

**Department** : **English**  
**Class** : **I M.A.**  
**Title of the Course** : **Core Course I: English Poetry**  
**Semester** : **I**  
**Course Code** : **EP231CC1**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP231CC1	5	1	-	1	5	7	105	25	75	100

#### Learning Objectives:

1. To familiarize students with English Poetry starting from Medieval England to 21<sup>st</sup> Century.
2. To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.

#### Course Outcomes

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

**Teaching Plan**  
**Total Contact hours: 105 (Including lectures, assignments and tests)**

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	Middle English Poetry	2	KI (R)	Introductory session, Lecture using PPT, Discussion,	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	2	Geoffery Chaucer	2	KI (R)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	3	The General Prologue	2	K2(U)	Introductory session, Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	4	Pardoner	4	K2 (U) K4(An)	Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	5	The Nun	4	K2 (U) K4 (An)	Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	6	Doctor	4	K2 (U) K4 (An)	Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	7	Friar	3	K2 (U) K4 (An)	Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
II	1	Elizabethan Poetry	2	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	2	Edmund Spenser	2	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 1, Quiz 1, Evaluation through Q & A Oral

	3	Epithalamion	9	K2 (U) K4 (An)	Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	4	John Donne	2	KI (R) K2(U)	Introductory session, Brainstormin g, Lecture using PPT	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	5	A Valediction: Forbidding Mourning	3	K2 (U) K4 (An)	Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	6	The Canonization	3	K2 (U) K4 (An)	Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
III	1	Seventeenth Century Poetry	2	KI (R) K2(U)	Introductory session, Brainstormin g, Lecture using PPT	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	2	John Milton	2	KI (R) K2(U)	Introductory session, Brainstormin g, Lecture using PPT	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	3	Paradise Lost - Book IX	11	K4( An) K5 (E) K6 (C)	Lecture using PPT, Discussion	Internal Test 1, Quiz 1, Evaluation through Q & A Oral
	4	Andrew Marvell	2	KI (R) K2(U)	Introductory session, Brainstormin g, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	5	To His Coy Mistress	2	K4( An) K5 (E) K6 (C)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
IV	1	Eighteenth Century Poetry	2	KI (R) K2(U)	Introductory session, Brainstormin g, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	2	John Dryden	2	KI (R) K2(U)	Introductory session, Brainstormin g, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral

	3	Absalom and Achitophel (Lines 150 – 476)	3	K4( An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	4	Thomas Gray	2	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	5	Elegy Written in a Country Churchyard	5	K4( An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	6	William Wordsworth	2	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	7	Tintern Abbey	3	K4( An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	8	Robert Burns	2	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	9	Holy Willie's Prayer	1	K4( An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	10	Auld Lang Syne	1	K4( An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
V	1	Modern Poetry	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	2	Rupert Brooke	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	3	The Soldier	1	K4( An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral

4	Wilfred Owen	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
5	Anthem for Doomed Youth	1	K4( An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
6	W. H. Auden	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
7	Elegy on the Death of W. B. Yeats	1	K4( An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
8	Musee des Beaux Arts	1	K4( An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
9	Dylan Thomas	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
10	Do Not Go Gentle into That Good Night	1	K4( An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
11	Poem in October	1	K4( An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
12	Philip Larkin	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
13	Whitsun Weddings	1	K4( An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
14	Ted Huges	1	KI (R) K2(U)	Introductory session, Brainstorming, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral

	15	Hawk Roosting	1	K4( An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	16	Life after Death	1	K4( An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	17	Seamus Heaney	1	KI (R) K2(U)	Introductory session, Brainstormin g, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	18	Digging	1	K4( An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	19	Carol Ann Duffy	1	KI (R) K2(U)	Introductory session, Brainstormin g, Lecture using PPT	Internal Test 2, Quiz 2, Evaluation through Q & A Oral
	20	Standing Female Nude	1	K4( An) K5 (E)	Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Seminar
	21	Eavan Boland Achilles Woman	1	KI (R) K2(U) K4( An) K5 (E)	Introductory session, Brainstormin g, Lecture using PPT, Discussion	Internal Test 2, Quiz 2, Evaluation through Q & A Oral

Course Focussing on Employability/ Entrepreneurship/ Skill Development : Employability

Activities (Em/ En/SD): Chartwork on the literary devices in the prescribed text.

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

Activities related to Cross Cutting Issues : Role Play highlighting the human values in the prescribed Texts.

Assignment : Literary Exhibition.

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

## Sample Questions

### Part A

1. Which of the following statements is true about the Pardoner in Chaucer's Prologue?  
(A) He is a corrupt and greedy cleric. (B) He is a sincere and devout man.  
(C) He is a skilled storyteller. (D) He is a moral and upstanding citizen
2. What is the literary device used in the line "And make a bride of every bud"?  
(A) Personification (B) Metaphor (C) Simile (D) Metonymy
3. Say True or false: The serpent in Paradise Lost book IX is a literal serpent, not a metaphor for Satan.
4. Who is the poem's narrator?  
(A) Achitophel (B) David (C) Absalom (D) Hushai
5. Who is the speaker in the poem "The Soldier"?  
(A) The speaker is a soldier who is about to die in battle.  
(B) The speaker is a soldier who is reflecting on his life and his death.  
(C) The speaker is a soldier who is trying to come to terms with his own mortality.  
(D) The speaker is a soldier who is trying to find meaning in his own death.

### Part B

1. Analyze the description of the Doctor in Chaucer's Prologue, paying attention to his physical appearance, his clothing, and his speech.
2. Explain how Spenser uses imagery of nature in Epithalamion to celebrate the union of Elizabeth Boyle and Edmund Spenser.
3. What is the significance of the temptation scene in Paradise Lost book IX?
4. What are some of the themes that are explored in Elegy Written in a Country Churchyard?
5. How does Wilfred Owen convey the horror of war in "Anthem for Doomed Youth"?

### Part C

1. Evaluate the level of detail and subtlety with which Chaucer characterizes the Nun in the Prologue. What does this reveal about Chaucer's writing style and his approach to character development?
2. In Spenser's *Epithalamion*, the speaker uses a variety of poetic devices to celebrate the union of Elizabeth Boyle and Edmund Spenser. Write an essay in which you analyze the use of these poetic devices and discuss their effect on the poem.
3. How effectively does the poem communicate its message about the importance of living in the present moment?
4. How does Wordsworth's use of imagery and metaphor in Tintern Abbey reflect his changing relationship with nature over time?
5. How does Seamus Heaney use imagery and metaphor in "Digging" to explore his relationship with his father and his Irish heritage?

**Head of the Department**

**Dr. Alby Grace**

**Course Instructor**

**Dr. Virgin Nithya Veena**

**Department** : English  
**Class** : I M.A English Literature  
**Title of the Course** : Core II: English Drama  
**Semester** : I  
**Course Code** : EP231CC2

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

### Objectives

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

### Course Outcomes

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



## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	<b>Beginnings of Drama:</b>					
	1.	Miracle and Morality Plays: <i>Everyman</i>	11	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	Evaluation through short test, MCQ, True/False, Short essays, Short summary & Formative Assessment I
	2.	The Senecan and Revenge Tragedy: Thomas Kyd's <i>The Spanish Tragedy</i>	10	K2(U) & K4(An)	Lecture method, You Tube Video, PPT& Interaction	MCQ, short essays, class test & Formative Assessment I
II	<b>Elizabethan Theatre:</b>					
	1.	Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy	9	K1(R) & K2(U)	YouTube e-content, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment I
	2.	Christopher Marlowe's <i>The Jew of Malta</i>	6	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment I
	3.	Ben Jonson's <i>Volpone</i>	6	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment I
III	<b>Jacobean Drama:</b>					
	1.	John Webster's <i>The White Devil</i>	11	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment I

	2.	Thomas Middleton's <i>A Game at Chess</i>	10	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment II
IV	<b>Restoration and Irish Dramatic Movement:</b>					
	1.	William Congreve's <i>The Way of the World</i>	11	K2(U) & K4(An)	Lecture method, role play, interaction & group discussion	Seminar, class test & Formative Assessment II
	2.	J.M. Synge's <i>The Playboy of the Western World</i>	10	K2(U) & K4(An)	Lecture method, role play, interaction & you tube video	Seminar, class test & Formative Assessment II
V	<b>Epic Theatre, Comedy of Menace and Post-Modern Drama:</b>					
	1.	Bertolt Brecht's <i>Mother Courage and her Children</i>	7	K2(U) & K4(An)	Lecture method, role play, interaction & you tube video	Assignment, class test & Formative Assessment II
	2.	Harold Pinter's <i>Birthday Party</i>	7	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment II
	3.	Samuel Beckett's <i>Waiting for Godot</i> (Act I)	7	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment II

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

Activities (Em/ SD): Exhibition and Role Play

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: Role Play, Debate and Group Discussion

Assignment: Enumerate the themes in Thomas Kyd's *The Spanish Tragedy*.

Seminar Topics: Conventions of Tragedy and Comedy

## Sample Questions

### Part A

1. What is the title of the famous morality play that explores the concept of death and the afterlife?
2. Who is the playwright known for the revenge tragedy *The Spanish Tragedy*?
3. Name one famous theatre group during the Elizabethan period.
4. Who were the primary members of the audience in Elizabethan theatres?
5. Who is the playwright known for the play *The White Devil*?
6. What is the title of the play by Thomas Middleton that became infamous for its political allegory?
7. Who is the playwright known for the play *The Way of the World*?
8. What is the title of the famous play by J.M. Synge associated with the Irish Dramatic Movement?
9. Who is the playwright known for the play *Mother Courage and her Children*?
10. What is the term used to describe the type of comedy associated with Harold Pinter?

### Part B

1. How did Miracle and Morality plays contribute to the development of drama?
2. What is the main message or moral lesson conveyed in the play *Everyman*?
3. What are some key characteristics of Elizabethan comedy?
4. Provide a brief overview of the plot or themes in *Volpone* by Ben Jonson.
5. Who is the playwright known for the play *The White Devil*?
6. What is the title of the play by Thomas Middleton that became infamous for its political allegory?
7. Describe the central themes explored in William Congreve's play *The Way of the World*.
8. What was the significance of J.M. Synge's play *The Playboy of the Western World* within the context of the Irish Dramatic Movement?
9. Describe the central themes explored in William Congreve's play *The Way of the World*.
10. What was the significance of J.M. Synge's play *The Playboy of the Western World* within the context of the Irish Dramatic Movement?

## Part C

1. Analyze the themes of morality, mortality, and redemption in the play *Everyman*, and examine its significance in the context of medieval theater.
2. Explore the themes of revenge, justice, and madness in Thomas Kyd's play *The Spanish Tragedy*, and discuss its influence on later revenge tragedies.
3. Analyze the distinctive features of Ben Jonson's comedy *Volpone*, including its satirical elements and portrayal of greed and deception.
4. Compare and contrast the conventions of Elizabethan tragedy and comedy, highlighting their thematic differences and dramatic techniques.
5. Analyze the themes of corruption, revenge, and moral ambiguity in John Webster's play *The White Devil*, and discuss its impact on Jacobean audiences.
6. Explore the political allegory and controversy surrounding Thomas Middleton's play *A Game at Chess*, and its relevance to the Jacobean era.
7. Analyze the themes of love, marriage, and social satire in William Congreve's play *The Way of the World*, and discuss its impact on Restoration audiences.
8. Explore the Irish Dramatic Movement and its influence on the development of Irish theatre, focusing on J.M. Synge's play *The Playboy of the Western World*.
9. Analyze the themes of war, survival, and capitalism in Bertolt Brecht's play *Mother Courage and her Children*, and explore its relevance in the contemporary world.
10. Explore the concept of comedy of menace in the works of Harold Pinter, focusing on his play *Birthday Party* and its depiction of power dynamics and human relationships.

### Head of the Department

**Dr. Alby Grace**

### Course Instructors

**Dr. Snow J Sharmilla**

**Dr. J. Bhavani**

**Department** : English  
**Class** : I M.A English  
**Title of the Course** : Core III: ENGLISH FICTION  
**Semester** : I  
**Course Code** : EP231CC3

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EP231CC3	5	1	-	4	6	90	25	75	100

**Learning Objectives:**

1. To familiarize the students with the origin and development of the British Novel up to the 20th Century.
2. To understand the social background based on the prescribed novels.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
1	gain wide knowledge about different types of novels.	K2
2	learn the art of writing different forms of novel with the learned notions.	K2
3	explore Social, domestic and gothic novels.	K4
4	assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic Movement	K5
5	infer themes relating to the turn of the century events through close reading of text.	K4

## Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Introducing the Course and Course Outcomes	1	K2(U)	Lecture method, Introductory session,	Reflective Method
	2.	Overview of the study of novels, including its form, concepts, and theories.	1	K1(R)	Introductory Lecture	Questions about the course content and requirements.
	3.	John Bunyan's "The Pilgrim's Progress"- its historical context, and its allegorical elements.	3	K3(Ap)	Lecture Method followed by Close Reading	Recall Quiz
	4.	John Bunyan's "The Pilgrim's Progress- Analysis	2	K4(An)	Participative Method- Visual Aids to visualize the allegorical journey of the protagonist.	Maps, illustrations, diagram or presentations be evaluated
	5.	John Bunyan's "The Pilgrim's Progress – Symbols, Imagery	2	K6(C)	Reflective Writing	Essay Evaluation Quiz
	6.	Jonathan Swift's "Gulliver's Travels" as a Satire	2	K6(C)	Participative Method Socratic Discussions	Class Discussions and Participation
	7.	Jonathan Swift's "Gulliver's Travels" Literary Analysis	2	K3(Ap)	Flipped Classroom	Evaluation through short review
	8.	Jonathan Swift's "Gulliver's Travels"- Critical analysis on Satirical elements	2	K4(An)	Flipped Classroom	Class Test
II	1	Introducing The New World Novel	2	K(U)	Lecture Method	Class Discussion

	2	Daniel Defoe's "Robinson Crusoe": Analysing the themes, motifs, and literary significance of the novel.	2	K3(Ap)	Participative Method - Reflection exercise	Oral Presentations
	3	Daniel Defoe's "Robinson Crusoe": in-depth discussions on the novel's portrayal of colonization, survival, and human nature.	5	K6(C)	Group activities or presentations	Presentation Skill
	4	To introduce Laurence Sterne and provide an overview of "Tristram Shandy."	2	K1(U)	Lecture and Interactive Method	Q&A Quiz
	5	Impact of the novel and its influence on the development of the modern novel.	2	K3(An)	Flipped Classroom	Discussion Class test
	6	Novel's influence on literary traditions	2	K4(Ap)	Reflective Method	Oral Presentation
III	1	Middle Class Novel of Manners- Introduction	2	K1(U)	Lecture Method	Q&A
	2	Jane Austen's "Emma" – Social Context	3	K1(U)	critical analysis,	Discussion Participation
	3	social themes and dynamics in "Emma."	2	K6(C)	Flipped Classroom	Reviews
	4	Emile Bronte's "Wuthering Heights"	2	K1(U)	Lecture Method	Q&A
	5	Bronte's exploration of passion and obsession.	3	K1(U)	Jigsaw method - Literary Analysis	Oral presentation
	6	Emile Bronte's "Wuthering Heights"	1	K1(U)	-	Open book test
	7	Emile Bronte's "Wuthering Heights"	2	K1(U)	multimedia presentations or designing visual displays	Presentation Skills
	1	Women's Issues	2	K1(U)	Lecture Method	Q&A

IV	2	Charlotte Bronte's "Jane Eyre" Introduction	2	K1(U)	Lecture Method	Q&A
	3	Jane Eyre's character development, her experiences at different settings, and the exploration of gender roles	3	K3(An)	Seminar Presentation	Quiz
	4	Historical and Contextual Exploration of Women	2	K4(Ap)	Reflective Method	Q&A
	5	Thomas Hardy's "Tess of the D'Urbervilles" – Introduction	3	K1(U)	Lecture Method	Q&A
	6	Author's portrayal of gender roles, societal expectations, and the challenges faced by female characters.	2	K2(U)	Lecture Method	Q&A
	7	Character analysis	2	K6(C)	Experiential Learning-writing letter from a character's perspective	Creativity and Presentation Skill
	V	1	Liberal Humanism, Individual Environment, and Class Issues	2	K2(U)	Lecture Method
2		overview of liberal humanism and its influence on literature.	3	K3(An)	Interactive Method	Q&A
3		D. H. Lawrence: The Rainbow - analysis	3	K2(U)	Blended Learning	Q&A
4		D. H. Lawrence: The Rainbow- Liberal Humanism	2	K3 (An)	Interactive Method	Class Discussions and Participation



	5	James Joyce: Portrait of the Artist as a Young Man	2	K2(U)	Lecture Method	Q&A
	6	symbolism, narrative techniques, or the portrayal of social class.	2	K4(Ap)	Blended Learning	Class Discussions and Participation

### Course Focussing on Skill Development

Activities (Em/ En/SD): 1. Writing a Journal

2. Panel Discussion on Gullivers Travels

### Course Focussing on Cross Cutting Issues : Professional Ethics

Activities related to Cross Cutting Issues : 1. Participative Method- John Bunyan's "The Pilgrim's Progress" Visual Aids to visualize the allegorical journey of the protagonist.

2. Gender Roles - Writing Skill analysis

Seminar Topic- Participative Method - Daniel Defoe's "Robinson Crusoe": in-depth discussions on the novel's portrayal of colonization, survival, and human nature

### Sample Questions

#### Part A

- What does the celestial city symbolize in "Pilgrims Progress"?
  - Earth
  - Heaven
  - C) City of Destruction
  - None
- What are the names of the fictional lands visited by Lemuel Gulliver in "Gulliver's Travels"?
  - Lilliput, Blefuscu, Brobdingnag, Laputa
  - Houyhnhnms, Yahoos, Glubbudrib, Luggnagg
  - Balnibarbi, Luggnagg, Glubbudrib, Brobdingnag
  - Laputa, Houyhnhnms, Blefuscu, Balnibarbi
- Who is the protagonist of Jane Austen's novel "Emma"?
  - Emma Woodhouse
  - Mr. Knightley
  - Harriet Smith
  - Frank Churchill
- Who is the author of the novel "Jane Eyre"?

- a) Charlotte Bronte
  - b) Emily Bronte
  - c) Jane Austen
  - d) George Eliot
5. What is the name of the protagonist in "A Portrait of the Artist as a Young Man"?
- a) Stephen Dedalus b) Leopold Bloom c) Gabriel Conroy d) Molly Bloom
6. Joyce was the pioneer in using the technique called -----
- a) Stream of Consciousness b) Stream of Tension c) Monologue d) all the above

**Part B**

1. What is the main goal of the protagonist, Christian, in the novel?
2. Who are the Houyhnhnms in "Gulliver's Travels"?
3. What is the social class of Emma Woodhouse in the novel "Emma"?
4. What is the central conflict in "Jane Eyre"?
5. What is the narrative style used in "A Portrait of the Artist as a Young Man"?

**Part C**

1. Explore the theme of spiritual journey and personal growth in "The Pilgrim's Progress." How does the protagonist, Christian, evolve and learn throughout his pilgrimage?
2. Discuss the use of satire in "Gulliver's Travels." How does Jonathan Swift use satire to critique various aspects of society?
3. Explore the theme of social class in Jane Austen's "Emma." How does Austen depict and comment on the social hierarchy of the time through the characters and events in the novel?
4. Discuss the theme of independence and individuality in "Jane Eyre." How does Jane's quest for autonomy and identity shape the narrative and her character development throughout the novel?
5. Analyze the theme of identity and self-discovery in "A Portrait of the Artist as a Young Man." How does Stephen Dedalus navigate his artistic and personal journey in search of his true self?

**Head of the Department**

**Dr. Alby Grace**

**Course Instructor**

**Dr. H. Jimsy Asha**

**Department : English**  
**Class : I M.A English Literature**  
**Title of the Course : Elective I: Indian Writing in English**  
**Semester : I**  
**Course Code : EP231EC1**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP231EC1	4	1			3	5	75	25	75	100

### Objectives

1. To inculcate in the students the cultural significance of Indian English Literature.
2. To comprehend Indian Writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.

### Course Outcomes

On the successful completion of the course, student will be able to:		
1	understand the indianness through representative works of Indian Writers in English	<b>K2</b>
2	identify various trends and tradition of the Indian society	<b>K4</b>
3	examine the background and settings of the prescribed texts	<b>K5</b>
4	evaluate the cultural significance of Indian English Literature	<b>K5</b>
5	appreciate the literary, cultural, historical, political impact of works of Indian writers in English and thereby their role in bringing about social awareness and transformation	<b>K3</b>

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
<b>I</b>	<b>Poetry</b>					
	1.	Keki N. Daruwalla: The Epileptic	3	K2(U) & K4(An)	Lecture method, PPT, Group Discussion	Evaluation through short test, Short essays, Short summary & Formative Assessment I
	2.	Sri Aurobindo: The Island Grave	2	K2(U) & K4(An)	Lecture method, PPT & Interaction	MCQ, short essays, class test & Formative Assessment I
	3.	Sri Aurobindo: Rose of God	3	K2(U) & K4(An)	Lecture method, PPT, Group Discussion	Evaluation through short test, Short essays, Short summary & Formative Assessment I
	4.	Toru Dutt: The Casuarina Tree	2	K2(U) & K4(An)	Lecture method, PPT & Interaction	MCQ, short essays, class test & Formative Assessment II
	5.	Sarojini Naidu: Palanquin Bearers	3	K2(U) & K4(An)	Lecture method, PPT & Interaction	MCQ, short essays, class test & Formative Assessment II
	6.	Sarojini Naidu: Coromandel Fishers	2	K2(U) & K4(An)	Lecture method, PPT & Interaction	MCQ, short essays, class test & Formative Assessment II
<b>II</b>	<b>Poetry</b>					

	1.	Kamala Das: The Looking Glass	3	K2(U) & K4(An)	Lecture method, PPT & Interaction	MCQ, short essays, class test & Formative Assessment I	
	2.	Kamala Das: An Introduction	3	K2(U) & K4(An)	Lecture method, PPT & Interaction	MCQ, short essays, class test & Formative Assessment I	
	3.	Parthasarathy: River Once	2	K2(U) & K4(An)	Lecture method, PPT, YouTube Video & Interaction	MCQ, short essays, class test & Formative Assessment I	
	4	Parthasarathy: Under Another Sky	2	K2(U) & K4(An)	Lecture method, PPT & Interaction	MCQ, short essays, class test & Formative Assessment II	
	5	Nissim Ezekiel: Morning Prayer	2	K2(U) & K4(An)	Lecture method, PPT & Interaction	MCQ, short essays, class test & Formative Assessment II	
	6	Nissim Ezekiel: Enterprise	3	K2(U) & K4(An)	Lecture method, PPT & Interaction	MCQ, short essays, class test & Formative Assessment II	
<b>III</b>	<b>Prose</b>						
	1.	Rabindranath Tagore: My School	3	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment I	
	2.	Dr.S. Radhakrishnan: Emerging World Society	3	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment I	

	3.	Dr. A.P.J. Abdul Kalam: Orientation	4	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment II
	4.	Gayatri Chakravorty Spivak: The Burden of English	5	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment II
IV	<b>Drama</b>					
	1.	Girish Karnad: <i>Nagamandala</i>	7	K2(U) & K4(An)	Lecture method, role play, interaction & group discussion	Seminar, class test & Formative Assessment I
	2.	Asif Currimbhoy: <i>Inquilab</i>	8	K2(U) & K4(An)	Lecture method, role play, interaction & you tube video	Seminar, class test & Formative Assessment II
V	<b>Fiction</b>					
	1.	Anita Desai: <i>Where Shall We Go This Summer?</i>	7	K2(U) & K4(An)	Lecture method, role play, interaction & you tube video	Assignment, class test & Formative Assessment II
	2.	Shashi Deshpande: Roots and Shadows	8	K2(U) & K4(An)	Lecture method, PPT, Group Discussion, Peer Tutoring & Review	MCQ, short essays, class test & Formative Assessment II

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities: Exhibition and Role Play

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: Role Play, Debate and Group Discussion

Assignment: Enumerate the themes in Girish Karnad's *Nagamandala*, Asif Currimbhoy's *Inquilab*, Anita Desai's *Where Shall We Go This Summer?*, and Shashi Deshpande's *Roots and Shadows*.

### Seminar Topics:

1. Compare and contrast the poem “Epileptic” and “Night of the Scorpion”.
2. Analyze the prominent symbols and mythological elements present in the play *Nagamandala*.
3. Explore how the play *Nagamandala* addresses gender roles, expectations, and the search for identity with particular emphasis on the character of Rani.

### Sample Questions

#### Part A

1. According to the poem, what is the casuarina tree compared to when it comes to its leaves?
  - a) Green plumes of a peacock
  - b) Shiny silver coins
  - c) Emeralds on a necklace
  - d) Golden rays of the sun
2. What does the poem “Looking Glass” symbolise?
  - a) Self
  - b) The poet
  - c) The poet’s family
  - d) The reader
3. Why did Tagore begin a school?
  - a) To show the importance of school education
  - b) To change the system in education pattern
  - c) To make the children learn
  - d) All the above
4. How does the character of Naga influence the plot of the play?
  - a) Naga is a symbol of wisdom and guidance.
  - b) Naga is a shape-shifting serpent that affects Rani's life.
  - c) Naga is a mediator between the human and divine realms.
  - d) Naga is a deity worshiped by the villagers.
5. Who is the protagonist of the novel "Roots and Shadows"?
  - a) Uma
  - b) Sarita
  - c) Raman
  - d) Anand

#### Part B

1. Explain the theme of the poem “The Island Grave”.
2. What does the poetess try to point out through her poem “An Introduction”.
3. Through his school what does Tagore picture to the world?
4. Explore the different manifestations of love portrayed in the play *Nagamandala* and how they impact the characters' lives.

5. Analyze the theme of discontent and disillusionment in the novel *Where Shall We Go This Summer?*

### **Part C**

1. Critically appreciate the poem “The Casuarina Tree”.
2. Give thematic analyze on the poem “Morning Prayer”.
3. Explain the key concept in the essay “Orientation”.
4. Explore the symbolism and significance of the serpent in the play *Nagamandala*.
5. Examine how the protagonist in the novel *Where Shall We Go This Summer?* is dissatisfied with her marriage that reflects the broader themes of gender roles and societal norms in India during the time the novel was written.

**Head of the Department**

**Dr. Alby Grace**

**Course Instructor**

**Dr. Alby Grace**



**Department** : **English**  
**Class** : **I M.A English**  
**Title** : **Elective II: Theatre Art**  
**Semester** : **I**  
**Course Code** : **EP231EC4**

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP231GE4	4	1	-	-	3	5	75	25	75	100

**Learning Objectives:**

1. To introduce the concepts of directing and stage management.
2. To inculcate in the students the role of Theatre in society.

**Course outcomes**

On the successful completion of the course, student will be able to:		
1.	understand a broad range of theatrical disciplines and experiences	<b>K2</b>
2.	identify the diversity of theatrical experiences and the role of theatre in society	<b>K1</b>
3.	discover the relationships among the various facets of Theatre	<b>K6</b>
4.	estimate drama as a performing art and the aspects of Stagecraft	<b>K5</b>
5.	gain exposure to diverse components of acting and techniques	<b>K3</b>

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Drama as a performing art, Relation between drama and theatre, The role of theatre, The need for permanent theatres.	15	K2( U)	Lecture using Chalk and talk ,Introductory session, Peer tutoring, Lecture using videos, Demonstration,	Evaluation through short test, MCQ, True/False, Short summary or overview
	2.	Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre, Designing for a particular theatre, The Eastern theatre - conventional and the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.	15	K3 (An)	Lecture, PPTs, Mind map, Videos, Web diagram, Demonstration Blended Learning, Flipped Classroom	Short test, MCQ, Enactment, Evaluation, Seminars,
	3.	Fundamentals of Play directing: Concept, technique, physical balance, demonstration, The director and the stage	15	K2(U) & 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.	Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, violence in the theatre, need for censorship, managing time and space.	15	K6 (E)	Lecture, PPTs, Mind map, Videos, Web diagram, Demonstration Blended Learning, Flipped Classroom	Analysis of the techniques, Narrative Techniques, Role Play	
5.	Theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, Lighting in the modern world, Word versus spectacles.	15	K5 (An)	Lecture using power point slides, Videos. Explaining other critical essays on Shakespeare.	Critical appreciation of the essays, Summary and Evaluation through tests.	

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

Activities (Em / En/SD): Role Play

Development of Enacting Skills, Narrative and Comprehensive Skills

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

**Activities related to Cross Cutting Issues**

Group Discussion on Portrayal of Women characters in the plays of ancient Greece to modern times & Enactment of scenes

**Assignment:** Enactment/ Role Play

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

- 1) Greek theatre
- 2) Shakespearean theatre
- 3) The Absurd theatre
- 4) The Epic theatre

- 5) The Multipurpose theatre
- 6) Designing for a particular theatre
- 7) The Eastern theatre
- 8) Conventional theatre
- 9) Non- conventional theatre
- 10) Folk theatre
- 11) Urban theatre
- 12) Third theatre
- 13) Fundamentals of Play direction
- 14) The director and the stage
- 15) Theatre of illusion
- 16) Expressionism in Drama
- 17) Dramatic symbolism
- 18) Stage design in the modern world
- 19) Lighting in the theatre
- 20) Word versus spectacles
- 21) Drama as a performing art
- 22) Relation between drama and theatre
- 23) The role of theatre
- 24) The need for permanent theatre.
- 25) Gesture & voice in a drama
- 26) Costume & make-up
- 27) Different styles in acting
- 28) Violence in the theatre
- 29) Components of acting
- 30) Censorship

### Sample Questions

#### Part A

- 1) A theatre is a -----
- 2) Drama solely aimed at -----
- 3) Soliloquy is a technique observed by
  - a) Novelists b) Poets c) Dramatists d) None of the above
- 4) The Components of acting does not include
  - a) Gesture b) voice c) costume and make-up d) censorship,
- 5) A stage is referred as ---- in stagecraft
  - a) deck b) platform c) level d) point

#### Part B

- 1) Distinguish between a drama and a theatre
- 2) Write note on The Absurd theatre
- 3) Detail on the director and the stage
- 4) Write a note on managing time and space

5) Interpret expressionism and dramatic symbolism

**Part C**

1) The role of theatres in civilizing men and matters.

2) Highlight the subtle nuances involved in designing for a particular theatre.

3) Discuss the fundamentals of Play direction.

4) Interpret the different styles in acting as an art form.

5) Describe the theatre of illusion.

**Head of the Department**

**Dr. Alby Grace**

**Course Instructor**

**Dr. R. Abilasha**

**Department** : English  
**Class** : II M.A.  
**Title of the Course** : Major Core IX: Wordsworth to Ruskin  
**Semester** : III  
**Course Code** : PE2031

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
PE2031	5	1	-	4	6	90	25	75	100

**Objectives:**

1. To lay foundation for the study of British Literature.
2. To help students understand the ideas of great masters of British Literature.
3. To gain an understanding of the process of literary development.

**Course Outcomes**

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO- 1	recognize the shifts and thoughts behind the romantic movement of the Victorian period	PSO – 2	U
CO- 2	understand the thematic and stylistic aspects of the key literary texts with the knowledge of their socio-political context	PSO – 2	U
CO- 3	analyse the literary merits of the early formative writers and their description of nature	PSO – 2	An
CO -4	demonstrate critical thinking and creative felicity by reviewing	PSO – 2	E
CO- 5	achieve expertise in language and literature and identify career potentials	PSO – 1	Ap

## Teaching Plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Wordsworth and Coleridge	5	K2(U) & K4(An)	Interactive lecture, PPT	Class test, assignments Framing own sentences
	2.	Tennyson & Browning	5	K2(U) & K4(An)	Interactive lecture, PPT	Evaluation through short test,
	3.	John Ruskin	5	K2(U) & K4(An)	Interactive lecture, group discussion	Short answers, seminar, True/False
II	1.	Oxford in the Vacation Detached thoughts on Books and Readings	4	K2(U) & K3 (Ap)	Lecture, videos, group discussion	Short essays, meanings, sentence making
	2.	Pleasures of Opium Pains of Opium	3	K1 (R) K2(U) & K3 (Ap)	Interactive lecture, PPT	Assignment, sentence making, synonyms & antonyms
	3.	<i>Sesame and Lilies</i>	8	K2(U) & K3 (Ap)	Interactive lecture, PPT	Evaluation through short test, Seminar
III	1.	I Wandered Lonely as a Cloud	2	K2(U) & K3 (Ap)	Lecture , PPT	Text Analysis and Poetic Techniques
	2.	Dejection: An Ode	2	K3 & K5	Interactive lecture, PPT	Text Analysis and Poetic Techniques
	3.	The Devil's Walk: A Ballad	2	K4 & K5)	Interactive lecture, PPT	Text Analysis and Poetic Techniques
	4.	Endymion	2	K3 & K5	Interactive lecture, PPT	Text Analysis and Poetic Techniques

	5.	Tithonus	2	K4 (An)	Interactive lecture, PPT	Text Analysis and Poetic Techniques
	6.	Andrea del Sarto	3	K3 & K5	Interactive lecture, PPT	Text Analysis and Poetic Techniques
	7.	Dover Beach	2	K4 & K5	Interactive lecture, PPT	Text Analysis and Poetic Techniques
IV	1.	<i>Ivanhoe</i>	7	K2(U) & K3 (Ap)	Lecture, Student Presentation	Test, Seminar
	2.	<i>Vanity Fair</i>	8	K2(U) & K3 (Ap)	Lecture, videos, group discussion	Test, Seminar
V	1.	<i>The Cenci</i>	8	K2(U) & K4 (An)	Lecture, group discussion	Test
	2.	<i>The Duchess of Padua</i>	8	K2(U) & K4 (An)	Lecture	OBT

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):

Activities related to Cross Cutting Issues: Writing analysis of the texts mainly from ecocritical perspective, social issues and gender issues

Assignment: Overview of the Romantic and Victorian Literary History

Seminar Topic: Evaluate the novel *Ivanhoe* as a representative text.

### Sample Questions

#### Part A

1. What is the most significant work of Coleridge?
2. Which is the best known work of Thomas de Quincey?
3. Whose journal entry aided in the composition of 'When I wandered Lonely as a Cloud'?
4. Which historical period does *Ivanhoe* by Sir Walter Scott primarily take place in?

a) Ancient Greece b) Medieval Europe c) Renaissance Italy d) Victorian England



5. In which year was the play *The Cenci* publicly performed in London?

### **Part B**

1. Write about the major works of Tennyson
2. What are the main concerns voiced in *Sesame and Lilies*?
3. What is the central theme of Browning's poem "Andrea del Sarto"?
4. How does William Makepeace Thackeray's novel *Vanity Fair* critique the social and moral values of 19th-century English society?
5. Pick out Shelley's views on established church with reference to *The Cenci*.

### **Part C**

1. Evaluate John Ruskin's contribution to British Literature
2. Write about Lamb's evocative description of Oxford in vacation
3. 'Andrea del Sarto' is a study of the artist's psyche. Substantiate.
4. Compare the female protagonists of Shelley and Oscar Wilde in the prescribed plays.
5. In Walter Scott's historical novel *Ivanhoe* how does Rebecca challenge societal norms and conventions, particularly as a Jewish woman in a predominantly Christian society?

**Head of the Department**

**Dr. Alby Grace**

**Course Instructor**

**Dr. Subha Ganapathy**

**Department** : English  
**Class** : II M.A English  
**Title of the Course** : Major Core X: Regional Literature in Translation  
**Semester** : III  
**Course Code** : PE2032

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
PE2032	5	1	-	5	6	90	25	75	100

**Objectives:**

1. To create new opportunities for social and cultural interaction.
2. To focus on the characters, dialect, topography, and other features particular to a specific region.
3. To give an opportunity to learn scrupulously the concepts of translation.

**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)**

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	I am the Daughter of the Land of Dravida	3	K2(U)	Lecture using Chalk and talk	Evaluation through test
	2.	With Lots of Love	3	K2(U)	Lecture using PPT	MCQ
	3.	The Kadamba Tree	3	K3(Ap)	PPT	Factuals
	4.	Gandhi	3	K4(An)	Lecture	Class Test
	5.	Ghazal	3	K5(E)	Lecture	Critiquing
II	1.	The Flunkey	3	K6(C)	PPT	Discussion
	2.	Waiting for Death	2	K3(A)	Seminar	Slip Test
	3.	The Riding Fate	4	K4(An)	Seminar	True/False, MCQ
	4.	Sunshine	3	K6(C)	PPT	Short Essay
	5.	Water	3	K4(An)	Chalk and Talk	Critical Essays
III	1.	<i>Tale of a Tamarind Tree</i>	6	K3(Ap)	Lecture & Discussion	Critical Analysis
	2.	<i>Naalukettu</i>	9	K2(U)	PPT	MCQ
IV	1.	<i>Kanyadaan</i>	7	K2(U)	Lecture & Discussion	Class Test
	2.	<i>Halfway House</i>	8	K4(An)	PPT	Slip Test
V	1.	Translation Studies	15	K2(U)	Lecture	MCQ

Activities (Em/ En/SD): Book Review, Video Presentation, Paper Presentation

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

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

Assignment: Prepare a model based on the poem “Kadamba Tree”.

Create a role play video with reference to *Tale of the Tamarind Tree*.

## Sample Questions

### Part A

1. What does the Kadamba Tree symbolise?
2. Whose death is portrayed in “Waiting for Death”?
3. Who is the narrator of *Tale of a Tamarind Tree*?
4. In which language was *Kanyadaan* originally published?
5. Mention the types of translation.

### Part B

1. Analyse “I am the daughter of the Land of Dravida” from feminist perspective.
2. Write a short note on the themes of “The Flunkey”.
3. Compare and contrast the nuances of translation in the original and the translated text of *Tale of a Tamarind Tree*.
4. Explicate the themes in *Halfway House*.
5. Bring out the importance of translation.

### Part C

1. Explain with suitable examples the poetic devices in *Gandhi*.
2. Justify the title “The Riding Fate”.
3. Excavate the themes in *Naalukettu*.
4. Write a detailed note on the characterization in *Kanyadaan*.
5. Elucidate the types of translation.

**Head of the Department**

**Dr. Alby Grace**

**Course Instructor**

**Dr. Anne Feril**

**Department** : English  
**Class** : II M.A. English  
**Title of the Course** : Core IV: English Language Teaching (ELT)  
**Semester** : III  
**Course Code** : PE2033

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
PE2033	4	1	-	4	6	90	25	75	100

### Objectives

- To help the learners understand the nuances of English Language Teaching
- To distinguish between language acquisition and language learning by identifying the appropriate methods and approaches in teaching of English
- To prepare materials for teaching the four language skills and make them aware of the types of testing and evaluation

### Course Outcomes

CO	Upon completion of this course, the students will be able to:	PSO addressed	Cognitive level
CO - 1	comprehend the application of learning theories in the current scenario	PSO - 1	K1(K)
CO - 2	distinguish between the theories of learning and SLA so as to enable them to have a practical view of the real 'classroom climate'.	PSO - 2	K2(U)
CO - 3	apply the techniques of material production and produce relevant materials for teaching LSRW	PSO - 3	K3(Ap, C)
CO - 4	analyze curriculum development and its types	PSO - 3	K4(An)
CO - 5	distinguish between various kinds of tests and their purpose and evaluate the effective methods of testing LSRW	PSO - 3	K5(E)

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1	Introduction to ELT	3	K2(U)	Interaction	Concept explanations, Short summary or overview
	2	Instructivism	3	K1 (R)	Discussion, PPT	Slip test, questioning and Seminar
	3	Humanism	3	K2(U)	PPT & interaction	Slip test, questioning and Seminar
	4	Social Interactionism	3	K2(U)	PPT & Interaction	Slip test, questioning and Seminar
	5	Programmed Instruction	3	K1 (R)	PPT & Interaction	Slip test, questioning and Seminar
	6	Project based learning	3	K2(U)	PPT & Interaction	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview
II	1	Constructivism	3	K2(U)	Interactive lecture	Slip test, questioning and Seminar
	2	Stephen Krashen's hypotheses	3	K3 (Ap)	Interactive lecture	Slip test, questioning and Seminar
	3	Interactional theories	3	K3 (Ap)	Interactive lecture	Slip test, questioning and Seminar
	4	Interlanguage	3	K4 (A)	Interactive lecture, examples and exercises	Suggest idea/concept with examples, Suggest different structures, Assignment
	5	Error Analysis	4	K4 (A)	Interactive lecture, examples and exercises	Suggest idea/concept with examples, Suggest different

						structures, Assignment
III	1	Definition of materials	3	K3 (Ap)	Lecture videos , e-content	Slip test, questioning, class test and Seminar
	2	types of materials	3	K5 (E)	Lecture videos , Group work, e-content	Slip test, questioning, assignment and seminar
	3	Creating materials for teaching LSRW	10	K6 (C)	Hand outs, sample materials, Discussion	Assignment, Seminar, Creation of new materials to be used in class for peer teaching, preparation of e-content, Portfolio preparation
IV	1	Syllabus	3	K4 (A)	Lecture videos , Seminar, PPT, Group work	Slip test and questioning
	2	Types of syllabus	4	K5 (E)	Lecture videos, Discussion, seminar	Slip test and questioning
	3	Curriculum Development	4	K2(U)	Lecture videos, Discussion, seminar	Slip test and questioning
	4	Types of Curriculum	5	K4 (A)	Lecture videos, Discussion, seminar	Slip test and questioning
V	1	Testing and Evaluation	4	K4 (A)	Lecture videos, Discussion and Seminar	Slip test and questioning
	2	Methods of testing	5	K5 (E)	Lecture videos and Discussion	Slip test, questioning and preparation of testing modules
	3	Methods of Evaluation	5	K5 (E)	Discussion	Slip test, questioning and preparation of testing modules
	4	Lesson Plans	5	K6 (C)	Seminar, Group Work	Preparation of lesson plans used for peer teaching

	5	Practice Teaching	5	K6 (C)	PPT, Seminar	Peer teaching
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**Course Focussing on Employability/ Entrepreneurship/ Skill Development :**

Employability, Entrepreneurship and Skill Development

**Activities** (Em/ En/SD): Employability – Preparation of e-content, Portfolio preparation

Entrepreneurship - Preparation of e-content, Preparation of materials

Skill Development – Teaching skills through peer teaching

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

**Activities related to Cross Cutting Issues :** Peer teaching

**Assignment :** Writing a research paper on the recent trends in English Language Teaching

**Seminar Topic:** Choose a topic (LSRW, Grammar, Vocabulary, pronunciation) and preparing a lesson plan with relevant materials and assessment pattern for peer teaching

**Sample Questions**

**Part A**

1. Define curriculum

**Part B**

1. Discuss the principles involved in the notion of instructivism.
2. What are the principles in material production?

**Part C**

1. What is the purpose of a programmed instruction?
2. Read the follow poem and prepare 2 questions each for teaching listening, speaking, reading and writing:

**Daffodils**

- William Wordsworth

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:



Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced; but they  
Out-did the sparkling waves in glee:  
A poet could not but be gay,  
In such a jocund company:  
I gazed—and gazed—but little thought  
What wealth the show to me had brought:

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills,  
And dances with the daffodils

**Head of the Department**

**Dr. Alby Grace**

**Course Instructor**

**Dr. Sathya**

**Department : English (Aided)**  
**Class : II MA English Literature**  
**Title of the Course : Major Elective III (c): Critical Theories**  
**Semester : III**  
**Course Code : PE2036**

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

**Objectives:**

1. To enumerate critical and theoretical influences on literary studies.
2. To help students read with an enhanced critical and theoretical knowledge.
3. To nurture the application of critical thinking.

**Course Outcomes**

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	familiarize the students with the modern literary theories	PSO-2	U
CO-2	train the students to appreciate literature by applying modern literary theories	PSO-3	Ap
CO-3	have an in-depth range of theoretical perspectives.	PSO-3	Ap
CO-4	enhance the critical sensibility of the students	PSO-2	An

## Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Overview of critical theories: Definition, purpose, and historical context.	2	K2- U	Introductory session, Mind mapping, Lecture using PPT	Simple definitions, MCQ
	2.	Introduction of the writer - I. A. Richards Four Kinds of Meaning:(1) Sense	4	K2- U	Introductory session, Mind mapping, Peer tutoring, Lecture using PPT, Review	Evaluation through Short summary or overview
	3.	Feeling, Tone and Intention	4	K2- U	Lecture using Chalk and talk , Mind mapping, Peer tutoring, Lecture using PPT, Review	Simple definitions, MCQ
	4.	Introduction of Mikhail Bakhtin: Discourse in the Novel	6	K2- U	Lecture using Chalk and talk , Mind mapping, Review	Objective type questions, short essays
	5.	Discourse Analysis and explanation of the text	4	K2- U	Lecture using Chalk and talk , Mind mapping, Peer tutoring, Lecture using PPT, Review	Simple definitions, MCQ
II	1.	Discussion on the relevance and application of critical theories in various disciplines.	2	K2- U	Introductory session, Mind mapping, Lecture using PPT	Simple definitions, MCQ
	2.	Jacques Derrida: Structure, Sign and Play in the	3	K4-An	Lecture using PPT, Mind mapping, Peer tutoring	Evaluation through Short summary or overview

		Discourse of the Human Sciences.				
	3.	Analysis of Jacques Derrida's deconstruction and influence of poststructuralist theories in literary criticism, philosophy, and cultural studies.	3	K2- U	Lecture using Chalk and talk , Mind mapping, Peer tutoring, Lecture using PPT, Review	Simple definitions, MCQ
	4.	Introduction to poststructuralism and its critique of essentialism and structuralism.	3	K2- U	Lecture using Chalk and talk	Simple definitions, MCQ
	5.	Explanation of 20-th century literature, literary theory, post-structuralism, and postmodernism.	3	K2- U	Mind mapping, Lecture using PPT	Objective type questions, short essays
	6.	Roland Barthes: Death of an Author	3	K4-An	Lecture using Chalk and talk , Mind mapping, Peer tutoring	Simple definitions, MCQ
III	1.	Introduction of the author and explanation of the Subaltern Theory	3	K4-An	Lecture using PPT, Group Discussion, Mind mapping	Evaluation through Short summary or overview
	2.	Gayatri Chakravorty Spivak : Can the Subaltern Speak?	8	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Simple definitions, MCQ
	3.	Introduction of the author and explanation of the Postcolonial criticism	3	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Objective type questions, short essays
	4.	Gyan Prakash : Subaltern Studies as Postcolonial criticism	3	K3- Ap	Lecture using Chalk and talk , Mind mapping,	Simple definitions, MCQ

					Peer tutoring	
IV	1.	Reader-response theory and explanation of Wolfgang Iser : Reading Process	4	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Evaluation through Short summary or overview
	2.	Wolfgang Iser : Reading Process	4	K3- Ap	Lecture using PPT, Group Discussion, Mind mapping	MCQ, True/False, Short essays
	3.	Introduction of the author and interpretation of the text	2	K2- U	Lecture using PPT, Group Discussion, Mind mapping	MCQ, True/False, Short essays
	4.	Stanley Fish : Is there a text in the class?	6	K4-An	Lecture using Chalk and talk , Mind mapping, Peer tutoring	Simple definitions, MCQ
V	1.	Concept of social energy and explanation of Stephen Greenblatt: The Circulation of Social Energy	6	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Evaluation through Short summary or overview
	2.	The Circulation of Social Energy	2	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Simple definitions, MCQ
	3.	Explanation of the Renaissance studies and explanation of the text "The Poetics and Politics of Culture"	6	K2- U	Lecture using PPT, Group Discussion, Mind mapping	Simple definitions, MCQ
	4.	Louis Montrose : Professing the Renaissance: The Poetics and Politics of Culture	6	K4-An	Lecture using PPT, Group Discussion, Mind mapping	Simple definitions, MCQ

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

Activities (Em/ En/SD): Modern Literary Theories

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

Activities related to Cross Cutting Issues: Concepts correlated to the text

Assignment: Critical theory influence on historical events and social movements?

Seminar Topic: Subaltern Theory, Post- Structuralism, Readers Response Theory, New Historicism.

### **Sample Questions**

#### **Part A**

1. The 4 kinds of meanings are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ (U)
2. What is discourse according to Bakhtin? ( U)
3. What are 2 fields were combined to form analytic geometry? (U)
4. Who presented the paper Structure, Sign, and Play in the Discourse of the Human Sciences? (U)
5. In “Death of an Author” Sarrasine, Balzac, speaks of a castrato disguised as a \_\_\_\_\_. (U)
6. What does Spivak mean when she says that the subaltern Cannot speak? (U)
7. Who wrote “Is there a text in the class”? (U)
8. Who developed the phenomenological approach to the reading process? (U)

#### **Part B**

1. Compare the 2 kinds of meanings Feeling and Tone. (An)
2. Illustrate Descartes dissatisfaction with his educational upbringing. (Ap)
3. Analyse discourse as elucidated by Derrida. (An)
4. Describe Barthes’s overall claim that the author and his or her intentions are of no relevance when interpreting the meaning of a text? . (An)
5. Analyse the main idea of Can the Subaltern Speak. (An)
6. Demonstrate the theory of the subaltern. (U)
7. Examine the role of the reader in relationship to the text. (An)
8. Analyze the phenomenology, when considering a literary work in “Reading Process”. (An)

### **Part C**

1. Explain the 4 kinds of meanings by I.A Richards. (U)
2. Analyse the 4 rules Descartes uses to guide his inquiry. (An)
3. Summarize the 4maxim moral code to guide Descartes's behavior. (U)
4. Generalize Derrida's Structure Sign and Play in the Discourse of Human Sciences. (Ap)
5. Describe Roland Barthes "the death of the author" (An)
6. Summarize Gayatri Chakravorty Spivak's "Can the Subaltern Speak? (U)
7. Demonstrate Stanley Fish's views on Reading in "Is There a Text in This Class?" (AP)
8. Explain the concept of Reading Process according to Wolfgang Iser.(U)

**Head of the Department**

**Dr. Alby Grace**

**Course Instructor**

**Dr. Selva Mary Gokila**