Theory	Oral questioning
	2	Sexual/Textual Politics – Key Ideas	2		K2	Lecture + Discussion	Group discussion	Online articles by Toril Moi	Short reflective note
	3	Hooks' Ideas on Solidarity & Sisterhood	2	1	K3,K4	Case studies	Students share examples from everyday life	TED Talks on feminism	Small group task
	4	Introduction to Kate Millett	2		K1	Lecture + PPT	Student warm-up questions	Kate Millett interviews	Oral recap
	5	Contemporary Relevance & Summary	2	1	K5	Seminar/ Discussion	Student presentations	Online feminist studies modules	Rubric-based evaluation
II	1	Gwendolyn Brooks: The Mother	2		K1,K2, K4	Close reading + Discussion	students interpret a stanza	Annotated PDFs, online criticism	Exit ticket / short paragraph

	2	Anne Sexton: Housewife	2	1	K1,K2, K3,K4	Textual analysis	Pair work— students map symbols in poem	YouTube poem readings	2-mark quiz
	3	Warsan Shire: The Ugly Daughter	2		K2,K4	Discussio n + Close reading	Small group interpretati on	Online feminist criticism	Workshee t activity
	4	Adrienne Rich: Power	2		K1,K3, K4,K5	Debate: “Does society punish powerful women?”	JSTOR criticism	Short quiz / peer feedback	Debate
	5	Jana Harris: Don’t Cheapen Yourself	2	1	K3,K4, K5	Close reading	Students write a 3- line self- affirmation	E-texts, YouTube readings	Exit slip / reflection note
III	1	Manju Kapur: Chocolate	2		K1,K2, K4	Textual analysis + Discussio n	Group interpretati on	Research articles / critic summarie s	Exit slip / short paragraph
	2	Gail Godwin: A Sorrowful Woman	2		K2,K4, K5	Close reading	Pair work— students trace emotional shifts	Study notes, journals	Reflectiv e writing

	3	Edith Wharton: The Fullness of Life	2	1	K1,K2, K4	Discussion + Reading	Group activity— symbolism identification	JSTOR/cr iticism extracts	Workshee t activity
	4	Charles W.Chesnutt: The Wife of his Youth	2		K2,K4, K5	PPT + Lecture	Students share examples of identity categories in society	YouTube audio story	Oral recap
	5	Henry Lawson: The Dover's Wife	2	1	K1,K2, K4	Textual analysis	Group discussion- compare with rural women's situations	YouTube story explanati on	Short write-up
IV	1	Introduction to Laxmi Narayan Tripathi; Context of Transgender Autobiography	2		K1, K2	Lecture + PPT	Think– Pair–Share	YouTube interview s of Laxmi; Articles on transgend er rights	Oral questions
	2	Challenges: Violence, Discrimination, Exclusion from Society	2		K3	Case Study Method	Students relate examples from news/medi a	Human Rights Watch reports	Workshee t activity

	3	Media, Dance, Public Persona: Laxmi in Popular Culture	2	1	K4	Media analysis	Students review interviews/ TV appearances	YouTube: Laxmi on Satyamev Jayate	Reflection journal
	4	Writing Style, Narrative Voice, Language of Resistance	2		K5	Literary analysis	Group textual interpretation	Critical essays on autobiography genre	2-mark quiz
	5	Conclusion: Significance of the Autobiography + Revision	2	1	K6	Seminar-style discussion	Students create a mind map of the text	Web articles, blogs	Short presentation / Exit slip
V	1	Introduction to Lorraine Hansberry; Historical background (Civil Rights, 1950s America)	2		K1	Lecture + PPT	Think–Pair–Share	YouTube: Biography of Hansberry	Oral questioning
	2	Overview of the play: Setting, Family Structure, Major Themes	2		K2	Interactive Lecture	Prior knowledge activation	Crash Course on literature	Short recap
	3	Karl Lindner & the Clybourne Park Incident: Racism &	2	1	K5	Case study method	Debate: “Was Lindner wrong?”	Articles on Redlining	Debate rubric

		Negotiation							
	4	Symbolism: Plant, Money, House, Hair	2		K3, K4	Literary device explanati on	Students identify symbolic moments	YouTube literary analysis	Symbol chart submissio n
	5	Revision + Contemporary Relevance (Black Lives, Representation, Equality)	2	1	K6	Seminar & open forum	Students create a mind map of major themes	Theatre analyses & blogs	Exit ticket / short presentati on

Sample questions

Part A

1. In Feminist Politics: Where We Stand, bell hooks argues that feminism is primarily about (K2–U, CO2)
 - a) Money
 - b) Male domination
 - c) Ending oppression
 - d) Personal fame
2. In Adrienne Rich’s Power, the figure used to explore sacrifice is(K1–R, CO1)
 - a) Amelia Earhart
 - b) Marie Curie
 - c) Mother Teresa
 - d) Rosalind Franklin
3. The Ugly Daughter by Warsan Shire focuses mainly on (K2–U, CO2)


- a) War
 - b) Body image and identity
 - c) Education
 - d) Nature
4. In *Housewife*, Anne Sexton uses the image of a wife as (K4–A, CO3)
- a) A machine
 - b) A holy saint
 - c) Household furniture
 - d) A teacher
5. The Younger family appears in (K1–R, CO1)
- a) *The Glass Menagerie*
 - b) *A Raisin in the Sun*
 - c) *Death of a Salesman*
 - d) *Fence*

Part B

1. What is feminist literary theory? (K2–U, CO2)
2. Briefly describe the emotional tone of Gwendolyn Brooks' *The Mother*. (K4–A, CO3)
3. What is the main idea in Anne Sexton's *Housewife*? (K2–U, CO2)
4. What symbolism does Adrienne Rich use in *Power*? (K4–A, CO3)
5. Describe the character of the drover's wife. (K2–U, CO2)

Part C

1. Explain the central arguments in bell hooks' *Feminist Politics: Where We Stand*. (K2–U, CO2)
2. Discuss the feminist elements in Anne Sexton's poem *Housewife*. (K4–A, CO3)
3. Write a critical appreciation of Adrienne Rich's poem *Power*. (K5–E, CO5)
4. How does *Chocolate* by Manju Kapur portray gender power imbalance? (K4–A, CO4)
5. Examine the Younger family's struggle for the American Dream in *A Raisin in the Sun*. (K5–E, CO5)


Signature of the Head of the Department
Department of English
Holy Cross College (Autonomous)
Nagercoil - 629 004.

Head of the Department
Ms. J. Maria Prabina Sackaria



Course Instructors
Ms. Jersitha Queen S

SEMESTER III

SKILL ENHANCEMENT COURSE III: ENGLISH FOR EMPLOYABILITY

Department : English SF
Class : II M.A English
Title of the Course : SKILL ENHANCEMENT COURSE III: ENGLISH FOR EMPLOYABILITY
Semester : IV
Course Code : EP233SE1

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

Learning Objectives:

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

Course Outcomes

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

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

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation
I									
	1	Introduction to Workplace Communication	3	0.5	K1 (R), K2 (U)	Lecture + Discussion	Think-Pair-Share	YouTube Workplace Communication	MCQ & Reflection Notes
	2	Verbal Communication Skills	3	0.5	K2 (U), K3 (Ap)	Role-Play	Group Exercise	TED Talks	Oral Presentation
	3	Non-Verbal Communication & Body Language	3	0.5	K2 (U)	Demonstration + Discussion	Peer Observation	YouTube Videos	Short Reflection

	4	Visual Communication & Presentation Aids	3	0.5	K3 (Ap)	Workshop	Group Activity	PPT / Canva	Slide/Visual Demo
	5	Communication Ethics & Workplace Etiquette	3	0.5	K4 (An)	Case Study	Role-Play	HR Articles	Group Discussion
Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation

II

	1	Workplace Vocabulary (Recruitment, Skills, Pay)	3	0.5	K1 (R), K2 (U)	Vocabulary Workshop	Word-Map Activity	Cambridge Business English	Vocabulary Quiz
	2	Business Terminology	3	0.5	K2 (U), K3 (Ap)	Case Study	Scenario-Based Task	Corporate Articles	Short Essay

		(People & Workplaces)							
	3	Professional Jargon & Acronyms	3	0.5	K1 (R), K3 (Ap)	Discussion + Examples	Peer Practice	Online Glossaries	Quiz / Assignment
	4	Workplace Idioms & Phrases	3	0.5	K2 (U)	Lecture + Group Activity	Pair Exercises	Business English eBooks	Worksheet
	5	Effective Use of Vocabulary in Communication	3	0.5	K3 (Ap), K4 (An)	Workshop	Group Writing Task	Business Emails & Reports	Short Essay / Evaluation
Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation
III									
	1	Job Application & Resume Writing	3	0.5	K3 (Ap)	Workshop	Peer Review	Sample Resumes	Resume Submission

	2	Cover Letter Writing	3	0.5	K3 (Ap)	Guided Writing	Peer Feedback	Job Portals	Cover Letter Assignment
	3	Email & Memo Conventions	3	0.5	K2 (U), K3 (Ap)	Lecture + Practice	Pair Correction	Email Templates	Graded Email/Memo
	4	Business Letter Conventions	3	0.5	K3 (Ap)	Demonstration	Letter Drafting Practice	Company Letters	Peer-Reviewed Business Letter
	5	Report Writing & Documentation	3	0.5	K4 (An)	Workshop + Examples	Group Report Task	Sample Reports	Group Assessment
Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation

IV

	1	Effective Presentation Techniques	3	0.5	K2 (U), K4 (An)	Video Analysis + Lecture	Group Reflection	Toastmasters Videos	Reflection Paper
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	2	Use of Technology in Presentations	3	0.5	K3 (Ap)	Demonstration	Hands-On PPT / Canva	Online Tutorials	Graded Presentation
	3	Interview Preparation Basics	3	0.5	K4 (An)	Lecture + Discussion	Mock Q&A	HR Interview Videos	Group Discussion
	4	Advanced Interview Strategies	3	0.5	K4 (An), K5 (Ev)	Workshop	Peer Feedback	Interview Rubrics	Mock Interview Evaluation
	5	Soft Skills for Interviews	3	0.5	K5 (Ev)	Role-Play	Simulation	HR Case Studies	Evaluation of Communication & Confidence
Unit	Module	Topic	Teaching Hours	Assessment Hours	Cognitive Level	Pedagogy	Student-Centric Method	E-Resources	Assessment / Evaluation
V									

1	Presentation Practice	3	0.5	K3 (Ap), K4 (An)	Student-Led Presentation	Peer Feedback	PPT / Canva	Individual Presentation Evaluation
2	Mock Interview	3	0.5	K4 (An), K5 (Ev)	Real-Time Interview Simulation	Group Interview Practice	Interview Rubric Files	Professionalism & Communication Evaluation
3	Group Project / Collaborative Task	3	0.5	K4 (An), K5 (Ev)	Project-Based Learning	Team Collaboration	Online Resources	Project Evaluation
4	Self-Reflection & Feedback	3	0.5	K5 (Ev)	Guided Reflection	Peer & Instructor Feedback	Reflective Journals	Reflection Report
5	Consolidation & Revision of Skills	3	0.5	K4 (An), K5 (Ev)	Discussion + Practice	Peer Teaching	Worksheets / Videos	Short Test / Quiz

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

Activities (Em/ En/SD): Resume and cover letter writing workshop, Role-play activities based on workplace communication scenarios, Mock interviews with peer and instructor feedback

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

Activities related to Cross Cutting Issues: Debate on ethical communication in corporate environments, Gender-inclusive language in professional writing, Creating a psychologically safe workplace through empathy and respect

Assignment: Resume, Presentation, Mock Interview

Seminar Topic: The Role of Effective Communication Skills in Enhancing Employability and Workplace Success

Sample questions (minimum one question from each unit)

Part A

1. Define professional communication and state its purpose in the workplace. (K1 / CO1)
2. Identify two forms of non-verbal communication commonly used in professional environments. (K1 / CO1)
3. List the essential elements required in the structure of a resume. (K1 / CO3)
4. State one major difference between a memo and a formal business letter. (K2 / CO3)
5. What is the role of visual aids in enhancing workplace presentations? (K2 / CO4)

Part B

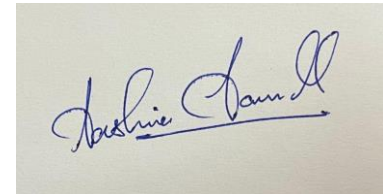
1. Explain how non-verbal communication contributes to professional interaction in workplace settings. (K4 / CO4)
2. Apply appropriate business vocabulary to describe a recruitment scenario in a workplace. (K3 / CO2)
3. Analyse the importance of tailoring a resume to a specific job description with examples. (K4 / CO3)
4. Demonstrate the structure and tone of a formal business email by drafting a sample for requesting an interview. (K3 / CO3)
5. Compare verbal and visual modes of communication and describe where each is more effective in the workplace. (K4 / CO1)

Part C

1. Evaluate how effective workplace communication influences productivity, team morale and professional growth. (K5 / CO4)
2. Develop a professional resume and cover letter for a job of your choice, integrating workplace-appropriate terminology and tone. (K6 / CO3)
3. Critically analyse the influence of verbal, non-verbal and visual communication styles on professional relationships in the workplace. (K5 / CO4)
4. Design a presentation on a workplace topic and justify your choice of visual aids and delivery strategies. (K6 / CO5)
5. Assess the role of mock interviews and feedback sessions in improving employability and interview performance. (K5 / CO5)

Head of the Department

Ms. J. Maria Prabina Sackaria

A handwritten signature in blue ink on a light-colored background. The signature is cursive and appears to read 'Aashina Janvi'. There is a horizontal line under the name 'Janvi'.

Course Instructors

Ms. M.Aashina Janvi