

**Department:** English  
**Class:** I MA English  
**Title of the Course:** CORE COURSE I: 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

### 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

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

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	Robert Frost: The Death of the Hired Man	3	K4	Blended learning	Online Quiz
	2	Wallace Stevens: Anecdote of the Jar Maya Angelou: A Brave and Startling Truth	2	K4	Inquiry based approach	Open book test
	3	Robert Lowell: Skunk Hour Sylvia Plath: Lady Lazarus	3	K4	Flipped Classroom	Multiple choice questions using Slido
	4	Anne Sexton: Wanting to Die Adrienne Rich: Driving into the Wreck	4	K4	Lecture Method	Album Preparation
	5	Lucille Clifton: Homage to my Hips, Far Memory	3	K4	Video Making	Oral presentation

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
II	1	Amy Tan: Mother Tongue	4	K2	Lecture Method	Preparation of question bank
	2	Thoreau: Walden Chapter "The Bean Field"	3	K2	Integrative Learning	Online quiz using nearpod
	3	Thoreau: Walden Chapter "The Village"	4	K2	Inquiry-based approach	Open book test

	4	Thoreau: Walden Chapter “The Ponds”	2	K2	Blended learning	Seminar presentation
	5	Thoreau: Walden Chapter “Brute Neighbours”	2	K2	Cooperative learning	Oral test

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/Evaluation
III	1	Edgar Allan Poe: The Cask of Amontillado	4	K5	Lecture Method	Quiz
	2	Herman Melville: Bartleby the Scrivener	3	K5	Integrative Teaching	Oral presentation
	3	Flannery O'Connor: A Good Man Is Hard to Find	4	K5	Lecture Method	Oral test
	4	Shirley Jackson: The Lottery	4	K5	Blended learning	Online assignment

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/Evaluation
IV	1	Tennessee Williams: A Street Car Named Desire	7	K4	Play Reading	Oral test
	2	Marsha Norman: Night Mother	8	K4	Play Reading	Slip test

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/Evaluation
V	1	Toni Morrison: Beloved	8	K2	Lecture Method	Preparation of question bank, Role play
	2	Kate Chopin: The Awakening	7	K2	Integrative teaching	Surprise test using Slido Exhibition

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

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

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

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

Assignment: Exhibition, Role Play, Album preparation

### Sample Questions

#### Part A

1. What type of poem is Robert Frost's "The Death of the Hired Man"?
2. How many years water in the Walled-in Pond is as cold as pure at all times?
3. What is the traditional job of the village boys on the lottery day in the short story "The Lottery"?
4. How did Blanche's husband Allan die?
5. What does the butter mean in *Beloved*?

#### Part B

1. Elucidate the theme in Maya Angelou's "A Brave and Startling Truth".
2. Explain the role of language in Amy Tan's life.
3. Comment on the settings of the story "Bartleby the Scrivener".
4. Discuss the role of music and other sound effects in *A Streetcar Named Desire*.
5. Describe the Theme of Isolation as Used in *The Awakening*.

#### Part C

1. Examine the role of religious imagery in this poem and how it relates to the *skunks*.
2. Analyse Thoreau's "Walden" from eco-perspective.
3. Discuss the setting used by Poe to enhance the atmosphere of horror in the story.
4. Analyse the relationship between Mama and Jessie in Marsha Norman's *Night Mother*.
5. Consider the extent to which slavery dehumanizes individuals by stripping them of their identity, destroying their ability to conceive of the self.

**Head of the Department**

Dr. Alby Grace

**Course Instructor**

Dr. Annie Feril

**Department** : English  
**Class** : IMA  
**Title of the Course** : Shakespeare Studies  
**Semester** : II  
**Course Code** : EP232CC2

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232CC2	5	1	-	-	5	6	75	25	75	100

**Objectives:**

- To make the students acquaint with the structures and themes of Shakespearean dramas.
- To comprehend the critical perspectives of Shakespearean theatre and audience

**Course Outcomes**

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

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Shakespeare Theatre & Theatre Conventions Sources Problems of Categorization Trends in Shakespeare Studies up to the 19th Century Sonnet and Court Politics Famous Actors Theatre Criticism Shakespeare into Film & Play Production. Sonnets – 12, 65, 86, & 130	15	K2 (U) K3 (An)	Lecture using Chalk and talk, Reciprocal Teaching, Peer tutoring, E content using Gamma and demonstrations	Evaluation through short test, MCQ test using Slido, True/False, Short summary or overview
	2.	Much Ado About Nothing, The Winter's Tale.	15	K3 (An)	Lecture, PPTs, Mind map, Videos, Web diagram, Demonstration Blended Learning, Flipped Classroom	Short test, MCQ, Enactment, Evaluation using Near pod Seminars,
	3.	Othello	15	K3 (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, Summary, and Evaluation through tests
	4.	Henry IV Part I	15	K6 (An)	Lecture, PPTs, Mind map, Videos, Web diagram, Demonstration Blended Learning,	Analysis of the techniques, Narrative Techniques, Role Play, Quiz using Slido app

					Flipped Classroom	
5.	<p>Theatre for a New Audience's production of Much Ado About Nothing sponsored by Deloitte</p> <p>2. G. Wilson Knight- "Great Creating Nature": An Essay on The Winter's Tale</p> <p>3. A.C. Bradley - Shakespearean Tragedy (Chapter V &amp; VI)</p> <p>4. Stephen Greenblatt - Invisible Bullets: Renaissance Authority and its Subversion</p>	15	K5 (Ap) K5(E)	Lecture using power point slides, Videos using Gamma app	Critical appreciation of the essays, Summary and Evaluation through tests.	

Course Focussing on Employability/ Entrepreneurship/ Skill Development:

Activities (Em/ En/SD): Skill Development & Employability

Development of problem solving, acting, skills of narration and overall stage performance.

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

**Activities related to Cross Cutting Issues:** Panel & Group Discussions on Shakespearean characters, audience, society, patronage, critical and literary reviews on Shakespearean plays.

**Assignment:** Enactment/ Role Play

**Seminar Topic:** Poster Presentation & Paper presentation on the following topics.

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

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

### **Sample Questions**

#### **Part A**

- 1) Identify the fair youth.
- 2) Name the famous actors of Shakespearean dramas.
- 3) Infer the meaning of much ado about nothing.
- 4) What was Henry IV famous for?
- 5) Identify one of Shakespeare's characters with whom he himself could be identified

#### **Part B**

- 1) Discuss the fair youth and dark lady of Shakespearean sonnets.
- 2) Write the sources of Shakespearean plays.
- 3) Discuss the different parameters by which critics evaluate Shakespearean dramas.
- 4) Sketch the character of Iago
- 5) Comment on the paradigm shift of Shakespearean drama's from script to screen.



6) Discuss the conventional usage of nature with reference to the critical pieces prescribed for study.

**Part- C**

- 1) Enumerate the ideas as repleted in Shakespeare's sonnets.
- 2) Illustrate the multiple relations in *The Winter's Tale*
- 3) Write an essay on the opening scene of the play *Othello*
- 4) Analyse Henry IV as a historical play.
- 5) Analyse the prologue and epilogue of Shakespearean plays.

**Head of the Department**

Dr. Alby Grace

**Course Instructor**

Dr. R.Abilasha

**Department** : English  
**Class** : I M.A English  
**Title of the Course** : Core VI: POSTCOLONIAL THEORY AND LITERATURE  
**Semester** : II  
**Course Code** : EP231CC3

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EP232CC3	5	1	-	4	6	90	25	75	100

**Learning Objectives:**

1. To examine, understand current sociopolitical 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	<b>K1</b>
2	distinguish how race, class, gender, history and identity are presented and problematized in the literary texts	<b>K2</b>
3	be sensitive towards the problems and consequences of the decolonization of a country	<b>K4</b>
4	examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	<b>K3</b>
5	interpret the postcolonial concepts found in relation to postcolonial theory	<b>K3</b>
6	assess and construct arguments regarding literature and texts in a postcolonial context.	<b>K2</b>

## Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Post Colonial Literature - Introduction	2	K1(R)	Interactive Lecture	Quick Reflections
	2.	Bill Ashcroft, Gareth Griffiths and Helen Tiffin: Introduction to The Empire Writes Back	4	K2(U)	Lecture method followed by close Reading	Quiz-Slido
	3	Edward Said: Introduction to Orientalism	4	K2(U)	Blended Learning	Reflective Method
	4	Gayatri Chakravorty Spivak: Can the Subaltern Speak?	4	K2(U)	Flipped Classroom	Recall Quiz
II	5	Arun Kolatkar: The Priest, An Old Woman, A Low Temple,	3	K3(Ap)	Post Colonial Perspective followed by Close Reading	Simulations
	6	A.K. Ramanujan: Returning; Death of a Poem, Farewells	3	K4(An)	Participative Method- Visual Aids to visualize the symbols	Quiz
	7	Kofi Awonoor: Easter Dawn, The Weaver Bird Song of Sorrow	4	K4(An)	Poetry Explications - Thematic	Creative Art-painting
	8	Leopold Senghor: In Memoriam, Night of Sine, All Day Long	3	K3(Ap)	Flipped Classroom	Q&A

	9	Grace Nichols: In My Name James Reaney: Maps George Bowering: Grand Father	3	K3(Ap)	Flipped Classroom	Reflective Painting/ Models
III	10	Bessie Head : The Collector of Treasures	4	K4(An)	Inquiry Based Learning – exploring Post Colonial Context	Evaluation through short review and open-ended questions
	11	Chinua Achebe: Dead Men’s Path	4	K4(An)	Inquiry Based Learning- exploring Post Colonial Context	Evaluation through short review and open ended questions
IV	12.	Wole Soyinka: Death and the King’s Horseman - Introduction	2	K2(U)	Blended Learning	Interaction and Discussion
	13	Wole Soyinka: Death and the King’s Horseman - plot	2	K2(U)	Flipped Classroom	Mentimeter- Quiz
	14	Wole Soyinka: Death and the King’s Horseman - Analysis , Post Colonial aspects	3	K(4)	Interactive Presentation	Discussion
	15	Wole Soyinka: Death and the King’s Horseman - Analysis	1	K(4)	Participative Method - Reflection exercise	Oral Presentations
	16	Girish Karnad: Tughlaq- Intro	2	K(2)	Blended Learning- Panel Discussion	Discussion
	17	Girish Karnad: Tughlaq- plot	3	K(4)	Seminar Presentation	Quiz
		Girish Karnad: Tughlaq- Analysis	3	K(4)	Multimedia presentations or designing visual displays	Presentation Skills
	18	Girish Karnad: Tughlaq- elements of Drama	2	K3(Ap)	Lecture and Interactive Method	Q&A

V	19	Chimamanda Ngozi Adichie: Purple Hibiscus - Introduction	2	K3(Ap)	Flipped Classroom-Panel Discussion	Discussion
	20	Chimamanda Ngozi Adichie: Purple Hibiscus -plot	3	K(4)	Multimedia Presentation by Students	Simulation
	21	Chimamanda Ngozi Adichie: Purple Hibiscus – sociopolitical exploration	2	K(4)	Socratic Seminars	Quiz
	22	Chimamanda Ngozi Adichie: Purple Hibiscus in-depth discussions on the novel's portrayal of colonization, survival, and human nature.	2		Reflective Method	Q&A
	23	Tsi Tsi Dangarembga: Nervous Conditions - Introduction	2	K2(U)	Lecture Method	Class Discussion
	24	Tsi Tsi Dangarembga: Nervous Conditions-plot	2	K4(An)	Flipped Classroom-Panel Discussion	Discussion
	25	Tsi Tsi Dangarembga: Nervous Conditions - Analysing the themes, motifs, and literary significance of the novel.	2	K3(Ap)	Panel Discussion - Reflection exercise-	Oral Presentations
		symbolism, narrative techniques, or the portrayal of social class.	2	K4(Ap)	Blended Learning	Class Discussions and Participation

### Course Focussing on Employability

Activities 1. Writing a Journal

2. Panel Discussion on Girish Karnad: Tughla

3. Display of visual presentation of Colonial impact -Chimamanda Ngozi Adichie: Purple Hibiscus

**Course Focussing on Cross Cutting Issues:**

1. Professional Ethics: Impact of Colonisation Panel Discussion

**Sample Questions**

**Part A**

1. What is the central theme of "The Collector of Treasures"?

- a) Science fiction
- b) Cultural assimilation
- c) Women's empowerment
- d) Historical events

2. What is the main conflict in "Dead Men's Path"?

- a) Man vs. Nature
- b) Generational conflict
- c) Cultural clash
- d) Economic struggles

3. What is the tragedy that unfolds in "Death and the King's Horseman"?

- a) Love triangle
- b) Political betrayal
- c) Ritual disruption
- d) War between kingdoms

4. What is the setting of "Purple Hibiscus"?

- a) Colonial India
- b) Post-apocalyptic world
- c) Contemporary Nigeria
- d) Victorian England

5. Who is the protagonist of "Nervous Conditions"?

- a) Tambudzai
- b) Kambili
- c) Ifemelu
- d) Adichie

### **Part B**

1. Discuss the role of symbolism in "The Collector of Treasures" and how it enhances the overall meaning of the narrative.
2. Explore the theme of cultural clash in "Death and the King's Horseman."
3. Analyze the character development of Kambili in "Purple Hibiscus."
4. Discuss the political themes in "Tughlaq" and how Girish Karnad uses historical events as a backdrop to explore contemporary political issues.
5. Examine the role of education as portrayed in "Nervous Conditions."

### **Part C**

1. Explore the theme of gender roles and societal expectations in "The Collector of Treasures."
2. Discuss the cultural and ethical dilemmas presented in "Death and the King's Horseman."
3. Analyze the portrayal of family dynamics in "Purple Hibiscus."
4. Explore the political allegory in "Tughlaq."
5. Examine the theme of identity and cultural conflict in "Nervous Conditions."

### **Head of the Department**

Dr.Alby Grace

### **Course Instructor**

Dr.H.Jimsy Asha

**Department:** English  
**Class:** I MA English  
**Title of the Course:** ELECTIVE COURSE III (A): APPROACHES TO ENGLISH LANGUAGE TEACHING  
**Semester:** II  
**Course Code:** EP232EC1

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232EC1	3	1	-	-	3	4	60	25	75	100

### Objectives

1. To familiarize students about the basic concepts and theories related to English Language teaching
2. To emphasize the development of language teaching skills

### Course Outcomes

CO	Upon completion of this course, the students will be able to:	Cognitive level
CO - 1	know the brief history of language teaching methods	K1
CO - 2	understand the difference among methods, approaches and techniques used in teaching	K2
CO - 3	identify the objectives, active role of learners, teachers and materials of different approaches in teaching	K5
CO - 4	analyze the steps involved in teaching prose, poetry, grammar, vocabulary, LSRW skills	K4
CO - 5	perceive the use of media in language teaching	K6



## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	The Grammar – Translation method	3	K1	Lecture Method	Online Quiz using Nearpod
	2	The Direct method	3	K1	Lecture Method	Open book test
	3	The Audio Lingual method	3	K1	Blended learning	Multiple choice questions using Slido
	4	Language teaching innovations in the nineteenth century	3	K1	Inquiry based approach	Video making using Zoom & PPT

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
II	1	Nature of approaches and methods in Language Teaching Definition of Approach and method	3	K2	Lecture Method	Oral test
	2	Objectives, Syllabus, learning activities, roles of learners, teachers	3	K2	Integrative Learning	Seminar presentation
	3	Materials of the following approaches: Oral approach and situational language teaching The Silent Way Community	3	K2	Cooperative learning	Open book test
	4	Language Learning. Suggestopedia. Competency based Language teaching	3	K2	Lecture Method	Online quiz using Nearpod

<b>Unit</b>	<b>Module</b>	<b>Topic</b>	<b>Teaching Hours</b>	<b>Cognitive level</b>	<b>Pedagogy</b>	<b>Assessment/ Evaluation</b>
III	1	Current Communicative Approaches	3	K5	Lecture Method	Quiz
	2	Communicative Language Teaching	3	K5	Integrative Teaching	Oral presentation
	3	The Natural Approach	3	K5	Lecture Method	Oral test
	4	Cooperative language learning Content based Instruction, Task-based language teaching	3	K5	Cooperative learning	Online assignment

<b>Unit</b>	<b>Module</b>	<b>Topic</b>	<b>Teaching Hours</b>	<b>Cognitive level</b>	<b>Pedagogy</b>	<b>Assessment / Evaluation</b>
IV	1	Teaching Aspects - Teaching Prose	2	K4	Blended learning	Oral presentation (Teaching practice)
	2	Teaching Poetry	2	K4	Integrative Teaching	Oral presentation (Teaching practice)
	3	Teaching Grammar Teaching Vocabulary	4	K4	Integrative Teaching	Oral presentation (Teaching practice)
	4	Teaching LSRW skills	4	K4	Blended learning	Oral presentation (Teaching practice)

<b>Unit</b>	<b>Module</b>	<b>Topic</b>	<b>Teaching Hours</b>	<b>Cognitive level</b>	<b>Pedagogy</b>	<b>Assessment/ Evaluation</b>
V	1	Technology and Language Teaching – CALL, MALL, TELL	6	K6	Lecture Method	Quiz

	2	Use of literary and non-literary materials	6	K6	Integrative teaching	Surprise test using Slido
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Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Oral Presentation

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

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

Assignment: Video making, online assignment

### Sample Questions

#### Part A

1. What is grammar translation method?
2. Define approach.
3. What is natural approach?
4. What is LSRW skills?
5. What is meant by MALL?

#### Part B

1. What are the Language teaching innovations in the nineteenth century?
2. Explain the Silent Way.
3. Describe communicative language teaching.
4. Explain the aspects in teaching poetry.
5. Write a short note on CALL.

#### Part C

1. Write a short note on the direct method and audio-lingual method.
2. Elucidate the nature of approaches and methods in language teaching.
3. Explain the current communicative approaches.
4. Describe the aspects in teaching prose and grammar.
5. Enumerate the use of literary and non-literary materials.

#### Head of the Department

Dr. Alby Grace

#### Course Instructor

Dr. Annie Feril

Dr. Snow J Sharmilla

**Department:** English  
**Class:** I MA English  
**Title of the Course:** ELECTIVE COURSE IV (A): A Glimpse of Nobel Laurates  
**Semester:** II  
**Course Code:** EP232EC4

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232EC4	3	1	-	-	3	4	60	25	75	100

**Learning Objectives:**

1. To introduce the learners to the Nobel Laureates of various genres of Literature
2. To evaluate critically and aesthetically the prescribed texts

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1.	relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	<b>K3, K1</b>
2.	interpret the works of various Nobel Laureates	<b>K4</b>
3.	analyse the different themes with regard to social, political and cultural aspects.	<b>K4</b>
4.	evaluate critically and aesthetically the prescribed texts.	<b>K5</b>
5.	perceive the influence of Nobel Laureates in Literature	<b>K2</b>

## Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Nobel Laurates - Introduction	1	K1(R)	Interactive Lecture	Recall Quiz
	2.	Pablo Neruda: A Song of Despair	2	K2(U)	Lecture method, Close Reading	Quiz-Slido
	3	Octavio Paz: As One Listens to the Rain	3	K2(U)	Blended Learning	Reflective Method
	4	Rudyard Kipling: The Power of the Dog	3	K2(U)	Flipped Classroom	Recall Quiz
	5	Seamus Heaney: Oracle	3	K2(U)	Lecture method, Close Reading	Quiz-Slido
II	1	Nadime Gordimer: Loot	3	K3(Ap)	Close Reading	Simulations
	2	Thomas Mann: He Comes Round the Corner	3	K4(An)	Flipped Classroom	Reflective Method
	3	J.M. Coetzee: Excerpts from <i>Disgrace</i>	3	K4(An)	Participative Method	Quiz
	4	Toni Morrison: Excerpt from <i>Sula</i>	3	K4(An)	Participative Method	Review
III	1	Alice Munro: Boys and Girls	3	K4(An)	Inquiry Based Learning	Quiz
	2	Annie Ernaux: Returns	3	K4(An)	Flipped Classroom	Reflective Method
	3	Abdulrazak Gurnah: The Stateless Person's Tale	3	K4(An)	Interactive Presentation	Participatory Learning, Quiz
	4	Kazuo Ishiguro: Crooner	3	K2(U)	Inquiry Based Learning	Quiz

IV	1	John Steinbeck: <i>The Pearl</i> – Introduction	2	K2(U)	Blended Learning	Interaction and Discussion
	2	John Steinbeck: <i>The Pearl</i> - Plot	3	K2(U)	Flipped Classroom	Mentimeter-Quiz
	3	John Steinbeck: <i>The Pearl</i> – Analysis	4	K(4)	Interactive Presentation	Discussion
	4	John Steinbeck: <i>The Pearl</i> – Themes Discussion	3	K(4)	Participative Method - Reflection exercise	Oral Presentations
V	1	Eugene O’Neill: Long Day’s Journey into Night Introduction	2	K3(Ap)	Flipped Classroom-Panel Discussion	Discussion
	2	Eugene O’Neill: Long Day’s Journey into Night - plot	3	K(4)	Multimedia Presentation by Students	Simulation
	3	Eugene O’Neill: Long Day’s Journey into Night - Analysis	3	K(4)	Socratic Seminars	Quiz
	4	Eugene O’Neill: Long Day’s Journey into Night – Discussion	2		Reflective Method	Q&A
	5	Eugene O’Neill: Long Day’s Journey into Night - Themes	2	K2(U)	Lecture Method	Class Discussion

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Oral Presentation

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

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

Assignment: Video making, online assignment, Creative Art



**Department : English**

**Class : I MA English**

**Title of the Course: SKILL ENHANCEMENT COURSE I -  
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 basic 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.	<b>K2</b>
2.	identify needs and aspirations on a broader spectrum to recognize the evolving role of digital technologies.	<b>K2, K4</b>
3.	discuss how technology affects language learning and teaching today.	<b>K4</b>
4.	use strategies to teach vocabulary through socialmedia.	<b>K3</b>
5.	Identify and develop appropriate grammar activities that include opportunities for learners to discover, analyze, and use English grammar during language interactions.	<b>K3, K4</b>

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



## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	Virtual Learning Environment	3	K2	Lecture Method	Online Quiz using Nearpod
	2	Web-Based Learning Environment	3	K2	Lecture Method	Oral Test
	3	Effective Web Tools in Teaching	3	K2	Blended learning	Multiple choice questions using Slido
	4	Audio-visual Aids in Teaching.	3	K2	Inquiry based approach	Multiple choice questions using Slido

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
II	1	Webpage Development: How to develop and host a webpage	3	K3	Lecture Method	Online Assignment
	2	Content Writing,	3	K3	Integrative Learning	Online Assignment
	3	Creating Ads,	3	K6	Cooperative learning	Online Assignment
	4	Wikipedia Development: How to develop and edit Wikipedia.	3	K3	Lecture Method	Online Assignment

<b>Unit</b>	<b>Module</b>	<b>Topic</b>	<b>Teaching Hours</b>	<b>Cognitive level</b>	<b>Pedagogy</b>	<b>Assessment/ Evaluation</b>
III	1	Computational Linguistics: Introduction to speech recognition (SR) systems	3	K2	Lecture Method	Quiz using Nearpod
	2	Text-to-speech (TTS) synthesizers	3	K2	Integrative Teaching	Online assignment
	3	Interactive voice response (IVR) systems	3	K2	Lecture Method	Quiz using slido
	4	Search engines, Text editors	3	K2	Cooperative learning	Online assignment

<b>Unit</b>	<b>Module</b>	<b>Topic</b>	<b>Teaching Hours</b>	<b>Cognitive level</b>	<b>Pedagogy</b>	<b>Assessment / Evaluation</b>
IV	1	Introduction to Lexicography	2	K2	Integrative Teaching	Oral presentation (Teaching practice)
	2	Dictionary Development (e-Dictionary), WorldNet Thesaurus	2	K2	Blended learning	Oral presentation (Teaching practice)
	3	Language Teaching: First Language and Second Language Teaching	4	K4	Integrative Teaching	Oral presentation (Teaching practice)
	4	Various methods of Language Teaching.	4	K2, K4	Blended learning	Oral presentation

						(Teaching practice)
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Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
V	1	E-Learning Asynchronous e-learning Vs Synchronous e-learning of Language	4	K2	Lecture Method	Oral presentation (Teaching practice)
	2	Challenges and Solutions in e-learning	3	K4	Integrative teaching	Oral presentation (Teaching practice)
	3	Application of Machine Translation.	5	K3	Blended learning	Online Assignment

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Oral Presentation and e-content development

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

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

Assignment: Video making, online assignment

### Sample Questions

#### Part A

1. What is a Virtual Learning Environment (VLE)?
  - a. A tool for web development
  - b. An audio-visual aid
  - c. An online platform for learning
  - d. A type of search engine
2. What is the purpose of Content Writing in webpage development?

- a. To create ads
  - b. To develop Wikipedia
  - c. To generate web content
  - d. To design web graphics
3. What is the main function of Text-to-Speech (TTS) synthesizers?
- a. Speech recognition
  - b. Generating human-like speech
  - c. Interactive voice response
  - d. Editing text documents
4. What is the primary focus of lexicography?
- a. Developing dictionaries
  - b. Hosting webpages
  - c. Teaching languages
  - d. Creating audio-visual aids
5. What is the key difference between asynchronous and synchronous e-learning?
- a. Content delivery timing
  - b. Interaction with instructors
  - c. Application of machine translation
  - d. Development of Wikipedia

### **Part B**

1. Describe the key features of a Virtual Learning Environment and explain how it enhances the learning experience.
2. Explain the steps involved in hosting a webpage and discuss the importance of effective content writing.
3. Discuss the applications and significance of speech recognition systems in everyday life.
4. Describe the process of developing an e-dictionary and its role in language teaching.
5. Discuss the challenges associated with asynchronous e-learning and propose possible solutions.

### **Part C**

1. Analyze the impact of web-based learning environments on traditional education, discussing both advantages and challenges.
2. Evaluate the role of webpage development in modern education and its potential impact on student engagement and learning outcomes.
3. Explore the evolution of search engines and their role in facilitating information retrieval, considering both advantages and challenges
4. Critically analyze the importance of lexicography in language education, considering the role of dictionaries and thesauruses in linguistic development.
5. Evaluate the application of machine translation in e-learning, considering its impact on language education and communication.

#### **Head of the Department**

Dr. Alby Grace

#### **Course Instructor**

Dr. Snow J. Sharmilla

**Department** : **English**  
**Class** : **II M. A.**  
**Title of the Course** : **Core XII: Modern Age**  
**Semester** : **IV**  
**Course Code** : **PE2041**

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

**Objectives**

1. To provide an in-depth study of writers during Modern Age
2. To investigate the richness and variety of British literature

On the successful completion of the course, student will be able to:		
1	gain judicious outlook on the famous writers of the Modern Age	K2
2	will be exposed to Modern Age and its impact on literature	K2
3	acquire mastery in the works of Modern Age	K6
4	expand the knowledge about war poets and soInternal Testl life of Modern Age	K4

## Teaching Plan

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

Unit	Module	Topic	Lecture Hours	Cognitive Level	Pedagogy	Assessment/ Evaluation
<b>History of English Literature</b>						
<b>Unit I</b>	<b>1</b>	The Age of Hardy	3	K2(U)	PPT, Google Classroom, lecture,	INTERNAL TEST I, Assignment I Quiz I, Class test I -Slido
	<b>2</b>	Inter-War Years	3	K2(U)	PPT, Google Classroom, lecture	INTERNAL TEST I Assignment I Quiz I, Class test I -Slido
	<b>3</b>	Mid-Twentieth Century	4	K2(U)	PPT, Google Classroom, lecture	INTERNAL TEST I Assignment I Quiz I, Class test I -Slido
<b>Prose</b>						
<b>Unit II</b>	<b>1</b>	Joseph Conrad: The Lagoon	<b>3</b>	K4(An)	Google Classroom, PPT, lecture	INTERNAL TEST II Quiz II, Open Book test
	<b>2</b>	Virginia Woolf: Mr. Bennett and Mrs. Brown	<b>5</b>	K4(An)	Google Classroom, PPT using Gamma, lecture	INTERNAL TEST II Quiz II Class test II Open Book test
	<b>3</b>	E.V. Lucas: Bores	<b>3</b>	K6(C)	Google Classroom, PPT, lecture	INTERNAL TEST II Quiz II Class test II Open Book test
	<b>4</b>	W.B Yeats: The Autumn of the Body	<b>4</b>	K4(An)	Google Classroom, PPT, lecture Jamboard	INTERNAL TEST II Quiz II Class Test II Group Discussion
<b>Poetry</b>						

<b>Unit III</b>	<b>1</b>	T.S Eliot: The Waste Land	<b>5</b>	K4(An)	Google Classroom, PPT, lecture	INTERNAL TEST I Assignment I Quiz I Class Test I
	<b>2</b>	William Henry Davis: A Greeting  (Temptation of Eve)	<b>2</b>	K4(An)	Google Classroom, PPT, lecture	INTERNAL TEST I Assignment I Quiz I Class Test I
	<b>3</b>	Samuel Butler: A Psalm of Montreal	<b>5</b>	K2(U)	Google Classroom, PPT using Gamma, lecture	INTERNAL TEST I Assignment II Quiz II Class Test II
		Rupert Brooke: The Soldier		K2(U)	Google Classroom, PPT, lecture	INTERNAL TEST I Assignment II Quiz II Class Test II
		Ted Hughes: Thought Fox		K2(U)	Google Classroom, PPT using Gamma, lecture	INTERNAL TEST I Assignment II Quiz II Class Test II
		W.H. Auden: Funeral Blues: Stop all the Clocks		K2(U)	Google Classroom, PPT, lecture	INTERNAL TEST I Assignment II Quiz II Class Test II
<b>Unit IV</b>	<b>Fiction</b>					
	<b>1</b>	Anita Brookner: Hotel du Lac	<b>1</b>	K2(U)	Google Classroom PPT, lecture	INTERNAL TEST II Quiz II Classtest II using slido
	<b>2</b>	Anita Brookner: Hotel du Lac	<b>5</b>	K4(An)	Google Classroom PPT, lecture	INTERNAL TEST II Quiz II Class test II using slido



	3	Anita Brookner: Hotel du Lac	3	K6©	Google Classroom PPT, lecture	INTERNAL TEST II Quiz II Class Test II using slido
	4	Henry James: The Portrait of a Lady	3	K2(U)	Google Classroom PPT, lecture	INTERNAL TEST I Quiz I Class Test I
	5	Henry James: The Portrait of a Lady	3	K4(An)	Google Classroom PPT, lecture	INTERNAL TEST I Quiz I Class Test I
	6	Henry James: The Portrait of a Lady	3	K6©	Google Classroom PPT, lecture	INTERNAL TEST I Quiz I Class Test I
<b>Unit V</b>	<b>Drama</b>					
	1	George Bernard Shaw: Candida  The Silver Box  :  The Silver Box	2	K2(U)	Google Classroom PPT, lecture Nearpod	INTERNAL TEST I Seminar Quiz II Class Test II
		George Bernard Shaw: Candida	3	K2(U)	Google Classroom PPT, lecture Nearpod	INTERNAL TEST I Seminar Quiz II Class Test II
		George Bernard Shaw: Candida	3	K4(An)	Google Classroom PPT, lecture Nearpod	INTERNAL TEST I Seminar Quiz I Class Test II
		George Bernard Shaw: Candida	2	K6 (C)	Google Classroom PPT, lecture, Nearpod	INTERNAL TEST I Seminar Quiz I Class Test II Group Discussion
	2	John Galsworthy: The Silver Box	2	K2(U)	Google Classroom PPT, lecture	INTERNAL TEST II Seminar Quiz II Class Test II
		John Galsworthy: The Silver Box	3	K2(U)	Google Classroom PPT, lecture	INTERNAL TEST II Seminar Quiz

						II Class Test II
	John Galsworthy: The Silver Box	3	K4(An)	Google Classroom PPT, lecture		INTERNAL TEST II Seminar Quiz II Class Test II
	John Galsworthy: The Silver Box	2	K6 (C)	Google Classroom PPT, lecture		INTERNAL TEST II Seminar Quiz II Class Test II Group Discussion

Course focusing on Skill Development

Activities: Model Making, Literary Exhibit, Enactment

Course Focussing on Cross Cutting Issues (Human Values)

Activities related to Cross Cutting Issues: recite poems on nature, Roleplay, Group Discussion

Assignment: PPT for Unit I

Seminar Topic: Critical analysis of the novels.

### Sample Questions

#### Part A

1. Who wrote *The Portrait of an Artist as a Young Man*?
2. What are the two memorable characters created by Virginia Woolf?
3. How does the poem "A Greeting" begin?
4. What did Santiago's parents originally hope he would be when he grew up?
5. What is the pen name of Edith Hope?
6. Where is the play *Candida* set?

#### Part B

1. Write about the Inter War Years poets.
2. What sort of struggle do the writers undergo and why, says W.B Yeats' in "The Autumn of the Body"?
3. Critically appreciate the poem "Thought Fox".
4. Discuss Isabel's meeting with her three suitors in *St. Peter's*.

5. 12. “The play The Silver Box is an attack on the hypocrisy of the British higher class. Discuss.

### **Part C**

1. Many of the younger generation of writers are involved in the new psychological problems arising from the bizarre and contradictory nature of an affluent society – Discuss with reference to any two writers of the times.

2. “Bores are actually frustratingly cumbersome to tolerate” – Discuss with reference to E.V.Lucas’ “Bores”.

3. “The Waste Land” can be thought of as a poem about the alienation and brokenness of modern life– Substantiate

4. The idea of suffering plays an important role in The portrait of a Lady. In what ways does the conversation about suffering foreshadow some of the events later in the novel?

5. Candida is one of the popular plays of G. B. Shaw, yet it has some faults and shortcomings - Elucidate.

#### **Head of the Department**

Dr. Alby Grace

#### **Course Instructor**

Dr. Virgin Nithya Veena

**Department** : English (Aided)  
**Class** : II MA  
**Title of the Course** : Major Core XIII: Shakespeare  
**Semester** : IV  
**Course Code** : PE2042

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
PE2042	6	-	-		5	6	90	25	75	100

### Objectives:

1. To develop familiarity in the students with the writings of Shakespeare's plays.
2. To comprehend the nature of the dramatic genres in which Shakespeare wrote, including comedy, romance, and tragedy.
3. To orient them to a concrete understanding of Shakespeare's "Universality"

### Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs addressed
1	understand the great ideas conveyed in Shakespeare's dramas and appreciate the rhetorical and poetic art through which those ideas are conveyed.	PSO - 2
2	interpret particular Shakespearean works in literary critical essays of one's own.	PSO - 1
3	understand the personality traits of dominant characters	PSO - 2
4	experience and derive meaning from life like situations	PSO - 3
5	know several Shakespearean sonnets, understand the sonnet form, analyze particular Shakespearean sonnets, and appreciate Shakespeare's contribution to the form.	PSO - 2

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Sonnets: 14, 18	5	K2(U)	Lecture method, PPT using Gamma, Flipped Classroom, Group Discussion	Evaluation through short test, MCQ, Short essays, Short summary & Formative Assessment I
	2.	Sonnets: 27, 60	5	K2(U)	Lecture method, Seminar,	Slido, short essays, class test & Formative Assessment I
	3.	Sonnets: 65, 73	5	K2(U)	Nearpod, ppt, Peer teaching	Class test, quiz, Formative Assessment I
	4.	Sonnets: 91,104	5	K2(U)	Lecture method, seminar, ppt	MCQ, short essays, class test & Formative Assessment I
	5.	Sonnets: 116, 130	5	K2(U)	Lecture method, group discussion, peer teaching, seminar	Class test, assignment, Formative Assessment I
II						
	1.	<i>As You Like It</i>	5	K3(Ap)	Lecture method, exhibition, video, seminar	Formative Assessment 1 Class test, Slido
	2.	<i>As You Like It</i>	5	K2(U)	Practical session, lecture method, seminar	Formative Assessment 1 Class test, MCQ
	3.	<i>As You Like It</i>	5	K2(U)	Lecture method, group discussion, peer teaching,	Formative Assessment 1 Class test, quiz

					seminar, ppt using Gamma	
	4.	<i>As You Like It</i>	5	K2(U)	Lecture method, Flipped Classroom, peer teaching	Formative Assessment 1, slip test, assignment
III						
	1.	<i>King Lear</i>	5	K2(U)	Lecture method, Seminar. Nearpod	Formative Assessment 1, slip test, assignment
	2.	<i>King Lear</i>	5	K2(U)	Lecture method, Ppt, blended learning	Formative Assessment 1, class test, quiz
	3.	<i>King Lear</i>	5	K2(U)	Practical session, seminar, flipped classroom	Formative Assessment II, class test, quiz, assignment
IV						
	1.	<i>Henry IV Part I</i>	5	K2(U)	Practical session, ppt using Gamma with video	Formative Assessment II, class test, quiz, assignment
	2.	<i>Henry IV Part I</i>	5	K2(U)	Lecture method, ppt, flipped classroom	Formative Assessment II, class test, short essays
	3.	<i>Henry IV Part I</i>	5	K2(U)	Practical session, seminar, flipped classroom	Formative Assessment II, class test, quiz, assignment
V						
	1.	Harold Jenkins- "As You Like It"	5	K2(U)	Lecture method, ppt, flipped classroom, seminar	Formative Assessment II, class test
	2.	C. L. Barber "From Ritual to Comedy: An Examination of Henry IV"	5	K2(U)	Seminar Group Discussion, flipped classroom	Formative Assessment II, class test, Slido
	3.	Stampfer "The Catharsis of King Lear"	5	K2(U)	Lecture method, group discussion, peer teaching, Nearpod	Formative Assessment II, class test, assignment

Course Focussing on Employability and Skill Development

Activities (Em/SD): Exhibition and Seminar

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

Activities related to Cross Cutting Issues: Seminar and Group Discussion

Assignment: Identify and analyse the key traits of the Shakespeare's character. Consider their strengths, weaknesses, virtues, flaws, and how these aspects contribute to their role in the play.

Seminar Topic: 1. The Role of Fate and Free Will in Shakespearean Tragedy

2. Shakespeare and the Supernatural: Magic, Witches, and Ghosts

### **Sample Questions**

#### **Part A**

1. Whom does the poet want to immortalize?
2. How is nature taking advantage of his fair youth?
3. Why does Harry say he is spending so much time with Falstaff?
4. Why does Lear banish Cordelia?
5. Who wrote "The Catharsis of King Lear"?

#### **Part B**

1. Briefly explain and compare Shakespeare's friend's love in sonnet 91.
2. Explain the reason behind Oliver's motives to teach Orlando a lesson?
3. Elucidate the cause which lead the two girls plan to flee from the court?
4. Explain Goneril and Regan's betrayal to King Lear.
5. Compare Prince Hal to Hotspur in Henry IV.

#### **Part C**

1. Explain in detail Shakespeare's physical condition by the end of the day in Sonnet 27.
2. Analyse the theme regarding the constancy of love in Sonnet 116.
3. Elaborate Senior Duke's life in the forest.
4. Describe King Lear and his daughter's death in detail.

5. Elucidate King Henry's disappointment towards his son, Prince Hal.
6. Explain Stampfer's views regarding the catharsis of King Lear.

**Head of the Department**

Dr. Alby Grace

**Course Instructor**

Dr. Selva Mary Gokila



**Department** : English  
**Class** : II M.A.  
**Title of the Course** : Major Core XIV: Comparative Literature  
**Semester** : IV  
**Course Code** : PE2043

No. of Hours per Week	Credits	Total No. of Hours	Marks
6	5	90	100

**Objectives:**

1. To understand and appreciate the different schools of Comparative Literature.
2. To acquaint students with the various theories of Comparative Literature.
3. To acquaint students with a basic knowledge of comparative literature in India.

CO	Course outcomes Upon completion of this course the students will be able to :	PSOs addressed	CL
CO-1	broaden the knowledge of neighbouring national Literatures.	PSO-6	U
CO-2	understand the socio cultural challenges across the borders.	PSO-1	U
CO-3	read literature as a record of universal human concerns	PSO-1	An
CO-4	Compare literatures of various countries	PSO-6	An

## Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Definition and History of Comparative literature	5	K2(U) & K4(An)	Interactive lecture, PPT using Gamma.ai	Class test, assignments
	2.	National Literature, General Literature, World Literature	5	K2(U) & K4(An)	Interactive lecture, PPT using Gamma.ai	Evaluation through Nearpod
	3.	Comparative Literature in India	5	K2(U) & K4(An)	Interactive lecture, group discussion	Short answers, seminar, YouTube links
II	1.	Schools of Comparative Literature: American and French Schools	4	K2(U) & K3 (Ap)	Lecture, videos, group discussion - Nearpod	Short essays
	2.	Reception and Influence	3	K1 (R) K2(U) & K3 (Ap)	Interactive lecture, PPT	Assignment, Flipgrid
	3.	Influence and Imitation	8	K2(U) & K3 (Ap)	Interactive lecture, PPT	Evaluation through short test, Seminar
III	1.	Thematology: Themes, Motifs, Genre Study	2	K2(U) & K3 (Ap)	Lecture , PPT	Text Analysis and Poetic Techniques
	2.	Literature and Society, Literature and Philosophy, Literature and Psychology	2	K3 & K5	Interactive lecture, PPT using Gamma Student Presentation	Creating PPTs
IV	1.	Amiya Dev - Comparative Literature in India	7	K2(U) & K3 (Ap)	Lecture, Flipped Classroom	Test, Seminar
	2.	Comparative Literature in India: An Overview of its History	8	K2(U) & K3 (Ap)	Lecture, videos, group discussion	Test, Seminar
V	1.	K. Chellappan's Shakespeare and Ilango as Tragedians (Chapters I, II & VI)	15	K2(U) & K4 (An)	Lecture, group discussion	Test

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Preparing factual

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

Activities related to Cross Cutting Issues: Comparing the texts mainly from cultural, social issues and gender issues

Assignment: Undertake a comparative study of Two Texts

Seminar Topic: Audio Visual Presentation of Wellek;s essays

### **Sample Questions**

#### **PART - A**

Answer all the questions:

1. Which of the following is not a school of comparative literature?  
a. French b. German c. Dutch d. American
2. What are the three different senses of comparative literature as propounded by Rene Wellek and Austin Warren?
3. Name a French comparatist who studied cause and effect in comparative study.
4. Define radiation in comparative literature.
5. Differentiate Influence and Imitation

#### **PART – B**

1. Comment on the interdisciplinary nature of comparative literature.
2. Comment on the French school of comparative literature compare and contrast the American and French comparative schools.
3. Can literature be considered as a mirror of the society?
4. What is Amiya Dev's contribution to Indian school of comparative literature?
5. Examine the tragic flaw of the main characters in Shakespeare's Othello and Ilango's Silapathikaram.

#### **PART – C**

1. Examine the development of Comparative literature as a discipline.
2. Bring out the salient characteristics and the key theorists of at least three schools of comparative literature.

3. Why did the French school insist on Influence studies? What are the aspects of Influence did the school concentrate on
4. Why is it important in comparative study of literature to delve into signs and symbols
5. What are the different approaches to Comparative Literature in India?
6. Compare and contrast Shakespeare and Ilango as tragedians.

**Head of the Department**

Dr. Alby Grace

**Course Instructor**

Dr. Subha Ganapathy

**Department** : English (Aided)  
**Class** : II MA  
**Title of the Course** : The Study of English Language  
**Semester** : IV  
**Course Code** : PE2044

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
PE2044	6	-	-		5	6	90	25	75	100

### Objectives

1. To familiarize the students to the evolution and the differential traits of the English language
2. To introduce the learners to the varieties of English language.

### 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.	PSO - 1
2	familiarize the students with the connection between language and brain and also to distinguish between first and second language acquisition and learning	PSO - 2
3	introduce them with the sounds and sound patterns of language	PSO - 1
4	acquaint them with the varieties of language and the changes it has undergone over the years	PSO - 1
5	Comprehend the association among the language, culture and society.	PSO - 4

## Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	The Origin of Language	5	K2(U)	Lecture method, PPT using Gamma, Flipped Classroom, Group Discussion	Evaluation through short test, MCQ, Short essays, Short summary & Formative Assessment I
	2.	Theories of Language- Bow-Wow Theory, Ding Dong Theory, Pooh Pooh Theory	5	K2(U)	Lecture method, Seminar, video	Slido, short essays, class test & Formative Assessment I
	3.	The Properties of Language	5	K2(U)	Nearpod, ppt, Peer teaching	Class test, quiz, Formative Assessment I
	4.	Animals and Human Language	5	K2(U)	Lecture method, seminar, ppt with video	MCQ, short essays, class test & Formative Assessment I
	5.	Word and Word Formation Process	5	K2(U)	Lecture method, group discussion, peer teaching, seminar	Class test, assignment, Formative Assessment I
II						
	1.	Language and the Brain	5	K3(Ap)	Lecture method, exhibition, video, seminar	Formative Assessment 1 Class test, Slido
	2.	Language and Machines	5	K2(U)	Practical session, lecture method, seminar	Formative Assessment 1 Class test, MCQ
	3.	First Language Acquisition	5	K2(U)	Lecture method, group discussion, peer teaching, seminar, ppt using Gamma	Formative Assessment 1 Class test, quiz
	4.	Second language Acquisition/ Learning	5	K2(U)	Lecture method,	Formative Assessment 1,

					Flipped Classroom, peer teaching	slip test, assignment
III						
	1.	Language History:	5	K2(U)	Lecture method, Seminar. Nearpod	Formative Assessment 1, slip test, assignment
	2.	Language Change	5	K2(U)	Lecture method, Ppt, blended learning	Formative Assessment 1, class test, quiz
	3.	Sound, Syntactic, lexical Changes	5	K2(U)	Practical session, seminar, flipped classroom	Formative Assessment II, class test, quiz, assignment
IV						
	1.	Language Varieties- Dialects and Idiolects, Registers	7	K2(U)	Practical session, ppt using Gamma with video	Formative Assessment II, class test, quiz, assignment
	2.	British, American English and Indian English	7	K2(U)	Lecture method, ppt, flipped classroom	Formative Assessment II, class test, short essays
V						
	1.	Language, Society and Culture	5	K2(U)	Lecture method, ppt, flipped classroom, seminar	Formative Assessment II, class test
	2.	Sociolinguistics, Social Class and Education, Language and Culture	5	K2(U)	Seminar Group Discussion, flipped classroom	Formative Assessment II, class test, Slido
	3.	Diglossia, The Sapir-Whorf Culture	6	K2(U)	Lecture method, group discussion, peer teaching, Nearpod	Formative Assessment II, class test, assignment

Course Focussing on Employability and Skill Development

Activities (Em/SD): Exhibition and Seminar

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

Activities related to Cross Cutting Issues: Seminar and Group Discussion

Assignment: Bring out the connection between language and the brain.

Seminar Topic: Language history and change

### **Sample Questions**

#### **Part A**

1. Name the theory which holds that the origin of human speech comes from the sounds heard by humans in their environment?
2. What is the basic idea behind the "yo-heave-ho theory"?
3. What special features of human teeth and lips make them useful in the production of speech sounds?
4. Who formulated ding dong theory?
5. Name the process in which two words are joined to produce a single word.

#### **Part B**

1. Briefly explain the term arbitrariness and how it is used to describe a property of human language?
2. Have any chimpanzees ever been taught to produce human speech sounds? What's been the problem?
3. How did the Gardners try to show that Washoe was not necessarily repeating signs made by interacting humans?
4. Explain in brief about the oral-gesture source.
5. Explain productivity in brief.

#### **Part C**

1. Write in detail about the origin of language.
2. Explain in detail about second language acquisition.
3. Elaborate on the old and Middle English period.
4. Explain language varieties in detail
5. Explain Sapir-Whorf hypothesis in detail with examples.

**Head of the Department**

Dr. Alby Grace

**Course Instructor**

Dr. Bhavani



**Department** : English  
**Class** : II MA  
**Title of the Course** : Introduction to Linguistics  
**Semester** : III  
**Course Code** : PE2047

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
PE2047	6	-	-	-	5	5	90	25	75	100

### Objectives

1. To provide a platform to understand the node between language acquisition and production.
2. To familiarize with the practical and theoretical discourse of linguistics.
3. To expose the learners to the different branches of linguistics.

### Course Outcomes

On the successful completion of the course, student will be able to:		
1	learn the varied Theories in Linguistics	R
2	evaluate the Varieties of Language	E
3	identify the Branches of Applied Linguistics	U
4	illustrate the relationship between language and literature	Ap
5	analyze the Language Disorders	An

## Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	<b>Theories in Linguistics</b>					
	2.	Innate grammatical Principles	3	K1 (R)	Interaction	Concept explanations, Short summary or overview
	3.	Corpus Linguistics	3	K2(U)	Discussion, PPT	Slip test, questioning and Seminar
II		<b>Native and Non-Varieties of Language</b>	3	K2(U)	Discussion, PPT	Slip test, questioning and Seminar
	5.	Phonology to Morphology	3	K2(U)	Interactive E-book, lecture, examples and exercises	Slip test, questioning and Seminar
	6.	Syntax to Semantics	3	K2(U)	Interactive E-book, lecture, examples and exercises	Slip test, questioning and Seminar
	7.	Pragmatics	3	K2(U)	Interactive E-book, lecture, examples and exercises	Slip test, questioning and Seminar
III		<b>Branches of Linguistics</b>	3	K3 (Ap)	Hand outs, sample materials, Discussion	Slip test, questioning and Seminar
	8	Structural Linguistics	3	K4 (A)	Hand outs, sample materials, Discussion	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
	9	Psycholinguistics	3	K3 (Ap)	Hand outs, sample	Evaluation through short test, MCQ,

					materials, Discussion	True/False, Short essays, Concept explanations, Short summary or overview
	10	Sociolinguistics	3	K3 (Ap)	Hand outs, sample materials, Discussion	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
IV		<b>Applied Linguistics</b>	3	K3 (Ap)	Interactive lecture, examples and exercises	Suggest idea/concept with examples, Suggest different structures, Assignment
	11	Stylistics and Discourse Analysis: Relationship between Language and Literature	3	K4 (A)	Interactive lecture, examples and exercises	Suggest idea/concept with examples, Suggest different structures, Assignment
	12	Style and Function	3	K4 (A)	Interactive lecture, examples and exercises	Suggest idea/concept with examples, Suggest different structures, Assignment
	13	Poetic Discourse	3	K3 (Ap)	Interactive lecture, examples and exercises	Suggest idea/concept with examples, Suggest different structures, Assignment
	14	Narrative Discourse and Dramatic Discourse	3	K4 (A)	Interactive lecture, examples and exercises	Suggest idea/concept with examples, Suggest different

						structures, Assignment
V		<b>Language Disorders</b>	3	K5 (E)	PPT & interaction	Slip test, questioning and Seminar
	15	The Brain and Language Organization	3	K5 (E)	Interactive E- book & interaction	Slip test, questioning and Seminar
	16	Aphasia	3	K5 (E)	Interactive E- book PPT & interaction	Slip test, questioning and Seminar
	17	Dyslexia	3	K5 (E)	Interactive E- book, PPT & interaction	Slip test, questioning and Seminar
	18	Dysgraphia	3	K5 (E)	Interactive E- book, PPT & interaction	Slip test, questioning and Seminar

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

Employability, Entrepreneurship and Skill Development

**Activities (Em/ En/SD):** Employability – As Interpreter – to facilitate spoken communication between individuals or groups who speak different languages or dialects

Entrepreneurship – Develop written content for advertising, marketing and promotional materials

Skill Development – Linguistic editing and language quality

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

**Activities related to Cross Cutting Issues :**

1. Analyzing advertisements and identifying language choices that reinforce gender stereotypes.
2. Creating a campaign promoting inclusive language use for people with disabilities

**Assignment :** Develop content for advertising, marketing and promotional materials

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

1. Language and Gender
2. Language and Power
3. Language and Identity
4. Language and Multilingualism

5. Language and Globalization
6. Language and Social Justice
7. Language and Technology
8. Language and Education
9. Language and Sustainability
10. Language and Disability

### **Sample Questions**

#### **Part A**

1. Define Phonology.
2. What do you mean by Sociolinguistics?

#### **Part B**

1. Write a short note on Dysgraphia.

#### **Part C**

1. Explain the importance of Style and Function in Poetic Discourse.

#### **Head of the Department**

Dr. Alby Grace

#### **Course Instructor**

Dr. Sathya