

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

Affiliated to
Manonmaniam Sundaranar University, Tirunelveli



Department of English SF

UG Teaching Plan (odd sem)

2024-2025



Vision

Sculpting integrated individuals for a better future

Mission

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

Programme Educational Objectives (PEOs)

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

Programme Outcomes (POs)

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

Programme Specific Outcomes (PSOs)

PSO	Upon completion of 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 : All UG departments
Class : I B.A., B.Sc., B.Com.
Title of the Course : Part II – English A Stream
Semester : I
Course Code : EU241EL1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU241EL1	5	1	-	-	3	6	90	25	75	100

Learning Objectives

1. To assist them in developing reading habits, silently, extensively and intensively
2. To provide them with an ability to build and enrich their communication skills

Course Outcomes:

COs	Upon completion of this course, the students will be able to:	PSO addressed	Cognitive level
CO - 1	identify the key themes and recognize important details in literary texts	PSO1	K1(R)
CO - 2	express confidence in reading, organizing, comprehending and writing assignments	PSO2	K2(U)
CO - 3	demonstrate a significant acquisition of vocabulary and improved oral fluency	PSO3	K3(Ap)
CO - 4	develop the communication skill for basic interaction and for securing jobs	PSO3	K4(An)
CO - 5	evaluate, interpret and apply all that they have studied to real life situations	PSO3	K5(E)

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Prose					
	1.	L. A. G. Strong: Reading for Pleasure	5	K1(R), K2(U)	Introductory session, Lecture using AV aid, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays
	2.	G.B. Shaw: Spoken English and Broken English	5	K1(R), K2(U)	Introductory session, Lecture using AV aid, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
	3.	R.K. Narayan: A Snake in the Grass	4	K1(R), K2(U)	Introductory session, Lecture using AV aid, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
	4.	Ruskin Bond: The Tiger in the Tunnel	4	K1(R), K2(U)	Introductory session, Lecture using AV aid, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
II	Poetry					
	1.	Toru Dutt: The Lotus	4	K1(R), K2(U)	Introductory session, Lecture using AV aid , Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
	2.	Kamala Das: My Grandmother's House	4	K1(R), K2(U)	Introductory session, Lecture using AV aid , Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
	3.	William Shakespeare: The Seven Ages of Man	5	K1(R), K2(U)	Introductory session, Lecture using AV aid ,	Evaluation through short test, MCQ, True/False,

					Discussion, Mind mapping, Peer tutoring	Short essays or overview
	4	S.T. Coleridge: The Suicide's Argument	5	K1(R), K2(U)	Introductory session, Lecture using AV aid, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
III	Short Story					
	1.	Donald Barthelme: The School	5	K1(R), K2(U)	Introductory session, Lecture using AV aid, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
	2.	Jerome. K. Jerome: Uncle Podger Hangs a Picture	5	K1(R), K2(U)	Introductory session, Lecture using AV aid , Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
	3.	Oscar Wilde: The Devoted Friend	4	K1(R), K2(U)	Introductory session, Lecture using AV aid , Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Short essays or overview
	4	Khushwant Singh: The Mark of Vishnu	4	K1(R), K2(U)	Introductory session, Lecture using AV aid , Discussion, Mind mapping, Peer tutoring	
IV	Language Competency					
	1.	Verbs and Tenses	3	K3(AP)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises
	2.	Subject Verb Agreement	3	K3(Ap)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping,	Evaluation through short test, MCQ, True/False, Exercises

					Peer tutoring	
3.	Synonyms	4	K3 (Ap)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises	
4.	Antonyms	3	K3(Ap)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises	
5	Reorganizing jumbled sentences into a coherent paragraph	5	K3(Ap)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises	
V	Communication Skill					
1.	Sub Skills of Listening – Comprehension (Listening to stories & Retelling / Rephrasing)	2	K3(Ap), K4 (An), K5 (E)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through oral test, MCQ, True/False, Exercises	
2.	Greeting and introducing, making requests, asking for and giving permission	2	K3(Ap), K4 (An), K5 (E)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through oral test, MCQ, True/False, Exercises	
3	Reading Comprehension (Note Making)	4	K3(Ap), K4 (An), K5 (E)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises	
4.	Giving instructions and directions	2	K3(Ap), K4 (An), K5 (E)	Introductory session, Lecture using Chalk and talk,	Evaluation through oral test, MCQ, True/False, Exercises	

					Discussion, Mind mapping, Peer tutoring	
5	Technical Writing- Formal Letter (Requisition for leave, Permission to go out during working hours)	4	K3(Ap), K4 (An), K5 (E)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises	
6	Informal Letter (Requesting friend/ relatives for accompaniment)	4	K3(Ap), K4 (An), K5 (E)	Introductory session, Lecture using Chalk and talk, Discussion, Mind mapping, Peer tutoring	Evaluation through short test, MCQ, True/False, Exercises	

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

Activities (Em/ En/SD): Exhibition

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

Activities related to Cross Cutting Issues: Role play

Assignment: Vocabulary from the given texts- Synonyms, Antonyms and Word Formation

Sample questions (minimum one question from each unit)

Part A

1. According to L.A.G. Strong _____ is like a living person
 - a) Books
 - b) Magazines
 - c) Poetry
 - d) Library
2. Who holds the man responsible for all his disappointment?
 - a) Nature
 - b) God
 - c) Destiny
 - d) Life
3. Which among the following died due to suffocation?
 - a) gerbils
 - b) puppy
 - c) cat
 - d) snake
4. Identify and specify the types of nouns in the following sentence: She travelled to a beautiful city.
5. For what is the following expression used?
Go straight ahead.

Part B

1. How does Shaw critique the notion of 'correct' English in his lecture?
2. What role does Flora play in the poem "The Lotus," and how does her intervention impact the resolution of the central conflict?
3. What does the snake symbolize in the story by R.K. Narayan?
4. i) Identify and classify each noun in the following sentence: Mount Everest is the highest mountain in the world.

ii) Write the plural form of each singular noun: a. glass b. cherry

iii) Rewrite the sentence changing the singular nouns to plural: The baby sleeps in the crib.

iv) Identify the type of adverb: She sings beautifully.

v) Choose the correct form of the adverb (positive, comparative, or superlative) to complete each sentence: She sings _____ (beautifully) of all the contestants.

vi) Rewrite the sentence by placing the adverb in the correct position: He finished the work (quickly).

5. Write a letter to your friend extending an invitation to join you in a family wedding in your native place.

Part C

1. "A Book is like a living person, you must meet it as a friend and actively like it, if any good is to pass between you" - Articulate your thoughts into words.
2. Summarize Kamala Das's "My Grandmother's House".
3. How does the author use humor and characterization to convey his message in "Uncle Podger Hangs a Picture" and how is gender pictured in the story?
4. i) Rewrite the sentences changing the plural nouns to singular: (2 marks)
 - a. The children are playing in the garden.
 - b. The books are on the shelf.

ii) Fill in the blanks with appropriate adverbs: (2 marks)

a. _____ did you go yesterday? (interrogative)

b. The reason _____ she cried was unclear (relative)

iii) Create your own sentences using adverbs of the specified type: (2 marks)

- a) Adverb of manner b) Adverb of time

iv) Fill in the blanks with the correct superlative form of the adjective given in brackets:

a. He is the _____ (rich) person in our town.

b. This is the _____ (beautiful) garden I have ever visited.

v) Give the synonyms of : (2 marks) a) agile b) glare

vi) Give the antonyms of : (2 marks) a) clarity b) consistency

5. Make note for the following passage and prepare a mindmap for the following passage: The Process of Photosynthesis

All living things need food and energy to survive. The food-making and energy process for plants to survive is called **photosynthesis**. Plants make food and produce oxygen through photosynthesis. The process is complex but with the sun, water, nutrients from the soil, oxygen, and chlorophyll, a plant makes its own food in order to survive.

Chlorophyll is a green chemical inside a plant that allows plants to use the Sun's energy to make food. Without chlorophyll a green plant would not be able to survive.

The following are the steps in photosynthesis:

1. The sunlight is absorbed through a plant by its leaves, or other green parts.
2. The water and nutrients from the soil are absorbed through the roots of the plant.
3. The chlorophyll inside the plant's leaves traps the energy from the sunlight.
4. Carbon dioxide in the air enters through the leaves of the plants. (**Carbon dioxide** is carbon and oxygen combined.)
5. Inside the chlorophyll there are **chloroplasts** which contain water and the carbon dioxide from the air.
6. The chloroplasts are like tiny manufacturing plants. The water and carbon dioxide from the air combine to make sugar and water. Basically, it is the food for the plant to survive and grow.
7. Sugar is then made and released into the veins of the leaf and it spreads throughout the rest of the plant.
8. The oxygen the plant has made is then released into the air.



Head of the Department
(Ms. Maria Helen Janoba)

Course Instructor
Dr. Subha Ganapathy

SEMESTER I
PART II ENGLISH: B STREAM

Department : English SF
Class : I B.A, B.SC., B.Com English
Title of the Course : Part II English: B Stream
Semester : I
Course Code : EU241EL2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU241EL2	5	1	-	-	3	6	90	25	75	100

Learning Objectives:

1. To assist them in developing reading habits, silently, extensively and intensively
2. To provide them with an ability to build and enrich their communication skills

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	identify the key themes and recognize important details in literary texts	K1
2.	express confidence in reading, organizing, comprehending and writing assignments	K2
3.	demonstrate a significant acquisition of vocabulary and improved oral fluency	K3
4.	develop the communication skill for basic interaction and for securing jobs	K4
5.	evaluate, interpret and apply all that they have studied to real life situations	K5

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	G.B. Shaw: Spoken English and Broken English	5	K5(E)	Lecture using Chalk and talk, Introductory session, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview, Slip Test, Simple definitions
	2.	R.K. Narayan: A Snake in the Grass	5	K5(E)	Lecture using Chalk and talk, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview, Simple definitions
	3.	Ruskin Bond: The Tiger in the Tunnel	5	K5(E)	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, Short essays, Concept explanations
II						
	1.	Toru Dutt: The Lotus	5	K5(E)	Lecture using Chalk and talk	Evaluation through short

					,Introductory session, Group Discussion, Mind mapping, Peer tutoring, Lecture using videos, Demonstration, PPT, Review	test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Recall steps, Concept definitions ,
	2.	Kamala Das: My Grandmother's House	5	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Lecture using videos, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Open Book Test
	3.	William Shakespeare: The Seven Ages of Man	5	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept

						explanations, Short summary or overview, Simple definitions, MCQ, Slip Test, Open Book Test
III						
	1.	Jerome. K. Jerome: Uncle Podger Hangs a Picture	5	K5(E)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, Short essays, Short summary or overview, Open Book Test
	2.	Oscar Wilde: The Devoted Friend	5	K5(E)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, MCQ, Open Book Test
	3.	Khushwant Singh: The Mark of Vishnu	5	K5(E)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration,	Evaluation through short test, MCQ, True/False, Short essays, Concept

					PPT, Review	explanations, MCQ, Open Book Test
IV						
	1.	Nouns	3	K2 (U)	Lecture using Chalk and talk, Introductory session, Peer tutoring, PPT	Evaluation through short test, MCQ
	2.	Adverbs	3	K2(U)	Lecture using Chalk and talk, Introductory session, Mind mapping, Peer tutoring, Lecture using videos, PPT, Review	Evaluation through short test, MCQ, Simple definitions.
	3	Adjectives	3		Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Short essays, Slip test
	4	Synonyms	3		Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, True/False, Slip test

	5	Antonyms	3		Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, Open Book Test, Slip test
V						
	1.	Listening Comprehension (Listening to stories & Retelling / Rephrasing)	3	K4 (Ap)	Lecture using Chalk and talk, Introductory session, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, Exercise questions.
	2.	Greeting and introducing, making requests, asking for and giving permission	2	K4 (Ap)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Role play.
	3	Reading Comprehension (Note Making)	3	K2 (U)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Exercise questions.
	4	Giving and Asking Instructions	2	K4 (Ap)	Lecture using Chalk and talk, Introductory session, Lecture using	Evaluation through short test, MCQ, Role play

					videos, PPT	
	5	Technical Writing- Formal Letter (Requisition for leave)	2	K4 (Ap)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Exercise questions
	6	Informal Letter (Requesting friend/ relatives for accompaniment)	3	K4 (Ap)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Exercise question.

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

Activities (Em/ En/SD): Dialogue Delivery, Literary Masquerade, Drawing,

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

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

Assignment: Poster Presentation, Story Writing

Part A

- 1.What does Shaw mean by broken English? (K2)
- 2.Which two flowers are conflict in the poem “The Lotus? (K1)
- 3.Uncle Podger falls and slides on _____ (K1)
4. Who is the author of "The Seven Ages of Man"? K1
5. What is the significance of the title "The Devoted Friend" by Oscar Wilde? (K1)

Part B

1. Summarize R.K Narayan’s “A Snake in the Grass”? (K4)
- 2.What is the significance of grandmother’s house in Kamala Das’s poem. (K4)
- 3.Analyse humour in Uncle Podger story by Jerome (K5)
4. Describe the main theme explored in G.B. Shaw's "Spoken English and Broken English." (K5)

5. Explore the theme of cultural identity in Toru Dutt's poem "The Lotus." How does Dutt reflect her own cultural background in this poem? (K5)

Part C

1. How does Shaw critique the notion of 'correct' English in his lecture? (K4)
2. What is the significance of the cyclical structure in *The Seven Stages of Man* in monologues (K4)
3. Elaborate the role of irony in "Devoted Friend" (K5)
4. Write an interpretive essay on the themes of identity and belonging in Khushwant Singh's "The Mark of Vishnu." How does Singh explore these themes through his characters and plot?
5. Discuss the symbolic significance of "My Grandmother's House" in Kamala Das's poem.



Head of the Department

Ms. M. Maria Helen Janoba

A handwritten signature in blue ink, appearing to be "John".

A handwritten signature in blue ink, appearing to be "Jaishmitha".

Course Instructors

Ms. M. Maria Helen Janoba & Ms. Jaishmitha RIny

SEMESTER I
PART II ENGLISH: C STREAM

Department : English SF
Class : I B.A, B.SC., B.Com English
Title of the Course : Part II English: B Stream
Semester : I
Course Code : EU241EL3

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU241EL3	5	1	-	-	3	6	90	25	75	100

Learning Objectives:

1. To assist them in developing reading habits, silently, extensively and intensively
2. To provide them with an ability to build and enrich their communication skills

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	identify the key themes and recognize important details in literary texts	K1
2.	express confidence in reading, organizing, comprehending and writing assignments	K2
3.	demonstrate a significant acquisition of vocabulary and improved oral fluency	K3
4.	develop the communication skill for basic interaction and for securing jobs	K4
5.	evaluate, interpret and apply all that they have studied to real life situations	K5

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	G.B. Shaw: Spoken English and Broken English	5	K5(E)	Lecture using Chalk and talk, Introductory session, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview, Slip Test, Simple definitions
	2.	R.K. Narayan: A Snake in the Grass	5	K5(E)	Lecture using Chalk and talk, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview, Simple definitions
II						
	1.	Toru Dutt: The Lotus	5	K5(E)	Lecture using Chalk and talk, Introductory session, Group Discussion, Mind mapping, Peer tutoring,	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations,

					Lecture using videos, Demonstration, PPT, Review	Short summary or overview, Simple definitions, MCQ, Recall steps, Concept definitions ,
	2.	Kamala Das: My Grandmother's House	5	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Lecture using videos, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Open Book Test
III						
	1.	Jerome. K. Jerome: Uncle Podger Hangs a Picture	5	K5(E)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, Short essays, Short summary or overview, Open Book Test
	3.	Khushwant Singh: The Mark of Vishnu	5	K5(E)	Lecture using Chalk and talk, Group	Evaluation through short test, MCQ,

					Discussion, Peer tutoring, Demonstration, PPT, Review	True/False, Short essays, Concept explanations, MCQ, Open Book Test
IV						
	1.	Nouns	3	K2 (U)	Lecture using Chalk and talk, Introductory session, Peer tutoring, PPT	Evaluation through short test, MCQ
	2.	Pronouns	3	K2(U)	Lecture using Chalk and talk, Introductory session, Mind mapping, Peer tutoring, Lecture using videos, PPT, Review	Evaluation through short test, MCQ, Simple definitions.
	4	Synonyms	3		Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, True/False, Slip test
	5	Antonyms	3		Lecture using Chalk and talk, Introductory	Evaluation through short test, Open Book

					session, Lecture using videos, PPT	Test, Slip test
V						
	1.	Listening Comprehension (Listening to stories & Retelling / Rephrasing)	3	K4 (Ap)	Lecture using Chalk and talk, Introductory session, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, Exercise questions.
	2.	Greeting and introducing, making requests, asking for and giving permission	2	K4 (Ap)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Role play.
	3	Reading Comprehension (Note Making)	3	K2 (U)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Exercise questions.
	4	Giving and Asking Instructions	2	K4 (Ap)	Lecture using Chalk and talk, Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, Role play
	5	Technical Writing- Formal Letter (Requisition for	2	K4 (Ap)	Lecture using Chalk and talk,	Evaluation through short

		leave)			Introductory session, Lecture using videos, PPT	test, MCQ, Exercise questions
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Course Focussing on Employability/ Entrepreneurship/ Skill Development: Skill

Development

Activities (Em/ En/SD): Dialogue Delivery, Literary Masquerade, Drawing,

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

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

Assignment: Poster Presentation, Story Writing

Part A

1. What does Shaw mean by broken English? (K2)
2. Which two flowers are conflict in the poem "The Lotus"? (K1)
3. Uncle Podger falls and slides on _____ (K1)
4. Who is the author of "The Seven Ages of Man"? K1
5. What is the significance of the title "The Devoted Friend" by Oscar Wilde? (K1)

Part B

1. Summarize R.K Narayan's "A Snake in the Grass"? (K4)
2. What is the significance of grandmother's house in Kamala Das's poem. (K4)
3. Analyse humour in Uncle Podger story by Jerome (K5)
4. Describe the main theme explored in G.B. Shaw's "Spoken English and Broken English." (K5)
5. Explore the theme of cultural identity in Toru Dutt's poem "The Lotus." How does Dutt reflect her own cultural background in this poem? (K5)

Part C

1. How does Shaw critique the notion of 'correct' English in his lecture? (K4)
2. What is the significance of the cyclical structure in *The Seven Stages of Man* in monologues (K4)
3. Elaborate the role of irony in "Devoted Friend" (K5)

4. Write an interpretive essay on the themes of identity and belonging in Khushwant Singh's "The Mark of Vishnu." How does Singh explore these themes through his characters and plot?
5. Discuss the symbolic significance of "My Grandmother's House" in Kamala Das's poem.



Head of the Department
Ms. M. Maria Helen Janoba

Course Instructors
Ms. Maria Prabina Sackaria

Teaching Plan
Department of English (SF)
2024 -2025 (Even Semester)

Department: English
Class: II B. A., B. Sc., & B. Com.
Title of the Course: PART II: ENGLISH
Semester: III
Course Code: EU233EL1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233EL1	5	1			3	6	90	25	75	100

Objectives

1. To assist them in developing correct reading habits, silently, extensively and intensively.
2. To provide them with an ability to build and enrich their communication skills.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	Identify the key themes and recognize important details in literary texts	K1
2	Express confidence in reading, organizing, comprehending and writing assignments	K2
3	Demonstrate a significant acquisition of vocabulary and improved oral fluency	K3
4	Develop the communication skill for basic interaction and for securing jobs	K4
5	Evaluate, interpret and apply all that they have studied to real life	K5

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

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	Poetry					
	1.	Mamang Dai: <i>The Voice of the Mountains</i>	2	K2 (U) K4 (An)	Lecture method, Interactive teaching, group discussion	Class test, quiz, Internal Test 1
	2.	Toru Dutt: <i>Sita</i>	2		Lecture method, Flipped classroom, peer teaching	Internal Test 1, Short answers, MCQ
	3.	Oodgeroo Noonuccal: <i>A Song of Hope</i>	2		Lecture method, PPT using Gamma, poetry recitation	Internal Test II, Quiz, assignment
	4.	Christina Rossetti : <i>In an Artist's Studio</i>	2		Lecture method and PPT	Internal Test II, class test
II	Scenes from Shakespeare					
	1.	“Balcony Scene” from <i>Romeo and Juliet</i>	9	K 2 (U) K4 (An) K5 (E)	Lecture method, flipped classroom, group discussion Interactive teaching, peer group teaching & YouTube Video	Internal Test I, class test
	2.	“Banquet Scene” from <i>Macbeth</i>	9			Internal Test I, assignment
	3.	“Murder Scene” from <i>Julius Caesar</i>	9			Internal Test II, assignment, paragraphs
III	Speeches from Famous Personalities					
	1.	Jawaharlal Nehru: Tryst with Destiny	5	K2 (U) K5 (E)	Lecture method, PPT	Internal Test I, assignment, essay writing
	2.	Barack Obama: Yes We Can	5			Internal Test I, assignment, essay writing
	3	Steve Jobs: You've Got to Find What You Love	5			Internal Test II Slip Test

IV Language Competency						
	1.	Writing letters and emails	3	K3(Ap)	Application method,	Internal Test I, Class test
	2.	Writing and messaging in social media platforms (blogs, twitter, Instagram, Facebook)	4	K3(Ap)	Application method, ppt	Internal Test I, Slido class test, quiz
	3.	Learning etiquette, email etiquette	4	K3(Ap)	Application method, ppt	Internal Test II, class test, exercise
V English for Workplace						
	1.	Data Interpretation and Reporting	4	K3(Ap)	Inquiry based Learning silentreading and loud interpretation	Internal Test I, Reading comprehension, reading exercise
	2.	Data Presentation and Analysis	4	K3(Ap)	Lecture method, practical sessions	Internal Test I, Reading newspaper
	3.	Meeting Etiquette – language, dress code, and voice modulation	3	K3(Ap)	Lecture method and peer learning	Internal Test II, Paragraph writing
	4.	Online meetings – Terms and expressions used ; Conducting and Participating in a meeting	3	K3(Ap)	Lecture method and peer learning	Internal Test II, Note making

Course focusing on Employability and Skill Development

Activities: Report Writing, Seminar, Reading comprehension, Reading newspaper and Note making

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

Activities related to Cross Cutting Issues: recite poems on nature, reading news

Assignment: Draft letters for several occasions

Seminar Topic: Poetry Recitation and Dramatization of Shakespearian Plays

Sample Questions

Part A

1. What natural elements does the mountain witness in the poem?
2. Who narrates the story of Sita to the children in Toru Dutt's poem?
3. What does the artist repeatedly paint in the studio?

4. The balcony scene takes place in _____
5. Whose ghost appears to Macbeth during the banquet?

Part B

1. Analyse how Rossetti criticizes the objectification of women in the poem.
2. Explore the themes of love and fate as depicted in the balcony scene.
3. Examine the significance of Brutus's role in the assassination of Julius Caesar.
4. How does Obama utilize rhetorical devices to inspire hope and unity in his speech?
5. How does the setting of the balcony scene enhance the romantic tension between Romeo and Juliet?

Part – C

1. Analyse the connection between nature and culture in Mamang Dai *Voice of the Mountain* ?
2. Discuss the depiction of mythology and motherhood in Toru Dutt's poem *Sita*?
3. Examine the political and moral implications of the assassination of Julius Caesar, considering Brutus's internal conflict.
4. Analyse how Nehru's speech *Tryst with Destiny* reflects the aspirations and challenges of post-colonial India.
5. How does Shakespeare use the supernatural in the banquet scene to explore the theme of power and its corrupting influence? Explain.



Head of the Department

Ms. M. Maria Helen Janoba.

Course Instructor

Ms. Mihi Nancy, Dr. Jebamalar.E & Dr.R.Eveline Shindya

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

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

Objectives

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

Course outcomes

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

Teaching plan

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

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

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

Activities (Em / En/SD): Development of Enacting Skills, Narrative and Comprehensive Skills.

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

Activities related to Cross Cutting Issues

Group Discussion on Portrayal of Women characters in the Shakespearean plays

Enactment of scenes from the prescribed plays

Assignment: Enactment of scenes from the play, Sonnet Recitation

Seminar Topic: (if applicable)

Poster Presentation & Paper presentation on the following topics

1. Shakespeare, the Dramatist
2. Shakespeare's Theatre
3. Shakespeare's Audience
4. Sources of Shakespearean Dramas
5. Themes of Shakespeare
6. The Tragedies of Shakespeare
7. The Comedies of Shakespeare
8. The tragicomedies of Shakespeare
9. The Roman Histories of Shakespeare

10. Hamartia in Shakespearean dramas
11. Opening Scenes
12. Supernatural Elements
13. Dual hero concept in Shakespeare
14. Dramatic Unities
15. Catharsis in Shakespearean dramas
16. Soliloquies in Shakespeare
17. Shakespearean Sonnets
18. The Dark Lady of Shakespearean Sonnets
19. The Fair Youth of Shakespearean Sonnets
20. The Last Plays of Shakespeare
21. The Psychology Behind the Tragic Incidents
22. Theories deployed in Shakespearean Dramas
23. Fools in Shakespeare
24. Techniques observed in Shakespearean Dramas
25. Cross Gender Interference
26. Racism in Shakespeare
27. Historic Events as replete in Shakespeare
28. Shakespeare's Style
29. Symbolism in Shakespeare
30. Elizabethan England in Shakespeare
31. Revenge in Shakespeare
32. Psychology in Shakespeare

Sample questions (minimum one question from each unit)

Part A

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

Part B

- 6) Discuss the dark lady of Shakespeare
- 7) What was the strange law in Athens?

8) Sketch the character of Iago

9) How does Cassius die?

10) Discuss the conventional usage of nature with reference to the essay “Is Man no more than this?”

Part- C

11) Enumerate the ideas as replete in Shakespeare’s sonnets.

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

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

14) Analyse *Julius Caesar* as Roman Tragedy

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



Ms. M. Maria Helen Janoba

Head of the Department

Dr. R. Eveline Shindya

Course Instructor

Semester III

Major Core VI: Women's Writing in English

Course Code: EC2052

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

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

Course Outcomes

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

Teaching Plan

Department : English

Class : IIM.A English

Title of the course Core VI: Women's Writing in English

Course Code: EC2052

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EC2052	5	1	-	5	6	90	25	75	100

Objectives:

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

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO - 1	become masters of the regional contribution to Literature in English.	PSO - 2	U
CO - 2	equip with skills of translation and also problems of translation	PSO - 1	An
CO - 3	create awareness of the cultural issues from a global perspective.	PSO - 4	C
CO - 4	enhance the knowledge about regional literature written in English	PSO - 2	E

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	We should all be feminist	9	K2(Ap)	Lecture using Chalk and talk , Discussion	Quiz
	2.	In Search of our mothers garden	9	K2(U)	Lecture using chalk and talk , Discussion	Slip test
II	1.	Sadie and Maud	3	K6(An)	Lecture and PPT	Slip.test
	2.	The Moon and the Yew Tree	2	K3(AP)	Lecture and Discussion	Factual test
	3.	Her Kind	4	K4(An)	Lecture and Discussion	True/False, MCQ
	4.	Introduction	3	K6(C)	Lecture using chalk and talk	Short Essay
	5.	The common women poems II Ella in a square apron	3	K4(E)	PPT and Discussion	Class test
III	1.	<i>The Giant Wisteria</i>	3	K3(Ap)	Lecture& Discussion	Critical Analysis
	2.	<i>In a forest a deer</i>	4	K4(An)	PPT	MCQ
	3.	<i>Desiree's Baby</i>	2	K5(E)	Lecture and Discussion	Quiz
	4.	<i>Sweat</i>	3	K4(An)	Lecture and Discussion	Factual test
	5.	<i>Rules of the Game</i>	3	K6(C)	Lecture and PPT	Slip test
IV	1.	<i>Oleander Girl</i>	7	K4(An)	Lecture& Discussion	Class Test

			8	K4(An)	PPT	Slip Test
V	1.	Trifles	15	K1(R), K2(U)	Lecture	MCQ

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development Activities (Em/ En/SD): Drama Enactment, Poem Recitation, Story Review.

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: Story Review

Assignment: Presenting a critical review on In a forest a deer.

Sample questions

Part A

1. How many children did the narrator of in Search of our mothers garden had? (K1)
2. Who is the educated women in Sadie and Maud? (K1)
3. Mention the tribulation of women in Rules of the Game. (K3)
4. List out the themes in Oleander Girl. (K2)
5. Which feminist movement was the base for Trifle? (K4)

Part B

1. Analyse we should all be feminist. (K4)
2. Explain the various types of traits in women as mentioned in Her Kind. (K3)
3. Write a short note on the identity crisis in In a Forest a Deer. (K3)
4. .Examine the character of Korobi. (K4)
5. Shed light on the identity crisis in Trifles. (K6)

Part C

1. Explain the plight of African women as mentioned in In Search of our Mothers Garden. .K4
2. Compare and contrast the character of Sadie and Maud. (K3)
3. Enumerate the feminist ideals in Sweat. (K6)
4. Describe the theme of immigration in Oleander Girl. (K4)
5. Elaborate the rebellious trait of Mrs. Hale. (K6)



Mil.

Head of the Department
Ms. Maria Helen Janoba

Course Instructor
Ms.K. Mihi Nancy

SEMESTER II

MAJOR CORE: VII: ENGLISH LANGUAGE TEACHING

Department : English SF

Class : III B.A. English

Title of the Course : Major Core: VII: English Language Teaching

Semester : V

Course Code : EC2053

Hours/ Week	Credits	Total Hour	Marks
6	5	90	100

Learning Objectives:

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

CO	Upon the completion of this course the students will be able to:	PSO's Addressed	CL
CO-1	Understand the key concepts and terms in ELT	PSO-1	U (K2)
CO-2	Compare and contrast the various methods and approaches of teaching and learning English	PSO-3	Ev (K5)
CO-3	discuss the basic concepts of language and explain the process of learning English	PSO-3	An (K4)
CO-4	Design the lesson plan and prepare the critical analysis of tests and techniques	PSO-1	An (K4)
CO-5	remember and understand the general concepts of language and the various techniques of teaching and testing	PSO-3	R (K1)

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/Evaluation
I						
	1.	Key concept in English Language Teaching	5	K4	Lecture, Discussion	Quiz, Written Reflection
	2.	ESL, EPL, EST, ELF	4	K4	Lecture, Group Discussion	Quiz, Written Reflection
	3.	Dictionary of ELT terms	4	K4	Lecture, Class Discussion	Written Test, Concept Mapping
	4.	Learning Vs Acquisition Comparison Vs Performance, Comprehensible Input, Comprehensible Output, LAD	5	K4	Lecture, Class Discussion	Group Presentation, Critical Review
II						
	1.	The Grammar Translation Method	3	K3	Lecture, Group Discussion	Quiz, Translation Exercise
	2.	The Direct Method	3	K4	Role-play, Demonstration	Role-play Performance, Analysis
	3.	The Audio-Lingual Method	3	K3	Group Activities, Drill Exercises	Group Performance, Quiz

	4.	The Reading Method	3	K4	Group Projects, Reflection	Project Presentation, Self-assessment
	5.	The Bilingual Method	3	K4	Group Projects, Discussion	Group Project Presentation, Peer Evaluation
	6.	Communicational Teaching	3	K4	Role-play, Group Activities	Role-play Performance, Group Discussion
III						
	1.	The Structural	2	K3	Role-play, Simulation	Practical Demonstration, Peer Evaluation
	2.	Oral	2	K3	Role-play, Simulation	Practical Demonstration, Peer Evaluation
	3.	Situational Approach	2	K3	Role-play, Simulation	Practical Demonstration, Peer Evaluation
	4.	The silent way	3	K4	Problem solving Activities, Observation	Analysis Report, Class Discussion
	5.	Community Language Learning	3	K5	Group Projects, Reflection	Project Presentation, Self-assessment

	6.	Suggestopedia	3	K2	Workshop, Role-play	Workshop Participation, Reflection
	7.	Total Physical Response	3	K3	Classroom Observation, Reflection	Observation Report, Written Reflection
IV						
	1.	Techniques of Teaching Listening and speaking	4	K2	Role-play, Group Activities	Role-play Performance, Group Discussion
	2.	Techniques of Teaching Reading and writing	4	K3	Role-play, Group Activities	Role-play Performance, Group Discussion
	3.	Integrating skills	3	K3	Integrated Skills Activities, Peer Assessment	Integrated Skills Task, Peer Review
	4.	Techniques of teaching grammar	4	K3	Grammar Games, Roleplay	Grammar Games Performance, Quiz
	5.	Techniques of teaching vocabulary	3	K3	Vocabulary Games using slido, Group Activities	Vocabulary Quiz, Group Performance
V						
	1.	The blackboard	3	K3	Lecture, Demonstratio n	Blackboard Drawing Exercises,

						Blackboard Use Presentation, Peer Evaluation
	2.	Pictures	3	K3	Group Projects, Discussion	Picture Description Exercises, Group Discussions, Picture Description Presentation, Peer Review
	3.	Realia	3	K3	Demonstratio n	Using Real Objects in Lessons, Interactive Demonstratio ns, Practical Demonstratio n Evaluation
	4.	The language laboratory	3	K3	Interactive Practice, Audio-Visual Activities, Language Lab Sessions, Listening and Speaking Exercises	Language Lab Performance, Audio-Visual Assignment
	5.	Video	3	K3	Video Analysis,	Video Analysis

					Video Viewing and Analysis, Group Discussion on Videos	Report, Group Discussion Performance
	6.	Television Testing	3	K3	Lecture, Demonstration, Television Testing Demonstrations, Group Discussions,	Written Assignment, Practical Demonstration Evaluation

Course Focussing on Employability

Course Focussing on Cross Cutting Issues Professional Ethics

Activities related to Cross Cutting Issues: create teaching materials using technologies

Assignment: (Mention Topic and Type) Comparing the various approaches like oral, situational, silent way, emphasizing shifts in pedagogy and outcomes, Investigating the principles, advantages, and challenges of the Direct Method in language teaching.

Seminar Topic: (if applicable) The Role of Terminology in English Language Teaching, Learning vs. Acquisition: Theories and Practical Applications, The Grammar Translation Method: Advantages and Limitations, The Audio-Lingual Method: From Theory to Practice, The Bilingual Method: Bridging Languages in the Classroom.

Part A

1. What is the primary focus of the Grammar-Translation Method? (K1)

2. Discuss the significance of the oral approach in language teaching. How does emphasizing oral communication skills enhance language acquisition and proficiency among learners? (K2)

3. What are the key concepts in English Language Teaching? (K1)

4. What are the main objectives of the Reading Method in language teaching? (K1)

5. What is LAD? (K1)

Part B

6. How can pictures be effectively used as a teaching tool in language classrooms? Discuss their role in enhancing comprehension and language acquisition. (K4)

7. Elaborate on the principles of the Oral Approach and how situational language teaching can be applied in a language classroom. (K4)

8. Explain the difference between comprehensible input and comprehensible output in language learning. (K4)

9. How does the Audio-Lingual Method prioritize the development of language skills (listening, speaking, reading, writing)? (K4)

10. Discuss the significance of the blackboard in language teaching. How can its use enhance classroom interaction and learning outcomes? (K4)

Part C

11. Examine the key principles of the Direct Method and discuss how it promotes language learning compared to other methods. (K5)

12. Explain the principles of Community Language Learning. (K5)

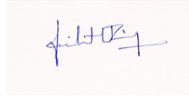
13. Compare the effectiveness of the Reading Method with other language teaching methods (e.g., Audio-Lingual Method, Communicative Approach). What are the strengths and weaknesses of using the Reading Method in language education? (K5)

14. Explain how video analysis supports language learning objectives. What types of videos are effective for different language skills development? (K5)

15. How does interactive practice in a language laboratory, video, realia, pictures, and television testing benefit language learners? (K5)



Head of the Department
Ms. M. Maria Helen Janoba



Course Instructors
Ms. J Maria Prabina Sackaria and

Prabina

Ms. Jaishmitha Riny R

Name of the Course : Major Core –Introduction to Literary Theories

Department : English SF

Class : III BA English

Semester : V

Course Code : EC2054

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

Objectives:

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

Course Outcomes

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

Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
I						
	1	An introduction to Structuralism	1	K1 (R) & K2 (U)	Lecture using Chalk and Talk, and Review	Oral test using rapid fire method.
	2	Ferdinand de Saussure – Roland Barthes	5	K2 (U)	Lecture using PPT	True or False questions
	3	Roland Barthes <i>Mythologies</i> and Vladimir Propp - Decoding of Pierre Macherey and Deuteronomy 22: 5	4	K2 (U) & K3 (Ap)	Lecture using Chalk and Talk and Review	Slip test
	4	An introduction to Semiotics and relationship it shares with Structuralism	1	K1 (R) & K2 (U)	Lecture using Chalk and Talk	Oral test using rapid fire method.
	5	Shot sequences of Film and systems of signification - Signs within Cultural Systems	4	K3 (Ap) & K4 (An)	Lecture using e-content from external source and Chalk and Talk	Open book test
II						

	1	An introduction to Post Structuralism and theorists	1	K1 (R) & K2 (U)	Lecture using mind mapping and Review	Oral test using rapid fire method.
	2	The Signifier – “differance”	5	K2(U)	Lecture using PPT and mind mapping	Oral test
	3	Interpretation and the reader	4	K2(U) & K 4 (An)	Lecture using Chalk and Talk	Analytical essay drafting
	4	An introduction to Deconstruction	1	K1 (R) & K2 (U)	Lecture using mind mapping and Review	Oral test using rapid fire method.
	5	Lacan – Desire and Enigma	4	K2 (U)	Lecture using Chalk and Talk	Oral test
III						
	1	An introduction to Psychoanalytic Criticism	1	K1 (R) & K2 (U)	Lecture using mind mapping and Review	Oral test using rapid fire method.
	2	Sigmund Freud – works and contribution	5	K2(U)	Lecture using PPT	Slip Test
	3	Intersubjective and Intrasubjective Lacan	5	K2 (U)	Lecture using Chalk and Talk	Slip test
	4	Alienation - Separation	2	K2 (U)	Lecture using Chalk and Talk including quick mind	Oral test

					map generation	
	5	Critics of Psychoanalysis	2	K2 (U)	Lecture using chalk and talk	MCQ
IV	1	An Introduction to Feminism and major theorists	2	K1 (R)	Lecture using mind mapping and Review	Oral test using rapid fire method.
	2	The rights movement - Major Concepts/ terminologies – <i>écriture féminine</i> – phallogocentrism – intersectionalities	4	K2 (U) & K3 (Ap) & K4 (An)	Lecture using audio-visual content from external source and PPT	Open book test
	3	Types of Feminism – Liberal – Marxist – Socialist – French Feminism	5	K2 (U)	Lecture using PPT	Slip test
	4	Twentieth century Feminist debates	4	K2 (U)	Lecture using Chalk and Talk	Rapid Fire – Oral test
V						
	1	An introduction to Race and Postcoloniality	2	K1 (R)	Lecture using mind mapping and Review	Oral test using rapid fire method.
	2	Race and Ethnocentric debate	4	K2 (U)	Lecture using Chalk and Talk	True or False
	3	Postcoloniality – Edward Said and Bill Ashcroft	4	K2 (U) & K3 (Ap)	Lecture using external	MCQ

					source and PPT	
	4	Gayathri Spivak – Homi K. Bhabha – Globalization and fluid Postcolonial subject	5	K2 (U) & K3 (Ap)	Lecture using Chalk and Talk and mind mapping	MCQ

Course focussing on Employability/ Entrepreneurship/ Skill Development:

Employability and Skill Development

Activities (Em/ En/SD): Poster Making on “Writing Back to the Centre” and Theoretical Lend on the Reading of Films or texts of one’s choice.

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

Sustainability/ Gender Equity): Human Values, Gender Equity

Activities related to Cross Cutting Issues: An exhibition on the social inclusion of the marginalized or the “other”.

Assignment: Drafting an essay on "How can contemporary literary theories—such as feminist theory, and psychoanalytic criticism—be applied to the interpretation of modern films and novels, and what insights do these theories offer into understanding current cultural narratives and societal issues? Illustrate with examples."

Sample Questions

Part A

1. Roland Barthes identified _____ codes of narrative structure
(a) Four (b) Five (c) Six (d) Seven
2. State True or False. Poststructuralism offers a distinctive relationship between readers and the texts.
3. Psychoanalysis was developed to treat which mental disorder?
(a) Hypochondriasis

- (b) Depression
 - (c) Neurosis
 - (d) Hysteria
4. Who developed the concept of *écriture féminine* ?
 5. Ethnocentrism is contested and debated upon in a particular type of literary theory. Name the theory.

Part B

1. List out the three conclusions that Kate McGowan draws from the word “horse”.
2. Explain Logocentrism ?
3. Sketch the features of intra-subjective Lacan.
4. “Freud had made his greatest discovery: the existence of the unconscious mind” – Explain.
5. Give a synopsis on ‘third-wave feminism’
6. Examine Gerald Graff’s ‘the field – coverage principle’.

Part C

1. What is Structuralism according to Saussure?
2. How is the poststructuralist account of the reading process more challenging and interesting? Substantiate with reference to Catherine Belsey.
3. Enumerate the features of Inter-subjective Lacan.
4. Comment on the focus of French Feminism and its theorists.
5. Bring out the postcolonial essence found in *The Empire Writes Back*.



Head of the Department

Ms. M. Maria Helen Janoba.

Course Instructor

Ms. Jebamalar. E

SEMESTER V
Ability Enhancement Course Environmental Studies

Department : English SF
Class : III BA English Literature
Title of the Course : Ability Enhancement Course Environmental Studies
Semester : I
Course Code : AEC201

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	Extern al	Total
AEC201	2	-	-	-	2	6	30	-	100	100

Learning Objectives:

1. To understand the ecosystem, biodiversity and their conservation
2. To make them identify the impact of pollution, disaster and population

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	understand the multidisciplinary nature of environmental studies	K1
2.	recall the components of different ecosystems	K2
3.	interpret the levels of diversity and its conservation	K3
4.	analyze the impact of population, pollution and disasters	K4

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

Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Multidisciplinary nature of environmental studies	2	K2(U)	Introductory session, Group Discussion,	Evaluation through Discussion, Group Activity,
	2.	Scope of environmental studies	1	K2(U)	Demonstration, PPT, Review, Group Discussion, Demonstration	Concept explanations, Simple definitions
	3.	Renewable and non renewable resources	2	K3(Ap)	PPT, Review, Group Discussion, Demonstration	Evaluation through short test, Short essays, Concept explanations
II						
	1.	Ecosystem and its components	2	K4(An)	Group Discussion, Mind mapping, Peer tutoring, Lecture using videos,	Simple definitions, Recall steps, Concept definitions
	2.	Structure and function of EcoSystem	2	K4(An)	Lecture using videos, Demonstration,	Short essays, Concept explanations, Short summary or overview, Open Book Test

	3.	Major ecosystems - forest, grassland, desert and aquatic	2	K3(Ap)	PPT, Review, Group Discussion, Demonstration	Short summary or overview, Simple definitions, MCQ, Slip Test, Open Book Test
III						
	1.	Biodiversity and Conservation	2	K4(An)	Peer tutoring, Demonstration,	Evaluation through short test, Short summary or overview, Open Book Test
	2.	Magnitude of biodiversity	2	K2(U)	Lecture using Chalk and talk, Group	Evaluation through short test, MCQ, Open Book Test
	3.	Insitu and Exsitu conservation.	2	K2(U)	Discussion, Peer tutoring, Demonstration, PPT, Review	True/False, Short essays, Concept explanations, MCQ, Open Book Test
IV						
	1.	Environmental Pollution	1	K2 (U)	Lecture using Chalk and talk, Introductory session, Peer tutoring, PPT	Evaluation through short test, MCQ
	2.	Pollution and its types, sources and effects	2	K1(R)	Mind mapping, Peer tutoring, Lecture using videos, PPT, Review	Evaluation through short tests,

	3	Role of an individual in prevention of pollution.	2	K4(An)	Introductory session, Lecture using videos, PPT	Evaluation through short test
V						
	1.	Social Issues and Environment	3	K1 (R)	Group Discussion, Demonstration	MCQ, Exercise questions.
	2.	Disaster - cyclone, flood, drought, earthquake and management	2	K2(U)	Lecture using Group Discussion, Demonstration	Exercise questions.
	3	Population explosion	2	K4 (An)	Lecture using Chalk and talk, Demonstration	Evaluation through short test, MCQ,
	4	Impact of population, growth on environment and social environment.	1	K4 (An)	Lecture using Chalk and talk, Lecture using videos, PPT	MCQ, Exercise questions

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

Activities (Em/ En/SD): Open Book Test, Debate

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

Sustainability/ Gender Equity): Environment Sustainability

Activities related to Cross Cutting Issues: Individual Communication, Group Discussion

Assignment: Essay, Mind Map

Part A

1. What is the name of the act India has created to protect endangered species (**K2**)
2. What does Urbanization leads to (**K2**)
3. Earthquakes caused under sea bed due to tidal waves are called as (**K1**)
4. Light energy from the sun otherwise called as (**K2**)

5. What are the two types of aquifers **(K1)**

Part B

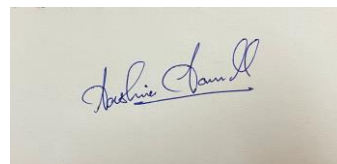
1. Write on the effects of plastic pollution **(K3)**
2. Discuss on the Radioactive Pollution how it has affected the human and nature **(K2)**
3. Write about the strategies to conserve biodiversity with suitable examples **(K4)**
4. What is the term environment pollution denotes, differentiate between Non biodegradable pollutants and biodegradable pollutants **(K3)**
5. Write about population explosion on the social environment **(K3)**

Part C

1. Write a note on Values of Biodiversity, give detailed explanation on Ecosystem services and economic value **(K3)**
2. Explain the concept of Ecosystem, write a note on types of ecosystem **(K4)**
3. Discuss on water pollution, write about its effects and causes , Write about how to prevent water pollution **(K3)**
4. Write an essay on population explosion and its impact on humans. **(K4)**
5. Discuss the ways and means of sustainable water management. **(K4)**



Head of the Department
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Course Instructors
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