

**Department of English SF**

**Teaching Plan**

**PG**

**SEMESTER I**

**CORE COURSE I: ENGLISH POETRY**

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

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

**Learning Objectives:**

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

**Course Outcomes**

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

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

**Teaching plan**

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

<b>Unit</b>	<b>Module</b>	<b>Topic</b>	<b>Teaching Hours</b>	<b>Cognitive level</b>	<b>Pedagogy</b>	<b>Assessment/ Evaluation</b>
I						
	1.	Middle English Poetry: Geoffery Chaucer	5	K5(E)	Lecture using Chalk and talk, Introductory session, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview, Slip Test, Simple definitions
	2.	The General Prologue: Pardoner	4	K4(An)	Lecture using Chalk and talk, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview
	3.	The General Prologue: The Nun	4	K4(An)	Lecture using Chalk and talk, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview
	4.	The General Prologue: Doctor	4	K4(An)	Lecture using Chalk and talk, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview

	5.	The General Prologue: Friar	4	K4(An)	Lecture using Chalk and talk, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview
II						
	1.	Elizabethan Poetry	5	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Mind mapping, Peer tutoring, Lecture using videos, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ
	2.	Edmund Spenser: Epithalamion	6	K4(An)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Lecture using videos, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, , MCQ, Open Book Test
	3.	John Donne: A Valediction: Forbidding Mourning	5	K4(An)	Lecture using Chalk and talk ,Introductory session, Group Discussion,	Evaluation through short test, MCQ, True/False, Short essays,

					PPT, Review	Concept explanations, Short summary or overview, MCQ, Slip Test, Open Book Test
	4.	John Donne: The Canonization	5	K4(An)	Lecture using Chalk and talk ,Introductory session, Group Discussion, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, MCQ, Slip Test, Open Book Test
III						
	1.	Seventeenth Century Poetry	5	K5 (E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Mind mapping, Peer tutoring, Lecture using videos, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ
	2.	John Milton: Paradise Lost - Book IX	10	K3(R)	Lecture using Chalk and talk, Group Discussion,	Evaluation through short test, MCQ, True/False,

					Peer tutoring, Demonstration, PPT, Review	Short essays, Concept explanations, MCQ, Open Book Test
	3.	Andrew Marvell: To His Coy Mistress	6	K4(An)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, MCQ, Slip Test, Open Book Test
IV						
	1.	Eighteenth Century Poetry	3	K2(U)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Mind mapping, Peer tutoring, Lecture using videos, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ
	2.	John Dryden: Absalom and Achitophel (Lines 150 – 476)	5	K4(An)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration,	Evaluation through short test, MCQ, True/False, Short essays, Concept

					PPT, Review	explanations, MCQ, Open Book Test
3.	Thomas Gray: Elegy Written in a Country Churchyard	5	K4(An)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, MCQ, Slip Test, Open Book Test	
4.	William Wordsworth: Tintern Abbey	4	K4(An)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, MCQ, Slip Test, Open Book Test	
5.	Robert Burns: Holy Willie's Prayer, Auld Lang Syne	4	K4(An)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview,	

						MCQ, Slip Test, Open Book Test
V						
	1.	Modern Poetry	1	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Slip Test
	2.	Rupert Brooke: The Soldier	2	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Lecture using videos, PPT	Evaluation through short test, MCQ, True/False, Short essays, Short summary or overview, MCQ, Open Book Test, Slip Test
	3.	Wilfred Owen: Anthem for Doomed Youth	1	K5(E)	Lecture using Chalk and talk ,Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, True/False, Short essays, Short summary or overview, MCQ, Open Book Test, Slip test
	4.	W. H. Auden: Elegy on the Death of W. B.	1	K4(An)	Lecture using Chalk and talk	Evaluation through short

		Yeats;			,Introductory session, Group Discussion, Demonstration, PPT, Review	test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Slip Test
	5.	W. H. Auden: Musee des Beaux Arts	2	K4(An)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Slip Test
	6.	Dylan Thomas: Do Not Go Gentle into That Good Night	2	K4(An)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Slip Test
	7.	Dylan Thomas: Poem in October	2	K4(An)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary



						or overview, Slip Test
	8.	Philip Larkin: Whitsun Weddings	2	K4(An)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Slip Test
	9.	Ted Hughes: Hawk Roosting, Life after Death	2	K4(An)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Slip Test
	10.	Seamus Heaney: Digging	2	K4(An)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Slip Test
	11.	Carol Ann Duffy: Standing Female Nude	2	K4(An)	Lecture using Chalk and talk ,Introductory session, Group	Evaluation through short test, MCQ, True/False,

					Discussion, Demonstration, PPT, Review	Short essays, Concept explanations, Short summary or overview, Slip Test
	12.	Eavan Boland: Achilles Woman	2	K4(An)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Slip Test

Course Focussing on Employability/ Entrepreneurship/ Skill Development: Employability

Activities (Em/ En/SD): Reciting poems, Identifying rhyme schemes, Verse Writing

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

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

Assignment: Choose any Poem and Identifying its structure and Rhyme Scheme

Seminar Topic: Poetry Analysis

Sample questions (minimum one question from each unit)

Part A

1. Which Pilgrim carries a brooch inscribed with Latin words meaning “Love Conquers All”? (K1)
2. The term ‘epithalamion’ is derived from a Greek word meaning\_\_\_\_\_? (K1)
3. Name the angel who wielded a large sword in the battle and wounded Satan? (K1)
4. The opening lines of the “Elegy Written in a Country Churchyard” set at: (K2)
5. How did Owen addressed the soldiers in the beginning of the poem “Anthem for the Doomed Youth” (K1)

## Part B

1. Discuss Chaucer's Characterization in Prologue (K5)
2. Elaborate on the themes of Paradise Lost by John Milton (K5)
3. Write in brief on the symbols and allegory used in "Elegy Written in Country Churchyard". (K5)
4. What is metaphysical about the the poem "The Valediction Forbidding Morning" (K5)
5. What are the figures of Speech used in "Anthem for the Doomed Youth" (K5)

## Part C

1. Comment on the character portrayal in Chaucer's Prologue? (K5)
2. In "Epithalamion" Spenser celebrates not just the wedding but aspirations of entirely new class of people – Explain K5
3. Attempt a critical evaluation of Andrew Marvell's "To his Coy Mistress" (K5)
4. Explain the elements of Modernism in "Elegy on the death of W B Yeats" (K5)
5. Does Wordsworth used 'the language of real men' in Tintern Abbey –Evaluate (K6)



*Alisha Josephine*

Ms. M.Maria Helen Janoba

J. Alisha Josephine

Head of the Department

Course Instructor

### SEMESTER I

### CORE COURSE II: ENGLISH DRAMA

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

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

### Learning Objectives:

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

### Course Outcomes

On the successful completion of the course, student will be able to:		
1	appraise various aspects of drama and theatre	<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>

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

### Teaching plan

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Miracle and Morality Plays: <i>Everyman</i>	7	K5(E)	Lecture using Chalk and talk, Introductory session, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview, Slip Test, Simple definitions
	2.	The Senecan and Revenge Tragedy	4	K1(R)	Lecture using Chalk and talk, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, Short essays, Concept explanations, Short summary or overview, Simple definitions
	3.	Thomas Kyd: <i>The Spanish Tragedy</i>	7	K5(E)	Lecture using Chalk and talk, PPT, Review	Evaluation through short test, Short essays, Concept explanations
II						
	1.	Theatres, Theatre groups, Audience, Actors and	4	K1(R)	Lecture using Chalk and talk ,Introductory	Evaluation through short test, MCQ,

		Conventions Tragedy and Comedy			session, Group Discussion, Mind mapping, Peer tutoring, Lecture using videos, Demonstration, PPT, Review	True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Recall steps, Concept definitions ,
2.	Christopher Marlowe: <i>The Jew of Malta</i>	7	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Lecture using videos, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Open Book Test	
3.	Ben Jonson: <i>Volpone</i>	7	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview,	

						Simple definitions, MCQ, Slip Test, Open Book Test
III						
	1.	John Webster: <i>The White Devil</i>	9	K5(E)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, Short essays, Short summary or overview, Open Book Test
	2.	Thomas Middleton: <i>A Game at Chess</i>	9	K5(E)	Lecture using Chalk and talk, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, MCQ, Open Book Test
IV						
	1.	William Congreve: <i>The Way of the World</i>	9	K5(E)	Lecture using Chalk and talk, Introductory session, Group Discussion, Peer tutoring, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple

						definitions, MCQ, Recall steps, Concept definitions , Suggest idea/concept with examples, Suggest formulae, Solve problems, Explain
	2.	J.M. Synge: <i>The Playboy of the Western World</i>	9	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Mind mapping, Peer tutoring, Lecture using videos, Problem solving, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Simple definitions, MCQ, Recall steps, Concept definitions , Suggest idea/concept with examples, Suggest formulae, Solve problems, Explain
V						



1.	Bertolt Brecht: <i>Mother Courage and her Children</i>	6	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Demonstration, PPT, Review	Evaluation through short test, MCQ, True/False, Short essays, Concept explanations, Short summary or overview, Slip Test
2.	Harold Pinter: <i>Birthday Party</i>	7	K5(E)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Lecture using videos, PPT	Evaluation through short test, MCQ, True/False, Short essays, Short summary or overview, MCQ, Open Book Test, Slip Test
3.	Samuel Beckett: <i>Waiting for Godot</i> (Act I)	5	K5(E)	Lecture using Chalk and talk ,Introductory session, Lecture using videos, PPT	Evaluation through short test, MCQ, True/False, Short essays, Short summary or overview, MCQ, Open Book Test, Slip test

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

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

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

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

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

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

Sample questions (minimum one question from each unit)

#### Part A

1. Where the author got the source for the play *Everyman*?(K1)
2. Who are the two types of audience in Elizabethan theatre? K1
3. When was *A Game at Chess* first staged? K1
4. *A Game at Chess* is an \_\_\_\_\_ drama(K2)
5. What does *Waiting for Godot* symbolize? K1

#### Part B

1. What is the main theme of *Spanish Tragedy*? (K2)
2. Elaborate on the character of Barabas. K5
3. Write in brief on the symbols and allegory used in *A Game at Chess*.K5
4. What purpose do the dumb shows serve in *The White Devil*? (K5)
5. Describe Stanley's descent into madness. K5

#### Part C

1. Elucidate the themes in *Everyman* (K5)
2. Explain about the themes in *Volpone*. K5
3. Elaborate on the themes in *The White Devil*. (K5)
4. What is the significance of the title *The White Devil*? (K6)

5.Elements of realism are markedly present within the play. How is realism used in *The Birthday Party*. K5



Head of the Department

Course Instructor

Ms. M. Maria Helen Janoba

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## SEMESTER I

### CORE COURSE III: English Fiction

**Department** : English SF  
**Class** : I MA  
**Title of the Course** : Core III: English Fiction  
**Semester** : I  
**Course Code** : EP231CC3

Course Code	L	T	P	S	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

CO	On the successful completion of the course, student will be able to:	Cognitive Level
CO-1	gain wide knowledge about different types of novels.	K2 (U)
CO-2	learn the art of writing different forms of novel with the learned notions.	K2 (U) (K3)
CO-3	explore Social, domestic and gothic novels.	K4 (An)

CO-4	assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic Movement	K5 (E)
CO-5	infer themes relating to the turn of the century events through close reading of text.	K4 (An)

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

### **Teaching plan**

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
<b>I</b>						
	1.	Introduction to Novel, Allegorical Novel and Satire:	1	K2(U)	Lecture using Chalk and talk ,Introductory session	Short summary or overview
	2.	Novel as a Form, Concepts and Theories about the Novel, Poetics of the Novel – definition, types, narrative modes: omniscient narration.	3	K2(U)	Peer tutoring, Review	short test, Short essays, Concept explanations
	3.	John Bunyan: The Pilgrim’s Progress	7	K5(E)	Lecture using PPT	short test, Short essays, Concept explanations, Short summary or overview, Mind Mapping
	4.	Jonathan Swift: Gulliver’s Travels	7	K5(E)	Lecture using PPT	Concept explanations, Short summary or overview, Simple definitions
<b>II</b>						
	5.	The New World Novel: Daniel Defoe: Robinson Crusoe	9	K5(E)	Lecture using chalk and talk & PPT	Slip Test, Short essays, Concept explanations, Short summary or overview, MCQ’s
	6.	Laurence Stern: Tristram Shandy	9	K(4)	Lecture using PPT	short test, Short essays, Concept explanations, Short summary or overview, Simple definitions
<b>III</b>						
	7.	Middle Class Novel of Manners: Jane Austen: Emma	9	K(4)	Lecture using demonstrative PPT	Simple definitions, MCQ, Recall steps, Concept definitions
	8.	Emile Bronte: Wuthering Heights	9	K4 (An)	Lecture using chalk and talk & PPT and Peer	MCQ, Recall steps, concept explanation

					Tutoring	
<b>IV</b>						
		Women's Issues: Charlotte Bronte: Jane Eyre	9	K4(An)	Lecture using chalk and talk & PPT and Peer Tutoring	Problem-solving questions, Differentiate between various ideas
		Thomas Hardy: Tess of the D'Urberville	9	K5(E)	Lecture using chalk and talk & PPT and Peer Tutoring	Longer essay/ Evaluation essay, Critique or justify with pros and cons
<b>V</b>						
		Liberal Humanism, Individual Environment and Class Issues	2	K(2)	Lecture using chalk and talk & PPT and Peer Tutoring	Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations
		D. H. Lawrence: The Rainbow	8	K(4)	Lecture using chalk and talk & PPT and Peer Tutoring	short test, Seminar
		James Joyce: Portrait of the Artist as a Young Man	8	K(4)	Lecture using chalk and talk & PPT and Peer Tutoring	Concept explanation, Seminar

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

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

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

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

Assignment: Mind Mapping, Short Essay Writing,

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

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

Part A

1. Who is the first person to accompany Christian on his pilgrimage? (K1)
2. To what does Crusoe attribute his good fortune in landing on the island? (K2)
3. What is the name of the estate where Emma and her father live? (K1)
4. Angel and Tess first see each other at \_\_\_\_\_ (K1)
5. Where is Lydia from? (K1)

Part B

1. Comment on the symbolic significance of Obstinate and Pliable in *The Pilgrim's Progress*. (K4)
2. How does Crusoe feel about his fate when the pirates take him as a slave? (K4)
3. Emma a feminist novel –Elucidate. (K5)
4. Discuss the role of landscape in the novel *Tess of D'Urbervilles*. (K5)
5. Justify the significance of the title *The Rainbow* (K6)

Part C

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



Ms. M.Maria Helen Janoba

Head of the Department

Ms. J. Maria Prabina Sackaria

Course Instructor

**Semester I**

**Discipline Specific Elective I: INDIAN WRITING IN ENGLISH**

**Department : English**  
**Class : I M.A English**  
**Title of the Course : Discipline Specific Elective I: INDIAN WRITING IN ENGLISH**  
**Semester : I**  
**Course Code : EP231DE1**

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EP231DE1	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

CO	Upon completion of this course the students will be able to:	
CO - 1	understand the Indianness through representative works of Indian Writers in English	K2
CO - 2	Identify various trends and tradition of the Indian society	K4
CO - 3	examine the background and settings of the prescribed texts	K5
CO - 4	evaluate the cultural significance of Indian English Literature	K5
CO- 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	K3

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

### Teaching plan

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



Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	The Epileptic	2	K2(U)	Lecture using Chalk and talk	Evaluation through test
	2.	The Island Grave	3	K2(U)	Lecture using PPT	Quiz
	3.	Rose of God	2	K2(U)	PPT	Factuals
	4.	The Casuarina Tree	2	K2 (U)	Lecture	Class Test
	5.	Palanquin Bearers	3	K2(U)	Lecture	Discussion
	6.	Coromandel Fishers	3	K2 (U)	PPT	Essay Writing
II	1.	The Looking Glass	3	K3(An)	Chalk and Talk	Discussion
	2.	An Introduction	2	K3(An)	Chalk and Talk	Slip Test
	3.	River Once	2	K5(E)	Chalk and Talk	Critical Analysis
	4.	Under Another Sky	2	K3(An)	Chalk and Talk	Discussion
	5.	Morning Prayer	3	K5(E)	Chalk and Talk	Critical Analysis
6	Enterprise	3	K3(An)	Chalk and Talk	Interpretation	
III	1.	My School	4	K3(Ap)	Lecture & Discussion	Critical Evaluation
	2.	Emerging World Society	4	K4(An)	Chalk and Talk	Interpretation
3	Orientation (Wings of Fire)	4	K4(An)	Lecture & Discussion	Summary Writing	
4	The Burden of English	4	K5(E)	Lecture & Interaction	Theme analysis	

IV	1.	<i>Nagamandala</i>	7	K4(An)	Lecture & Discussion	Critical Evaluation
	2.	<i>Inquilab</i>	8	K4(An)	PPT	Slip Test
V	1.	<i>Where Shall We Go This Summer?</i>	7	K4(An)	Lecture	Seminar
	2.	<i>Roots and Shadows</i>	8	K3(Ap)	Lecture	Theme Analysis

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

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

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

Activities related to Cross Cutting Issues: Seminar

Assignment: Preparing Album on Indian Culture

### Sample questions

#### Part A

1. What is the symbol of rose in the poem 'Rose of God' ?
2. What is the rhyme scheme of the poem 'Enterprise'?
3. Which is old fashioned thing according to Dr. Radhakrishnan?
4. Who gave the root to Rani to arouse love in the heart of Appanna?
5. Through which character, Deshpande portrays the contradictory traits in a woman's character?

#### Part B

1. Why is the casuarina tree dear to the poet's heart? Explain
2. Analyse the poem 'River Once' with ecocritical perspective.
3. Give a short account on Tagore's concept of school and freedom
4. Explain the entry of Naga in Rani 's life.
5. Discuss about symbolism in the novel *Where Shall we go this summer*.

#### Part C

1. Justify Kamala Das as a feminist with reference to the poem 'An Introduction'.
2. Critically appreciate Sarojini Naidu 's views on 'Coromandel Fishers'.
3. How does Spivak see positive – seeming ideas in a skeptical light? Explain.

4. Write a critical note on Abdul Kalam 's early education with reference to the essay 'Orientation'.
5. Elucidate the plight of women in the play *Nagamandala*
6. Justify *Where shall we go this summer* as a psychological novel.



Ms. M. Maria Helen Janoba  
Head of the Department

Ms. K. Mihi Nancy  
Course Instructor

**Semester I**  
**General Elective I: Theatre Art**

**Department** : English  
**Class** : I M.A.  
**Semester** : I  
**Name of the Course** : General Elective I: Theatre Art  
**Subject Code** : EP231GE3

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
EP231GE3	4	-	1	3	5	75	25	75	100

**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**

CO	Course outcomes	CL
	<b>Upon completion of this course the students will be able to :</b>	
CO-1	Understand a broad range of theatrical disciplines and experiences	K1 (U)
CO-2	Identify the diversity of theatrical experiences and the role of theatre in society	K2 ( R)
CO-3	Discover the relationships among the various facets of Theatre	K6 (C)
CO-4	Estimate drama as a performing art and the aspects of Stagecraft	K5 (Ev)
CO-5	Gain exposure to diverse components of acting and techniques	K4 (Ap)

**Teaching plan**

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
<b>I</b>	1.	Drama as performing art	3	K2(Ap)	Lecture using Chalk and talk, Discussion	Class Test
	2.	Relation between drama and theatre	5	K2(U)	Lecture using Chalk and talk, Discussion	Slip test
	3	The role of theatre	3	K2 (U)	Lecture using Chalk and talk, discussion	MCQ
	4	The need for permanent theatre	4	K2 (U)	Lecture using Chalk and talk, discussion	True or False
<b>II</b>	1.	Greek theatre, Shakespearian theatre, the absurd theatre	4	K4(An)	Interaction, Lecture Chalk and talk	Short Essay
	2	The Epic, the Multipurpose theatre	2	K4 (An)	Lecture with PPT and discussion	MCQ
	3	Designing for a particular theatre	2	K3 (Ap)	Role play, Discussion	MCQ
	4	The Eastern theatre –conventional and non-conventional theatre	2	K4 (An)	Lecture with PPT and discussion	Slip test
	5	Folk theatre, urban theatre, third theatre, other theatres form vogue	5	K4 (An)	Lecture with PPT and discussion	MCQ
<b>III</b>	1.	Fundamentals of Play Directing	15	K3(Ap)	Lecture using Chalk and Talk, Self observation Share /discussion	Slip test
<b>IV</b>	1	Components of acting	15	K2 (U)	Lecture using chalk and talk and discussion	Short essay
<b>V</b>	1	Theatre of illusion	2	K2 (U)	Lecture using chalk and talk and discussion	Short answer
	2	Expressionism and dramatic symbolism	2	K2 (U)	Lecture using chalk and talk and discussion	MCQ
	3	Stage design in modern world	5	K2 (U)	Lecture Discussion and PPT	Quiz
	4	Lighting in the	5	K3(Ap)	Lecture using	MCQ

		modern world			chalk and talk and discussion	
	5	Word versus Spectacles	1	K3 (Ap)	Lecture using chalk and talk and discussion	Slip test

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

Activities (Em/ En/SD): Group Discussion, Mind Mapping, Dramatic performance

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

Activities related to Cross Cutting Issues: staging of a play

Assignment: Preparing models of theatres

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

**Part A**

1. What are makes drama a performing art ? (K1)
2. Enlist the differences between drama and theatre? (K2)
3. Who coined the term absurd theatre? (K1)
4. How important is gesture in acting? (K1)
5. Bring out one difference between word versus spectacles (K4)

**Part B**

1. How did a typical Greek theatre look like? (K1)
2. What is the role of a director in performance? (K2)
3. Critically analyse the effects of violence on stage (K4)
4. How is the theatrical stage instrumental in acting? Explain with reference to Shakespearian theatre ( K4)
5. Illustrate the importance of voice in acting. (K5)

**Part C**

1. Enumerate drama as a performing art. ( K2)
2. Explain in detail about the difference between the conventional and non-conventional forms of Eastern theatre. ( K3)
3. Describe various components of acting. (K6)
4. Define mask and different styles involved in performing with use of masks on stage ( K4)
5. Prepare a checklist of the fundamentals of play directing and lighting. (K6)



Head of the Department

Course Instructor

Ms. M. Maria Helen Janoba.

Ms. Jebamalar. E

### Semester III

#### Major Core II –Wordsworth to Ruskin

**Name of the Course : Major Core II –Wordsworth to Ruskin**

**Department : English SF**

**Class : II M.A English**

**Title of the Course : Major Core II**

**Semester : III**

**Course Code : PE2031**

Course Code	L	T	P	S	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.
1. 3. To gain an understanding of the process of literary development.

#### Course Outcomes

On the successful completion of the course, student will be able to:		
1	recognize the shifts and thoughts behind the romantic movement of the	<b>K2</b>

	Victorian period	
2	understand the thematic and stylistic aspects of the key literary texts with the knowledge of their socio-political context	<b>K2</b>
3	analyse the literary merits of the early formative writers and their description of nature	<b>K4</b>
4	demonstrate critical thinking and creative felicity by reviewing	<b>K5</b>
5	achieve expertise in language and literature and identify career potentials	<b>K3</b>

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

### **Teaching plan**

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Wordsworth & Coleridge	5	K1(R)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, True/False, Short essays, Short summary or overview
	2.	Tennyson & Browning	5	K3(App)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, True/False, Short essays, Short summary or overview
	3.	John Ruskin	5	K1(R)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, True/False, Short essays, Short summary or overview
	1.	Oxford in Vocation	4	K3(App)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, True/False, Short essays, Short summary or overview
II						



	2.	Detached thoughts on Books and Reading	4	K1(R)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, True/False, Short essays, Short summary or overview
	3.	Pleasure of Opium	4	K2(U)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, True/False, Short essays, Short summary or overview
		Pain of Opium	4	K4(An)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, True/False, Short essays, Short summary or overview
		Sesame and Lilies	5	K4(An)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, True/False, Short essays, Short summary or overview
III						
	1.	I Wandered Lonely as a Cloud	3	K3(App)	Lecture using Chalk and talk, Introductory session, Lecture	Evaluation through short test, True/False, Short essays,

					using videos, Demonstration, PPT	Short summary or overview
2.		Dejection: an Ode	4	K2(U)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, True/False, Short essays, Short summary or overview
3.		The Devil's Walk: A Ballad	4	K1(R)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, True/False, Short essays, Short summary or overview
		Endymion	4	K4(An)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, True/False, Short essays, Short summary or overview
		Tithonus	3	K4(An)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, True/False, Short essays, Short summary or overview
		Andrea del Sarto	3	K4(An)	Lecture using Chalk and talk,	Evaluation through short

					Introductory session, Lecture using videos, Demonstration, PPT	test, True/False, Short essays, Short summary or overview
		Dover Beach	3	K4(An)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, True/False, Short essays, Short summary or overview
IV						
	1.	Ivan Hoe	8	K2(U)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, True/False, Short essays, Short summary or overview
	2.	Vanity Fair	8	K3(App)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, True/False, Short essays, Short summary or overview
V						
	1.	The Cenci	7	K2(U)	Lecture using Chalk and talk, Introductory session, Lecture using videos,	Evaluation through short test, True/False, Short essays, Short summary

					Demonstration, PPT	or overview
2.	The Duchess of Padua	7		K2(U)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, True/False, Short essays, Short summary or overview. Slip Test

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

**Activities (Em/En/SD):** Enactment, Literary Masquerade, Mind Mapping,

**Course Focusing on Cross Cutting Issues (Professional Ethics/ Human**

**Values/Environment Sustainability/ Gender Equity):** Professional Ethics

**Activities related to Cross Cutting Issues:** Peer Teaching, Discussion, Role Play

**Assignment:** Literary Performance (*An ideal husband*)

**Seminar Topic:** Oliver Twist

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

**Part A**

1. Name the work of Tennyson which is a long series of meditations upon the death of Arthur Henry Hallam.(K1)
2. *The Ring and the Book* is the story of the murder of \_\_\_\_\_. (K1)
3. Mention the medicine which was used by the Edinburgh surgeon to De Quincey.(K2)
4. On later days De Quincey created Interest in \_\_\_\_\_field. (K2)
5. Who is having the “maudlin brain” according to the devil? (K1)
6. The devil is sometimes called as \_\_\_\_\_ (K2)
7. How does the poem Endymion begin with? (K2)
8. What does the expression, “the spite of despondence” imply. (K4)
9. Who has come to Padua to learn the secret of his birth? (K1)
10. Who has disguised as a Black Knight. (K1)

**Part B**

1. Describe the Features of Tennyson’s Poetry. (K5)

2. Discuss Browning's Features of his work (K3)
3. Examine the dreams of De Quincey in Pains of Opium (K5)
4. Analyse the epigraph quoted by S.T. Coleridge in his poem "Dejection: An Ode".(K5)
5. Justify "The Duchess of Padua" as a tragic play. (K4)
6. Discuss the Challenges faced by Ivanhoe. (K3)

### Part C

1. Examine the poem The Devil's Walk: A Ballad as a satirical attack and criticism of the British Government.(K5)
2. Analyse the poem Andrea Del Sarto as a dramatic monologue. (K4)
3. Compare and Contrast the pains and pleasures of Opium (K1)
4. Demonstrate the sufferings undergone by Tithonus (K6)
5. Evaluate the inner and outer conflict in the play "The Duchess of Padua" (K5)
6. Elaborate the social background of the novel *Ivan Hoe* (K5)
7. Justify 'The Cenci' as a tragic play. (K5)



Ms.M. Maria Helen Janoba  
Head of the Department

J. Alisha Josphine  
Course Instructor

### Semester III

#### Major Core X: Regional Literature in Translation

**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**

<b>CO</b>	<b>Upon completion of this course the students will be able to:</b>	<b>CL</b>
CO - 1	become masters of the regional contribution to Literature in English.	K2(U)
CO - 2	equip with skills of translation and also problems of translation	K4(An)
CO - 3	create awareness of the cultural issues from a global perspective.	K6(C)
CO - 4	enhance the knowledge about regional literature written in English	K5 (E)

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

**Teaching plan**

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

Unit	Module	Topic	Teaching Hours	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	K4(An)	PPT	MCQ
IV	1.	<i>Kanyadaan</i>	7	K4(An)	Lecture & Discussion	Class Test
	2.	<i>Halfway House</i>	8	K4(An)	PPT	Slip Test
V	1.	Translation Studies	15	K1(R), K2(U)	Lecture	MCQ

Course Focusing on Employability/ Entrepreneurship/ Skill Development: Skill Development Activities (Em/ En/SD): Book Review, Video Presentation, Translation

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

Activities related to Cross Cutting Issues: Translation

Assignment: Translating a News story from Tamil to English.

### Sample questions

#### Part A

1. What does the Kadamba Tree symbolise? (K2)
2. Whose death is portrayed in “Waiting for Death”? (K2)
3. Who is the narrator of *Tale of a Tamarind Tree*? (K1)
4. In which language was *Kanyadaan* originally published? (K1)
5. Mention the types of translation. (K1)

#### Part B

6. Analyse “I am the daughter of the Land of Dravida” from feminist perspective. K2
7. Write a short note on “Water” in an eco perspective. K4
8. Compare and contrast the nuances of translation in the original and the translated text of *Tale of a Tamarind Tree*. K3
9. Explicate the themes in *Halfway House*. K4
10. Bring out the importance of translation. K2

#### Part C

1. Explain with suitable examples the poetic devices in *Gandhi*. K4
2. Justify the title “The Riding Fate”. K4
3. Elaborate on the disintegration of the matrilineal system in *Naalukettu*. K4
4. Write a detailed note on the characterization in *Kanyadaan*. K4
5. Elucidate the types of translation. K1



*Nimesha*

Ms. M. Maria Helen Janoba  
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Ms. A. Nimesha  
Course Instructor



**Semester III**  
**Core IX: English Language Teaching**

**Department** : English SF  
**Class** : II M A English  
**Title of the Course** : Core IX: English Language Teaching  
**Semester** : III  
**Course Code** : PE2033

Course Code	L	T	P	Credits	Inst. Hours	Total Hours	Marks		
							CIA	External	Total
CC2041	4	-	-	4	4	60	25	75	100

**Objectives**

- To acquaint students with the nuances of language teaching
- To familiarize them with various theories of language learning and acquisition.

**Course outcomes**

CO	Upon completion of this course, the students will be able to:	Cognitive level
CO - 1	familiarize with the learning theories and enabling them to understand the application of the these theories in the current scenario	K2(U)
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'	K2(U)
CO - 3	discover the different types of materials used for language teaching	K2(U),K6(C)
CO - 4	distinguish between syllabus and curriculum development	K5(E )
CO - 5	comprehend the different methods used for testing and evaluation	K1(R)

**Teaching plan**

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I						
	1.	Instructivism	5	K2(U)	Lecture using Chalk and talk ,Introductory session, Group Discussion, Mind mapping, Peer tutoring, Lecture using videos, Problem solving, Demonstration, PPT, Review	Class Test
	2.	Humanism	6	K1(R)	Lecture, Discussion, PPT, Seminar	Slip test
	3.	Social Interactionism	5	K3(Ap)	Discussion, Seminar,	Quiz
	4.	Programmed Instructions	4	K4(An)	Lecture, PPTDiscussion	Class Test
	5.	Project Based Learning	5	K5(E)	Lecture, Discussion	Factual test
II	1.	Constructivism	4	K6(C)	Interaction, Lecture	Slip.test
	2.	Stephen Krashen's Hypothesis	6	K3(Ap)	Discussion, Seminar	Class test
	3	Interactional Theories	5	K4(An)	Group work Discussion	Factual test
	4.	Interlanguage	5	K2(U)	Lecture, Discussion	Quiz and slip test
	5	Error Analysis	5	K5(E)	Lecture using chalk and talk	Class test
III						
	1	Material Production	10	K6©	Seminar, Discussion, Assignment	Slip test
IV						
	1	Syllabus	8	K5( E)	Seminar, PPT	Factual and class test
	2	Curriculum	7	K2( C)	Discussion, PPT seminar	Class test
V						
	1	Testing	7	K3 (Ap)	Lecture Discussion and PPT	Quiz
	2	Evaluation	8	K6 ( C)	Lecture	Slip.test

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

Activities (Em/ En/SD):Group Discussion, Teaching Materials Expo, Mind Mapping.

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

Activities related to Cross Cutting Issues : Teaching Materials Expo

Assignment : Preparing a question paper for semester exam

Seminar Topic: ( if applicable)

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

**Part A**

6. What is the key feature in language future approach? (K1)
7. Which type of error is caused by the interference of native language? ( K3)
8. Mention any one material to enhance listening skill. (K2)
9. List out any one proponent of Skill Based syllabus. ( K1)
10. What is proficiency test? ( K3)

**Part B**

6. Describe the influence of interactionism in language teaching. (K2)
7. Critically analyse error analysis. (K4)
8. Define the materials used to enhance speaking skill. ( K6)
9. Illustrate the importance of curriculum. (K5)
10. Explain different types of tests. (K2)

**Part C**

6. Enumerate instructivism theory. ( K2)
7. Explain in detail about Error Analysis. ( K3)
8. Describe various materials used to enhance reading and writing skills. (K6)
9. Define curriculum. ( K4)
10. Prepare a question paper of any course with Part A , Part B and Part C. (K6)



*Prabona*

Ms. M. Maria Helen Janoba.

Ms. J Maria Prabina Sackaria

Head of the Department

Course Instructor

**Semester III**  
**AFRICAN LITERATURE**

**Department** : English  
**Class** : II M.A  
**Title of the Course** : General Elective II  
**Semester** : III  
**Course Code** : PE2035

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
PE2035	3	3	-	-	6	4	90	40	60	100

**Objectives:**

1. To enable students compare the ancient texts with the latest trends in African literature.
2. To make students have a better understanding of the African ancestors and the impact of European intrusion on African history.
3. To provide a deep knowledge of the social, cultural and political changes taking place in the modern Africa.

**Course Outcomes**

On the successful completion of the course, student will be able to:		
CO 1	recall the significance of major historical events and social movements in shaping English society	<b>K4 (Ap)</b>
CO 2	evaluate how different historical and ideological contexts of contemporary realities in Africa are mediated, reflected and expressed through African literature.	<b>K3 (An)</b>
CO 3	understand Africa through specific forms of literary expression from the continent and the Diaspora	<b>K2 (U)</b>
CO 4	demonstrate experience with, and increased confidence in, developing their own analyses of selected works of African literature.	<b>k 4 (Ap)</b>

**Teaching plan**

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

Unit	Module	Topic	Teaching Hours	Cognitive level	Pedagogy	Assessment/ Evaluation
I	1.	Prose- Chinua Achebe- Hopes and Impediments (chap 1,2,3)	6	K1(R)	Lecture Introductory session, Lecture using videos, PPT	Evaluation through short test, CIA
	2.	Chimamanda Ngozi Adichie- We Should Always be a Feminist	6	K3(App)	Lecture using videos, Demonstration, PPT	Quiz
II	Poetry					
	1.	Juliya Lithebe- The Sunshine	3	K3(App)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Open book test
	2.	Ben Okri- A New Dream of Politics	3	K1(R)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, Short essays, Short summary or overview
	3.	Gabriel Okara- Once Upon a Time	2	K2(U)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, Seminar
	4.	Dennis Brutus- A Common Hate Enriched on Love and Us	2	K3 (App)	PPT	Seminar
	5.	Neo Mvubu- Mighty Eyes	1	K2(U)	PPT	Seminar

		David Rubadiri- A Negro Labourer in Liverpool	1	K2(U)	PPT	Quiz
III	Short Story					
	1.	Lilian A Aujo – Getting Somewhere	7	K3(App)	Lecture using Chalk and talk, Introductory session, Lecture using videos, Demonstration, PPT	Evaluation through short test, Short essays, Short summary or overview,, Class test
		2. Gloria Kembhazi Muhatane- The Gem and your Dreams				
	3.	Oyet Sisto Ocen- In the Plantation  Rutangye Crystal Butungi- Legal Alien	7	K2(U)	Introductory session, Lecture using videos, Demonstration, PPT	CIA, Seminar
	4.	Hellen Nyana- Waiting	7	K1(R)	Introductory session, Lecture using videos, Demonstration, PPT	Quiz, Seminar
IV	Fiction					
	1.	Nadine Gordimer- July's People	12	K2(U)	Lecture using videos, Demonstration, PPT	Short essays, Short summary or overview, Seminar
	2.	Ibrahim al Koni- Gold Dust	12	K3(App)	Lecture, Demonstration, PPT	Group Discussion
V	Drama					
	1.	Ama Ata Aidoo- Anowa	10	K2(U)	Introductory session, PPT	Seminar, Group Discussion
	2.	Ngugi WaThiongo- The Black Hermit	10	K2(U)	Lecture, PPT	Slip Test, Seminar, Group Discussion

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

**Activities (Em/En/SD):** Find factual and answers for all the prescribed topics, Mind Mapping

**Course Focusing on Cross Cutting Issues (Professional Ethics/ Human**

**Values/Environment Sustainability/ Gender Equity):** Professional Ethics

**Activities related to Cross Cutting Issues:** Peer Teaching, Discussion, Role Play

**Assignment:** Description of the racism suffered by the tribe

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

#### **Part A**

1. What is the central idea depicted in Chimamanda Adichie's prose? (K1)
2. What is the poet's longing in the poem 'Once Upon a Time'? (K1)
3. Comment on the title 'Gold Dust' of Ibrahim al Koni. (K2)
4. Comment on Gloria Muhantanu's depiction of dreams. (K1)
5. Is Okara speaking about his own family in the poem— Say true or false (K2)

#### **Part B**

1. Describe the writing style of Chinua Achebe. (K2)
2. Discuss in short the poem of David Rubadiri. (K1)
3. Write a short note on 'Waiting' by Helen Nyana. (K2)
4. Analyse the consequences of suppression of the African people. (K3)
5. Elucidate on the setting of Oyer Sisto Ocen's short story 'In the Plantations'. (K2)

#### **Part C**

1. Bring out the causes and consequences of the suffering of the African people as mentioned by Okara in his poem 'Once Upon a Time'.(K3)
- 2.Enumerate on the concept of hopes as depicted by Chinua Achebe in his prose. (K2)
3. Write an essay on the themes depicted in Nadine Gordimer's 'July's People' . (K1)
4. Give an account of the writing style of Ama Ata Aidoo. (K1)



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